St. Clare's
Catholic Primary School
Climate Action Plan

Member of staff responsible: Mrs. Ronson
Date policy written: September 2025
Date approved by the full Governing body: November 2025
Date to be reviewed: November 2027

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ.

St. Clare's Stewards of Creation

Catholic environmental stewardship is based upon the belief that God created the world and that we have been entrusted to care for all of creation. "God saw all that he had made, and it was very good." (Genesis 1:31). This reflects the value of creation and for us, as people of that creation to act as stewards or caretakers of the earth.

Pope Francis was particularly vocal about the need for environmental stewardship. His Laudato Si' encyclical on caring for our common home, challenges people, governments, and institutions to address the conditions of the health of the earth, its abuse/mistreatment and the effect on the poor and those treated as much less important.

Catholic social teaching (CST) principles guide us in engaging with environmental issues. Key themes include:
The Common Good: The health of the planet affects everyone, especially the most vulnerable populations. Caring for the environment is essential for social equity and justice.
Human Dignity: Protecting the environment honours the dignity of every person, as pollution and environmental degradation disproportionately affect marginalised communities.
Solidarity: This principle calls for global co-operation in addressing environmental challenges, encouraging nations and individuals to work together for a sustainable future.

At St. Clare's Catholic Primary School, we recognise our responsibility to ensure that our children and staff understand the current climate crisis and how our actions leave environmental footprints. As a school, we plan to reduce our impact and help prepare our pupils to become informed, responsible citizens in a changing world. This Climate Action Plan sets out our strategy and vision to become a more sustainable school. It is based on reducing carbon emissions, increasing climate resilience, enhancing biodiversity and embedding sustainability across our curriculum, school and the wider world.

This reflects the Department for Education's guidance where, as educators, we have a key role in supporting the delivery of the United Nations Sustainable Development Goals (UN SDGs). The SDGs are a set of 17 goals aimed at transforming the world by 2030. We will actively embed the fundamentals of the UN SDGs into the aspects of our operations. **The United Nation's Sustainable Development Goals (UN SDGs)**

We will review our progress regularly and work closely with staff, pupils, families, and the wider community to make sustainability a core part of school life.
The climate change lead is, Mrs. Ronson.

Stewards of Creation Aims and Values

Our aims are to:

- Raise Awareness: Educating children, families and staff about climate change and its impacts.
- Promote Sustainable Practices: Encourage actions such as reducing waste, saving energy, and adopting eco-friendly habits within the school community.
- Empower Children: Encouraging leadership and participation among children to develop and implement climate action initiatives.
- Reduce Carbon Footprint: Implement measures to reduce the school's environmental impact, reducing single-use plastics, and enhancing recycling programs.
- Integrate Climate Education: Incorporate and embed environmental topics into the curriculum across subjects, encouraging critical thinking and problem-solving skills related to sustainability.
- Collaborate with the Community: Partner with local groups and parents to support wider climate action efforts.
- Create Green Spaces: Increase biodiversity by creating more biodiverse spaces and developing outdoor learning areas.
- Monitor Progress: With measurable goals that are regularly reviewed to ensure continuous improvement.

Our values are:

- Stewardship: Develop a sense of responsibility in children and staff to care for the planet.
- Inclusivity: Ensure all members of the school community are engaged in climate action efforts, regardless of age.
- Collaboration: Develop teamwork and collective action within the school and externally.
- Resilience: Build and develop strategies to respond to the challenges presented by climate change.
- Creativity and Innovation: Encourage innovative solutions to environmental problems and reward forward-thinking approaches.
- Respect for Nature: Instil an appreciation for the natural world and the importance of preserving it for future generations.
- Equity and Justice: Promote fairness in sharing resources and recognise the effects of climate change on vulnerable communities in our local area and the wider world.

Our long-term vision is to: Focus on creating sustainable habits and practices that will benefit the school and community for years to come.

Roles & responsibilities:

- Raise awareness: educating children, families and staff about climate change and its impacts.
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Role	Responsibilities
Headteacher & Senior Leaders 	• Review subject policy with an eye to sustainability and quality outdoor education • Work with premises and school business staff to look at where to invest money to reduce carbon emissions, and improve sustainability and resilience • Develop our school's climate action plan by 2025 • Communicate the sustainability policy to the school community • Receive and co-ordinate training to all staff (if needed) • Support appropriate areas of the school grounds to use as an environmental classroom • Encourage whole-school participation in environmental awareness days • Lead a whole-school sustainably audit to identify current and future opportunities for change
Curriculum Subject Leaders 	• Identify opportunities to teach about the natural world, sustainable practices and the circular economy • Identify ways to reduce usage and waste when teaching their subjects, e.g. reducing printing • Support ways to incorporate Forest School and outdoor education into their curriculum area
School Business Manager 	• Carry out sustainable practices by considering usage, waste and supply chains when purchasing goods and services • When necessary, identify funding opportunities for sustainable development e.g. smart meters, low-carbon boiler replacement • Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour, e.g. limiting printing, and turning off lights • Conduct energy and water usage audits at the end of every term
Site Supervisor/class teachers	• Keep the school site clean and safe for effective outdoor learning • Make sure all lights, taps, and unnecessary appliances are switched off at the end of each day

Governors	• Approve policies that have been reviewed with an eye to sustainability and quality outdoor education • Monitor progress of our school's climate action plan • Review the sustainability of the school's practices and procedures

Priority 1: Curriculum and Learning

Our curriculum engages and encourages children to:

- Be passionate about the natural world
- Look for opportunities to care for the world around them
- Be influencers in their wider communities by providing opportunities to develop knowledge and understanding of nature, sustainability and climate change and to demonstrate this into positive action.

Embedding sustainability in curriculum and learning:	
Autumn Term 2025	Give opportunities for pupils to take on sustainability projects which benefit their local and wider communities, such as tree planting, habitat restoration, or energy-saving initiatives, while developing their skills to advocate for environmental responsibility. Ensure that the class planters are being utilised to support the science and geography curriculums.
2025-2026	Review the curriculum, including the opportunity to embed and extend sustainability. Ensure all learners acquire a foundational understanding of sustainability, including climate change, renewable energy, biodiversity, and resource management, through integrated lessons and hands-on experiences.
2026-2027	Consult with all subject leaders regarding sustainability in the curriculum, sourcing local champions, visits and visitors that could support their curriculum area.

Priority 2: Food and Catering

- Look for opportunities to make food and catering more ethically sourced and sustainable.

Sustainable whole-school food approach:	
2025-2026	Implement systems to reduce food waste, such as portion control, composting leftovers, and reusing excess food where possible. Provide further learning opportunities for the children about cooking to limit waste with direct cooking lessons
2026-2027	As part of the curriculum review, introduce seasonality and the food calendar

Priority 3: Waste & recycling

Recycling & Reducing Waste:	
Autumn Term 2025	See food waste Set up composting bins in the school for food scraps, garden waste, and other compostable materials. Use the compost to enrich school gardens, creating a closed-loop system that reduces waste while teaching pupils about natural recycling.
2025-2026	Launch creative projects to repurpose materials like paper, plastic, and textiles into new products or art. Incorporate these activities into lessons and school events to foster a hands-on understanding of the circular economy. Encourage pupils and families to pack waste-free lunches by using reusable containers, water bottles, and utensils. Provide education and incentives, such as "waste-free lunch days," to inspire participation and reduce single-use packaging waste. Launch creative projects to repurpose materials like paper, plastic, and textiles into new products or art. Incorporate these activities into lessons and school events to foster a hands-on understanding of the circular economy.
2026-2027	Continue to build on and reuse waste products in school. Continue to build on and reuse waste products in school. Investigate backing paper – sheets better than rolls?

Priority 4: Energy and Water

Many steps to reduce energy and water use require investment in infrastructure. Not all the changes that we would like to make are possible right now, but we are committed to making them in the future. We have recently updated to a more efficient heating system.

We aim to reduce energy and water usage by:	
Autumn Term 2025	Install energy efficient lighting such as LED bulbs and ensure toilet lights get switched off. Review and equip taps, toilets, and urinals with water-saving features such as aerators, low-flow fixtures, and timed or sensor-operated systems to minimise water waste.
2025-2026	More active Stewards of Creation to champion this area - Launch an energy-saving campaign to educate students and staff on reducing energy consumption by turning off unused equipment, using natural light when possible, and limiting heating or cooling to necessary levels. Launch a water conservation awareness program to educate students and staff on simple habits like turning off taps, reporting leaks promptly and using water butts for collecting rainwater.
2026-2027	Continued work with Stewards of Creation - look for opportunities to involve Ethos/School Council in energy reduction.

Priority 5: Transport and Travel

We encourage walking to school and many of our families are local and do so. We hold an annual Walk to School Week as part of our physical education and sport curriculum. We have recently installed more bike and scooter racks to encourage cycling to school and provide safe storage. We run a 'Bikeability' safer cycling training programme for Y5 and Y6 pupils every year.

Priority 6: Buildings and Grounds

School site sustainability:	
Autumn Term 2025	Fit existing buildings with LED lighting. Develop green spaces
2025-2026	Conduct an energy and water usage audit Review the quality of outdoor education Develop knowledge and skills relating to biodiversity and growing/gardening
2026-2027	Conduct an energy efficiency audit