



Holy Family Catholic Primary School Climate Action Plan 2025-2028

Sustainability Lead - Rachel Porter

Introduction

In April 2022, the Department for Education issued a clear mandate: by 2025, all educational institutions must appoint a sustainability lead and develop a robust Climate Action Plan [Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK](#) . At Holy Family Catholic Primary School, we embrace this directive not as a compliance task, but as an opportunity to embed environmental stewardship at the very heart of our school's ethos. Our values are rooted in nurturing global citizens attuned to local action.

In *Laudato Si'*, Pope Francis highlighted climate change as a global, urgent crisis rooted in human activity, calling for immediate action to protect "our common home". He emphasised that "the climate is a common good, belonging to all and meant for all"

Through our work on 'Laudato Si' we know and understand the importance of looking after God's creation. We seek to prepare every child for the realities of a rapidly changing world. We believe that cultivating environmental awareness, fostering resilience, and celebrating biodiversity are not adjuncts to education, but essential components that form the foundation of a well-rounded, future-ready school.

Delivering and Monitoring Our Climate Action Plan

At Holy Family Catholic Primary School, our Climate Action Plan will focus on four priority areas: decarbonisation, adaptation and resilience, biodiversity, and climate education and global citizenship. Each area will have clear objectives, with measurable actions set out for each academic year.

Our whole school community — pupils, staff, parents, and local partners — will play an active role in bringing the plan to life. Listening to ideas, encouraging participation, and celebrating contributions will be key to building a shared culture of sustainability. We will build on strong existing relationships with our families and the local authority, while also developing new partnerships with organisations that can support us in achieving our goals.

The delivery of this Climate Action Plan will be overseen by the Governing Body, with regular monitoring carried out by the Sustainability Governor. Day-to-day leadership will be coordinated by the Sustainability Lead with specific staff identified to lead on key strands such as biodiversity, travel, curriculum, and waste reduction. Staff will be given the necessary time and resources to plan and deliver actions effectively. We will review the plan in full every three years, and set new measurable targets annually to maintain momentum.

To ensure our plan remains active and relevant:

- Annual Reviews: Each year we will evaluate progress against our objectives, set new goals, and celebrate achievements and this will be reported to Governors in the Head Teacher report in the Summer Term.
- Full Review Cycle: The overarching Climate Action Plan will be reviewed and updated every three years, allowing us to adapt to progress, challenges, and evolving needs.

Decarbonisation				
Action	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Progress (Update at regular review points)
To assess where our school currently is we are going to use https://www.countyourcarbon.org/ Analyse energy, waste, travel, and procurement emissions	RP	Autumn 26	Free website Useful links: https://www.countyourcarbon.org/	

<p>Encourage journeys taken by walking /cycling/ public transport to reduce car dependency</p> <p>Become a 'WOW Travel Tracker' school and monitor how our children get to school. Encourage ways other than cars eg park and stride, scooter, bikes, walking</p>	MB	Spring 26	<p>Fully funded</p> <p>Useful links: https://www.traveltracker.org.uk/en-gb/accounts/classroom-login/?next=/en-gb/</p>	<p>We are a WOW travel tracker school and are monitoring how children get to school. This is having a positive impact on our school community as more parents are opting for park and stride reducing emissions around our school site.</p>
<p>Create a positive culture and influence behaviour change around reducing energy use</p> <p>Laudato Si Day - educate children on recycling and switching off lights</p> <p>Mini Vinnies educate children on looking after God's world eg each class having monitors to switch off lights.</p> <p>Launch pupil-led campaign on turning off unused lights and devices. Include in newsletters and assemblies.</p> <p>Encourage composting in all classes with 'Compost Crew'</p>	<p>RP</p> <p>Mini-Vinnies</p> <p>Compost Crew</p> <p>Light Monitors</p>	Summer 26		

<p>In order to reduce our carbon footprint we will work with our catering provider to offer vegetarian menu on Mondays (MeatFree Mondays).</p> <p>During Design Technology food lessons, we will educate pupils on plantbased diets.</p>	<p>Caterlink RP Design Technology Teachers</p>	<p>Autumn 25</p>	<p>Meeting with catering team 'Caterlink'. Useful links:</p>	<p>Meat Free Monday happens every week in school.</p> <p>We also have Fish Fridays when the children are offered fish instead of meat. Fish has a lower carbon footprint than meat.</p>
<p>Promote public transport for trips wherever possible</p> <p>For local trips eg Coronation Hall in Ulverston, use the local bus/train service.</p> <p>When going on visits further afield eg Manchester/Liverpool/ Windermere, take 2 classes on one coach to reduce emissions.</p>	<p>All staff EVCs</p>	<p>Summer 26 and then ongoing</p>		<p>Staff have started to book visits for 2 classes at a time to reduce a carbon footprint when travelling distances on coaches eg Y1/2 Brockhole trip, Year 3/4 Manchester trip, Y5/6 Liverpool trip</p>
<p>Establish a Clean Air Zone around school</p> <p>Encourage parents to switch off engines. Promote park and stride scheme</p>	<p>MB Parents</p>	<p>Spring 26 and ongoing</p>		<p>The WOW scheme has increased the number of children either walking, scootering, biking or using park and stride.</p>

Adaptation and Resilience				
Action	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Progress (Update at regular review points)
<p>Currently we have an oil boiler. This has been future proofed so once we decommission the oil boiler, we have a gas supply ready.</p> <p>Target - to move from oil boiler to gas or if there are other good heating options available eg heat pump.</p>	<p>RP Diocese Paul Lewis</p>	<p>Summer 26</p>	<p>Meeting with Paul Lovell from Lancaster diocese to discuss the future of the oil boiler.</p>	
<p>Check this website to ensure that we are not at risk of flooding.</p> <p>https://flood-map-for-planning.service.gov.uk/</p>	<p>RP</p>	<p>Spring 26</p>	<p>Useful links: https://flood-map-for-planning.service.gov.uk/</p>	<p>Currently awaiting report. emailed request on 24/03/26</p>
<p>Install water butts. Train pupils to use collected rainwater for gardens.</p>	<p>RP</p>	<p>Summer 27</p>	<p>Low-cost water butts</p>	
<p>Introduce shading and cooling measures</p> <p>Install sail shades on KS1/KS2 playgrounds. Relax dress codes in hot weather.</p> <p>Sports day to be held in the morning so it is the cooler time of the day.</p>	<p>RP</p>	<p>Spring 27</p>		

Biodiversity				
Action	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Progress (Update at regular review points)
<p>Join the National Education Nature Park</p> <p>Register the school. Engage pupils in exploring the site with mapping tools. Track biodiversity improvements.</p>	RP	Autumn 27	<p>Free online registration</p> <p>Useful links: https://www.educationnaturepark.org.uk/</p>	
<p>Create a sensory garden and wildlife zone as part of Laudato Si day.</p> <p>Designate an area for planting. Plant pollinator-friendly flowers.</p> <p>Involve pupils in maintenance.</p>	RP	Summer 27	<p>Garden tools</p> <p>Seeds</p>	
<p>Reduce food waste</p> <p>Compost fruit and veg waste. Run assemblies on food waste. Adjust portion sizes.</p>	Y4 Compost Crew RP	Ongoing, reviewed annually	<p>Food waste caddies</p> <p>Compost bins</p>	<p>Our Y4 compost crew are fantastic and very reliable. They do their task daily and liaise with teachers if certain classes are</p>

				not following the rules correctly. Our Compost Crew came up with the idea to identify each week in assembly which class are the most successful composters. The children respond positively to this.
Grow food on site Vegetable planting area. Use produce in after school club and canteen. Encourage Gardening Club.	SHarrison	Spring 26		After School Club have planted vegetable including potatoes in the planters.
Climate Education and Global Citizenship				
Action	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Progress (Update at regular review points)
Embed climate literacy across curriculum Audit subjects to integrate sustainability themes. English to include environmental texts. Science and Geography to lead	RP Curriculum leads - EB SH	Ongoing	Time for curriculum leads to audit and monitor	Our CUSP curriculum includes climate education and environmental sustainability as part of its core framework. It is

				integrated into various subjects, particularly in Science and Geography, to encourage pupils to understand the impact of human activity, biodiversity, and sustainable living.
Ensure that our HRHE lessons incorporate eco-anxiety by instead of focusing solely on fear, we encourage connecting the reality of environmental challenges with the beauty of creation, helping young people find hope and purpose.	RP Teachers teaching HRHE	Start date: Autumn 25 Review: This will need reviewing Summer 26 due to new guidance released.	Ten ten resources information	Ten Ten Resources discusses eco-anxiety specifically within the context of Catholic education, environmental stewardship, and PSHE (Personal, Social, Health and Economic) education.
Create a positive culture and influence behaviour change around reducing energy use Laudato Si Day - educate children on recycling and switching off lights Mini Vinnies educate children on looking after God's world eg each class having monitors to switch off lights.	RP	Ongoing		

<p>Launch pupil-led campaign on turning off unused lights and devices. Include in newsletters and assemblies.</p> <p>Encourage composting in all classes with 'Compost Crew'</p>				
<p>Encourage journeys taken by walking /cycling/ public transport to reduce car dependency</p> <p>Become a 'WOW Travel Tracker' school and monitor how our children get to school. Encourage ways other than cars eg park and stride, scooter, bikes, walking</p>	MB	Spring 26 onwards	<p>Fully funded</p> <p>Useful links: https://www.traveltracker.org.uk/en-gb/accounts/classroom-login/?next=/en-gb/</p>	<p>We are a WOW travel tracker school and are monitoring how children get to school. This is having a positive impact on our school community as more parents are opting for park and stride reducing emissions around our school site.</p>