



SSMJ

Climate Action Plan

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

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St Michael and St John's RC Primary School - Climate Action Plan Rationale

What is Climate Change?

The dictionary definition is:

A change in global or regional acclimate patterns, in particular a change apparent from mid to late 20th Century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produce they the use of fossil fuels.

There are many factors that can make the Earth warmer and colder including:

- greenhouse gases caused by human activity,
- deforestation, where more than half of the world's surface has been ploughed and paved,
- ozone layer trapping heat closer to the Earth's surface
- different types of air pollution which have different effects on the atmosphere.

The challenge of climate change is formidable. For children and young people to meet it with determination, and not with despair, we must offer them not just truth, but also hope. Learners need to know the truth about climate change - through knowledge-rich education. They must also be given the hope that they can be agents of change, through hands-on activity and, as they progress, through guidance and programmes allowing them to pursue a green career pathway in their chosen field (DFE 2023).



What can we do?

The DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we have an important role to play in this, particularly reducing our environmental footprint to work towards net zero and giving all children, young people and adults the knowledge and skills to thrive in the green economy and to help restore nature.

Through our sustainability climate action plan, we will engage directly with children and young people who are passionate about the natural world, want to do their best to protect it and can influence their wider communities.

Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Using the four areas identified in the DFE's Sustainability and climate change strategy [Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK](#), our sustainability and climate action plan will focus on:

1. **Decarbonisation** e.g. taking action to reduce carbon emissions and becoming more energy efficient.
2. **Adaptation and Resilience** e.g. taking action to reduce the risk of flooding and overheating.



3. **Biodiversity** e.g mapping existing habitats, creating new ones like wildflower areas, planting native species, reducing waste, and integrating biodiversity education into the curriculum
4. **Climate Education and Green Careers** e.g. knowledge rich comprehensive teaching about climate change.

It will also include:

Creating an environment from an early age where we can connect to nature is essential for self-enforcement in protecting and valuing nature'. Ensuring our children will:

- spend time in nature and learn more about it
- become actively involved in the improvement of their local environment
- know that regular contact with green spaces can have a beneficial impact on their physical and mental health.

Climate adaptation and decarbonisation activities can provide powerful learning opportunities.

Ensuring, our children will:

- participate in the implementation of climate adaptation measures
- find out more about the impact of energy and water use
- See sustainability brought to life in the buildings around them, allowing them to gain experiences which will enhance and contextualise their learning.



St Michael and St John's RC Primary School - Climate Action Plan

1. Staff Expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance staff knowledge on climate change and sustainability	<ol style="list-style-type: none"> 1. Organise CPD sessions on climate science and sustainable practises. 2. Provide access to online sustainability training. 3. Encourage staff to attend local environmental workshops. 	Headteacher / CPD Coordinator	<ul style="list-style-type: none"> - Budget for training - Access to online platforms - Links with local environmental organisations 	<ul style="list-style-type: none"> - Staff demonstrate increased confidence in discussing climate issues. - Sustainable practises visibly integrated in classrooms. 	Climate education and green careers
Build capacity for energy efficiency improvements	<ol style="list-style-type: none"> 1. Train school staff on energy-saving maintenance. 2. Share best practice guides for reducing energy use in an older building. 3. Schedule regular energy audits with staff involvement. 	Headteacher / CPD Coordinator	<ul style="list-style-type: none"> - Training materials - Energy audit tools - Time allocation for training 	<ul style="list-style-type: none"> - Reduced energy consumption recorded. - All staff implement energy-saving measures. - Energy audits conducted yearly. 	Decarbonisation



2. Staff/Children

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate awareness in school life	<ol style="list-style-type: none"> 1. Introduce a 'Green Week' with activities for children. 2. Encourage children to suggest sustainability ideas. 	Class Teachers / Creation Missionary Disciples	<ul style="list-style-type: none"> - Activity guides - Pledge templates - Time for discussions 	<ul style="list-style-type: none"> - All children participate in Green Week. - Ideas from children implemented in school. 	Climate education and green careers
Promote staff and children's sustainable behaviours	<ol style="list-style-type: none"> 1. Implement a 'switch off' campaign for lights and devices. 2. Encourage walking to school. 3. Reward sustainable behaviour with recognition schemes. 	Creation Missionary Disciples / Headteacher	<ul style="list-style-type: none"> - Posters and reminders - Reward materials - Monitoring tools 	<ul style="list-style-type: none"> - Reduction in energy waste. - Increase in sustainable travel. - Positive feedback from staff and children. 	Decarbonisation



3. Buildings/Grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Improve energy efficiency of the school building	<ol style="list-style-type: none"> 1. Conduct a detailed energy audit. 2. Install energy-efficient lighting and heating. 3. Explore funding for insulation improvements suitable for the building. 	Office Manager / Headteacher	<ul style="list-style-type: none"> - Professional energy audit - Budget for upgrades - Access to grant information 	<ul style="list-style-type: none"> - Energy rating improved from D to C or better. - Reduced energy bills. 	Decarbonisation
Enhance green space for biodiversity and wellbeing	<ol style="list-style-type: none"> 1. Develop outdoor learning areas in existing green spaces. 2. Plant pollinator-friendly plants. 	Creation Missionary Disciples / Class Teachers	<ul style="list-style-type: none"> - Plants and seeds - Gardening tools - Volunteer time 	<ul style="list-style-type: none"> - Increased biodiversity indicators. - Use of outdoor areas for lessons. - Positive pupil engagement with nature. 	Biodiversity



4. School Lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote sustainable food education	<ol style="list-style-type: none">1. Link food growing projects with school meals.2. Educate children on the impact of food choices.3. Celebrate sustainable food days.	Class Teachers / Creation Missionary Disciples	<ul style="list-style-type: none">- Curriculum materials- Gardening space- Event planning support	<ul style="list-style-type: none">- Children demonstrate understanding of sustainable food.- Increased participation in food-related activities.- Positive feedback from children.	Climate education and green careers



5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Integrate climate change and sustainability across subjects	<ol style="list-style-type: none"> 1. Map existing curriculum to identify climate-related topics. 2. Develop cross-curricular units on climate and environment. 3. Provide resources and training for teachers. 	Curriculum Leader / Subject Leaders	<ul style="list-style-type: none"> - Curriculum mapping tools - Teaching resources - CPD time 	<ul style="list-style-type: none"> - Climate topics embedded in some subjects. - Teachers confident delivering sustainability content. - Children demonstrate knowledge in assessments. 	Climate education and green careers
Encourage hands-on environmental learning	<ol style="list-style-type: none"> 1. Use school grounds for science and geography lessons. 2. Organise visits to local green spaces and environmental centres. 3. Facilitate projects on energy, waste, and biodiversity. 	Class Teachers / Creation Missionary Disciples	<ul style="list-style-type: none"> - Transport funding - Outdoor learning resources - Partnerships with local organisations 	<ul style="list-style-type: none"> - Increased outdoor learning sessions. - Pupils complete environmental projects. - Positive pupil engagement recorded. 	Climate education and green careers



6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote wellbeing through connection with nature	<ol style="list-style-type: none"> 1. Develop quiet green spaces for reflection. 2. Incorporate mindfulness and nature walks. 3. Use gardening as a therapeutic activity. 	Wellbeing Lead	<ul style="list-style-type: none"> - Outdoor seating - Mindfulness resources - Gardening supplies 	<ul style="list-style-type: none"> - Increased pupil wellbeing scores. - Regular use of green spaces for wellbeing. - Positive feedback from pupils and staff. 	Biodiversity
Support staff wellbeing with environmental engagement	<ol style="list-style-type: none"> 1. Offer wellbeing sessions outdoors. 2. Encourage staff participation in green activities. 3. Provide spaces for relaxation in nature. 	Headteacher / Wellbeing Lead	<ul style="list-style-type: none"> - Outdoor space access - Time allocation - Resources for activities 	<ul style="list-style-type: none"> - Staff report improved wellbeing. - Increased staff participation in green initiatives. - Reduced stress levels. 	Biodiversity



7. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in the school's climate action	<ol style="list-style-type: none">1. Communicate climate goals and progress via newsletters.2. Encourage sustainable practises at home.	Headteacher	<ul style="list-style-type: none">- Communication tools- Workshop materials- Event space	<ul style="list-style-type: none">- Increased parent awareness and engagement.- Positive feedback from parents.	Climate education and green careers



8. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital carbon footprint	<ol style="list-style-type: none"> Promote energy-saving settings on devices. Encourage minimising printing and paper use. Use cloud storage efficiently and responsibly. 	IT Coordinator / All staff	<ul style="list-style-type: none"> IT guidelines Awareness materials Monitoring tools 	<ul style="list-style-type: none"> Reduced energy use from IT equipment. Decrease in paper consumption. Staff and pupils follow digital sustainability practises. 	Decarbonisation
Educate children on digital sustainability	<ol style="list-style-type: none"> Integrate digital sustainability into curriculum. Run awareness campaigns on responsible digital use. Encourage digital detox days. 	Class Teachers / Creation Missionary Disciples	<ul style="list-style-type: none"> Curriculum resources Campaign materials Time allocation 	<ul style="list-style-type: none"> Children understand digital impact. Participation in digital sustainability activities. Reduced unnecessary digital use. 	Climate education and green careers



9. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build local partnerships to support climate action	1. Connect with local environmental groups. 2. Collaborate on projects and events. 3. Access external expertise and funding opportunities.	Headteacher / Creation Missionary Disciples	- Contact network - Time for meetings - Communication tools	- Active partnerships established. - Joint projects delivered. - Additional resources secured.	Climate education and green careers



10. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase resilience to climate impacts	<ol style="list-style-type: none"> 1. Assess risks related to extreme weather. 2. Develop contingency plans for heatwaves, storms, and flooding. 3. Train staff on emergency procedures. 	Headteacher / Office Manager	<ul style="list-style-type: none"> - Risk assessment tools - Emergency planning templates - Training sessions 	<ul style="list-style-type: none"> - Risk assessment completed. - Contingency plans in place. - Staff trained and confident in procedures. 	Adaptation and resilience
Adapt grounds to support climate resilience	<ol style="list-style-type: none"> 1. Improve drainage and soil health in green spaces. 2. Use drought-resistant plants. 3. Create shaded areas to reduce heat stress. 	Headteacher / Office Manager	<ul style="list-style-type: none"> - Landscaping materials - Plant selection guides - Maintenance resources 	<ul style="list-style-type: none"> - Reduced flooding or waterlogging. - Healthy vegetation sustained. - Shaded areas used by pupils. 	Adaptation and resilience



11. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate action in school governance	<ol style="list-style-type: none"> 1. Establish a governor role for sustainability. 2. Regularly review progress at governing body meetings. 	Headteacher / Chair of Governors	<ul style="list-style-type: none"> - Governor training - Reporting tools 	<ul style="list-style-type: none"> - Climate action plan formally adopted. - Governor oversight active. - Progress reports presented termly. 	Decarbonisation
Develop clear environmental policies	<ol style="list-style-type: none"> 1. Create policies on energy use, waste, travel, and procurement. 2. Communicate policies to all stakeholders. 3. Monitor compliance and update policies as needed. 	Office Manager / Headteacher	<ul style="list-style-type: none"> - Policy templates - Communication channels - Monitoring framework 	<ul style="list-style-type: none"> - Policies approved and in use. - Staff and pupils aware of policies. - Compliance monitored and improved. 	Decarbonisation