



Peterborough
CREATING OUR CARBON NEUTRAL SCHOOLS

PETERBOROUGH

CITY COUNCIL

Peterborough School Climate Change Programme

A guide for schools on reducing their carbon footprint

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Acknowledgement

We would like to thank Herefordshire Council whose Guide For Schools On Energy Savings and Carbon Reduction (<https://www.herefordshire.gov.uk/downloads/file/21182/guide-for-schools-on-energy-savings-and-carbon-reduction>) helped to develop our plans and inspire some of our own guide.

Introduction

Adopting sustainable behaviours and attitudes in your school is vital in the reduction of greenhouse gas emissions and city-wide efforts.

The UK has committed to net zero carbon emissions by 2050.

Peterborough City Council have committed to net zero carbon emissions by 2030.

Peterborough City Council

In July 2019, Peterborough City Council declared a climate emergency.

Peterborough City Council recognises that urgent and collective climate action is needed to prevent further environmental breakdown.

As a result, Peterborough City Council have made two commitments; to make the council's activities net-zero carbon by 2030 and to support Peterborough in becoming a net-zero carbon city.

Peterborough City Council, therefore, needs the support of Peterborough schools in achieving its second net-zero emissions target.

We all have a role to play in climate action.

In 2020 Peterborough emitted 1.154 million tonnes CO₂e. This is 5.7 tonnes CO₂e per person.



The public sector is responsible for around 3.8% of greenhouse gas emissions in Peterborough.

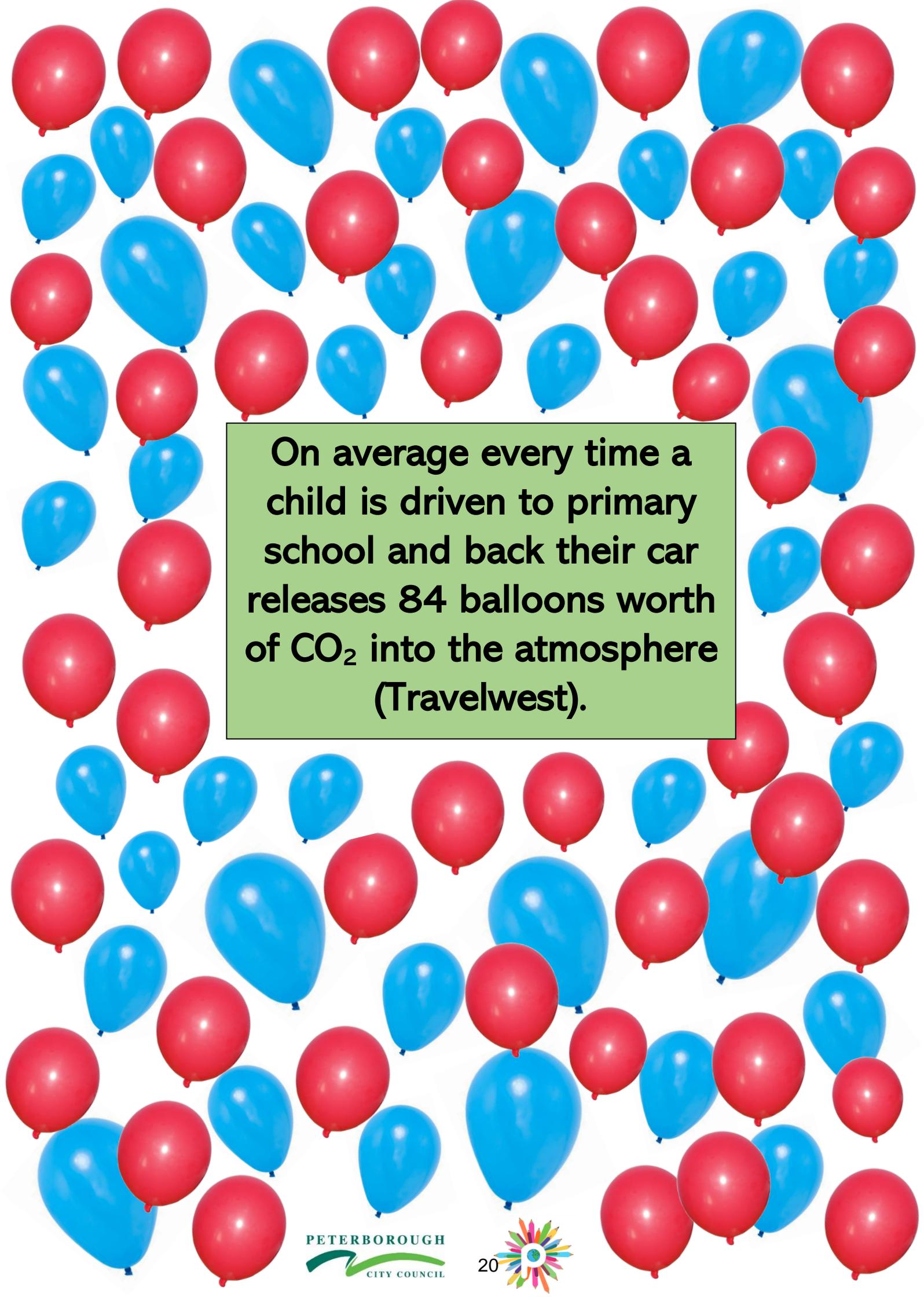


42% of the city's greenhouse gas emissions come from buildings; with 33% from transport.

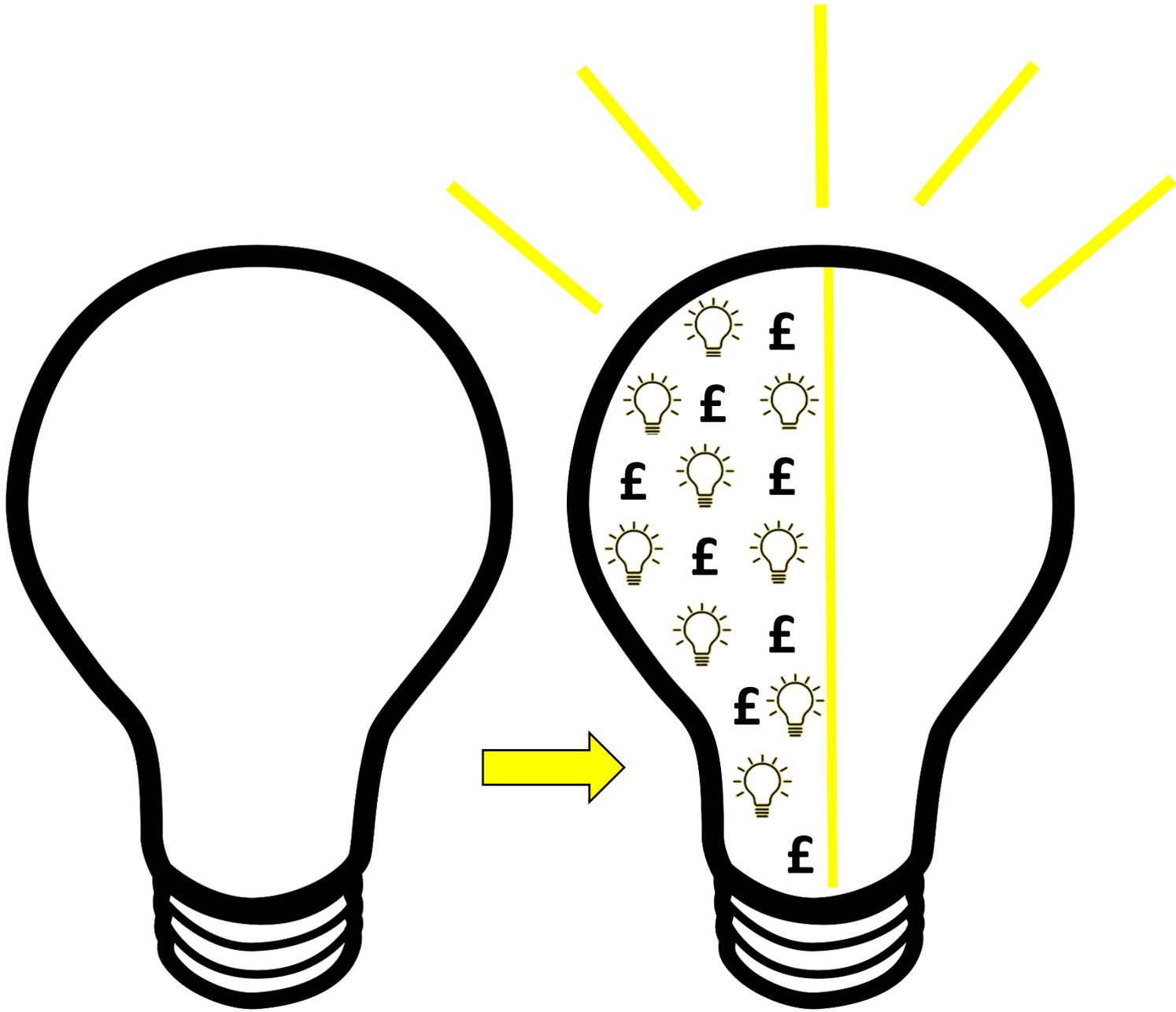
This guide will provide you with an overview of Peterborough City Council's School Climate Change Programme in addition to highlighting key areas of sustainable focus that could be implemented in your school.

For general enquiries about Peterborough City Council's free School Climate Change Programme please contact:

climatechange@peterborough.gov.uk

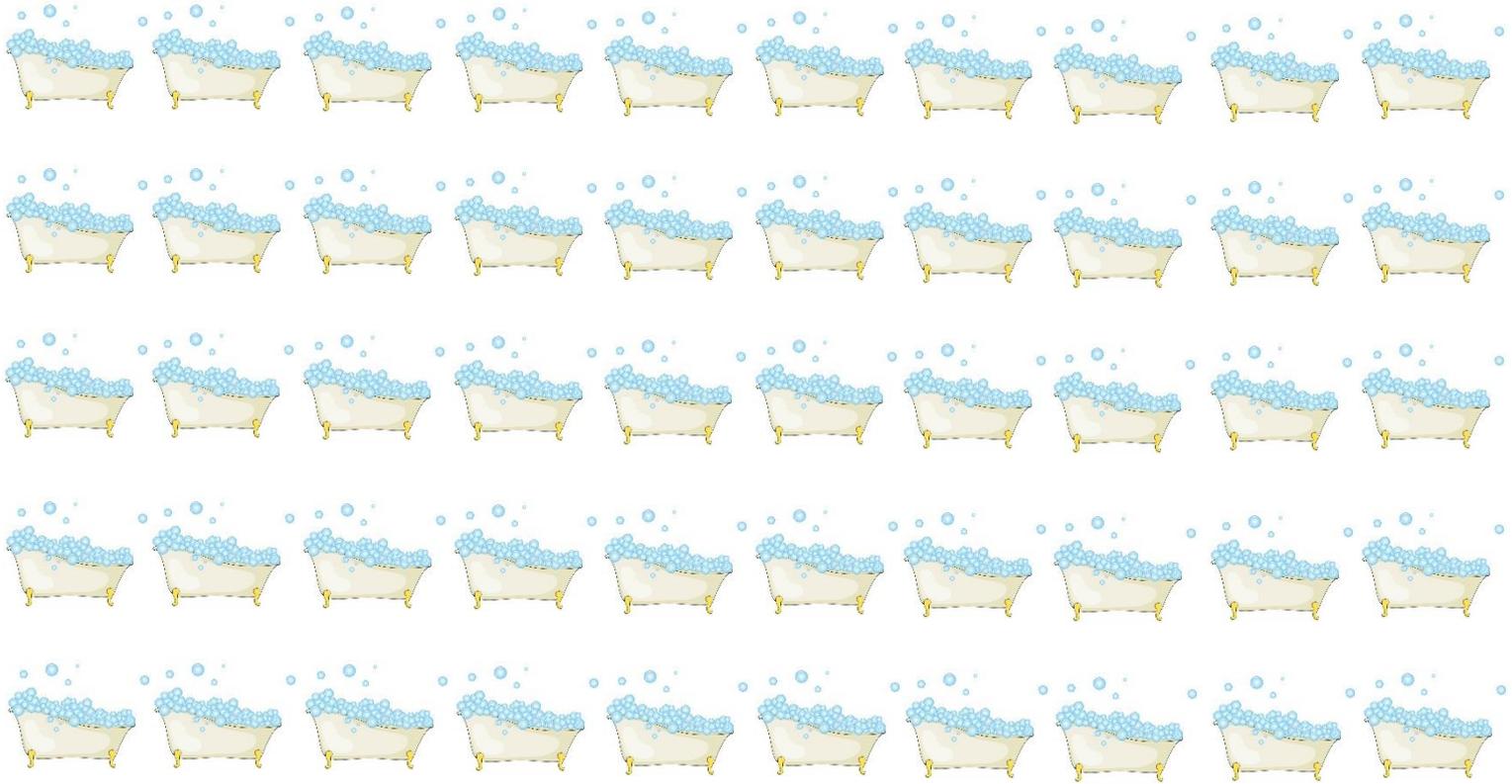


On average every time a child is driven to primary school and back their car releases 84 balloons worth of CO₂ into the atmosphere (Travelwest).



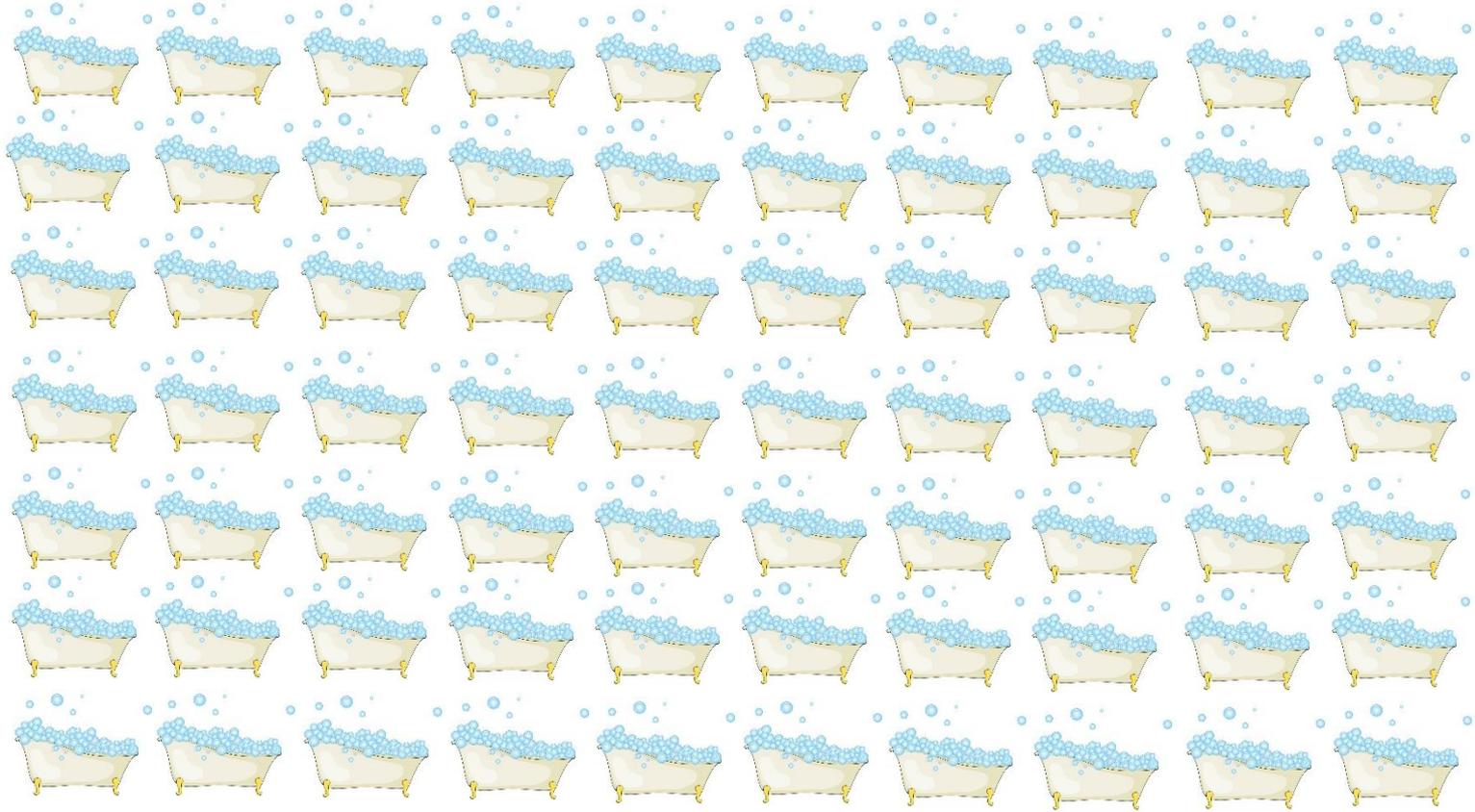
Switching to an LED lighting solution can reduce your lighting bill by up to 50% (Smart).



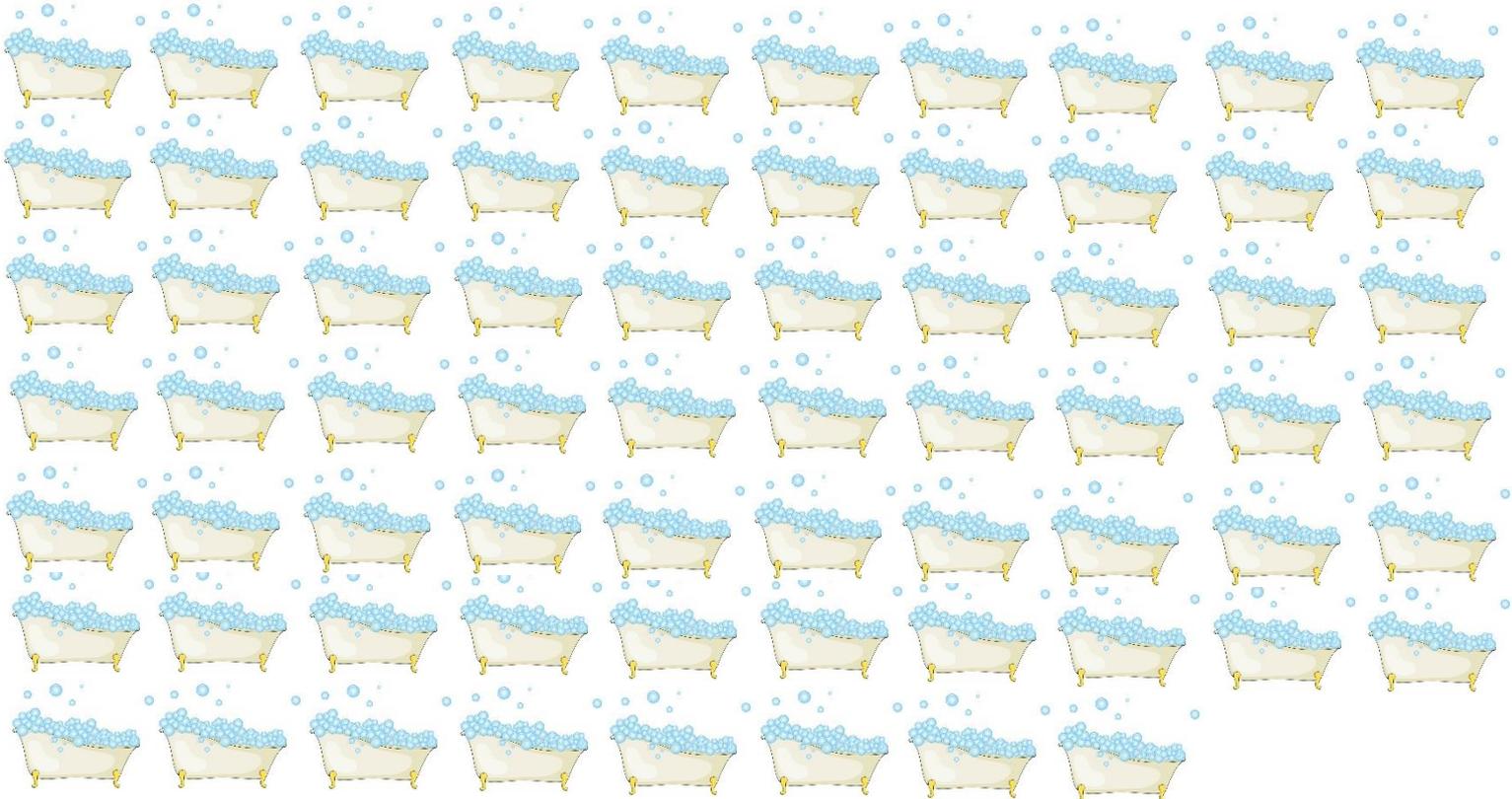


The average primary student uses 7000 litres of water a year. That's the equivalent of filling 88 bathtubs (Anglian Water).





The average secondary student uses 11,000 litres of water a year. That's the equivalent of filling 138 bathtubs (Anglian Water).



Meat Spaghetti Bolognese



**2,980 g
CO₂e**

The carbon emissions of eating a portion* of meat Spaghetti Bolognese is equivalent to 11.9 x 5 minute showers (Proveg).

Price of 1 portion*:



Vegetarian Spaghetti Bolognese



**1000 g
CO₂e**

The carbon emissions of eating a portion* of vegetarian Spaghetti Bolognese is equivalent to 4 x 5 minute showers (Proveg).

Price of 1 portion*:



Recycling just one plastic bottle saves enough energy to power a 60W lightbulb for six hours (Vegware).



Climate change is occurring due to our high production of greenhouse gases. For Peterborough to become a net zero carbon city, all of our residents, schools, businesses and other organisations need to help reduce their carbon emissions. To support schools to decarbonise, Peterborough City Council is offering a free school climate change programme. The programme aims to develop whole school understanding and create whole school ownership of carbon reduction projects. Schools will be supported to create carbon reduction action plans which include student-led projects. The programme is flexible, with various delivery options available to best suit your school and is available to maintained and academy schools across Peterborough. In addition to decarbonisation, projects may also result in financial savings, healthier pupils, the enhancement of climate knowledge and the development of skills such as project management and communication. The programme aims for pupils to develop a sense of project ownership to ensure that decarbonisation is delivered.

The programme is driven by three key aspects:



The climate change programme will provide the knowledge needed to educate the school community on climate change through exploring the scientific understanding of the discipline, the causes and effects, and the solutions needed to achieve net-zero carbon. Your students will engage in topics that are focused on reducing greenhouse gas emissions with core elements of the UN's Sustainable Development Goal for Climate Action being used as a basis for content.



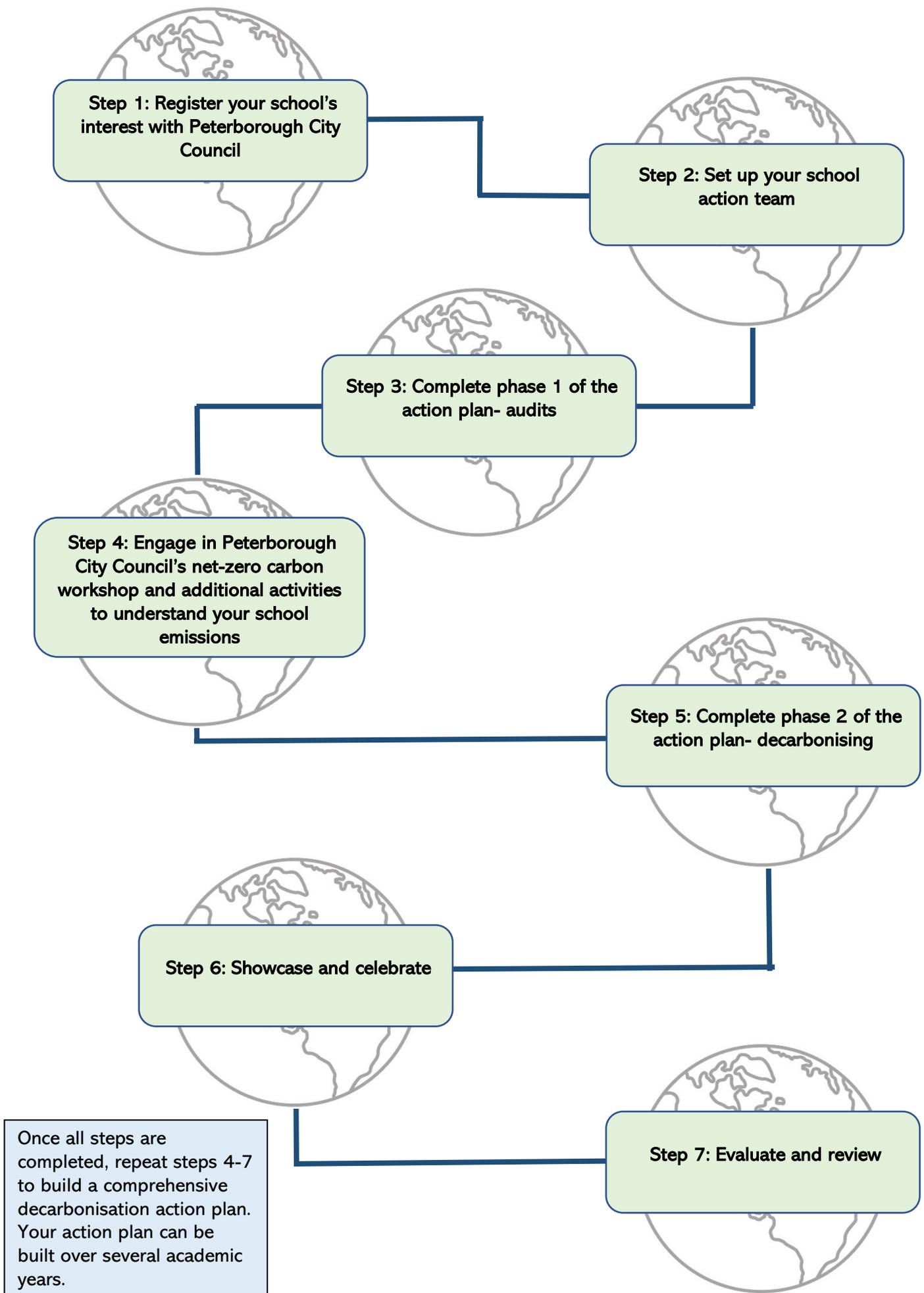
Your school will complete work to understand its emissions. This will be supported by a supplied guide detailing all suggested steps. Fun, engaging and educational workshops and activities will allow you to explore carbon reduction ideas to tackle the emissions you've identified. Optional additional resources, paired with lesson plans, will allow you to continue this work following any workshop. Your school will then create an action plan to reduce its emissions, which should include actions that pupils have designed and will lead delivery of.



To encourage others to reduce their carbon emissions the programme encourages you to share your ideas and progress with your pupils, parents and other local schools. There will also be opportunities within the programme to share successes and events, such as via a termly newsletter, with opportunities for pupils to write articles. At the end of the academic year students will showcase and celebrate their action plan in addition to evaluating and reviewing their work.



For general enquiries about Peterborough School Climate Change Programme please contact: climatechange@peterborough.gov.uk



Carbon footprint

Calculating your school carbon footprint can help to identify high-emitting carbon areas for emission reduction and cost saving strategies to be implemented.



Carbon footprint

Greenhouse gases are emitted into the atmosphere as a result of human activity. A carbon footprint is a measure of the total greenhouse gas emissions generated by an individual, organisation, event, or product. The measurement is expressed in tonnes of carbon dioxide equivalent per year (tCO₂e/year).

Emissions resulting from human actions can be classified as direct or indirect. Direct emissions are defined as emissions which are owned or controlled by the individual or organisation. Conversely, indirect emissions are emissions that are a consequence of an the individual or organisations activity but are owned or controlled by another entity.

Reducing emissions and saving cost

The education sector emits 9.4 million tonnes of carbon dioxide per year (tCO₂e/year) (Sustainable Development Commission, 2009).

Switching off IT equipment is an example of a simple and no-cost sustainable behaviour that can save you money.

Reducing your heating temperature by 1°C can save 10% of your heating costs (Simple Energy Advice, 2022).

Switching to an LED lighting solution can reduce your lighting bill by up to 50% (Smart, 2022).

Quick wins



Reducing your emissions and increasing your cost savings can be achieved by simple and no-cost sustainable behaviours.

Below are three quick win ideas to get your school started.



Turning off your light switches when you leave a room can help your school save energy, improve your school carbon footprint, and reduce your school lighting bill.

Top tip: get your students to label the light switches that do need to be on (use a yellow sticker) during normal daylight hours. See page 38 for further instructions.



Reducing paper waste in your school benefits the environment and saves your school money in collection charges. It takes 70% less energy and water to recycle paper than to create new paper from trees (Shred-it, 2015).

Top tip: get students to visit each classroom to investigate whether each classroom has a scrap paper draw and the usage of the draw.



Conserving heat energy can be achieved by layering up and ensuring that radiators have space around them to circulate heat. Reducing your heating temperature by 1°C can save 10% of your heating costs and reduce your school greenhouse gas emissions.

Top tip: get your students to check that each classroom has space around the radiators and that heat flow is not restricted.

Your decarbonisation pathway

Step 1: Identify a climate change action lead. This person will be responsible for your school programme.



Step 2: Set up your school action team by deciding which students and staff members will be at the forefront of your school's net zero carbon delivery. Your student members could be eco/school council representatives or specified classes whilst your staff members could include the Headteacher, senior leadership team, site manager, support staff, and kitchen staff. Your action team is to include different members across the school community.



Step 3: The action team are to carry out phase 1 of the action plan (audits) using the template on page 19 to record your plan.

Staff members of the action team are to complete;

- the out-of-hours energy audit
- the travel audit
- the calculation of your school's carbon footprint

There is no required audit order and staff members should assist with student-led audits where necessary.

Student members of the action team are to complete;

- the in-hours energy audit
- the school lighting audit
- the school heating audit
- the food audit

There is no required audit order.

The action team are to complete the questionnaire to identify decarbonisation ideas.



Step 4: Action team students are to engage in Peterborough City Council's net-zero carbon workshop. Action team staff may also be present at the workshop to further support their students.



Step 5: The action team are to carry out phase 2 of the action plan using the template on page 36 to record your plan.



Write a phase 2 action plan to outline the decarbonisation steps your school is undertaking to achieve net-zero carbon.



Step 6: Students are to celebrate and showcase the actions that they have undertaken to achieve net zero carbon in your school.



Step 7: The action team are to evaluate and review the steps they have taken to decarbonise their school.



Once all steps are completed, repeat steps 4-7 to build a comprehensive decarbonisation action plan. Your action plan can be built several academic years.

Key

-  Headteacher
-  Climate change action lead
-  Staff and students of the action team
-  Staff of the action team
-  Students of the action team

Funding

Peterborough City Council's School Climate Change Programme explores the low or no- cost behavioural changes that can reduce the carbon footprint and costings of your school.

If your school is interested in infrastructural changes, you may consider the following opportunities.

Salix funding

Salix Finance provides government grant funding for the development of heat decarbonisation plans and the delivery of heat decarbonisation projects.

Salix runs the Low Carbon Skills Fund (LCSF). This funding is available to develop heat decarbonisation plans for a school's buildings and may fully fund these projects. If you are a maintained school, please contact us at climatechange@peterborough.gov.uk as this work may have already been completed for your school.

The Public Sector Decarbonisation Scheme (PSDS) is a grant scheme which funds decarbonisation works in a public sector building, including schools. Each project must include a low carbon heating measure, such as the installation of a heat pump, however other energy efficiency measures may also be included within the application to reduce heating demand, such as improved insulation. Please check the website below for updated criteria as these may be revised in each phase.

To find out more about Salix Finance and the application process please visit: [Funding the Public Sector | Salix Finance](#)

Self- funding

There are some measures, such as improved insulation, the replacement of lighting with LEDs and the installation of solar panels which offer reduced energy costs following an initial investment. Schools may consider self-funding projects following a feasibility study or a whole-building heat decarbonisation plan.



Travel Choice and Road Safety Team at Peterborough City Council

The Travel Choice and Road Safety Team at Peterborough City Council offer free activities, resources, and initiatives to help schools encourage staff, pupils, and parents to travel to school in a safe, healthy, and sustainable way. The team offer a variety of different services, including but not limited to:

- **Bikeability:** bikeability is today's cycle proficiency training programme and has various levels depending on age. It is predominately about training children on the practical skills and understanding of how to cycle safely.
- **School streets:** this initiative aims to reclaim the streets outside of the school gate. Its objective is to close the road so that children and local communities can use the space for learning, play, physical activity. It highlights the benefits of an active outside lifestyle and emphasises the importance of reducing congestion, improving air quality, and community inclusion.
- **School travel plans:** The team assists schools in developing a condensed Travel Plan and achievement of National Accreditation through the Modeshift STARS platform.

To find out more about their services contact:

travelchoice@peterborough.gov.uk and roadsafety@peterborough.gov.uk for school travel support.



Templates and guidance

The following section provides your school with the necessary guidance and templates to complete the audits and plans.

Phase 1 action plan

Your phase 1 action plan will detail the steps in which your school is carrying out to organise your school action team, engage in the audits and carbon footprint calculation in addition to completing Peterborough City Council's net-zero carbon workshop. Use the template below to keep a track of your aims, progress, and evaluations. An example phase 1 action plan has been included on the following page.

Action	Person/ group responsible	How will your action be carried out?	Expected completion date	Evaluation of action What went well/ even better if	Next steps

Phase 1 action plan example

Below is an example of a phase 1 action plan.

Action	Person/group responsible	How will your action be carried out?	Expected completion date	Evaluation of action What went well/ even better if	Next steps
Action team staff to complete the out-of-hours energy audit	Staff of the school action team	Staff are listing items that are left on when the school is closed. Staff are using the template available	11 th October 2022	What went well: all necessary data collected Even better if: we continue to complete the survey each term	Prepare students to complete an in-hours energy audit
Action team students complete the in-hours energy audit	Students of the school action team	Students are listing items that are left on (when not in use) during the school day. Students are using the template available	12 th October 2022	What went well: all necessary data collected Even better if: we continue to complete the survey each term	Prepare students to complete a school lighting and heating audit
Action team students complete the school lighting and heating audit	Students of the school action team	Students are reviewing the lighting and heating in each room. Students are using the template available	14 th October 2022	What went well: all necessary data collected Even better if: staff highlight importance of using the template	Prepare students to interview the school canteen staff
Action team students complete the food audit	Students of the school action team	Students are interviewing the school canteen staff to explore food miles/ food options. Students are using the template provided	18 th October 2022	What went well: all necessary data collected Even better if: students to come up with own interview questions once confidence increases	Prepare students to complete a travel to school audit
Action team staff complete the travel to school audit	Classroom teachers and staff of the school action team	Each classroom teacher is completing the 'Hands Up' Travel Survey using the excel template provided. The action team staff are also sourcing the school's postcode data.	20 th October 2022	What went well: all necessary data collected Even better if: action team prewarned classroom staff of the data collection	Action team are to complete the decarbonisation questionnaire

Action team to complete the decarbonisation questionnaire	Students and staff of the school action team	Action team are completing the decarbonisation questionnaire to further pinpoint decarbonisation themes	21 st October 2022	What went well: decarbonisation themes were narrowed down Even better if: review decarbonisation themes as a whole school	Action team staff are to prepare to calculate the school's carbon footprint
Action team staff calculate the school's carbon footprint	Staff of the school action team	Action team staff are using the excel template provided to calculate the school's carbon footprint	22 nd October 2022	What went well: carbon footprint calculated Even better if: review carbon footprint data as a whole school	Communicate with Peterborough City Council regarding the net-zero carbon workshop
Complete and engage in Peterborough City Council's net-zero carbon workshops and additional resources	Students of the school action team and Peterborough City Council	Engagement in Peterborough City Council's net-zero carbon workshops and additional resources	28 th October 2022	What went well: completed and engaged in the workshops and resources Even better if: complete the workshops with a different group	Using the workshop and the questionnaire template begin the phase 2 action plan
Begin the phase 2 action plan to outline what decarbonisation steps our school is undertaking	Students of the school action team with support of school action team staff	Using the phase 2 action plan template the students are to outline and explain their first decarbonisation action. Staff of the school action team can support the students in completing the phase 2 action plan in addition to supplementing student led ideas with quick wins/ more technical actions. The students are strongly encouraged to lead the plan.	4 th November 2022	What went well: students (with guidance) used the template well Even better if: students complete the next action recording on their own	Communicate phase 2 action plan and implement across school community

Out-of-hours energy audit

The aim of an out-of-hours energy audit is to identify the appliances that have not been switched off overnight.

The purpose of an out-of-hours energy audit is to reduce the overnight energy usage of schools, improve carbon footprints, and increase cost-savings.

Method: Action team staff are to carry out an audit of each room within the school using the template on the next page. The audit is to be carried out without warning to allow for accurate results.

Top tip: Common appliances that are left on are lighting, smartboards, projectors, photocopiers/printers, desktop computers, laptops, tablets, radios, and heaters. Use these common appliances as your starting point.

Moving forward: The action team are to communicate their findings to the school community to promote collective action. There is the opportunity for students to create poster reminders to further deliver the message.

Room	Item left on	Number of said item left on	Number of said item left on standby
E.g., Class A	Projector	0	1
E.g., Kitchen	Lights	2	0
	Radio	1	0

In-hours energy audit

The aim of the in-hours energy audit is to identify the appliances that have not been switched off (when not in use) during the day.

The purpose of the in-hours energy audit is to pinpoint areas where energy usage can be reduced, subsequently reducing emissions, and saving money.

Method: Action team students are to use the template on the next page to record their findings in each room.

Top tip: Only include items that are not in use during the day and make sure you understand key terminology before beginning the audit.

Moving forward: Students could label the appliances that can be turned off when not in use during the day as a reminder to the school community to be energy aware. See the labelling plug socket activity on page 39.

When a device is left on this means that the device is not being used. For example, your TV is on and you're not watching it.

When a device is on standby this means that the device is in low-power mode. For example, your DVD player is on but is not playing a film.

Room name: E.g., Class A		
Device	Number of said device left on	Number of said device on standby
Desktop computer 	E.g., 1	E.g., 0
Laptop computer 	E.g., 2	E.g., 1
Tablet 	E.g., 10	E.g., 5
Please list any other devices that have been left on or are on standby.		
E.g., coffee machine	E.g., 1	E.g., 0

Room name:

Device	Number of said device left on	Number of said device on standby
Desktop computer 		
Laptop computer 		
Tablet 		
Radio 		
Printer 		
Smartboard 		
Projector 		
Heater 		
Lighting 		

Please list any other devices that have been left on or are on standby.

School lighting audit

The aim of the school lighting audit is to identify the lighting in different rooms and to highlight any lighting malfunctions.

The purpose of the school lighting audit is to determine ways to reduce light consumption and to lower operating costs.

Method: Students are to use the template below that allows them to evaluate the lighting properties of different rooms within the school. Use your judgement of your school size to determine whether it would be appropriate to audit every room. Alternatively, a primary school could complete an audit for one room per year group. For example, one Year 1 classroom. Likewise, a secondary school could aim to complete an audit for one room per department. For example, one maths classroom.

Top tip: Utilise action team staff members (e.g., site manager) in supporting students to answer the guided questions.

Moving forward: Students are to reflect on their findings and the action team are to hold any relevant discussions and plans regarding detected lighting malfunctions.

Room name	Question	Answer	Further comments
	What type of lighting is in this room? E.g., LED/ T5/T8/T12. Ask a member of staff to help you with this question.		
	How many lights do you see in this room?		
	How many light switches do you see in this room?		
	Do all the lights turn on at the same time when you enter the room?	😊 Yes 😞 No	
	Are all lights working?	😊 Yes 😞 No	
	Do lights get turned off when the room is empty?	😊 Yes 😞 No	
	When it is sunny, are the lights turned off inside?	😊 Yes 😞 No	
	Can you see out of the windows? I.e., there are no posters or pictures blocking the windows.	😊 Yes 😞 No	
	Do you think this room would be bright enough if some of the lights were switched off?	😊 Yes 😞 No	

School heating audit

The aim of the school heating audit is to identify the temperatures of different rooms and to highlight any heating malfunctions.

The purpose of the school heating audit is to determine ways to reduce heat consumption and to lower operating costs.

Method: Students are to use the template below that allows them to evaluate the heating properties of each room within the school. Use your judgement of your school size to determine whether it would be appropriate to audit every room. Alternatively, primary schools could complete an audit for one room per year group. For example, one Year 1 classroom. Likewise, secondary schools could aim to complete an audit for one room per department. For example, one maths classroom.

Top tip: Utilise action team staff members (e.g., site manager) in supporting students to answer the guided questions.

Moving forward: Students are to reflect on their findings and the action team are to hold any relevant discussions and plans regarding detected heating malfunctions.

Room name	Question	Answer	Further comments
	What type of heating does this room have? E.g., Gas central/oil/ lpg/ electric. Ask a member of staff to help you with this question.		
	How old is the boiler? Ask a member of staff to help you with this question.		
	What is the temperature of the room? Ask a member of staff to help you with this question.		
	How is the temperature of the room controlled? Ask a member of staff to help you with this question.		
	Are there valves on the radiator that allow you to control the room's temperature?	😊 Yes 😞 No	
	Can you see that there are no objects in front of the radiators?	😊 Yes 😞 No	
	When the weather is cold, are the windows and doors kept closed to keep the heat inside?	😊 Yes 😞 No	
	Do all the windows and doors close/ seal properly?	😊 Yes 😞 No	
	Does this room have carpet?	😊 Yes 😞 No	
	Do you think the room is a good temperature? I.e., when the school heating is on students do not have to put on extra layers.	😊 Yes 😞 No	

Food audit

The aim of the food interview is to identify the food products that are purchased and consumed in the school canteen.

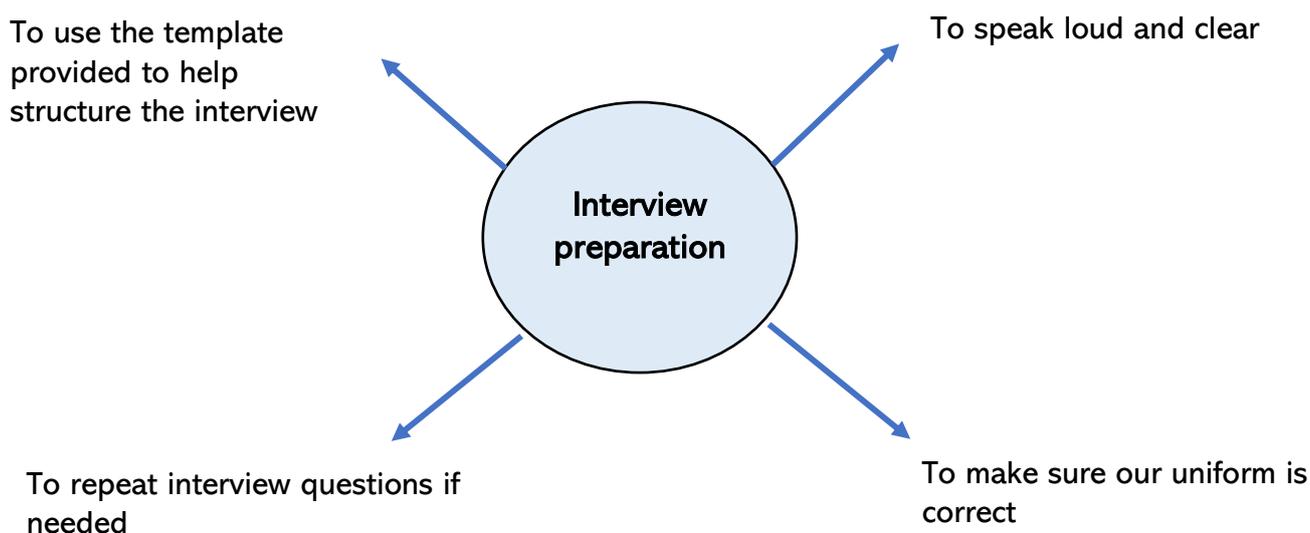
The purpose of the food interview is to determine sustainable food options.

Method: Students are to use the template on page 29. The template sets out a structure for the interview in addition to question prompts and ideas. Students can incorporate their own questions into the interview. Students should record the kitchen staff's answers in the space provided on the template.

Top tip: Record the audio of the interview to help students with notetaking. You might also find that your students do not have the experience in conducting an interview. Use the space at the bottom of this page to brainstorm ideas about the interview process.

Moving forward: Students could work with the school canteen to design a school food menu.

The action team can use the space below to brainstorm interview ideas to prepare students for conducting the interview.



1. Introduce yourselves: who you are and why you are completing the interview.

Hello, we are _____ and we are a part of our school action team.

Our school action team is working towards reducing our school carbon footprint by _____.

We would like to interview you to investigate _____.

2. Explain to the kitchen staff how the interview will work.

We have ____ questions to ask. We will write your response down for each question. Please speak clear and slow so we have time to write down your answers. We can repeat any of the questions for you.

Question ideas	Answer
Does our school canteen serve vegan/vegetarian meals?	
What is an example of a vegan/ vegetarian meal our school serves or could serve?	
How many times a week are vegan/ vegetarian meals sold?	
Are the vegan/ vegetarian meals popular at lunchtime?	
Are our school meals prepared using fresh ingredients?	
Do our school meals use foods which are in season?	
Does our school source our food from local providers?	
Name an example of a food that is sourced from a local provider.	
How many products in total does our school canteen source from local providers?	
Do we have a school fruits, vegetables, and herb garden?	
Does the kitchen use the fruits, vegetables, and herbs from our school garden?	
Do you think the portions are the right size or is food thrown away?	
Your question:	

3. Thank the kitchen staff for participating.

Thank you for participating in our food interview. Your answers and suggestions are going to help promote sustainable choices within our school.

Travel audit

The aim of the travel to school audit is to identify the different modes of transport your school community engages in.

The purpose of the travel to school audit is to pinpoint areas of sustainable travel, relevant to your catchment area, to reduce your carbon footprint.

Method: Action team students are to get each classroom teacher to lead and complete the 'Hands Up' Travel Survey with their class (template provided on an excel spreadsheet) to collect data on how pupils travel to school. For each question asked the teacher should count the number of hands that are raised and record the results on the spreadsheet. See below for an example. Action team staff are then to source the postcode data of your school's catchment area and send this to the council's climate change team at climatechange@peterborough.gov.uk. You will receive a plot of home locations and the travel distances to school. The postcode data will help your school to identify the potential for your students to change to different travel modes e.g., if a significant number of your students live within a mile of your site, there is potential to encourage walking to school.

Top tip: The school office will have access to your school's postcode data. This data needs to be anonymous to protect people's privacy. We need the full postcode to provide your school with an accurate plot. For example, PE2 8AP.

Moving forward: In preparation for carbon calculation purposes, we recommend that you source your staff travel and school transport data. Please see the transport tabs on the carbon footprint excel spreadsheet to understand the data you will need to collect. We also advise you to create or update your School Travel Plan (STP). By completing the 'Hands Up' Travel Survey and sourcing your school's postcode data you have already made progress towards your STP. A STP outlines the steps needed to promote safer, active, and sustainable travel at your school. Travel Choice can assist your school in creating a condensed STP achievement of National Accreditation through the Modeshift STARS platform. Please contact travelchoice@peterborough.gov.uk for more information.

Q1. Is there a bicycle you can regularly use? (This can be your own, or one you can borrow)			
Yes	25		
No	5		
Q2. How do you usually (or most often) travel to school?			
Cycle	5	Q5. How often do you travel to school by car?	
Walk	10	3 or more times a week	8
Scoot / Skate	5	1-2 times a week	10
Park and Stride / Park and Cycle	0	1-2 times a month	10
Bus	2	A few times a year	2
Train	0	Never	0
Car	8		

Questionnaire to identify phase 2 decarbonisation themes

The questionnaire below is a useful tool in evaluating which net-zero carbon themes your school would benefit from focusing on. Answer the questions below as a starting point for your phase 2 action plan.

Net- Zero Carbon theme	Questions	Answer
Energy	1. How many lights are there in the school/ classroom?	
	2. How many light switches are there in the school/ classroom?	
	3. Does your school have motion sensor lights? This means the lights turn on automatically when you enter the room.	
	4. Do all windows and doors close/ seal properly?	
	5. What type of glazing does your school have? Ask your site manager if you are unsure.	
	6. Are most floors carpeted to keep heat in?	
	7. Do radiators have space around them to circulate heat?	
	8. How is the temperature of the school/ classroom controlled? Is there a thermostat?	
	9. Are there valves on the radiator that allow you to control the school/classroom temperature?	
	10. If the room has radiator valves, do they work? Ask your site manager if you are unsure.	

Transport	1. Does your school have bike/ scooter storage?	
	2. Does your school encourage active travel?	
	3. How many children in your school engage in active travel on the school run? Use your transport audit results!	
	4. Do staff car share at your school?	
	5. Do pupils car share at your school?	
	6. Does your school provide cycle training?	
	7. Does your school provide scooter training?	
	8. Does your school have a walking bus?	
	9. Does your school have a travel plan?	
	10. Does your school have a car-free zone?	
<p>If your school requires support with their transport, contact the Travel Choice and Road Safety team at Peterborough City Council to explore their no-cost activities, resources, and initiatives. Examples of their services include; bikeability (cycle proficiency), school streets (reclaiming the streets outside the school gate), and school travel plans. Email: travelchoice@peterborough.gov.uk and roadsafety@peterborough.gov.uk</p>		

Food	1. Does your school serve vegan/ vegetarian meals?	
	2. How many times a week does your school serve vegan/ vegetarian meals?	
	3. Does your school participate in any meat-free days?	
	4. How many vegan/ vegetarian meals are sold across a week?	
	5. Are school meals prepared using fresh ingredients?	
	6. Do school meals use foods which are in season?	
	7. Does your school canteen source their food from local providers?	
	8. How many products does your school canteen source from local providers?	
	9. Does your school have a garden for growing fruit, vegetables, or herbs?	
	10. Are portions the right size or is food thrown away?	

Waste	1. Does your school recycle paper?	
	2. Does your school use recycled paper in printers and photocopiers?	
	3. Does every classroom have a scrap paper drawer for reusing paper?	
	4. Do teachers and students use paper from your scrap paper drawers?	
	5. Does your school have separate bins for paper, plastic, metal, and glass?	
	6. Does your school encourage students to use water bottles that can be refilled?	
	7. Are your school uniforms made from recycled materials?	
	8. Does your school run second-hand uniform sales?	
	9. Does your school use a compost bin for recycling fruit and vegetable waste?	
	10. Do students help with composting?	

Carbon footprint calculator

The aim of the carbon footprint calculator is to provide an accurate overview of your school's emissions for the previous academic year.

The purpose of the carbon footprint calculator is to use your emissions summary to inform your school action plan and to track progress.

Method: To calculate your school carbon footprint please use the excel spreadsheet provided. You will need to enter relevant values for the previous academic year into the blue cells in each tab. Scope 1, 2, 3 and total values will be calculated automatically. The summary tab will also automatically populate. Please note that the carbon calculator does not include a full scope of greenhouse gas emissions. If you can add information on emissions from purchases, food, or another other activity, then this can be added into the tool.

Top tip: Before you begin your carbon footprint calculation make sure you have access to your school's energy bill, water bill, waste contract details/ bill and the 'Hands Up' Travel Survey/ postcode data from the travel audit. The carbon calculator also requires you to input data for an entire year. You may need to multiply your data up from a day, week, or month.

Moving forward: The school carbon calculator uses greenhouse gas conversion factors for a specific year. Peterborough City Council intend to update the carbon calculator annually by providing a revised spreadsheet with updated conversion factors, please contact climatechange@peterborough.gov.uk for the latest version. We recommend that you complete the school carbon calculator each academic year to inform your school action plan and to track progress.

School carbon calculator				
NAME OF SCHOOL				
Theme	Scope 1 emissions (kg CO2e)	Scope 2 emissions (kg CO2e)	Scope 3 emissions (kg CO2e)	Total (kg CO2e)
Buildings	0	0	0	0
Transport	0	0	0	0
Water	0	0	0	0
Waste	0	0	0	0
Other	0	0	0	0
Total	0	0	0	0

Labelling light switches activity

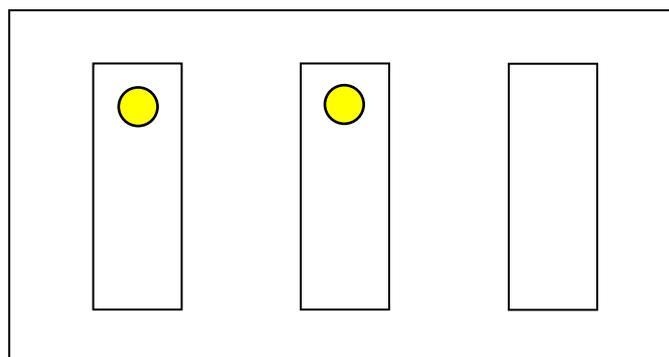
The aim of the labelling light switches activity is to identify the light switches that do not need to be on during normal daylight hours.

The purpose of labelling light switches is to reduce light energy usage, increase cost savings, and improve the carbon footprint of a school.

Method: First, students are to identify the rooms that have multiple light switches where rows or banks of fittings can be switched off independently. Students are to then switch all lights off in that room. Next, starting furthest away from the window, lights are to be switched back on. One light at a time. Repeat this process until the students come to a decision that the room has sufficient lighting for work purposes and no more lighting is needed. Once there is agreement between the action team students are to place a yellow sticker on the light switches that they have turned on. Yellow stickers indicate that a light switch can be turned on. Refer to the example at the bottom of the page which illustrates what your light switches could look like.

Top tip: Complete this activity when there is enough natural daylight.

Moving forward: The action team are to inform the school community about the activity results, the purpose of the investigation, and sticker meanings. The school community are to use their judgements during different times of the year as to whether the activity needs to be re-evaluated.



Key

 Lights that can be turned on during the day

Labelling plug sockets activity

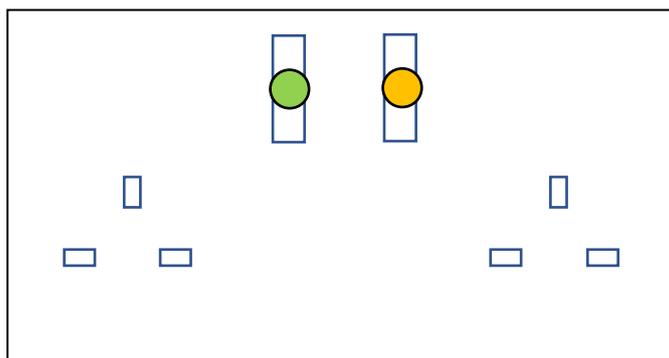
The aim of the labelling plug sockets activity is to identify the electrical items that do and do not need to be on.

The purpose of labelling plug sockets is to reduce energy usage, increase cost savings, and improve the carbon footprint of schools.

Method: First, following the out-of-hours and in-hours energy audit students are to identify the plug sockets around the school. Students are to then decide which of these plug switches can and cannot be turned off. An example of an item that can be switched off is a projector and an example of an item that cannot be switched off is a freezer. Once there is agreement between the action team students are to code the plug sockets using green, orange, and red stickers. Green stickers indicate that a plug switch can be turned off when not in use, an orange sticker indicates that a plug switch can be turned off after checking no one is using the equipment, and a red sticker indicates that a plug switch cannot be turned off. Refer to the example at the bottom of the page which illustrates what your plug sockets could look like.

Top tip: Complete this activity after the in-hours and out-of-hours audits.

Moving forward: The action team are to inform the school community about the activity results, the purpose of the investigation, and sticker meanings.



Key

-  Plug switches that can be turned off when not in use
-  Plug switches that can be turned off after checking no one is using the equipment
-  Plug switches that cannot be turned off

Key word glossary

The key word glossary below is to aid staff and students with the understanding of climate change themes. These key words will be used throughout the delivery of Peterborough City Council's School Climate Change Programme.

Key word	Definition
Air pollution	A substance in the air that is harmful.
Biodiversity	The variety of animal or plant life in a particular habitat.
Carbon footprint	A measure of how much carbon is used by a person, company, or country.
Climate change	The shift in the Earth's usual weather conditions over many years.
Deforestation	The process of cutting down trees.
Earth	The planet we live on.
Emissions	Substances that are released into the atmosphere (e.g., burning coal releases carbon dioxide emissions).
Fossil fuels	A natural fuel such as coal, oil, or gas that was formed from decomposing plants and animals.
Global warming	When the planet keeps getting hotter.
Greenhouse gases	The gases that are responsible for global warming (e.g., carbon dioxide and methane).
Habitat	Where a plant or animal lives.
Hydropower	Using water to create energy.
Net-zero carbon	A balance between the carbon emitted and carbon removed from the atmosphere.
Non-renewable energy	Energy sources that can't be replenished (e.g., coal).
Recycling	Materials that can be used to make something else.
Reducing	Using something less or making something smaller.
Renewable energy	Energy sources that can be replenished (e.g., solar energy).
Reusing	Using something more than once.
Scope 1 emissions	Scope 1 emissions are those which are released on site. These include emissions from the fuel used in gas boilers and combustion engine vehicles.
Scope 2 emissions	Scope 2 emissions are those which are released by purchased energy where the emissions are released offsite. These include emissions from electricity from the national grid.
Scope 3 emissions	Scope 3 emissions are those which are released by indirect activities. These can include emissions produced by the goods and services we purchase, by staff travel, by the processing of waste produced, by the energy dissipated through the transmission and distribution of the energy supply system or by a number of other activities.
Solar energy	Using the sun to create energy.
Sustainability	Looking after the planet now to protect the future.
Wind energy	Using the wind to create energy.