

St Edmund's Catholic Primary School



Climate Action Plan 2026-2027

St Edmunds Climate Action Plan DRAFT

Date written: *in progress*

Next review date: *June 2027*

Previous review dates: *n/a*

Signature from Senior leadership: **Dan Abrahams**

Sites where CAP will be shared: **St. Edmund's Catholic Primary School**

St Edmunds Climate Action Plan Vision

At St Edmunds, our guiding principles of Christ's love and Care for Creation underpins our commitment to tackling the urgent challenges posed by climate change. This Climate Action Plan is aligned with the Department for Education's (DfE) Sustainability and Climate Change Strategy. Our roadmap to sustainability is rooted in the DfE's vision to ensure that every young person is equipped to lead sustainable lives and prepared for a future shaped by climate change. As a school in an urban setting with limited green space, we are exploring innovative approaches for creating outdoor green spaces, enhancing biodiversity of our school grounds as well as our adaptability and resilience to climate change, reducing our carbon footprint, and fostering a culture of climate resilience.

Through this plan, we aim to:

- *Transition to sustainability: Embedding environmentally friendly practices into every aspect of school life.*
- *Engage our community: Empowering pupils, staff, and families to take meaningful climate action*
- *Empower our children to become responsible local and global citizens: Building their knowledge, skills, and experiences in positively shaping their own communities' sustainable future.*
- *Reduce our carbon emissions: through targeted actions*

Our climate change team consists of:

- *Headteacher*
 - *Headteacher*
 - *School Business Manager*
 - *Science Lead*
 - *SLT team*
 - *Site Manager*
 - *School Council*
 - *Eco Council Ambassadors (to be established)*

What have we already achieved?

Actions	Benefits to school
Biodiversity	
Forest Schools sessions	Gave the children the opportunities to experience the outdoor environment, develop skills, interact with nature, opportunities to do things they do not normally have the opportunity to do, accessing nature.
Care for Creation Theme integrated into the school curriculum	Links to science, planting, enriching children's knowledge through outdoor and practical learning experience, Chn learn about biodiversity (next steps - will review to fully embed with explicit link to climate change) Y5 children growing plants in the classroom. Opportunity to grow outside in the grounds. Next steps - explore growing food on a smaller scale, gardening club to provide first hand experience on where food comes from, use of upcycled materials such as tyres for creating pots for growing.
Local Trips to Parks	Year 1 and Year 2 visit the local park, linked to Science. Looking at pond dipping - children experience first hand experience of biodiversity in ponds Next steps: Nature Park application - pond, garden, wildflowers, quiet zone, minibeads, bugs hotel.
Food waste separation in the classrooms across the whole school	Have separate food waste bins which are in every classroom, this continues to be separated in the bins, which are collected by the Council. Process is implemented in place. Contributes to wider communities, educates the children on how to recycle correctly, and understands the benefits of doing so. Exploring the possibility of composting.
Decarbonisation	
Energy Education	Focusing on using lights effectively - switch off when not in use, raising awareness of the benefits, costs and carbon footprint reductions
Energy Efficient lights installed across the school and in the corridors	Reduction in costs and carbon footprint
Daily Mile	Encourages the children to become active, taking a sustainable approach to travelling and being healthy. In turn, this helps in reducing personal carbon footprint, as well as the impacts of indirect carbon footprint.
Bike Club after school & Bikeability sessions	Teaching children how to use bikes safely, and become confident riders, helps in reducing carbon footprint as they learn to travel sustainably. This helps to reduce personal as well as indirect carbon footprint impacts for the school.
Walk to School campaigns	Encouragement of children to walk to school during assemblies
Sustainable fashion	Teaching children how to upcycle and repurpose clothes using sustainable/recyclable materials
Exploring getting solar panels	Ability to generate own clean electricity reducing the carbon footprint, also increases our resilience and adaptability to ensure effective and clean energy supply.

Adaptation and Resilience	
Trees are planted and maintained, ensuring they are healthy, along the edges of the school grounds	Helps reduce surface water runoff and flood risk during periods of heavy rainfall. It improves air quality, and is also the natural barrier to noise pollution.
Exploring about the installation of solar panels	Helps with managing more effectively energy supply and costs as well as reducing the school's carbon footprint. Links to building our energy security and operational resilience as well as future-proofing infrastructure as we would build our capacity to generate clean energy.
Climate Education and Green Careers	
Curriculum Links	Some areas where climate change is incorporated into the curriculum, enabling children to learn about climate change, its impacts and importance. Geography - Comparing different climates, impacts of climate change, biodiversity, Amazon rainforest; Science - plants, habitats
Forest School	Outdoor learning and education enabling children to study about and connect with their natural environment, whilst learning about biodiversity.
Travel	Encouraging the children to walk and cycle to school instead of using public transport. Children and parents are making more sustainable travel choices.
Recycling - separating food waste from paper	Established across the school in each class, each class has recycling container, children are becoming aware of how to recycle.
Sharing good practice with staff on reducing carbon footprint in form of overheating and energy consumption	Sharing of good practice, learning from each other, reducing costs and carbon footprint
Educating on use single plastic water bottles	Reducing the use of water Next steps - education on plastics

How is the school community engaged in developing our climate action plan?

Community engaged	How?	When?
Learners	Class meetings, pupil voice, surveys through homework and assemblies School Council meetings	Termly Fortnightly
Staff	Staff sustainability working group – updates on different actions, new ideas and things not working Training with all staff on sustainability across school	Half termly
SLT and School Governing Body	Presentation by Sustainability Lead Reports on progress	Termly
Parents and caregivers	Information in newsletters and homework Information and celebration events shared on social media	Termly

Pillar 1: Biodiversity



Vision - We aim to nurture a thriving, biodiverse ecosystem within our urban school grounds, enriching pupils' understanding of 'Care for Creation' and empowering them to actively participate in enhancing and safeguarding nature.

Areas of action

- Increase biodiversity in and around the site
- Develop biodiversity awareness across all key stages and the curriculum

Co-benefits of biodiversity pillar

- Mental health and wellbeing
- Physical health
- Careers and skills of learners
- Enhanced experience of nature

St Edmunds Long-term goals in biodiversity

1. Staff, students and families are inspired through our Care for Creation theme as part of our collective social teaching to contribute to improving the biodiversity across our school environment
2. The school contributes towards greater biodiversity within the city to empower our children's love and first-hand practical experience of their natural environment.

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1: Establish and enhance diverse wildlife habitats in the school grounds.				
Create a raised area where we will plant wildflowers and create bug hotels to attract wildlife.	May 2026	Seeds/plants Compost Tools/equipment Bug hotels Bird feeders and feed	James the gardener Deputy Head – Liz Children	There will be more plants in the environment. Bird feeders and bug hotel will be attracting more wildlife Children are engaged in the care of the plants
Install a container pond	By July 2026	Container pond Aquatic compost and gravel Aquatic plants	Site Manager – Prince Deputy head - Liz	The pond is installed and plants are becoming established. Observing wildlife around the pond
Plant climbing plants that attract butterflies.	By May 2026	Plants Planters Compost Gardening tools/equipment	Children James the Gardener Deputy head - Liz	Plants are getting established and children are involved in their care. Observing a greater number of bees and butterflies.
Goal 2: Implement sustainable resource management and begin to grow food and herbs.				

<i>To begin to grow food and herbs (tomatoes, potatoes and herbs such as thyme, rosemary, lavender, basil).</i>	<i>By October 2026</i>	<i>Seeds and herbs</i> <i>Planters</i> <i>Compost</i> <i>Gardening tools/equipment</i>	<i>Children</i> <i>Science/Sustainability Lead – Kennedy</i> <i>Eco-ambassadors</i>	<i>Herbs and food are planted, growing and being cared for.</i>
<i>Install water butts for water recycling and collecting rainwater.</i>	<i>By Dec 2026</i>	<i>Water butt system</i>	<i>Site manager – Prince</i> <i>Deputy Head – Liz.</i>	<i>Water is being collected and used effectively.</i>
Goal 3: Develop a sensory and therapeutic outdoor learning space.				
<i>Develop a sensory plant and calm biodiversity area as a quiet space for children to use and explore.</i>	<i>By the end of March 2027</i>		<i>KS2 phase leaders</i> <i>Student Council</i> <i>Eco Ambassadors</i> <i>Site Manager – Prince</i>	<i>Children will be using the quite area to regulate</i> <i>The area will be fragrant and attracting wildlife</i>

Pillar 2: Decarbonisation



Vision - To achieve net-zero emissions by systematically reducing the school carbon footprint across energy, waste, food and transport, while empowering our children and community to engage practically in the transition to a sustainable, net zero.

Areas of action

Reducing emissions created through:

- Energy usage and utilities
- Waste Management
- Transport to and from school
- Food and drinks

Co-benefits of biodiversity pillar

- Reduced carbon footprint for the school
- Cost reductions through increased efficiency (school materials, food and energy)

St Edmunds long-term goals in decarbonisation

1. The school has sustainable infrastructure and energy independence enabling the school to become net zero.
2. School community (staff, pupils and parents/carers) is carbon literate, actively engaged in monitoring the school's footprint and consistently making sustainable life choices.

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1: Improve energy efficiency and explore clean power feasibility.				
Explore if solar panels are possible on site and which organisation or funding can support us.	April 2026	Solar for schools PowerupNorthLondon Geogreen power Community energy Barnet	School Business Manager – MH Headteacher – Dan Diocese & PowerUp	Contact made with the PowerUp. Next steps identified.
Embed and reinforce education including turning off lights and equipment when not in use.	ongoing	Reminders during staff training Instagram posts Emails to staff/community Targeted posters	Science/Sustainability Lead – Kennedy Eco-ambassadors	During classroom environment walks, lights are switched off when not necessary. Reduction in energy costs usage.
Goal 2: Promote sustainable travel and monitor air quality.				
Continue to expand 'Walk to school' campaigns and assemblies.	Adopt national campaign dates, e.g. Walk to School	Map out the dates for the national campaigns Get the linked resources	PSHE Lead Science/Sustainability Lead	More children, staff and community are taking up sustainable options for travelling to and from school.

	<i>Month, Road Safety month</i>	<i>Create poster/share the resources online/targeted posters</i>	<i>Eco-ambassadors</i>	
<i>Register with TfL and promote and offer bike club and/or bikeability sessions to increase students' abilities to ride a bike.</i>	<i>By end of March'27</i>	<i>Make contact with Bikeability Advertise online/emails/text</i>	<i>Climate Ambassador (IB) Science/Sustainability Lead (Kennedy)</i>	<i>Bikeability sessions with selected group of children take place by the end of Autumn. Promotion and offer of Bikeability session to parents/carers took place.</i>
<i>Install air pollution meters to monitor local air quality and inform future action. (link to existing initiative).</i>	<i>By end of March'27</i>	<i>Air pollution meters</i>	<i>Science/Sustainability Lead Climate ambassadors</i>	<i>The air monitors are installed and monitoring process is in place.</i>
Goal 3: Implement sustainable resource and food management.				
<i>Explore the possibility of composting on site.</i>	<i>By end March'27</i>	<i>Complete as part of Environmental Review by Eco-Ambassadors (use the template from Eco-Schools)</i>	<i>Science/Sustainability Lead Eco-ambassadors</i>	<i>The review of the feasibility of composting has been completed and next steps have been identified.</i>
<i>Embed sustainable learning about sustainable practices into the curriculum, including upcycling, repurposing materials, reducing single use plastic and composting food waste. (linked to existing initiative).</i>	<i>By end March'27</i>	<i>Look into where the sustainable practices learn can be incorporated Staff training</i>	<i>Science/Sustainability Lead Eco-ambassadors</i>	<i>Learning about sustainable practices opportunities in the curriculum have been identified and beginning to have an impact. Staff training and awareness was developed and implemented.</i>

Pillar 3: Adaptation and Resilience



Vision: To build a safe and resilient St Edmunds, preparing our school and community for the effects of climate change by actively managing risks like extreme heat and flooding, and securing sustainable, clean energy and resources.

Areas of action

- Reducing the effects of overheating through physical or operational changes to the site
- Developing resilience in education settings to extreme weather events

Co-benefits of biodiversity pillar

- Attainment – pupils education is not affected by extreme weather
- Students and staff are prepared for a changing British climate.

Developing staff, pupil and community resilience to a changing environment	
St Edmunds long-term goals in adaptation and resilience: - Establish a sustainable and resilient school physical environment and operations so that extreme weather do not impact learners due to efficient mitigation. - Foster a climate-resilient culture through curriculum and community engagement.	

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1: Staff and children know how to keep safe in extreme heat.				
Create a school heatwave or extreme heat plan or protocol in line with DfE Guidance on Extreme Weather.	By Jan 2027	Heatwave/extreme heat protocol or plan LBHF guidance for schools	Science/sustainability lead - Kennedy Headteacher – Dan Deputy Head (H&S responsibilities) - Liz	All staff and colleagues have read the policy and know the protocol for extreme weather
Training sessions and meetings for pupils, staff and parents to raise awareness extreme weather.	By March 2027	LBHF guidance for schools	Science/sustainability lead – Kennedy Eco-ambassadors	School's expectations of measures to be taken to manage extreme temperatures are understood and followed by staff, children and families.
Goal 2: Explore outdoor spaces and infrastructure to manage physical risks due to extreme weather.				
Explore installation of solar panels. (see action in decarbonisation).	See decarbonisation pillar	See decarbonisation pillar	See decarbonisation pillar	See decarbonisation pillar
Assess outdoor spaces for heat management by exploring naturally shaded areas and identify where additional features, such as canopies can be added to provide cool zones.	By March 2027	Prince's compound cleared for adaptation – may need to employ outside help (see biodiversity pillar – sensory area) Plants	Science/sustainability lead – Kennedy Deputy Head – Liz Site manager – Prince	Sheltered areas have been identified and explored if can be implemented in both KS1 and KS2 playgrounds

		<i>Fences</i> <i>Furniture for sheltered areas</i> <i>Canopies</i>	KS2 Phase Leaders	
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Pillar 4: Climate Education and Green Careers 	
Vision: To equip every pupil with the knowledge, skills, and values to understand climate change and become active, responsible citizens who shape a sustainable future.	
Areas of action • Embedding climate education (biodiversity and extreme weather) across the curriculum • Building green skills in learners, staff and the education setting community • Provide students with skills and opportunities to develop skills for and understanding of green careers	Co-benefits of climate education and green careers pillar • Pupils are prepared with skills and knowledge they need for a future net zero world (employability, resilience and can play an active role in building a just transition)
St Edmunds long-term goals in climate education and green careers 1. <i>The school has a fully integrated and evaluated climate curriculum linked to local and global issues.</i> 2. <i>The school fosters a school-wide culture of climate leadership embedded into daily operations with students taking ownership through leadership roles.</i> 3. <i>St Edmunds is the leader in 'Green Careers' awareness with every student exposed to a set of knowledge and skills for their future as responsible local and global citizen.</i>	

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1: <i>Climate and sustainability opportunities in the curriculum are explored and begin to be embedded in the curriculum.</i>				
<i>Identify where we can incorporate biodiversity into the curriculum (building on existing links in Science and Geography)</i>	<i>By March 2027</i>	<i>PowerPoint presentation.</i> <i>Online resources.</i> <i>Practical activities on the school environment.</i>	<i>Science/sustainability lead - Kennedy</i> <i>Headteacher – Dan</i> <i>Deputy Head (H&S responsibilities) - Liz</i> <i>Class Teachers and Support staff</i>	<i>Successful coverage in Science and Geography lessons across the whole school</i>
<i>Review existing curriculum areas where climate change is already incorporated (Geography, Science) to ensure explicit</i>	<i>By March 2027</i>	<i>Links to our Local area for coverage and impact</i> <i>Links with UN Sustainable Goals where appropriate</i> <i>PowerPoint presentation.</i>	<i>Science/sustainability lead - Kennedy</i> <i>Headteacher – Dan</i> <i>Deputy Head (H&S responsibilities) - Liz</i>	<i>Monitoring coverage and delivery of lessons, pupil's voice,</i>

<i>links to local and global impacts, as well as solutions.</i>		<i>Online resources. Practical activities on the school environment.</i>	<i>Class Teachers and Support staff Climate Ambassadors</i>	<i>Classes creating awareness and solutions through campaign- posters, class assemblies, homework, Climate Ambassadors whole school assemblies</i>
Goal 2: Drive whole school engagement and action.				
<i>Establish and support student Climate Ambassadors to promote sustainable actions and activities with their peers across the school community.</i>	<i>By March 2027</i>	<i>Through whole school assemblies to create awareness, suggestions on solutions to solve the problems Climate Ambassadors promoting sustainable actions and activities with their peers</i>	<i>Science/sustainability lead - Kennedy Deputy Head (H&S responsibilities) - Liz Class Teachers and Support staff Climate Ambassadors speakers from sustainable sectors.</i>	<i>Ambassadors doing whole school assemblies, Climate Ambassadors promoting sustainable actions and activities in their individual classrooms. Involving whole school community.</i>
<i>Plan and execute targeted assemblies, CPD training for staff and competitions linked to core environmental events such as Earth Day, Climate Change Awareness, Sustainability days and 'Power Down Days' (to teach without technology)</i>	<i>By March 2027</i>	<i>Staff CPD training Speakers from sustainable sectors- Staff CPD Create competitions linked to Environmental events such as as Earth Day, Climate Change Awareness, Sustainability days and 'Power Down Days' and try to accomplish these events without involving technology or at the minimum.</i>	<i>Science/sustainability lead – Kennedy Headteacher – Dan Deputy Head (H&S responsibilities) - Liz Class Teachers and Support staff, Climate Ambassadors, Speakers from sustainable sectors.</i>	<i>Successfully carrying out the suggested activities by involving the whole school community - Earth Day, Climate Change Awareness, Sustainability days and 'Power Down Days', Speakers from sustainable sectors.</i>
<i>Incorporate sustainability careers ideas and awareness opportunities into the curriculum, e.g. assemblies, events and/or speakers from sustainable sectors.</i>	<i>By March 2027</i>	<i>Speakers from sustainable sectors doing assemblies- The UK government expert speakers and civil servants from sustainable</i>	<i>Science/sustainability lead – Kennedy Speakers from sustainable sectors- Headteacher – Dan</i>	<i>Pupil voice, Parental voice</i>

		<i>sectors—such as Defra and DESNZ—for key conferences</i>	<i>Deputy Head (H&S responsibilities) - Liz Class Teachers and Support staff, Climate Ambassadors,</i>	
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