Climate Action Plan

The Arbours

One year plan: Summer 2026 – Summer 2027

Your Carbon baseline: tonnes 346.61 CO_2e Date: July 2025

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 346.61 tonnes co2e* per year

Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	Fuel Usage	42.6	12%
	Electricity Usage	15.7	5%
	Waste Usage	0.2	0%
	Water Usage	0.7	<1%
Transport	Vehicles	0	0%
	School Trips	3.3	<1%
	Student Commutes	68.3	20%
	Staff Commutes	25.6	7%
Food & Drink	Meals	36.4	10%
Purchases	Spending	70.7	20%
	Uniforms	83.1	24%

*'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.

Note: Overall per pupil, your emissions are below average, with only your emissions from student commutes and general spending being above average. These would make good priorities.

Name(s) of your School's Sustainability Champion(s)	**VO** **ES**

Note: Every school should have at least one named staff Sustainability Champion to lead and coordinate climate action. If your school doesn't have one yet, now is the time to appoint someone. Larger schools may choose to nominate multiple staff champions to share the responsibility.	

Decarbonisation and Energy Efficiency:

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

Action	Timeframe	Key stakeholders	Link to School Improvement Plan	Progress Track
Energy: Take part in a Switch Off Campaign led by the eco committee All classes to have a lighting monitor who is responsible for switching off lights and monitors Eco committee to conduct a survey at the beginning of each half term to focus on reducing unnecessary wastage of energy.	**Start: 16.9.26** **Review: Summer term**	**Students – eco-committee** **School council** **Staff (geography/PSHE)**	Personal Development: Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.	
Food: Explain reasons for eating less meat during lessons,	**Start: 16.9.26** **Review:**	**Staff**	Personal Development: The way our school goes about developing pupils' character through their	

assemblies etc. Promote plant-based menu options. - During lessons on healthy eating, teachers to promote the importance of plant-based menus - Where possible in the curriculum, staff to promote the importance of plant-based menu options – Leads to highlight on curriculum overviews where this can happen		**Geography/PSHE lead**	Climate Conscious choices is exemplary and is worthy of being shared with others. We work with schools across our region sharing our strategies and successes to benefit our wider schools family.	
Food: Offer a vegan / vegetarian option every day Increase your vegan and vegetarian offers, whether this includes more hot meal options or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.	**Start: 16.9.26** **Review:**	**Caterlink**	Personal Development: There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.	
Waste: Use and provide reusable cups/bottles Encourage the use of reusable water bottles through newsletter reminders Provide reusable water cups in classrooms Ensure drinking water available for refilling water	**Start: 5.3.25** **Review: 10.7.25**	**Students** **Office - newsletter**	Personal Development: There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.	

Waste: Use food waste as part of the compost cycle Encourage the use of a compost bin by the catering team. All food waste to be used in the compost bin. This compost to then be used to support our growing green wildlife area				
Establish procedures for the reuse of school supplies Continue to ensure school book supplies are used before any more purchased Continue to ensure school supplies e.g. scissors, glue sticks are reused effectively.	**Start: 16.9.26** **Review:**	**SLT** **Office staff** **Staff**	Personal Development: There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.	
Procurement: Use recycled materials where possible for curricular learning Ask for donations to support the learning in the classroom before buying new. Recyclable materials used for Art/DT	**Start: 16.9.26** **Review:**	**Office staff** **Staff**	Personal Development: There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.	
Procurement: Factor in energy efficiency when buying new	Start: 16.9.26 Review:	Office staff	Personal Development: There is strong pupil take-up of the opportunities to be	This has been factored in by the school business

equipment such as ovens, fridges, kettles etc. (using efficiency ratings to guide purchases) Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. choosing only appliances that are the highest efficiency rating for that product.			involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.	manager when making new purchases. This is something we need to consider more deeply moving forward.
Promote walking/cycling/public transport to school/ Park & Stride - Assembly about the importance of this. - Incentivise through house points	**Start: 1.1.27** **Review:**	**Geography/PE/PSHE lead**	Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	Students took part in Walk to School week May 2026. This is still an ongoing focus outside of the dedicated week.
Encourage staff to carpool - Encourage carpooling as much as possible with staff - Particularly focus on carpooling for courses and events	**Start: 16.9.26** **Review:**	**SLT**	Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	Staff carpooled to courses where possible
Promote ownership of sustainability by developing the eco-committee and their role	**Start: 16.9.26** **Review:**	**Eco Committee**	Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat	

Lead on eco hub development of the cabin Lead on the promotion of sustainability Take ownership of the development of this			healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	
Apply for the Green Flag badge	**Start: 16.9.26** **Review:**	**Samantha Ferguson** **Eco Committee**	Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	
Develop a culture of caring for nature Introduce ambassadors for growing plants in the wildlife area Take part in the Royal Horticultural Society Green plant initiative Create a litter picking rota for children to take ownership of their environment Plan a litter picking event with the Northamptonshire Wombles Promote the use of recycling through the swish collection bin and regular sustainability focused assemblies	**Start: 1.1.27** **Review:**	**All staff**	Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	

Climate Adaptation and Resilience:

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

Action	Timeframe	Key stakeholders	Link to School improvement plan	Progress Track
Water: Raise awareness around water consumption and efficiency through displays that may be offered by your water provider Eco-club to design posters to put on water sources around school To use a water butt system to collect water for the gardening	**Start: 1.1.27** **Review:**	**Eco-committee**	Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	
Adaption and resilience: **To embed the heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns** Adopt the joint union heatwave protocol including short term, medium term and long term measures.	**Start: 1.1.27** **Review:**	**SLT** **Senior Administrator** **Safeguarding governor**	Leadership and management: Governors or trustees ensure that the school fulfils its statutory duties, for example the health, safety and wellbeing of all pupils with regards to extreme weather events.	

Biodiversity and Green Infrastructure:

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

Action	Timeframe	Key stakeholders	Link to School improvement plan	Progress Track
Improve biodiversity across the school - **Introduce a gardening club** - **Promote the planting and growing of plants to support wildlife** - **Introduce a pond to encourage wildlife**	**Start: 1.1.27** **Review:**	**Geography lead Samantha Ferguson** **Science lead**	Behaviour and attitudes: Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found is our whole-school action on protecting nature.	

Climate Education, Green Skills and 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

Action	Timeframe	Key stakeholders	Link to School improvement plan	Progress Track
Curriculum - Continue to monitor the curriculum for areas to promote the importance of being climate aware - Develop opportunities for children to learn more in depth about the climate change, especially through the art curriculum	**Start date: 16.9.26** **Review date:**	Geography/Science/PE/PSHE lead	Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	
Green skills and curriculum: **Use assemblies to embed learning about the environment** - Develop the eco committee to lead assemblies on a range of sustainable lessons - Link careers to lessons focusing on sustainability	**Start: 16.9.26** **Review:**	**Sustainability lead**	. Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.	
Culture: Share successes in the school newsletter Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to school newsletter	**Start: 3.9.26** **Review: 10.7.27**	**Office staff - newsletter**	Behaviour and attitudes: Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and	

			celebrated, difference is valued and nurtured. Examples of this can be found is our whole-school action on protecting nature.	

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