

Climate Action Plan St Columb Major Academy



Our school Climate Action Plan (CAP) 2025/26

Progress Key

Not Started	Grey
In progress	Yellow
Stalled	Orange
Complete	Green

Actions/Stakeholder Key

High Carbon Reduction Actions	★
Shared Services Team actions	★

Baseline score data

Our school's carbon baseline score:	235.87 tonnes CO ₂ e* per year
Calculation date:	18/12/25

First Step

Action	Notes	Tracker																																																					
Calculate our school's carbon footprint using Count Your Carbon	<p>Your Carbon Footprint Report Your schools total carbon footprint is estimated to be: 235.87 tonnes CO₂e* per year</p> <table border="1"> <thead> <tr> <th>Operational area</th> <th>Emissions area</th> <th>Scope</th> <th>t CO₂e*</th> <th>% **</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Energy, Waste & Water</td> <td>Fuel</td> <td>1</td> <td>24.3</td> <td>10%</td> </tr> <tr> <td>Electricity</td> <td>2</td> <td>21.3</td> <td>9%</td> </tr> <tr> <td>Waste</td> <td>3</td> <td>0.1</td> <td>0%</td> </tr> <tr> <td>Water</td> <td>3</td> <td>0.6</td> <td><1%</td> </tr> <tr> <td rowspan="4">Transport</td> <td>School vehicles</td> <td>1</td> <td>2.4</td> <td>1%</td> </tr> <tr> <td>School trips</td> <td>3</td> <td>3.1</td> <td>1%</td> </tr> <tr> <td>Student commuting</td> <td>3</td> <td>59.6</td> <td>25%</td> </tr> <tr> <td>Staff commuting</td> <td>3</td> <td>31</td> <td>13%</td> </tr> <tr> <td>Food</td> <td>Food</td> <td>3</td> <td>55.5</td> <td>24%</td> </tr> <tr> <td rowspan="2">Purchasing & Uniform</td> <td>Purchasing</td> <td>3</td> <td>38.1</td> <td>16%</td> </tr> <tr> <td>Uniform ***</td> <td>Out-of-scope</td> <td>48.3</td> <td>n/a</td> </tr> </tbody> </table> <p>* 't CO₂e' or 'CO₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.</p> <p>** Percentage of your carbon footprint.</p> <p>*** Uniform is out-of-scope and therefore not included within the pie chart.</p>	Operational area	Emissions area	Scope	t CO ₂ e*	% **	Energy, Waste & Water	Fuel	1	24.3	10%	Electricity	2	21.3	9%	Waste	3	0.1	0%	Water	3	0.6	<1%	Transport	School vehicles	1	2.4	1%	School trips	3	3.1	1%	Student commuting	3	59.6	25%	Staff commuting	3	31	13%	Food	Food	3	55.5	24%	Purchasing & Uniform	Purchasing	3	38.1	16%	Uniform ***	Out-of-scope	48.3	n/a	
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☑ **Total footprint:** 235.87 tCO₂e/year (excluding uniform: 236 tCO₂e; uniform adds 48.3 tCO₂e out-of-scope).

☑ **Biggest contributors:**

- Student commuting (59.6 tCO₂e, 25%)
- Food (55.5 tCO₂e, 24%)
- Purchasing (38.1 tCO₂e, 16%)
- Staff commuting (31 tCO₂e, 13%)

☑ **Scope breakdown:** Scope 3 ≈ 80%, Scope 1 ≈ 11%, Scope 2 ≈ 9%.

☑ **Priority actions:**

- Reduce car travel (walk/cycle schemes, car-share, EV incentives).
- Plant-forward menus and local sourcing.
- Smarter purchasing (reuse, recycled materials, supplier engagement).
- Energy efficiency (LED, heating controls, draught-proofing).



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Get Started

Action	Timeframe	Stakeholders	Notes	Tracker
Sign up to the Let's Go Zero campaign	Start: 15.12.25 Review: April 2026	Marie Taylor	We have signed up to the 'Let's go zero' campaign to confirm that we are taking action to reduce our carbon footprint	
Set up a Sustainability working group	Start: Jan 2026 Review: Jan 2027	Marie Taylor Kate Hanns-Drake	A Sustainability Working Group, comprising senior leaders, staff, pupils, and, where possible, governors, will convene on a termly basis to review progress against the Climate Action Plan, coordinate initiatives, and ensure that pupil voice meaningfully informs decision-making. The Sustainability Lead will oversee and coordinate this work, liaise with Trust-wide networks, and ensure that actions are realistic, inclusive, and fully embedded across all aspects of school life.	
Add sustainability plans, projects and successes to your school website and share through wider communications	Start: Dec 25 Review:	Marie Taylor Tracey Milsom Nancy Harper	Information on the school's climate action plan has been added to school's social media in December 2025 Our newsletter to be updated regularly with summary information of carbon count shared with parents.	



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NB. Carbon Neutral Cornwall have a [Schools Net Zero Tool Box](#) with lots of local resources signposted

Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BUILDINGS AND RETROFIT				
Action	Timeframe	Stakeholders	Notes	Tracker
Smart meter Information Use the school's smart meter to track consumption, and sign up to Energy Sparks to analyse the school's energy consumption.	Start: Jan26 Review: Jan27	Sustainability Working Group	Trust Estates Manager looking at repairs for smart meter Representative from working party to raise enrolment at next meeting.	
★ Optimising BMS settings The Estates team will be checking the classroom temperatures are set to 18°C / 19 °C and the hot water tap temperatures are no higher than 43°C (stored at 60°C).	Start: Jan26 Review: Jan27	Estates Team	Estates team set temperatures – Caretaker monitors and feeds back to SLT & Estates team	
ENERGY – BEHAVIOURAL CHANGE				
Action	Timeframe	Stakeholders	Notes	Tracker
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Incentivise pupils to address energy usage Proactively engage and empower pupils to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make the school more sustainable.	Start: Jan26 Review: Jan27	Sustainability Working Group Whole school improvement	We will have Class monitors for light usage Heating reduction - We will be reducing heating consumption where possible Forest School activities Assembly – energy use – spring 1 - information will be shared with upils and staff to encourage further reduction in energy use and costs	



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<p>Energy Sparks also have some good ideas and examples</p>				
<p>Take part in a switch off campaign</p> <p>Take part in a switch off campaign, e.g. Switch Off Fortnight. Aim for 10% reduction of energy.</p>	<p>Start: April 2026</p> <p>Review: May 2026</p>	<p>Whole School</p>	<p>Eco Assembly for Sum1 – intro launching ‘switch off’ fortnight - lights off/screens off if not in use</p> <p>Assess draught proofing and reduction in heating times.</p>	
<p>Monitor energy use on a regular basis through dedicated platforms</p> <p>Use Energy Sparks for energy monitoring to visualise and understand energy usage.</p> <p>Pupils can use the dashboard to monitor and understand energy usage, invoices and savings. Use the dashboard to assess the baseload and look for patterns in day-to-day energy consumptions so targets can be set to make savings wherever possible.</p>	<p>Start: Jan 2026</p> <p>Review: May 2026</p>	<p>Pupils and Sustainability Working Group</p>	<p>Ask estates team for information in order to access Energy Sparks dashboard</p> <p>Eco – team (pupils) to monitor dashboard and regularly check everything is switched off when not in use.</p> <p>TH – to use wraparound children each Friday to help monitor devices left on in classes.</p>	



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FOOD				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Review food waste - Weigh food waste from kitchen and plates, share results, and set a target to reduce this</p> <p>Eco-Club & Working Group to feed their findings back to the whole school so that where waste is high menu adaptations can be made to reduce food waste.</p>	<p>Start: July 2026</p> <p>Review: Dec 2026</p>	<p>Marie Taylor</p> <p>Yvonne Phillips</p> <p>Pupils</p>	<p>Identify pupils to do daily weigh in of food waste.</p> <p>Purchase scales for weighing food waste- liaise with central team</p> <p>Eco club children to lead an assembly about food waste in school.</p> <p>Review menu and try a plant based menu choice day.</p>	
PROCUREMENT				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>★ Develop or review School Uniform Exchange</p>	<p>Start: Jan26</p> <p>Review: July26</p>	<p>SLT</p> <p>Admin team</p>	<p>School uniform exchange to continue.</p> <p>Preloved Events- Spring, Summer – Summer fayre, EYFS intake sessions</p> <p>Set up tally of clothes given to be re-used.</p> <p>Monitor</p> <p>Promote and encourage.</p>	
<p>Purchase energy efficiency white goods.</p> <p>When purchasing any white goods ie Fridges or Kettles ensure that the cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity.</p>	<p>Start: Jan26</p> <p>Review: Jan27</p>	<p>SLT and Admin</p>	<p>When or if an order is needed, an efficiency rating will be taken into account – in consultation with the Business team</p>	



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WASTE				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Carry out a bin review to ensure mandatory recycling requirements are being met</p> <p>Ensure that dry recycling is being separated from food waste.</p>	<p>Start: Jan 26</p> <p>Review: April 26</p>	<p>Tony Hicks-caretaker SLT Kitchen</p>	<p>TH to carry out a bin review of mandatory recycling requirements – report to SLT Continue to ensure food waste and dry recycling is separated.</p>	
<p>Eco-team and Sustainability Working Group to be proactive in promoting the importance of reducing, reusing and recycling correctly.</p> <p>Promote the importance of reducing, reusing and recycling correctly through assemblies and different workshops. Engage with local waste contractor to be involved. Pupils will then have a better understanding of the importance of reducing single-use and supporting a circular economy.</p> <p>Cornwall energy recovery centre at St Austell offer free visits for schools.</p> <p>Wastebuster and Recycle Now have a variety of curriculum-linked resources.</p>	<p>Start: April 2026</p> <p>Review: April 2027</p>	<p>Pupils and Sustainability Working Group</p>	<p>Eco-assembly to explain recycling expectations in classrooms Invite visitor – St Austell Energy recovery centre/recycling centre *arrange for pupils to visit the recycling centre Consider how we can re-use and re-cycle. E.g. planters for classrooms out of recycled materials.</p>	



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<p>Set goals to become a 'Plastic Free School'</p> <p>Take school-wide action to reduce waste. Run an initiative or engage with a local or national campaign such as Plastic Free Schools with Surfers Against Sewage and use their free resources.</p> <p>The Beach Guardian offers free assemblies and workshops.</p>	<p>Start: June26</p> <p>Review: July27</p>	<p>Sustainability Working Group</p>	<p>Speak to Emma Vyvyan Sky Academy re: Plastic free schools implantation</p> <p>Beach Guardian workshops (Dec 2025)- organise visit</p> <p>Beach cleans – Pupils to go to local beaches and conduct a beach clean – record the rubbish they find- share with school</p> <p>Eco – club to conduct a beach clean</p>	
<p>Follow the Trust's procedures for disposing of unwanted supplies and equipment.</p> <p>Before hiring skips liaise with the Estates Team to ensure that the equipment can't be reused within the Trust or disposed of/ reused by other local schools, nurseries or community groups in your area to generate potential income.</p>	<p>Start: Jan26</p> <p>Review: Jan27</p>	<p>SLT</p>	<p>Ongoing</p>	
TRANSPORT				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns such as Sustrans' Big Walk and Wheel or Living Streets' Wow Campaign.</p> <p>These events will help the school to make a permanent shift to sustainable travel by pupils who live within the local area and have access to a safe route to school.</p>	<p>Start: Feb26</p> <p>Review: Jan27</p>	<p>Michelle Grant</p>	<p>Sign up for Sustrans Big Walk & Wheels- 16th March and complete</p> <p>Promote and encourage travelling by walking, scooting or skating.</p> <p>Gain parental interest in a walking bus – form to go out to parents during spring term</p>	



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<p>Review the possibility of establishing a Park and Stride or Walking Bus initiative. Ask Parents to support these.</p>				
<p>Develop an active travel plan Create / review the school travel plan to ensure that it supports cycling, walking and other forms of sustainable travel.</p>	<p>Start: April26 Review: Sept26</p>	<p>School Council Steve Osborne</p>	<p>School council – happy, healthier and safer focus Assemblies – bikes and helmet safety School council – letters to bike companies for donations of bike helmets. Use Sustrans data to create travel plan in Sept26 Posters and encouragement for active walking.</p>	



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Host Bikeability for Year 6 Pupils	Start: June26 Review: July27	Michelle Grant	MG to book Bikeability sessions for Y6 pupils – this is something which has been a part of the school calendar for many years	
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Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
Action	Timeframe	Stakeholders	Notes	Tracker
Conduct a climate resilience audit Estates Team to conduct a climate resilience audit of the school site, e.g. check all windows and blinds open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: Jan26 Review: July26	Estates Team	Estates team to carry out audit and inform SLT of results	



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School to develop a Heat Wave plan for operating in extremely hot periods	Start: April26 Review: Sept27	SLT Caretaker	Overheating plan: Plan for a heatwave: Consider what adjustments will be made in hot weather. Consider adding shaded structures in play areas. Undertake shade mapping activity for playgrounds.	
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WATER				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Raise awareness around water consumption and efficiency</p> <p>Consider engaging with South West Water who offer free resources, workshops etc</p>	<p>Start: Sept26</p> <p>Review: Sept27</p>	<p>SLT</p>	<p>Eco-assembly focus on Water consumption. Look into South West water offer</p> <p>TH to monitor water consumption by regularly auditing water meter</p>	
<p>Install water butts to harvest rainwater</p> <p>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.</p>	<p>Start: Jan26</p> <p>Review:</p>	<p>TH Eco club members</p>	<p>Water butts in KS1 playground & Forest School. *audit condition of butts</p> <p>Eco-club research possible locations and uses and make action plan</p>	





Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
Action	Timeframe	Stakeholders	Notes	Tracker
Embed nature-based learning into the curriculum to improve the school site for people and wildlife.	Start: Jan26 Review: Jan27	Eco-Club & Kate HD Eliza Small	<p>Forest school planned with nature-based learning skills Science curriculum covers life processes and living things Sugi rainforest (top field)</p> <p>FIND ME GROWING IN YOUR PLAYGROUND. SUGI</p> <p>HELLO, I'm a SUGI Pocket Forest a reflection of the forest that was once here. I was planted with community, friends and neighbours. I'm a sanctuary for bees and pollinators.</p> <p>Research Law: 1,200 Trees 100 Square Meters 12 Native Species</p> <ul style="list-style-type: none"> I capture CO₂ and release oxygen, enriching the air we breathe. I load city temperatures and mitigate flooding by absorbing atmospheric. Nurture me and enjoy the many benefits I bring to our community. My dense canopy filters airborne pollutants enhance air quality. Explore the forest My diverse ecosystem can boost your immunity through positive microbial interactions. I improve physical and mental well-being. <p>What you can find in your pocket forest.</p> <ul style="list-style-type: none"> English Oak Red Tailed Woodpecker Robin Blue Jay Magpie Blackbird Wren Tit Goldfinch Common Noddy <p>#sugiproject</p>	



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<p>Establish a gardening/nature club</p> <p>Set up a gardening and/or nature club for pupils to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.</p>	<p>Start: April 2026</p> <p>Review: July 2026</p>	<p>SLT KHD</p>	<p>Planters outside classrooms – each class</p> <p>Gardening club to be established</p> <p>Newquay Veterans – contacted re: support with gardening & Nature club</p>	
<p>Increase biodiversity to support local wildlife e.g. add plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p>	<p>Start:</p> <p>Review:</p>	<p>SLT and Estates Team Teachers</p>	<p>FIND ME GROWING IN YOUR PLAYGROUND. SUGi</p> <p>ABLA-0, I'm a SUGi Pocket Forest a reflection of the forest that was once here. I was planted with community, friends and neighbours. I'm a sanctuary for bees and pollinators.</p> <p>Keyhole Leaf 1,200 Trees 100 Square Meters 12 Native Species</p> <ul style="list-style-type: none"> I capture CO₂ and release oxygen, enriching the air we breathe. I cool city temperatures and mitigate flooding by absorbing stormwater. My dense canopy filters airborne pollutants to enhance air quality. My diverse ecosystem can host your community through positive microbial interactions. Nurture me and enjoy the many benefits I bring to our community. I improve physical and mental well-being. <p>What you can find in your pocket forest.</p> <ul style="list-style-type: none"> English Oak Red Label Honey Bee Blackberry Floral Deciduous Winter Nuthatch Robin Common Noddy Chickadee Blue Tit Goldfinch Wagtail 	



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Review accessible outdoor spaces that enable students to connect with nature	Start: April26 Review:April27	SLT and Estates Team	Forest school Sugi biodiversity area Continue to explore more seating options in nature areas.	
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Climate Education, Green Skills, and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

NATURE				
Action	Timeframe	Stakeholders	Notes	Tracker
Set up an Eco Club/Team or Eco Council for pupils to lead on sustainability initiatives.	Start: Jan26 Review: Jan27	Kate HD SLT	Launch Eco – Club/Council Children to write a manifesto Children to write an action plan	
Set up a sustainability award for pupils, classes or year groups <i>Create an Eco Award as part of the Eco Team's work, either as an end of year celebration or a termly award</i>	Start:Jan 26 Review:Jan 27	TH SLT	Mr H Caretaker Award – given termly *for class who do the most recycling and turn off lights/devices	
Arrange for staff to have opportunities to attend sustainability networks and webinar events. <i>Sustainability lead to be part of the Trust's sustainability group so that they are able to share information and encourage and support their colleagues.</i>	Start: Jan26 Review:	Kate HD	Attend webinars and events when available – feedback to staff and eco- council	



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CURRICULUM				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Complete a curriculum audit</p> <p>Undertake a curriculum audit to review & highlight where sustainability currently features within the curriculum and identify any gaps.</p>	<p>Start: June26</p> <p>Review: July26</p>	Jill Evans	New rolling topic curriculum started in Sept25. Audit of sustainability will be done in end of year review - JE	
<p>Amend your curriculum to incorporate sustainability</p> <p>Adapt the existing curriculum so that it includes stronger links to climate change and sustainability.</p>	<p>Start: Sept25</p> <p>Review: July 26</p>	SLT KHD	Following curriculum audit – SLT will amend curriculum to further strengthen and incorporate sustainability Sustainability lead to share and highlight	
<p>Create an environment where lessons can be taught outside in all subjects</p> <p>Encourage creative pedagogy to enable all pupils to connect with nature and the local community.</p> <p>Set up regular opportunities to learn in nature across all areas of the curriculum.</p>	<p>Start: Jan 25</p> <p>Review: July 26</p>	All staff	Review pedagogy for connecting with nature. Identify lessons and promote learning to be taken outside. (Geography fieldwork/ Science) Forest school regular opportunities exploring nature.	



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GREEN SKILLS AND CAREERS				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Access the Climate Ambassadors Scheme</p> <p>Connect with Climate Ambassadors and invite them to do school assemblies on green skills and curriculum linked topics</p>	<p>Start: June26</p> <p>Review: July26</p>	<p>Sam Dalton SLT</p>	<p>Connect with Climate Ambassadors climateambassadors_sw@metoffice.gov.uk Organise school assembly Use resources from Green jobs in careers day.</p>	
<p>Invite inspirational 'green speakers' to speak to pupils about jobs and opportunities</p> <p>Invite inspirational green speakers to inspire children</p>	<p>Start: Sep 2025</p> <p>Review: June 2025</p>	<p>SLT</p>	<p>Beach Guardians – plastic pollution in the seas Linked to Blue Planet December 2025 Surfers against sewage Suez?</p> <p>Recycling visitors invited in to do assemblies</p>	
<p>Provide opportunities for pupils and the Sustainability working Group to take a lead on sustainability</p> <p>The Eco working party to take the lead on sustainability projects, ie gardening, growing seasonal fruit and veg, tree planting, bug hotels, beach cleans, wildlife surveys, energy reviews, carbon footprint, waste and productivity reviews etc.</p>	<p>Start: June26</p> <p>Review: Sept26</p>	<p>Eco-Club & Kate HD</p>	<p>Complete: Gardening, bug hotel, beach cleans, energy review, carbon footprint. Eco-club assembly present a summary of their achievements at the end of the Summer term</p>	

