

Sustainability and Climate Action Plan

St. Bernadette's Catholic Primary School



Approved by:

Date: September 2025

Last reviewed on: June 2026

Next review due by: June 2027

Sustainability and Climate Action Plan

The government's sustainability and climate change strategy for education states: "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan". This includes early years settings, schools, multi-academy trusts, colleges and universities.

At St Bernadette's, we are committed to sustainability. Our Climate Action Plan seeks to support our school to:

- increase the confidence and expertise of leaders, staff and pupils in understanding climate change and how positive change can be achieved
- create a culture that prioritises sustainability
- use data to identify and prioritise action
- improve energy and water efficiency
- reduce operating costs
- enhance biodiversity
- help children develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs

1. Staff Expertise						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Build capacity for energy management and monitoring	Use of LED lights. Display Energy Certificate [DEC] to understand the schools' energy efficiency.	1. Train designated staff in energy monitoring and reporting. 2. Understand school's carbon footprint by identifying where emissions come from - Use an online tool Count Your Carbon - Eco Schools to get a breakdown of carbon emissions. 3. Understand school waste - Conduct bin audit. 4. Use energy data to inform decisions on energy use and improvements.	Site Supervisor & School Business Manager	- Energy monitoring tools/software - Time for training and data analysis	- Accurate energy usage reports produced - Energy reduction targets set and monitored - Staff able to identify energy saving opportunities	Decarbonisation
2. Pupils						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Increase awareness and engagement of pupils and staff in climate action.	Green Flag Eco Award. Live Simply Award. Attend Wigan Youth Climate Summit. Provide information to parents/carers in newsletters.	1. Run school-wide campaigns on energy saving and waste reduction e.g. Encourage children and staff to turn off lights and monitors/ conserving and not wasting water. 2. Year 5 Eco 'Laudato Si' Eco Team to continually be actively involved. 3. Continue to celebrate climate action achievements in assemblies/newsletters	SLT, Geography subject leader & Class Teachers	- Campaign materials - Time for meetings and activities - Communication channels (newsletters, assemblies)	- Active participation in campaigns by pupils and staff - Regular updates on progress shared school wide - Positive behaviour changes observed (e.g., lights off, recycling, soft plastics)	Climate education and green careers

		4. Maintain Eco Green Flag award.				
Promote sustainable behaviour beyond school	Hire of litter picking equipment.	1. Encourage pupils and staff to adopt sustainable habits at home (e.g. WOW Walk to School Challenge). 2. Provide resources and challenges linked to home energy use, waste, and travel. 3. Engage families through workshops or information sessions. 4. Work closely with the Seeds of Hope parish group	SLT & Parents	- Educational materials - Workshop facilitators - Communication platforms	- Increased pupil and staff reports of sustainable habits at home (e.g. active journeys to school) - Parental engagement in sustainability activities - Positive feedback from families	Climate education and green careers
3.Buildings/Grounds						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Improve energy efficiency and reduce carbon footprint of the school building	Use of reusable cutlery. No single-use plastics in school kitchen. No single use plastic water bottles. Ensure access to fresh drinking water. Ensure all classrooms have a recycling bin.	1. Conduct an energy audit to identify improvement areas. 2. Upgrade lighting to LED where not already done. 3. Investigate potential for renewable energy installations (solar, heat pump). 4. Maintain emergency lighting 5. Help prevent heat loss e.g. draft excluders. 6. Heating systems are running efficiently and correctly. 7. Undertake feasibility assessment to see if the	Site Supervisor & School Business Manager	- Funding for audit and upgrades - Access to energy consultants - Capital for renewable technology	- Energy rating improved - Reduced energy consumption (kWh) year-on-year - Renewable energy generation feasibility report completed	Decarbonisation

		building is suitable for solar panels. 8. Undertake feasibility to remove gas boilers and replace with heat pumps. 9. Reduce flood risk by maintaining drainage with survey and annual clean.				
Enhance biodiversity and green space use	City of Trees planting – woodland walk Bug House School pond in development Willow tunnel Hedgehog house Beds for gardening – fruit and flowers. Gardening club. Work with Shevington Garden Club.	1. Maintain and continue tree planting initiatives 2. Continue to maintain wildlife friendly areas (e.g., wildflower meadows, bug hotels, pond). 3. Use green spaces for outdoor learning, prayer and wellbeing activities. 4. Select an area of school ground suitable for rewilding. 5. Educate staff and children on their maintenance.	SLT & Site Supervisor	- Plants, seeds and materials - Gardening tools - Curriculum resources for outdoor learning	- Increased biodiversity indicators (species counts) - Positive pupil and staff feedback on outdoor spaces - Outdoor lessons integrated into curriculum	Biodiversity
4.School Lunches						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Promote sustainable and healthy school meals	Daily plant-based meal options. Three portion sizes for children R-Y6.	1. Source local and seasonal produce where possible. 2. Educate pupils on sustainable food choices. 3. Maintain 'Healthy Schools' status 4. Get a compost bin	Local Kitchen & School Business Manager	- Menu planning support - Supplier engagement - Food waste tracking tools	- Increase in plant-based meals - Reduction in food waste - Positive pupil feedback on meal variety	Decarbonisation
5.Curriculum						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area

Embed climate education across all year groups	Climate themes across the curriculum. External speakers come into school to run workshops/ talks.	1. Review and update curriculum to include climate change and sustainability themes. 2. Embed sustainability and climate education in the wider curriculum by incorporating it in more lessons. 3. Incorporate practical activities like gardening and energy monitoring. 4. Provide teacher resources and training.	Curriculum Lead & Subject Leaders	- Curriculum planning time - Teaching resources - Training sessions	- Clear progression of climate education in curriculum - Increased pupil knowledge and engagement - Positive teacher feedback on resources	Climate education and green careers
6. Wellbeing						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Use green spaces and climate action to support pupil wellbeing	School pond in development. Beds for gardening – fruit and flowers. Forest area. Woodland walk. Range of playground activities to encourage active playtimes.	1. Develop outdoor learning, prayer and mindfulness sessions in green spaces. 2. Promote active travel to improve physical health. 3. Integrate discussions on nature and climate into wellbeing programmes.	SLT	- Outdoor learning materials - Staff training - Time allocation in timetable	- Increased pupil participation in outdoor prayer and wellbeing activities - Reported improvements in pupil wellbeing - Positive feedback from pupils and staff	Biodiversity
7. Opportunities for Pupil Leadership						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Empower pupils to lead on climate action initiatives	Established pupil-led Eco-Team 'Laudato Si' Eco Club.	1. Provide leadership training and mentoring. 3. Continue to enable pupils to organise events and campaigns.	SLT & Class Teachers	- Meeting space and time - Leadership training resources - Communication tools	- Active Eco-Committee with regular meetings - Successful pupil-led projects implemented	Climate education and green careers

					- Increased pupil confidence and leadership skills	
8. Procurements						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Ensure sustainable procurement practices	Best Value practices in place.	1. Review current procurement policies to include sustainability criteria. 2. Prioritise suppliers with strong environmental credentials. 3. Reduce single-use plastics and non-recyclable materials in school purchases (dust sheets on displays).	School Business Manager & Peri-Bursar	- Procurement policy templates - Supplier sustainability information - Staff training	- Updated procurement policy adopted - Increased percentage of sustainable suppliers - Reduction in single-use plastics used in school	Decarbonisation
9. Parents						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Engage parents in supporting the school's climate action	Use of social media, newsletter and school website. Encourage parents/parishioners to join litter picking activities. Run uniform event at school. Run swap events eg Coat Exchange. Use The Brick Multi Bank Redistribution Scheme. Encourage use of borrowing e.g	1. Communicate climate initiatives and progress regularly. 2. Host workshops or events focused on sustainable living. 3. Encourage parental involvement in active travel and recycling programmes (soft plastics).	FOSB, Seeds of Hope Parish Group & SLT	- Communication platforms - Event organisation support - Educational materials	- High attendance at climate-related events - Positive parental feedback - Increased parental support for active travel	Climate education and green careers

	Shevington Library annual visit per class. Soft plastic drop off point for parents, children and community.					
10. Transport and Travel						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Reduce carbon emissions from school travel.	Bike rack at school to encourage bike to school. Scooter rack/days for children to bring scooters to school. Organise external cycle skills lessons for children to improve their skills and safety on their bikes. School patrol officer and zebra crossing outside school. Paved roadside to park safely. Offer 'Dr Bike' repair service.	1. Promote the WOW Walk to School Challenge. 2. Explore options for carpooling or low emission transport for staff and pupils. 3. Promote cycle to work scheme if applicable. 4. Create a walking bus to school.	SLT & Site Supervisor	- Promotional materials - Cycle storage facilities	- Increased percentage of pupils and staff using active travel - Reduction in single-occupancy car journeys - Positive feedback on travel initiatives	Decarbonisation
11. Digital Sustainability						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Promote sustainable use of digital technologies	Reduce unnecessary printing and paper use – reduction in outgoing due to code on printer.	1. Encourage energy-saving settings on school devices. 2. Encourage digital tools for remote meetings and collaboration to reduce travel.	Computing Lead & SLT	- IT policy updates - Staff and pupil training - Software for remote collaboration	- Reduction in energy use from IT equipment - Decrease in paper consumption - Increased use of digital collaboration tools	Decarbonisation
12. Partnerships and Collaborations						

Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Build partnerships to enhance climate action	Collaborate with local environmental groups and authorities – Archdiocese, Seeds of Hope Parish Group. Attend annual Wigan Youth Climate Summit. Annual healthy schools conversation. Healthy Schools Certificate. Litter pick in community e.g After Shevington Fete.	1. Continue to collaborate with local environmental groups and authorities – Archdiocese, Seeds of Hope Parish Group 2. Participate in authority-wide sustainability initiatives (e.g. Be Well, Safe Travel) 3. Share best practises with other local schools – Travel Safe recognition.	Headteacher	- Networking opportunities - Time for collaboration - Communication channels	- Active participation in at least two external partnerships - Joint projects or events delivered - Positive impact reported from collaborations	Climate education and green careers
13. Governance and Policy						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Embed climate action into school governance	Governors supportive of climate initiatives. Links with CST and Laudato Si' are embedded.	1. Establish a governor role for sustainability oversight. 2. Review progress at governing body meetings.	Headteacher & Chair of Governors	- Development plan templates - Governor training - Reporting framework	- Climate action integrated into strategic planning - Governor attendance and engagement in sustainability matters - Documented progress reports	Decarbonisation
14. Resilience and Adaptation						
Objective	Current Situation	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Focus Area
Increase school's resilience to climate impacts.	We encourage children to wear loose, light-	1. Assess risks related to local climate (e.g. heat, air quality).	Site Supervisor & School Business Manager	- Risk assessment tools - Shade structures/materials -	- Risk assessment completed and updated	Adaptation and resilience

	coloured clothing, sunhats, sunscreen. Staff training on Asthma. Staff and children's vulnerable needs known. Identify groups e.g. EYFS in hot weather, pupils with asthma. Medical needs logged. Installed blinds. Drains and gulleys cleared by site staff. Fixed known issues with roof – helicopters caught in roof trays.	2. Implement measures such as shaded outdoor areas and ventilation improvements. 3. Develop protocols for extreme weather events. 4. Educate children and staff on climate resilience.		Training and communication materials	- Adaptation measures in place and used effectively - Staff and pupils prepared for climate related events	
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