Academy Level Climate Action Plan: Clayton St John CofE Primary School

No	Action	Priority Action Area	Implementation-What and how are we going to do it	Target Impact-What difference do we hope to see	Timescale/ Deadline	Who Leads	Evaluation of action/result of action
1	Baseline reporting and data collection	**Climate education, training and jobs**	Academy Business Leaders and Sustainability Leads to review Count your Carbon software and report to Deputy CFO for trust wide consolidation. Results of the count your carbon software to be presented to the academy eco committee to help drive further eco endeavours Count Your Carbon	To ensure that data regarding carbon emissions is still relevant so that action plans can be tailored effectively	Autumn 2025 Annual Review	Academy Business Leaders and Sustainability Leads	Reduction of 29 tonnes CO_2e from 23/24 LGB Meeting 14/10/25
2	Develop a member of staff to become the academy Sustainability lead/ Further develop the current sustainability Lead	**Climate education, training and jobs**	In line with the DfE Sustainability and Climate Change Strategy which states that all settings must have a sustainability lead by Sep 2025, the academy will further develop the current sustainability lead on the current DfE guidance/ Develop a member of staff to be the sustainability lead. The sustainability Lead role is set out in the BDAT document below, however this is not exhaustive.	Clear leadership for sustainability in place to help: increase the confidence and expertise of staff and students in understanding climate change and how positive change can be achieved create a culture that prioritises sustainability	Autumn 2025	Academy Leadership, Deputy CFO	Approval of Action plan LGB 14/10/25

				help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs.			
3	Student leadership and Involvement: Empower students to take an active role in driving climate action initiatives		preparing students for a world impacted by climate change through learning and practical experience by creating a student led Eco-Committee. The Eco-Committee role is set out in the BDAT document below, however this is not exhaustive. Eco-Committee Responsibility Description	**Drive adoption:** When students are inspired, they're more likely to share their learnings with family, friends and the wider community, empowering more individuals to make positive change or live more sustainably. **Improve Policy:** Informed students, and those they influence, can then vote for, or even design the right policy reforms needed to decarbonise our society.	July 2025 – July 2028	CSJ Ambassadors (eco-committee) Academy Business Leader	Solar for Schools education programme with Year 3 and Eco-council Annually review Climate action plan July 2026
4	Ensure that BDAT and its academies are part of national networks and is at the forefront of the	**Climate education, training and jobs**	Engage with Lets Go Zero climate action advisors support: Climate Action Advisors are experts, who offer free support for schools,	LGZ support schools to understand their carbon impact, make effective plans, and			

	DfE educational sustainability Policy		colleges, and nurseries across England on sustainability action planning LGZ also spotlight local opportunities for how schools can work together. **Climate Action advisor for BDAT: Rob Cattrall** Rob.Cattrall@letsgozero.org Climate Action Advisor Team Leader- North East & Yorkshire and Humber	find funding and resources.			
5	Reduce community waste by introducing clothes recycling	Climate reduction. Reduce Waste and landfill	To install a clothes recycling bin inside the school entrance and collected monthly through The Rag-Bag Scheme https://www.rag-bag.co.uk/ragbag-sheme.php.	Reducing clothes waste within the community and reducing landfill. Ustilise income to support further CSJ Ambassadors waste reduction schemes.	December 25 -July 2026	Academy Business leader	Evaluate impact of recycling • Weight of recycling • Income generated
6	Improve outdoor forest schools space to provide access to pupils to increase knowledge and experience of Biodiversity	Increase Biodiversity	Aim to create an improved Forest School area supporting biodiversity. Research funding opportunities to develop a Foret Schools Learning area. Engage with UKSSN Operations Group and receive weekly newsletters on Climate action and funding opportunities. School to engage with Forest Schools Provider to support development and learning area.	Increased pupil Participation with Forest School. Increase pupils awareness and knowledge of biodiversity by providing forest school activities on site.	July 2025-2028	Academy Business leader	Pupils learning and biodiversity experience improved across school.

Bradford Diocesan Academies Trust

CLAYTON ST JOHN C of E PRIMARY SCHOOL

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 346.94 tonnes co_2e* per year

Operational area	Emissions area	Scope	t co_2e*	% **
Energy, Waste & Water	Fuel	1	61.1	18%
	Electricity	2	0	0%
	Waste	3	0.2	<1%
	Water	3	0.3	<1%
Transport	School vehicles	1	0	0%
	School trips	3	1.4	<1%
	Student commuting	3	57.1	16%
	Staff commuting	3	39.4	11%
Food	Food	3	75.6	22%
Purchasing & Uniform	Purchasing	3	46.9	14%
	Uniform ***	Out-of-scope	65.1	19%



* 't co_2e' or 'co_2e' 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.

CLIMATE AMBASSADORS

solar for schools

COUNT YOUR CARBON | KEEP BRITAIN TIDY.

LET'S GO ZERO