

# Climate Action Plan

## Bristol Cathedral Choir School

Academic Year 2025–2026



|                     |
|---------------------|
| <b>Progress Key</b> |
| Not Started         |
| In Progress         |
| Stalled             |
| Complete            |

★ = high carbon reduction actions

| Climate Action Plan history |   |
|-----------------------------|---|
| Last reviewed:              | <p><b>April 2026</b></p> <p><b>R Mitchell</b><br/>BCCS Sustainability Lead</p> <p><b>E Walker</b><br/>Amplify Sustainability Lead</p> |

**Our school's carbon baseline:** 1053.64 tonnes CO<sub>2</sub>e per year\*\*\*  
**Date:** October 2025

**Overall projected carbon savings:** 5.6 – 15.4%

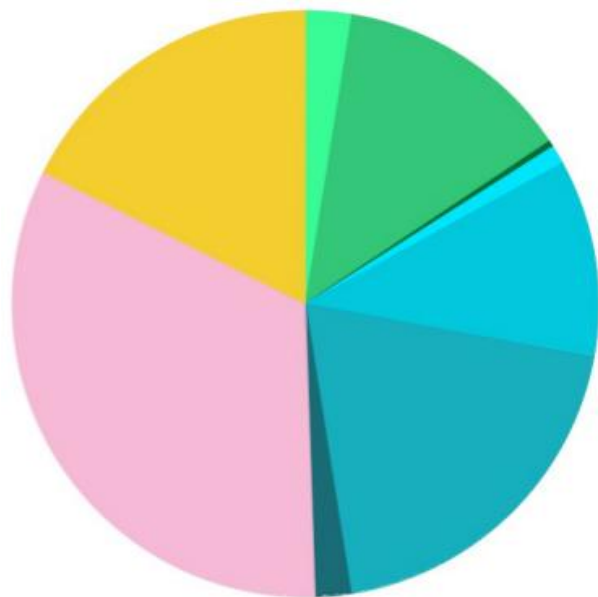
### Executive Summary

This Climate Action Plan sets out Bristol Cathedral Choir School's strategic priorities for reducing carbon emissions, strengthening climate resilience, and embedding sustainability across the life of the school during the 2025–2026 academic year. Informed by the school's carbon baseline, the plan brings together practical actions across energy, food, waste, transport, climate adaptation, biodiversity, curriculum development, and green careers. It reflects a whole-school approach that combines operational improvement, effective governance, staff engagement, pupil leadership, and educational development. Progress will be monitored through the action tracker and regular review points, enabling the school to evaluate impact, maintain accountability, and identify priorities for further action.

## 2024/25 Carbon emissions estimates

Our school's carbon baseline: 1053.64 tonnes CO<sub>2</sub>e per year\*\*\*

Date: October 2025



| Operational area      | Emissions area    | Scope        | t co <sub>2</sub> e* | % ** |
|-----------------------|-------------------|--------------|----------------------|------|
| Energy, Waste & Water | Fuel              | 1            | 26.9                 | 3%   |
|                       | Electricity       | 2            | 137.1                | 13%  |
|                       | Waste             | 3            | 0.2                  | 0%   |
|                       | Water             | 3            | 3.3                  | <1%  |
| Transport             | School vehicles   | 1            | 10.6                 | 1%   |
|                       | School trips      | 3            | 114.1                | 11%  |
|                       | Student commuting | 3            | 206.4                | 20%  |
|                       | Staff commuting   | 3            | 20.4                 | 2%   |
| Food                  | Food              | 3            | 346.8                | 33%  |
| Purchasing & Uniform  | Purchasing        | 3            | 188.1                | 18%  |
|                       | Uniform ***       | Out-of-scope | 297                  | n/a  |

\* 't co<sub>2</sub>e' or 'co<sub>2</sub>e' 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.

\*\* Percentage of your carbon footprint.

\*\*\* Uniform is out-of-scope and therefore not included within the pie chart or your carbon baseline.

# 1. 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 |
| <p><b>Install LED lighting</b></p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can <a href="#">reduce energy consumption from lighting by over 84%</a>.</p>  | <p><b>Start: Sept 2025</b><br/><b>Review: Sept 2026</b></p>      | <p><b>Site Manager</b></p>  | <p>A rolling programme of replacement is underway.</p>   |         |
| <p>★ <b>Add secondary glazing for sound and heat insulation</b></p> <p>Replace any single-glazed windows with secondary glazing to enhance energy efficiency, save money, reduce external noise, and create a more accessible learning environment.</p>   | <p><b>Start: Sept 2025</b><br/><b>Review: July 2026</b></p>      | <p><b>Site Manager</b><br/><b>Business Manager</b></p>                                | <p><a href="#">Energy Efficiency and Retrofit in Historic Buildings   Historic England</a> provides relevant guidance. Secondary glazing has been completed in SO16 and SO17.</p>  |         |
| <p><b>Undertake a school audit to identify areas of thermal loss</b></p> <p>Thermal loss can be identified simply as cold patches by feel, but an infrared imaging camera will provide you with insight and differences in temperature that wouldn't easily be spotted. This can be done by the site manager, with assistance from a CAA or as part of an energy audit or heat decarbonisation plan.</p>  | <p><b>Start: April 2026</b><br/><b>Review: December 2026</b></p> | <p><b>Site Team</b><br/><b>External Contractors</b></p>                               | <p>To be done in winter, with specialist equipment.</p>  |         |
| <p>★ <b>Investigate the potential for solar panels</b></p> <p>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: <a href="#">Solar for Schools &amp; Eden Sustainable</a>.</p> | <p><b>Start: March 2026</b><br/><b>Review: Sept 2026</b></p>     | <p><b>Sustainability Lead</b><br/><b>Site Manager</b><br/><b>Business Manager</b></p> | <p>This includes consideration of the Failand site. Current government grant schemes are closed to applications; alternative options will be explored.</p> <p>Challenge X grant funding applications are expected to open in May 2026.</p> |         |

## ENERGY – BEHAVIOURAL CHANGE

| ACTION   | TIMEFRAME  | STAKEHOLDERS   | NOTES   | TRACKER |
|--|--|--|---|---------|
| <p><b>Incentivise students to address energy usage</b></p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. <a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils.</p> | <p><b>Start: Sept 2025</b><br/><b>Review: Sept 2026</b></p>  | <p><b>Students</b><br/><b>Sustainability Lead</b></p>  | <p>Traffic light stickers on appliances.</p> <p>Assemblies delivered by pupils to year groups.</p> <p>Energy Sparks workshops for Y7 and Y8.</p> <p>Y12 and Y13 teams are working towards Green Flag accreditation.</p> |         |
| <p><b>Take part in a switch off campaign</b></p> <p>Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a>. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>   | <p><b>Start: Oct 2025</b><br/><b>Review: Jan 2026</b></p>    | <p><b>Green Team</b><br/><b>Teachers</b><br/><b>Site Team</b><br/><b>Sustainability Lead</b></p> | <p>Winter energy usage in 2025 was 25% lower than in 2024.</p> <p>A year-on-year reduction of 10% has been achieved.</p>  |         |
| <p><b>Ensure staff understand how to heat their rooms in the most energy efficient manner</b></p> <p>Give staff clear instructions on how to manage heating in areas they are responsible for, e.g. ensure all teachers know where thermostatic radiator valves (TRVs) are or how to control their classroom thermostat, to turn radiators off before opening windows and how to be proactive rather than reactive to overheating issues.</p>  | <p><b>Start: Oct 2025</b><br/><b>Review: March 2026</b></p>  | <p><b>Sustainability Lead</b><br/><b>Site Team</b><br/><b>Teachers</b></p>                       | <p>Posters to be created for staff, with controls clearly identified in each room.</p> <p>Learning from St Kats smart TRVs to be shared.</p>  |         |
| <p><b>Create an end of day routine that includes appliance shutdowns, light switch off and closing windows</b></p> <p>Ensure that nightshift estates staff have monitoring and checking this written into their job descriptions.</p>  | <p><b>Start: Sept 2025</b><br/><b>Review: March 2026</b></p> | <p><b>Sustainability Lead</b><br/><b>Teachers</b><br/><b>Nightshift Estates</b></p>              | <p>End-of-term routines are becoming embedded.</p> <p>End-of-day routines to be developed with teachers and middle leaders.</p>   |         |

**FOOD**

| ACTION   | TIMEFRAME  | STAKEHOLDERS   | NOTES  | TRACKER |
|--|--|--|--|---------|
| <p><b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b></p> <p>Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.</p> | <p><b>Start: April 2026</b><br/><b>Review: July 2026</b></p> | <p><b>Sustainability Lead</b><br/><b>Aspens Kitchen Staff</b></p>              | <p>Aspens will weigh food waste for two weeks before and during Environmental Action Week to support target setting.</p> |         |
| <p><b>Increase the number of planet friendly, meat-free options on offer every day</b></p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!</p>   | <p><b>Start: Jan 2026</b><br/><b>Review: July 2026</b></p>   | <p><b>Sustainability Lead</b><br/><b>Aspens Caterers</b><br/><b>Pupils</b></p> | <p>Meat-Free Mondays have been introduced.</p> <p>A meat-free week was held from 27 April 2026.</p>                      |         |

| WASTE  |  |  |  |         |
|--|--|--|--|---------|
| ACTION   | TIMEFRAME                                      | STAKEHOLDERS   | NOTES  | TRACKER |
| <p><b>Ensure there are enough clearly labelled bins for recycling and landfill throughout the school site.</b></p>   | <p>Start: Jan 2026<br/>Review: July 2026</p>   | <p>Site Team</p>   | <p>Recycling capacity has increased with the addition of more recycling points. The waste contractor has also changed.</p>                                   |         |
| <p><b>Increase the number of water fountains</b></p> <p>Actively enable students to prefer refilling bottles over buying bottled water. Provide a suitable number of cold drinking water points throughout the school; aim for minimum of 1 point per 50 students. For busier areas (canteens, etc), consider <a href="#">multi point troughs</a> to reduce queues at peak times. Transition away from the sale of bottled-water. Consider selling reusable bottles, providing incentives, or becoming a '<a href="#">Water Only</a>' school.</p>      | <p>Start: April 2026<br/>Review: Sept 2026</p> | <p>Site Team<br/>Business Manager</p>                            |  |         |
| <p><b>Install a juice dispenser and reduce/remove sale of single-use drinks packaging</b></p> <p>Transition away from the sale of single-use drinks by providing dispensers that enable students to refill reusable bottles. For example, <a href="#">Generation Juice</a> offer a wide range of school-compliant drinks from fast-serve dispensers, which can be integrated alongside existing payment methods, therefore still providing revenue for the school / caterers. Consider ways to incentivise and involve pupils to encourage uptake.</p> | <p>Start: Jan 2026<br/>Review: Sept 2026</p>   | <p>Aspens Caterers<br/>Pastoral Team</p>                         | <p>This has been raised with Aspens, who are considering feasibility.</p>  |         |
| <p><b>Monitor paper use and take steps to reduce consumption</b></p> <p>Use printer management software such as <a href="#">PaperCut</a> to track, control, and reduce printing across devices, set printer quotas, and encourage double-sided and black-and-white printing. Encourage all teachers and office staff to use whiteboards and digital platforms for assignments, notices, and administrative tasks. Actively encourage the use of scrap paper trays throughout classrooms and offices.</p>   | <p>Start: Sept 2025<br/>Review: Termly</p>     | <p>Reception Manager<br/>Business Manager<br/>Middle Leaders</p> | <p>Development of a printing best practice guide.</p> <p>Introduce a reprographics request window for large jobs to improve efficiency and reduce waste.</p> |         |

|  |   |  |  |  |
|--|---|--|--|--|
| <p><b>Monitor paper use and take steps to reduce consumption</b></p> <p>Use printer management software such as <a href="#">PaperCut</a> to track, control, and reduce printing across devices, set printer quotas, and encourage double-sided and black-and-white printing. Encourage all teachers and office staff to use whiteboards and digital platforms for assignments, notices, and administrative tasks. Actively encourage the use of scrap paper trays throughout classrooms and offices.</p> | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p>          | <p><b>Green Team</b><br/><b>Site Team</b><br/><b>Sustainability Lead</b></p> |  |  |
| <p><b>Limit all consumption of lunchtime food to canteen (including grab 'n go items)</b></p>  | <p><b>Start: Sept 2025</b><br/><b>Review: March 2026</b></p>          | <p><b>Aspens Caterers</b><br/><b>SLT</b></p>                                 |  |  |
| <p><b>Ensure pupils have space and time to eat by implementing 20 minute seated eating time.</b></p>   | <p><b>Start: Y7 &amp; 8 Sept 2025</b><br/><b>Review: Jan 2026</b></p> | <p><b>SLT</b></p>  |  |  |

## PROCUREMENT

| ACTION  | TIMEFRAME  | STAKEHOLDERS                               | NOTES  | TRACKER |
|---|--|--|--|---------|
| <p><b>★ Develop your uniform exchange and extend existing reuse practices.</b></p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p> | <p><b>Start: Oct 2025</b><br/><b>Review: Sept 2026</b></p> | <p><b>Pastoral Team</b><br/><b>PTA</b></p> | <p>The uniform swap has been introduced successfully.</p> <p>Initial contact has been made with the Better Uniform Campaign for the Global Goals Centre.</p> |         |

## TRANSPORT

| ACTION  | TIMEFRAME   | STAKEHOLDERS   | NOTES                                       | TRACKER |
|---|---|--|---|---------|
| <p><b>Provide bicycle shelters</b></p> <p>Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear.</p> <p><a href="#">CycleHoop</a> often offer grants for cycling storage. <a href="#">Modeshift STARS</a> often have funding to provide schools with storage.</p> | <p><b>Start: Jan 2026</b><br/> <b>Review: Sept 2026</b></p> | <p><b>Sustainability Lead</b><br/> <b>Site Team</b><br/> <b>Business Manager</b></p> | <p>Bristol City Council grant approved.</p> |         |

## 2. 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 |
| <p><b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b></p> <p>Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a>. Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.</p> | <p><b>Start: April 2025</b><br/><b>Review: Sept 2026</b></p> | <p><b>Sustainability Lead</b></p>                     |       |         |
| <p><b>Assess the state of drainage on site. Regularly organise cleaning gutters and unblocking any drains on site</b></p> <p>Ensure your site team has a seasonal gutter checking/cleaning/clearing rota that ensures guttering can cope with higher levels of rainfall. Seasons with higher leaf fall or heavy rain are particularly important.</p>  | <p><b>Start: Oct 2025</b><br/><b>Review: Sept 2026</b></p>   | <p><b>Site Team</b></p>                               |       |         |
| <p><b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b></p> <p>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO<sub>2</sub> levels using devices.</p>  | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p> | <p><b>Sustainability Lead</b><br/><b>Teachers</b></p> |       |         |

## WATER

| ACTION  | TIMEFRAME  | STAKEHOLDERS            | NOTES | TRACKER |
|---|--|-------------------------|-------|---------|
| <p><b>Check site for leaks using your water meter</b></p> <p>Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water <a href="#">audit guide</a> to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p> | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p> | <p><b>Site Team</b></p> |       |         |
| <p><b>Raise awareness around water consumption and efficiency</b></p> <p>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more.</p>   | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p> | <p><b>Site Team</b></p> |       |         |

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### 3. 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 |
| <p><b>Take part in <a href="#">The Nature Park</a></b></p> <p><a href="#">The Nature Park</a> aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.</p> | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p> | <p><b>Sustainability Lead</b></p>   |  |         |
| <p><b>Increase planting of available areas</b></p> <p>Identify areas in your school grounds which could accommodate new planting. This could include hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. When planning ensure the "right tree in the right place" principle is followed and consider accessibility and maintenance requirements.</p>   | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p> | <p><b>Sustainability Lead</b><br/><b>Site Team</b></p>                                  |  |         |
| <p><b>Increase greenery around the school site by putting plants in classrooms</b></p> <p>Pupils and staff can support this by bringing in cuttings from home.</p>  | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p> | <p><b>Teachers</b><br/><b>Science Technicians (greenhouse)</b><br/><b>Site Team</b></p> | <p>Plants will be grown in Spring 2026 by the Green Team and distributed to teachers in Sept 2027.</p> |         |

## 4. 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

| CULTURE   |  |  |   |         |
|---|--|--|---|---------|
| ACTION  | TIMEFRAME                              | STAKEHOLDERS   | NOTES   | TRACKER |
| <b>Appoint a sustainability focused governor</b><br>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.   | Start: Sept 2025<br>Review: Jan 2026   | <b>Chair of Governors</b>  | The Chair of Governors has been appointed as link governor and meets with the Sustainability Lead termly. |         |
| <b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b><br>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.  | Start: Sept 2025<br>Review: April 2026 | <b>Sustainability Lead<br/>           Prefect for Sustainability<br/>           Lauren Edwards</b> |   |         |
| <b>Add sustainability plans, projects and successes to your school website and share through wider communications</b><br>Celebrate the school's climate action through the website, newsletters, social media, local press, and events to showcase progress and engage the wider community. Use the Let's Go Zero communications pack to support this work. | Start: Jan 2026<br>Review: April 2026  | <b>Sustainability Lead<br/>           Website Manager</b>  |   |         |

| CURRICULUM                         |                   |  |   |         |
|------------------------------------|-------------------|--|---|---------|
| ACTION                             | TIMEFRAME         | STAKEHOLDERS                                   | NOTES   | TRACKER |
| <b>Complete a curriculum audit</b> | Start: April 2026 | <b>Deputy Head (leading curriculum change)</b> | Curriculum audit to be completed after curriculum changes made by middle leaders. |         |

|   |  |   |  |  |
|---|--|---|--|--|
| <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.</p>   | <p><b>Review: Sept 2026</b></p>                              |   |  |  |
| <p><b>Amend your curriculum to incorporate sustainability</b></p> <p>Amend your curriculum to include stronger links to climate change and sustainability. This could involve a full review, targeted updates, themed days, or additional assemblies. <a href="#">Teach the Future</a>, Royal Meteorological Society (<a href="#">Curriculum for Climate Literacy</a>), and the <a href="#">MoEE</a> provide useful resources to support this work across the curriculum.</p> | <p><b>Start: April 2026</b><br/><b>Review: Sept 2026</b></p> | <p><b>Deputy Head (leading curriculum change)</b><br/><b>Middle Leaders</b></p> |  |  |

### GREEN SKILLS & CAREERS

| ACTION  | TIMEFRAME   | STAKEHOLDERS  | NOTES  | TRACKER |
|---|---|---|--|---------|
| <p><b>Make links with further and higher education, training providers and employers, regarding the technical and academic routes to green skills courses and careers</b></p> <p>Work with the careers lead to engage further and higher education institutions, training providers, and employers in the local area to understand which Green Skills and Careers courses and opportunities are available for pupils.</p> | <p><b>Start: Sept 2025</b><br/><b>Review: Sept 2026</b></p> | <p><b>Careers Lead</b><br/><b>Sustainability Lead</b></p> | <p>The school will work with UWE to deliver a Green Careers Day later in the year.</p> |         |



[www.letsgozero.org](http://www.letsgozero.org)

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The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP