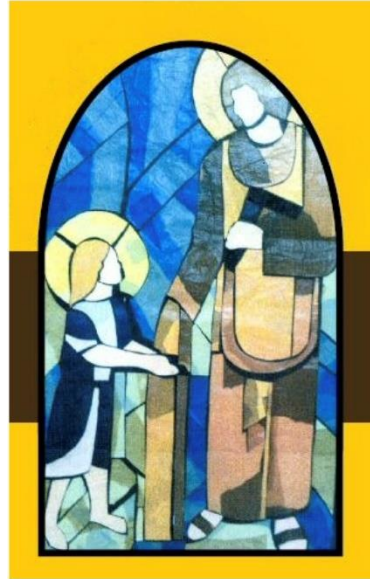




St. Joseph's Climate Change and Sustainability Action Plan

At St Joseph's, we have an ambitious vision to work in partnership with families, the church, and the wider community to prepare all our children with the knowledge, skills, values, and behaviours that they will need in order to flourish, reach their potential, and enjoy fullness of life. As conveyed in John 10:10, our mission is to provide abundant life for each child.

St Joseph's Catholic Primary School is deeply committed to educating our pupils about environmental concerns and the importance of living sustainably. "Healthy" is a key value at our school, encapsulated in the words, "I pray that you may be in good health, as it goes well with your soul" (3 John 1:2). We offer opportunities for children to consider not only their personal health but also a 'healthy world'. Through our curriculum and additional provisions, our pupils explore their role in aiding the environment and shaping the community and world in which they will live.

Mission statement:

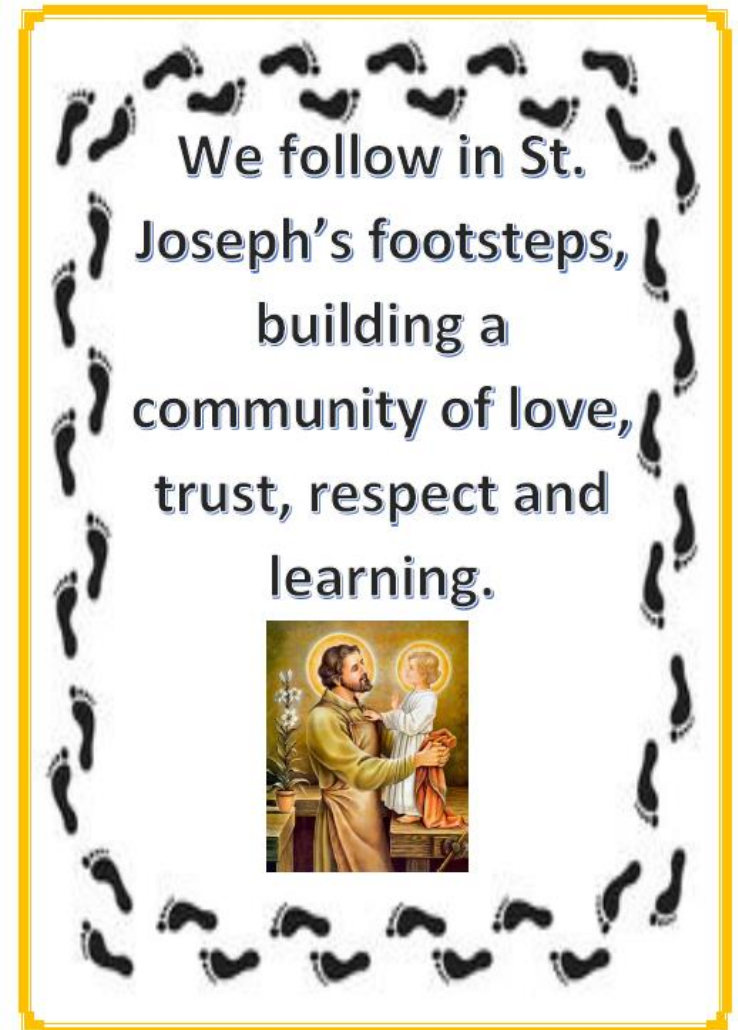
We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.

Our climate change team consists of:

- Headteacher (sustainability lead)
- Eco Council Lead
- Eco pupil group

The plan is split into two sections:

- Section 1: Commitment to continue with the actions we are already taking
- Section 2: Action Plan for change



St Joseph's commit to continue with the following actions:

	DfE Link	Actions	Responsibility
Curriculum			
1	Climate education and green careers	We have a whole school approach which incorporates climate change into the curriculum and school life.	Sustainability lead
2	Climate education and green careers	We continue to seek out good practice to get inspired and share learning with other education settings on learning about climate change.	Sustainability lead
3	Climate education and green careers	Through lessons, worships and the curriculum plan we encourage behavioural change by the students to help the environment.	Sustainability lead
4	Climate education and green careers	The Curriculum at Paws is designed to teach young people about nature in their local area, for example different types of land and habitats, how they are managed, flora and fauna and weather patterns.	Sustainability lead
5	Climate education and green careers	Teach students about how to reduce/eliminate single-use plastics at home.	Sustainability lead
Waste			
1	Decarbonisation	At St Joseph's we continually work to minimise our paper use e.g. through 'follow me' printing, reminders to only print when necessary, photocopier default set to print on both sides.	All staff
2	Decarbonisation	Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled. Recycling separated and pupils and staff educated about the value of resources.	Sustainability lead
3	Decarbonisation	Second hand uniform shop available to parents.	St Joseph's PTA
4	Decarbonisation	Paperless communication with parents.	Sustainability lead
5	Decarbonisation	Records Management system in place to reduce the amount of information saved on network drives and on the cloud.	Sustainability lead
6	Biodiversity	Composting on site for pupils snack waste. Food waste separated by kitchen and collected for composting.	
7	Biodiversity	Regular litter picks completed around school site by pupils / green team. Community litter picks with families.	Sustainability lead
8	Decarbonisation	Clothes bank at school regularly used by parents and staff	Sustainability lead
Food			
1	Decarbonisation	Catering team have a commitment to reduce single use plastic and food waste.	Catering Manager
2	Climate education and green careers	Students are educated about the impact of food waste on the climate and are encouraged to take action in school and at home.	Sustainability lead
3	Climate education and green careers	Promote more vegetarian options and reduce the number of meat options / days. The menu includes a meat free Monday and 2 vegetarian and 1 meat option Tuesday – Friday.	Sustainability lead
4	Biodiversity	Pupils grown food the school allotments which is then used in cooking lessons / forest school cooking	Sustainability lead

	DfE Link	Actions	Responsibility
5	Climate education and green careers	Menu's are planned in advance to be appealing, they are trialled with the school food council.	Sustainability lead
6	Climate education and green careers	Lunch time is managed to reduce queuing time and to ensure all pupils are given time to eat and time to play to reduce food waste due to pupils feeling they do not have enough time to eat.	Sustainability lead
7	Climate education and green careers	Meals are managed in a way which means pupils can make a selection at the servery – ensuring they are choosing something they want to eat, alongside reducing wastage of over cooking through pre-orders.	Catering Manager
Air Quality			
1	Climate education and green careers	Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school. There are two walking buses, bike racks and scooter pods.	Sustainability lead
2	Biodiversity	The grounds are planted with a range of trees, flowers and shrubs to improve air quality.	Sustainability lead
3	Climate education and green careers	Students are educated about air pollution and how they can reduce their own exposure to pollution and how they can reduce their contribution to it.	Sustainability lead
4	Climate education and green careers	Students take part in science activities to monitor air quality levels on the school site and nearby areas	Sustainability lead
5	Adaptation and resilience	Air quality monitors around the school show the air quality is good – this is monitored regularly	Sustainability lead
6	Adaptation and resilience	Window maintenance plan in place to help air circulate better, improving student health and reducing their exposure to air pollution.	Sustainability lead
Travel			
1	Decarbonisation	Two Walking buses in place to encourage walking to school, along with scooter pods and bike racks	Sustainability lead
2	Decarbonisation	Bikeability training offered to all pupils in KS2	Sustainability lead
3	Decarbonisation	Parents/Carers of pupils in upper key stage 2 are encouraged to allow their children to be responsible for getting themselves to and from school.	Sustainability lead
Reducing Energy			
1	Decarbonisation	Regular reminders to staff to switch off all lights, appliances and plugs when not in use.	School office
2	Decarbonisation	Energy costs are monitored monthly and concerns investigated.	School office
3	Decarbonisation	Room thermometers are used to monitor temperature levels, for heating purposes we maintain the following temperature levels: 18°C-20°C for parts of the building where there is a normal level of activity, such as classrooms and offices	Cleaner in charge

	DfE Link	Actions	Responsibility
		15°C for corridors, halls, washrooms and circulation areas	
4	Decarbonisation	Regular reminders for windows and doors to be kept closed when the heating is on ensure maximum efficiency of insulation and warmth.	School office
5	Decarbonisation	All corridor lights are set on timers to reduce usage. LED lighting installed across the classes and key areas of the site	School office
Outdoor Space			
1	Biodiversity	Green spaces utilised well across the school including regular forest school and/or outdoor learning sessions for every pupil – implemented in 25/26	Sustainability lead
2	Biodiversity	Planting of native trees, shrubs and other plants around the school perimeter to capture more carbon with natural solutions.	Sustainability lead
3	Biodiversity	Birdbaths, feeders, bird houses, bug hotels, bee hotels, ponds all installed to support local wildlife.	Sustainability lead
4	Climate education and green careers	Students are involved in looking after our green spaces	Sustainability lead
5	Climate education and green careers	Gardening club are offered throughout the year	Sustainability lead
6	Biodiversity	Wild patches left and wild flower areas around the site	Sustainability lead
7	Biodiversity	Where possible we do not use any chemicals within our outside space to help wildlife. We work closely with our grounds maintenance team to find alternatives to chemicals	Sustainability lead
8	Climate education and green careers	Forest School on site, sessions run by a trained practitioner providing nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts.	Sustainability lead
Water			
1	Climate education and green careers	Curriculum plans include learning about local water scarcity and hazard risks to encourage a culture of saving, rather than wasting water and to encourage creative ideas for how water can be saved at school.	Sustainability lead
2	Climate Education and Green Careers	Findings and progress about water conservation is shared with the school community, to involve staff, pupils and parents by raising awareness we aim to get all groups on board with adopting water saving habits	Sustainability lead
3	Adaption and Resilience	Water butts used around the site to collect grey water which is then used to water allotments and plants.	Sustainability lead

	DfE Link	Actions	Responsibility
Procurement			
1	Decarbonisation	Resources are bought with a 'just in time' mindset ensuring a reduction in over ordering and reducing waste.	School office
2	Decarbonisation	Consideration is given to travel emissions in the supply chain and where possible local suppliers are used	School office

Action Plan for change

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
Curriculum					
1. Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, art or history.	Climate education and green careers	Evidence of curriculum links across subjects i.e. An art project showing the impact of climate change	To be fully embedded by September 2025	Humanities Lead teacher	
2. Increase integration of climate change into all subjects.	Climate education and green careers	Clear evidence of subject integration and regular learning of climate change	To be fully embedded by September 2025	Humanities Lead teacher	
3. Forest school introduced into the curriculum. Class teacher trained and an hour lesson included in the weekly timetable	Climate education and green careers	Clear lesson aims with a focus on climate change and the impact.	To be fully embedded by January 2026	Humanities Lead teacher	
Waste					
1. Encourage students and staff to recycle electronics.	Decarbonisation	Recycle station at school for staff and parents to use	November 2024		
2. Eco warriors to create climate change star rating for each room and monitor rooms	Climate education and green careers	Each room has a star rating against key climate change areas including energy use / switch off	September 2024	Humanities Lead teacher	
3. Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall and the school office.	Decarbonisation	Audit created feeding into a waste reduction plan	September 2024	Cleaner	

4. Provide recycling opportunities for a range of products (i.e. soft plastics, batteries etc.)	Decarbonisation	Additional recycling stations at school Items in school recycled/re-used/re-purposed	September 2024		
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Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
Food					
1. Encourage students and staff to bring plastic free packed lunches.	Climate Education and Green Careers	Reward system in place Reduction in waste	September 2024	headteacher	
2. Compost food waste from classrooms	Biodiversity	Each class collects food waste and take to 'red fruit bin' for composting each day	May 2024	Cleaner	
Air quality					
1. Encourage children to choose walking and cycling routes to school that are safer, and with less traffic and pollution.	Climate Education and Green Careers	More parents using the castle car park and walking through the Castle route to school	September 2024	headteacher	
2. Students create road signs with air pollution information to display around the school.	Climate Education and Green Careers	Poster competition in school – best posters displayed around school, noticeboard, website	June 2024	headteacher	
3. Create a clean air zone around schools by implementing 'active' solutions (encouraging parents / carers to always switch off engines outside school, consider parents parking elsewhere and walking) to reduce pollution levels in and around school premises.	Adaption and Resilience	Air monitors used before and after initiative to measure impact Posters / newsletter used to share clean air zone Eco warriors / School council to monitor parent parking	To be started by June 2024	headteacher	
Travel					
1. Complete the school census 'mode of travel' question to provide a baseline of mode of travel to school data.	Climate Education and Green Careers	Census completed to create a baseline to measure against	June 2024	Headteacher	
2. Encourage staff and pupils to change the way they travel to school	Climate Education and Green Careers	Tokens in the hall to provide visual representation of travel modes	September 2024	headteacher	

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
3. Reducing travel emissions on school trips	Decarbonisation	Consider transport modes for trips – add to trip checklist	September 2024	headteacher	
4. Improve pathways / routes to school to encourage more people to walk/cycle/scoot	Decarbonisation	ESCC Highways make improvements to pathways and routes	September 2027	headteacher	
Energy					
1. Eco warriors to create climate change star rating for each room and monitor rooms	Climate education and green careers	Each room has a star rating against key climate change areas including energy use / switch off	September 2024	headteacher	
2. Heating controls to be used to limit timings and temperature across school	Decarbonisation	Heating control panel fixed and working correctly Room thermostats used to monitor room temperatures throughout the day	September 2024	Cleaner	
Outdoor Space					
1. Create a rain garden in shallow landscaped depressions that can capture runoff from roofs or hard surfaces and can be planted with a wide range of plants that can survive occasional highwater volumes.	Adaption and Resilience	Rain gardens in place successfully planted	July 2024	Headteacher	

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
2. Introduce additional shade structures to reduce heat risk and allow time outdoors in hot weather – particularly by Y5 classrooms.	Adaption and Resilience	Grant funding for large trees to be planted.	July 2026	Headteacher	
3. Reduce flood risk in forest school area	Adaptation and Resilience	Flood prevention measures in place and reduction in flood levels in high rain	July 2025	Headteacher	
Water					
1. Encourage staff, parents and students to use refillable water bottles / coffee cups and educate them to pour leftover water onto the garden.	Climate Education and Green Careers	Less disposables being used at events Leftover water being re-used	July 2024	Headteacher	
2. Change taps in bathrooms to be sensor powered to avoid taps being left on.	Adaptation and Resilience	Grant funding to replace As taps need replacement look at sensor options Measurable reduction in water use	September 2027	Headteacher	
3. Introduce grey water system for toilet flushing	Adaptation and Resilience	Current rainwater system evaluated for fitness Rainwater system in place	September 2027	Headteacher	
4. Ensure all sinks have access to plugs and staff are encouraged to not wash up under a running tap	Adaptation and Resilience	Plugs in situ and being used Measurable reduction in water use	June 2026	Headteacher	
Procurement					
1. Review common purchases to identify more sustainable alternatives.	Decarbonisation	20% of common purchases moves to sustainable alternatives	January 2025	School office	
2. Identify factors causing emissions from your regular or high value purchases – consider transport, disposable commodities, energy and fuel use, packaging, primary and secondary waste.	Decarbonisation	20% of regular and high value purchases moves to sustainable alternatives	September 2024	Headteacher	

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
3. Ask regular suppliers if they have a carbon reduction plan and Net Zero Target.	Decarbonisation	Plans received from regular suppliers and contractors	September 2024	School office	
4. Once purchases have reached end of life, is there an alternative use? Consider take back schemes offered by some of your suppliers e.g. for furniture, recycling schemes like Olio and Freecycle or donating to local charities.	Decarbonisation	Reduction in waste / skip use More items recycled/repurposed	July 2024	School office	