



St Robert Bellarmine Primary School - Climate Action Plan 2025 - 2028

1. Staff Expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff capacity to lead and embed sustainability initiatives	1. Provide training on carbon literacy and energy efficiency for all staff. 2. Identify and develop sustainability champions among staff. 3. Offer workshops on integrating climate education across subjects.	Headteacher, Subject Leads	- External trainers or online courses - Time allocated for CPD - Training materials	- staff trained on sustainability annually - Number of staff sustainability champions active - Evidence of climate education integration in lesson plans	Climate education and green careers
Enhance staff knowledge on adaptation and resilience	1. Training on climate-related risks (overheating, flooding). 2. Embed eco-wellbeing principles into pastoral care training.	Geography Lead, Site Manager	- Training sessions - Guidance documents	- Staff confidence in managing climate-related risks - Inclusion of eco-wellbeing in safeguarding policies	Adaptation and resilience

2. Staff/Pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Empower pupils and staff to lead sustainability behaviour change	1. Launch school-wide behavioural campaigns (e.g., switch off lights, reduce waste). 2. Establish “Eco Champions” in each class.	Geography Lead, Teachers	- Campaign materials - Meeting time - Monitoring tools	- Increased participation in Eco-Committee - Measurable reduction in energy/waste - Positive pupil feedback on leadership roles	Climate education and green careers
Foster collaboration between staff and pupils on climate projects	1. Facilitate joint pupil-staff sustainability projects (e.g., garden, recycling). 2. Regular sustainability assemblies led by pupils and staff.	Geography Lead, Headteacher	- Project materials - Assembly time	- Number of joint projects completed - Engagement levels in assemblies	Climate education and green careers



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3. Buildings/Grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Improve energy efficiency and reduce carbon emissions from buildings	1. Complete detailed energy audit (plug loads, HVAC, lighting, insulation). 2. Replace all lighting with LEDs and install motion sensors. 3. Improve insulation on roof, windows, and doors. 4. Upgrade thermostats and building controls. 5. Assess feasibility for solar PV, heat pumps, and battery storage.	Site Manager, Energy Consultant, Governors	- Funding for audit and upgrades - Technical expertise - Grant applications (Salix, DfE)	- Improved DEC rating from D to C/B - Reduction in kWh/m² energy consumption - % energy from renewable sources increased	Decarbonisation
Enhance biodiversity and outdoor learning spaces despite limited green space	1. Create small-scale native wildflower patches and container gardens. 2. Install insect hotels, bird boxes, and log piles in available grounds. 3. Use outdoor spaces for curriculum-based learning activities.	Geography Lead, Site Manager, Science Lead	- Native plants/seeds - Materials for habitats - Outdoor learning resources	- Increase in species counts (BioBlitz) - Number of outdoor lessons conducted - Pupil engagement with nature	Biodiversity

4. School Lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce food waste and promote sustainable eating	1. Implement food waste composting using kitchen and garden waste. 2. Introduce seasonal, locally-sourced, and plant-based menu options. 3. Educate pupils about sustainable food choices through assemblies and lessons.	Catering, Geography Lead, Teachers	- Compost bins - Collaboration with suppliers - Educational materials	- Reduction in food waste volume - Increased uptake of plant-based meals - Positive pupil awareness of food sustainability	Decarbonisation
Integrate school-grown produce into snack in EYFS	1. Develop vegetable and herb garden to supply snack. 2. Coordinate with staff to use garden produce in recipes.	Geography Lead, EYFS staff	- Gardening tools and seeds - Coordination time	- Amount of produce used in meals - Number of cooking lessons featuring school-grown food	Biodiversity



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5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate education and sustainability across all subjects	1. Map existing curriculum to identify climate education opportunities. 2. Develop cross-curricular projects linked to climate action. 3. Incorporate carbon literacy and ecological literacy into RE, science, geography, and art.	Subject Leads, Teachers	- Curriculum planning time - Resources and training - External expertise if needed	- Evidence of climate topics in schemes of learning - Number and quality of cross-curricular projects - Positive pupil feedback on learning relevance	Climate education and green careers
Foster pupil reflection and action through portfolios and journals	1. Introduce nature and sustainability journals for pupils. 2. Encourage documentation of seasonal changes, biodiversity, and climate projects.	Teachers, Geography Lead,	- Journals or digital tools - Time for reflection	- Number of completed journals - Quality of pupil reflections	Climate education and green careers

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote eco-wellbeing and resilience among pupils and staff	1. Embed eco-wellbeing principles in pastoral care and safeguarding policies. 2. Create calming outdoor "green zones" for reflection and mental health. 3. Provide training on climate anxiety and resilience for staff and pupils.	Geography Lead, SLT	- Training resources - Outdoor space adaptations - Time for wellbeing activities	- Inclusion of eco-wellbeing in policies - Usage rates of green zones - Reported improvements in wellbeing	Adaptation and resilience
Use nature engagement to support pupil mental health	1. Schedule regular outdoor learning and nature connection activities. 2. Promote gardening and nature stewardship as therapeutic practises.	Teachers, Geography Lead	- Outdoor learning plans - Gardening tools	- Increased pupil participation - Positive wellbeing survey results	Adaptation and resilience



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7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Develop strong pupil leadership in sustainability	1. Establish "Eco-Champions" in each class. 2. Facilitate pupil-led audits on energy, waste, and biodiversity. 3. Support pupils to lead community engagement events (e.g., Green Fair).	Geography Lead, Teachers	- Training and mentoring - Meeting spaces - Materials for audits and events	- Number of active pupil leaders - Completed pupil-led projects - Increased pupil engagement and confidence	Climate education and green careers
Encourage peer teaching and awareness raising	1. Organise peer-led workshops and assemblies. 2. Create pupil-produced newsletters or digital content on sustainability.	Geography Lead,, Teachers	- Communication tools - Time for preparation	- Number of peer-led sessions - Reach and impact of pupil communications	Climate education and green careers

8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed sustainability into procurement processes	1. Develop and implement a sustainable procurement policy prioritising low-carbon, ethical, and local suppliers. 2. Review current suppliers and products for environmental impact. 3. Train staff involved in purchasing on lifecycle thinking.	Business Manager, Headteacher, Site Manager	- Policy templates - Supplier information - Training resources	- Procurement policy approved and in use - % of suppliers meeting sustainability criteria - Reduced carbon footprint of purchased goods	Decarbonisation
Reduce single-use plastics and waste from supplies	1. Source reusable or biodegradable alternatives for school supplies. 2. Monitor and report on plastic use reduction.	Geography Lead, Business Manager	- Alternative products - Monitoring tools	- Reduction in single-use plastics - Positive feedback from staff and pupils	Decarbonisation



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9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in the school's climate action and sustainability culture	1. Regularly communicate progress and opportunities via newsletters and website. 2. Host workshops and family events on sustainability (e.g., Green Fair, composting workshops). 3. Encourage sustainable behaviours at home (e.g., walking to school, reducing waste).	Geography Lead, PTA, Headteacher	- Communication platforms - Event resources - Volunteer support	- Parent attendance at events - Positive parent survey feedback - Increased parent participation in sustainability initiatives	Climate education and green careers
Build community support for school climate goals	1. Share pupil-led projects and achievements publicly. 2. Invite parents to contribute expertise and resources.	Headteacher, Geography Lead,	- Communication tools - Volunteer coordination	- Number of parent contributions - Community recognition of school efforts	Climate education and green careers

10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote sustainable travel to and from school	1. Encourage walking, scooting, and cycling through campaigns and incentives. 2. Install secure bike and scooter shelters. 3. Work with local authorities on safe routes to school. 4. Promote car-sharing schemes among families.	Geography Lead,, Site Manager, PTA	- Shelter installation funding - Promotional materials - Liaison with local council	- % of pupils walking/cycling/scooting - Usage rates of shelters - Reduction in car journeys	Decarbonisation
Explore electric vehicle infrastructure	1. Assess feasibility for electric vehicle charging points for staff/parents. 2. Apply for grants if viable.	Site Manager, Governors	- Feasibility study - Funding applications	- Installation of charging points if feasible - Increased use of electric vehicles	Decarbonisation



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11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital carbon footprint	1. Promote energy-saving settings on all school devices. 2. Encourage responsible use of digital resources to minimise unnecessary printing and data storage. 3. Monitor and optimise server and IT energy use.	Computing Lead, Site Manager	- IT policies - Staff and pupil training - Monitoring software	- Reduction in energy use from IT equipment - Decreased paper use - Staff and pupil awareness of digital sustainability	Decarbonisation
Use digital tools to support climate education	1. Integrate digital platforms for pupil-led sustainability projects and data collection. 2. Share sustainability progress via digital newsletters and dashboards.	Teachers, Geography Lead,	- Digital platforms - Training	- Increased pupil engagement - Regular updates shared digitally	Climate education and green careers

12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build local and regional partnerships to support climate action	1. Partner with local environmental organisations (e.g., Education Nature Park network). 2. Arrange field trips and expert visits. 3. Share best practises with other schools and community groups.	Headteacher, Geography Lead, Governors	- Contact networks - Transport for trips - Partnership agreements	- Number of active partnerships - Events and visits held - Collaborative projects completed	Climate education and green careers
Apply for external accreditations and grants	1. Pursue Eco-Schools Green Flag and Livesimply awards. 2. Apply for funding (Salix, National Grid, DfE decarbonisation).	Business Manager, Geography Lead, Governors	- Application materials - Evidence dossiers	- Awards achieved - Funding secured and utilised	Governance and Policy



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13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen governance around sustainability	1. Appoint a dedicated Sustainability Governor. 2. Embed sustainability in school development and strategic plans.	Headteacher, Governors	- Meeting schedules - Terms of reference	- Appointment made - Sustainability reflected in strategic documentation	Governance and Policy
Monitor, report, and review climate action progress	1. Produce termly reports on energy use, carbon emissions, biodiversity. 2. Conduct annual review and update of Climate Action Plan. 3. Publicly celebrate progress via newsletters and noticeboards.	Business Manager, Geography Lead, Headteacher	- Data collection tools - Reporting templates - Communication channels	- Reports delivered on schedule - Plan updated annually - Positive feedback from stakeholders	Governance and Policy

14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance school's resilience to climate impacts	1. Develop and implement overheating plan (shade, ventilation, cooling zones). 2. Conduct drainage and flood risk assessments and plan mitigation. 3. Review and adapt maintenance practises for extreme weather resilience.	Site Manager, SLT	- Technical advice - Maintenance budget - Equipment/materials	- Overheating incidents reduced - Drainage improvements completed - Maintenance adapted and logged	Adaptation and resilience
Embed resilience in school culture and policies	1. Incorporate resilience into safeguarding and pastoral policies. 2. Educate pupils on climate risks and personal resilience strategies.	Geography Lead, Teachers	- Policy documents - Educational resources	- Policies updated - Pupil understanding demonstrated through surveys	Adaptation and resilience