



# **Sustainability and Climate Action Plan**

2025-2028

Adopted: September 2025

Review Date: September 2026

*"Everyone's talents and involvement are needed to redress the damage caused by human abuse of God's creation."*

*Laudato Si' #14*

## 1. Vision and Mission

Rooted in Catholic Social Teaching, our school recognises the moral duty to care for God's creation, protect the vulnerable, and work for justice. Inspired by *Laudato Si'*, we commit to becoming a school that:

- Lives simply, sustainably, and in solidarity with the poor.
- Teaches pupils to be responsible stewards of creation.
- Reduces our environmental impact in line with national targets.

*"The earth will not continue to offer its harvest, except with faithful stewardship. We cannot say we love the land and then take steps to destroy it for future generations."*

St John Paul II

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## 2. Leadership & Governance

- **Sustainability and Climate Action Plan Lead:** Senior Leadership Team (Headteacher, Deputy Headteacher and School Business Manager.)
  - **Governors:** Have pledged to the *Greener Governance Campaign*, committing to carbon reduction and annual review of progress.
  - **Staff & Pupils:** Involved through *Laudato Si'* via Caritas Ambassador and curriculum projects.
  - **Diocesan Links:** Collaboration with Diocese of Salford's *Laudato Si'* Centre.
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## 3. Action Areas (aligned with DfE requirements)

### 3.1 Climate Education

- Embed *Caring for Creation* across RE, Science, Geography, PSHE, and Collective Worship.
- Teach pupils about climate justice, linking to Catholic values of dignity, solidarity, and stewardship.

### 3.2 Green Skills & Careers

- Develop practical skills: gardening, recycling, energy saving, and biodiversity monitoring.
- Invite local Catholic environmental leaders and green industry professionals to inspire pupils.
- Create links with secondary schools and colleges for progression in green skills.

### 3.3 Education Estate & Digital Infrastructure

- Conduct annual sustainability audits (energy, water, waste).
- Reduce energy use by switching to LED lighting, improving insulation, and monitoring heating.
- Increase digital efficiency (reduce printing, encourage cloud-based resources).
- Enhance school grounds: renovate the prayer garden, develop Forest School Area - add bug hotels, wildflower areas, and tree planting for biodiversity.

### 3.4 Operations & Supply Chains

- Review procurement to prioritise Fairtrade, local, and eco-certified suppliers in collaboration with the academy trust.
- Reduce single-use plastics in the school kitchen and staffroom, wherever possible.
- Introduce sustainable school uniform options and recycling initiatives where possible.
- Work with kitchen staff to reduce food waste and explore more plant-based menu options if possible.

### 3.5 International Dimension

- Participate in CAFOD campaigns to advocate for climate justice.
- Raise awareness of how climate change impacts the poorest communities first.

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## 4. Monitoring & Evaluation

- Reports to governors
- Publish an annual progress update to parents, parish, and community.
- Measurable targets:
  - Reduce energy consumption by **10% by 2028**.
  - Plant **100 trees/shrubs by 2028**.

- Reduce waste to landfill by **20% by 2028**.
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## 5. Catholic Foundation

This plan is grounded in:

- **Stewardship of Creation** (*Genesis 1:31; Laudato Si' #64*)
  - **Option for the Poor** – recognising that those least responsible for climate change suffer most.
  - **Solidarity & Common Good** – building global responsibility and care for each other.
  - **Dignity of the Human Person** – ensuring a safe, sustainable future for all children.
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## 6. Next Steps (2025 – Launch Year)

1. Establish a Sustainability and Climate group (staff and pupils).
  2. Complete baseline audit of energy, waste, and biodiversity.
  3. Embed climate education in school curriculum and worship, where possible, including whole school weekly assemblies.
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| Sustainability and Climate Action Plan        |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Area                                          | Curriculum Links                                                                                                                                                                                                                                                                                                                                                                                                                     | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Impact                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Decarbonisation</b><br><br><b>- Energy</b> | <p>Energy</p> <p><b>Keep Britain Tidy's Count Your Carbon tool</b> - <a href="https://www.countyourcarbon.org/home/">https://www.countyourcarbon.org/home/</a></p> <p>Sign up to Climate Friendly Schools for FREE and use their Energy Audit tool - <a href="https://www.climatefriendlyschools.org.uk/theme/climate-friendly-energy-audit/">https://www.climatefriendlyschools.org.uk/theme/climate-friendly-energy-audit/</a></p> | <p>-Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever can</p> <p>-Y5/6 pupils able to walk to and from school – reduce cars used.</p> <p>-Room thermometers in classes and offices to monitor and turn heating down whenever we can.</p> <p>-Heating only on for restricted periods in Autumn Winter Oct – March).</p> <p>-Encourage refillable water bottles from pupils and staff.</p> <p>-Use of cups and plates, not disposable in breakfast club, events and lunch.</p> <p>-Create a positive culture and influence behaviour change around reducing energy use.</p> <p>-Windows are closed unless rooms are up to temperature.</p> <p>-Daylight lights, turn off when light targets met and when no one sensed in room – implemented for whole school.</p> <p>-Resources are bought with informed decisions so there is reduced waste, bought locally and in one place to reduce carbon foot.</p> <p>Recycling bins for paper and plastic and card in classes, corridor and then main school bins, all separated.</p> | <ul style="list-style-type: none"> <li>• Increased energy-efficiency across the whole school.</li> <li>• Increased use of renewable energy sources on the school site, commitment to this.</li> <li>• There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents.</li> <li>• Electricity is sourced from our own solar panels</li> </ul> |

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|                                               |                                                                                                                                                                                                                                                                                                         | -Solar panels fitted on the roof – support from Diocese Building Fund                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Decarbonisation</b><br><br><b>- Travel</b> | Keep Britain Tidy's Count Your Carbon tool<br><a href="https://www.countyourcarbon.org/home/">https://www.countyourcarbon.org/home/</a><br>BBC Pollution levels tool -<br><a href="https://www.bbc.co.uk/news/science-environment-42566393">https://www.bbc.co.uk/news/science-environment-42566393</a> | -Encourage journeys taken by walking, cycling and public transport.<br>- Create a positive culture and behaviour change around transport use.<br>- Recognise the effect emissions has on the environment through teaching across the curriculum.<br>- Use of local bus companies for travel to reduce carbon footprint and emissions.<br>- Local visits and residential monitored – at least 1 non – transport local visit a year per year group.<br>- Residential are local – reduces carbon footprint and emissions effect. | <ul style="list-style-type: none"> <li>• Encourage journeys taken by walking, cycling and public transport.</li> <li>• Create a positive culture and behaviour change around transport use.</li> <li>• Walk to school weeks and initiatives increase this and less pupils are driven to school.</li> <li>• Reduced carbon footprint by 15% from 2025 to 2027.</li> <li>• Use of solar panels – obtaining grant for works.</li> </ul> |
| <b>Adaption and Resilience</b>                | <a href="https://flood-map-for-planning.service.gov.uk/">https://flood-map-for-planning.service.gov.uk/</a>                                                                                                                                                                                             | Reduce the risk of school closures and disruption and lessons through maintenance of building and health and safety walks by leaders and Site Manager.<br>- Update Evacuation procedures annually and policy.<br>- Remote Learning strategy and offer in place.<br>- Sun shelter, Salt stores for snow / ice.<br>- Protect staff and students from the risks of extreme weather.                                                                                                                                              | <ul style="list-style-type: none"> <li>• The school is resilient to weather and adverse conditions, minimising the risk of closure.</li> </ul>                                                                                                                                                                                                                                                                                       |

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|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Ensure school site can cope with more extreme weather.</li> <li>- Annual review of building and priorities, use of Devolved Capital to pay for building updates.</li> <li>- Recycle technology – use for ensure correctly disposed of.</li> <li>- Personal Development weekly assemblies, some focus on Resilience, reuse and adapt.</li> <li>- Pre – loved uniform available to all.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Biodiversity</b> | <p>Sign up to Education Nature Park - <a href="https://www.educationnaturepark.org.uk/user/register">https://www.educationnaturepark.org.uk/user/register</a></p> <p>Education Nature Park's tools for exploring your school site - <a href="https://www.educationnaturepark.org.uk/resources/Explore%20Your%20School%20Site">https://www.educationnaturepark.org.uk/resources/Explore%20Your%20School%20Site</a></p> <p>RSPB birdwatch - <a href="https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch">https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch</a></p> | <ul style="list-style-type: none"> <li>- Introduce composter for each playground to dispose of fruit waste at playtime.</li> <li>- Kitchen food separated into composting items and non.</li> <li>- Litter picks by Site Manager weekly regularly in school and the perimeter.</li> <li>- National Litter Pick Week – part of it.</li> <li>- Pupils growing products; cress, beans, tomatoes, herbs.</li> <li>- Grounds planted with additional trees annually.</li> <li>- Raised beds, nurture garden, green house developed with plants, shrubs, herbs and trees. Well maintained by staff and pupils.</li> <li>- Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces.</li> <li>- EYFS - `Forest School` learning one session per week.</li> <li>- Reduce use of chemicals – work with cleaning team and Site Manager.</li> </ul> | <ul style="list-style-type: none"> <li>• Green space on the school site or nearby are maximised and utilised across school, including those in the local area.</li> <li>• Connect pupils and staff with nature.</li> <li>• Pupils love of the outdoors.</li> <li>• Trips and visits promote biodiversity.</li> <li>• Knowledge and skills relating to biodiversity and growing/gardening is strong and progressive in pupils.</li> </ul> |

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| <b>Waste and consumption</b>               | <p>Plastic Free July's bin audit tool - <a href="https://www.plasticfreejuly.org/get-involved/what-you-can-do/bin-audit/">https://www.plasticfreejuly.org/get-involved/what-you-can-do/bin-audit/</a></p> <p>Sign up to Climate Friendly Schools for FREE and use their Food Audit tool - <a href="https://www.climatefriendlyschools.org.uk/theme/climate-friendly-food-audit/">https://www.climatefriendlyschools.org.uk/theme/climate-friendly-food-audit/</a></p> | <ul style="list-style-type: none"> <li>-Recycle stations for paper, plastics, glass (Staffroom) and clothes.</li> <li>- Monitor the use of recycling bins, lights on, windows open and plastic being used in schools.</li> <li>- School kitchen work to identify changes needed to reduce single use plastics, throw away products.</li> <li>- Recycle waste bins across school and collection.</li> <li>- Recycling of IT equipment and electronics managed well – audit, monitor, use of companies to safely dispose.</li> <li>- Composters on playgrounds to put fruit peel and waste in at breaks.</li> <li>- Kitchen to separate waster food from non – compostable waste.</li> <li>- Install water tubs for rainwater to water Quad plants and school plants.</li> <li>- Purchase and look after indoor school plants – one per classroom as well as communal areas.</li> <li>- Accurate purchasing – not wasting items, food etc... be sure of numbers, make one shopping trip.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency through our curriculum and information for parents.</li> </ul>                                                                                         |
| <b>Climate education and Green Careers</b> | <p>Teach the Future Tracked Changes Project - <a href="https://www.teachthefuture.uk/tracked-changes-project">https://www.teachthefuture.uk/tracked-changes-project</a></p>                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>- Air quality: encourage pupils to recognise emissions and effect of travel and transport be it to school, food or general travel.</li> <li>- Careers: Promoting Green careers to pupils and parents, careers related learning week, highlighting roles.</li> <li>- Cross – curricular teaching about Climate and Climate change – mapping the curriculum subjects.</li> <li>- Rewards for classes and pupils recycling</li> <li>- Parents support to walk to school, leave cars at home; regular updates and reminders on routes and issues with cars and parking.</li> <li>- Pupil voice and surveys collated; evaluate what they understand, what they perceive as issues and</li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Staff and Governors actively promote and embedding climate education in their existing curriculum.</li> <li>• Teachers are confidence in teaching about climate change and it is integral into the curriculum.</li> <li>• Pupils have strong knowledge and skills</li> </ul> |

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|  |  | <p>what they already know – then use to plan and delivery curriculum and assemblies.</p> <ul style="list-style-type: none"> <li>- Teaching pupils and staff to monitor room temperature, lights and items on standby.</li> <li>- Teach and share learning about use of plastic, effect on environment and reusable items in class and school kitchen and at home.</li> </ul> | <p>relating to climate change.</p> <ul style="list-style-type: none"> <li>• Pupil’s knowledge and skills relating to climate justice increases.</li> <li>• Empower and enabling young people to take climate action is part of the school’s culture.</li> </ul> |
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| Review of Impact and annual updates |  |
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| 2025-2026                           |  |
| 2026-2027                           |  |
| 2027-2028                           |  |