

Bishop Challoner Catholic College



Next Review	February 2027
Review Period	Annual
Reviewed by	Principal
Reviewed	February 2026
Current Status	Complete
Staff Owner	I Brown/H Coley
Government/DfE Requirement	Good practice

Eco and Sustainability Action Plan

Eco and sustainability action plan: Bishop Challoner Catholic College 2024-25



Aims

At Bishop Challoner Catholic College, we aim to help our students become well-rounded and informed citizens, by teaching them about the world, all of its inhabitants and the individual's role as a responsible and informed member of society.

At our school, the Gospel Values are central to daily school life. We strive to ensure that students leave us "equipped with the necessary moral compass, so they are fully prepared to be strong and active members of society for themselves, their families and the wider community"

In alignment with the Gospel Values, we place a high level of importance on sustainability, both in terms of our students' education and learning, and in relation to the school buildings and site. As advised by Pope Francis in 2015,

"Human beings, while capable of the worst, are also capable of rising above themselves, choosing again what is good, and making a new start."

Statements of intent:

- Our school values relating to the Gospel apply to our collective efforts to take care of our environment
- We strive to prepare our pupils effectively for a lifetime of sustainable choices and demonstrating good stewardship of the world
- We will seek opportunities within and outside of the curriculum, and within school procedures and budget, to improve awareness of sustainability and minimise negative impacts upon the environment

Vision and goals

Our vision is to keep working to make Bishop Challoner Catholic College a sustainable and climate-aware community, in which all members of our community have a role to play. This will be an ever evolving effort that should not be viewed as a one-off task or project, but rather as a core principle than underlies all of the work that we do.

1 year goals	Begin to raise awareness of the action plan, and raise the profile of sustainability across the school
3 year goals	Continue to raise awareness of sustainability, and empower all staff to review curricula and current ways of working
5 year goals	Ensure that climate change, sustainability and related topics are embedded throughout the wider school curriculum

Roles and responsibilities

Premises Team	The Premises Team are responsible for liaising with the Sustainability Lead and Principal, and striving to ensure our school site runs as sustainably as possible
Sustainability Lead	The Sustainability Lead has overall responsibility for writing and reviewing the contents of the action plan on an annual basis
The Principal	The Principal is responsible for ensuring staff are familiar with this action plan, and overseeing the implementation across the school
Staff	All staff are responsible for implementing actions laid out in this action plan, where relevant to their roles. Staff should feel welcomed to make further suggestions to the Sustainability Lead and/or Principal for future activities and potential improvements to be made across the school

Key areas in our plan to improve sustainability

There are four key areas incorporated into this action plan, with a view to improve sustainability across the school:

1. Climate education and careers
2. Decarbonisation
3. Adaptation and resilience
4. Biodiversity

Key area	Overview	Current actions	Future actions
Climate education and careers	This involves the inclusion of topics including sustainability and climate change across the school curriculum, and incorporating green careers information into careers activities.	<ul style="list-style-type: none"> - A school audit has been undertaken for staff to share information about what is already done in departments: see appendix - Application in progress to become an Eco-School 	<ul style="list-style-type: none"> - Identify further opportunities to teach about sustainability, climate change and the natural world across the curriculum, across all subjects and year groups where possible - Identify date for future curriculum review - Celebrate days including Earth Day (22nd April), World Ocean Day (8th June) and Clean Air Day (15th June)
Decarbonisation	Involves reducing our carbon emissions as a school.	<ul style="list-style-type: none"> - All staff are encouraged to turn lights, heaters, projectors and air conditioning units off wherever possible - Participation in the Active Travel programme: 	<ul style="list-style-type: none"> - Promote pupil understanding of where food comes from through the canteen - Reduce packaging waste and review sales of packaged foods and drinks in the canteen to ensure they are easily

		<ul style="list-style-type: none"> - Registered with Birmingham City Council to receive installation of free Air Quality Monitors across the site, which will provide real-time data for us about air quality on the school site - Meat free Fridays in the canteen 	recyclable
Adaptation and resilience	Involves taking actions to reduce the risk of flooding and overheating, both within the school and the wider community.	<ul style="list-style-type: none"> - Staff regularly reminded to turn off all lights, projectors and air conditioning units at the end of each day to minimise energy usage - Resources amnesty in the summer term 	<ul style="list-style-type: none"> - Possibility in the future of requesting free support from a Let's Go Zero Climate Action Advisor
Biodiversity	Involves actions taken to introduce and support a range of different plant and animal species on the school site	<ul style="list-style-type: none"> - Bird houses are situated around the school as part of the new English block new build development 	<ul style="list-style-type: none"> - Explore the possibility of establishing a Gardening Club, supported by volunteers

Appendix: overview of eco and sustainability in the curriculum

Department	Details of sustainability/eco-actions being taken
All	Resource amnesty. All members of staff across the school encouraged to collect any unused resources and collate them in a designated room during the summer term. Members of staff are then able to go to the room and collect any resources that are useful in their departments, allowing the resources to be reused and reducing waste at the end of the year.
Science	Curriculum – coverage across multiple year groups and Key Stages: <ul style="list-style-type: none"> • Ecosystems topic in GCSE Biology • Recycling and materials life cycles in GCSE Chemistry • Renewable energy in KS3 and GCSE Physics
Geography	Curriculum - Year 8 (Russia - sustainable energy supplies), Year 9 (Iceland - sustainable energy supplies), GCSE (sustainable cities, climate change, rainforest management), A Level (sustainable cities, waste management), Eco Club (litter picks, applying for Eco School award, big litter pick, big garden bird watch), Assessment (Assessments are completed on Microsoft forms to reduce the use of printing and paper)
French	Assessment - reducing paper using Forms and using scrap paper for vocab tests. Reducing printing for lessons by printing out only key information, or text 3 or 4 per A4 paper GCSE past papers - use of Exampro to avoid printing whole past papers. Students can view the questions and answers.
RE	Curriculum – planned and delivered a lesson on Green Economies with reference to COP28 - really powerful as COP28 was happening at the time the lesson was being taught
PE	Amnesty in the summer term, recycle worn out equipment, recycle Y11 PE kit as spare kit
Premises	Energy saving initiatives e.g. new boilers
Art	Recycling paper, eg using for collage, recycling canvases, incorporating recycles/
D&T	Collecting milk bottle tops to recycle for class projects
Business	Curriculum - sustainability and business taught across all four qualifications as a key theme covering both the impact of business activity and the role of enterprise in creating sustainable businesses. Reduced printing for lessons, with case studies and longer texts primarily shared on teams or Class Charts for ks5.
Textiles	Recycling project using scrap fabrics to make a bag/sustainability in textiles industry
Maths	Curriculum - Potential to include data analysis related to climate change in Year 8 topic
English	Curriculum – <ul style="list-style-type: none"> • Year 9 – read 1616 letter to the king about increased pollution in London, transcript of Greta Thunberg’s Glastonbury speech as part of the “Fighting for change” unit of work, write a “Dear future generations” poem • Year 10 and 11 – poetry, nonfiction writing including recycling and climate change articles
Food technology	Curriculum – food provenance and security taught in Year 10