Climate Action Plan 2025 to 2028

ASSISI CATHOLIC TRUST

'Start doing what's necessary then do what's possible and suddenly you are doing the impossible'

Overall objective

To create a sustainable, eco-conscious school environment where students, staff, and the community actively work to reduce our carbon footprint and promote climate resilience.

Primary Goals:

- Reduce greenhouse gas emissions from school sites by 30% by 2030.

- Increase environmental literacy and student engagement in sustainability.

- Transition to clean energy and reduce waste.

- Promote sustainable transportation options.

- Build climate resilience into school operations and curriculum

As part of the Department for Education's (DfE) requirements, our plan will include at least one action from these four key areas:

1. Decarbonisation
2. Biodiversity
3. Adaptation and resilience
4. Climate education and green careers goals

Decarbonisation – Energy

GOAL	ACTIONS	Who is RESPONSIBLE	RESOURCES REQUIRED	DESIRED OUTCOME
Reduce carbon emissions in our buildings by changing the light bulbs to LED	Audit each site to assess the number of bulbs that need replacing	Estates Manager with site staff in each location	Time to survey site Funds to replace bulbs	Rolling programme to replace bulbs to LED
Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever can	Staff and Pupils encouraged to turn of lights when leaving rooms and turning off electrical equipment at the end of the day	All staff & Pupils	Input from staff Get pupils to design "turn it off" posters etc	Increased energy-efficiency across all schools within the trust
Room thermometers in classes and offices to monitor and turn heating down whenever you can Heating only on for restricted periods in Autumn Winter (Nov – March)	Estates Team to look at the possible use of room thermometers in certain areas Site Team on school sites to only place on heating at the request of the headteacher of each site when necessary and timed accordingly to need	All staff & Pupils	Input on staff to encourage	There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents

Biodiversity

GOAL	ACTIONS	Who is RESPONSIBLE	RESOURCES REQUIRED	DESIRED OUTCOME
Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces.	**Audit Existing Green Spaces** ● Identify all outdoor areas (gardens, fields, courtyards) and assess their suitability for learning. ● Map out safe access routes for pupils. **Create Outdoor Learning Zones** ● Designate specific areas for science experiments, reading corners, and creative activities. ● Install seating, shade structures, and weatherproof boards. **Integrate Outdoor Learning into Curriculum** ● Plan lessons in science, geography, art, and RE that use nature as a teaching tool. ● Use biodiversity surveys, plant growth studies, and	Headteachers and school leaders	**National Curriculum Guidance**: Outdoor learning frameworks (e.g., Forest School principles). **Catholic Education Resources**: Materials linking stewardship of creation to faith-based values. **Funding & Grants**: ● *Natural England* and *Heritage Lottery Fund* for biodiversity projects. ● Local council green initiatives. **Digital Tools**: ● Apps for plant identification (e.g., iNaturalist). ● Education Nature Park's tools for exploring your school site - https://www.educationnaturepark.org.uk/resources/Explore%20Your%20School%20Site ● Online sustainability toolkits for schools.	Green spaces on the school site are maximised and utilised across school, Connect pupils and staff with nature Knowledge and skills relating to biodiversity and growing/gardening is strong and progressive in pupils

	sustainability projects. ● Pupils growing products; cress, beans, tomatoes, herbs. **Develop School Gardens or Eco-Areas** ● Vegetable gardens, wildflower patches, and bug hotels encourage hands-on learning. ● Involve pupils in planting and maintenance to teach responsibility. **Ensure Accessibility** ● Provide clear pathways, ramps, and safe surfaces for all pupils, including those with mobility needs. ● Schedule regular outdoor sessions so every class benefits. **Train Teachers** ● Offer CPD (Continuing Professional Development) on outdoor pedagogy and environmental education.		Physical Resources: ● Raised beds, compost bins, rainwater collection systems. ● Outdoor science kits and weather stations.	

	● Share best practices for managing outdoor lessons. **Engage Community & Partnerships** ● Collaborate with local parks, nature reserves, and environmental organizations. ● Invite experts for workshops on sustainability and biodiversity.			
Litter picks by Site Manager weekly and by pupils regularly in school and the perimeter. Take part in National Litter Pick Week	**Create a Litter Pick Schedule** ● **Site Manager:** Weekly perimeter and grounds check. ● **Pupils:** Assign classes or eco-clubs to do regular litter picks (e.g., once a fortnight). ● Use a rota system so all pupils participate. **Set Clear Zones** ● Divide the school grounds and perimeter into manageable sections. ● Assign each section to a group for accountability.	Headteacher and school leaders and site staff	**Equipment:** ● Litter pickers (child-friendly sizes). ● Heavy-duty gloves. ● Bin bags and recycling bags. ● High-visibility vests for safety. **Storage:** ● Dedicated area for equipment. **Educational Materials:** ● Posters on recycling and waste reduction. ● Lesson plans on environmental responsibility.	Increase the pupils love of the outdoors and the respect for it

	Provide Safety Guidelines ● Gloves, litter pickers, and high-visibility vests for pupils. ● Emphasize hygiene (handwashing after activity). **Link to Curriculum** ● Science: Discuss waste impact on ecosystems. ● Citizenship/PSHE: Promote responsibility and community care. ● RE: Connect to Catholic Social Teaching (stewardship of creation). **Celebrate Participation** ● Display photos and results on notice boards. ● Award certificates or eco-points for classes. **Join National Litter Pick Week** ● Register with the official campaign (e.g., Keep Britain Tidy). ● Organize a themed week with assemblies,		**External Support:** ● Local council waste services for collection. ● Partnerships with environmental charities (e.g., Keep Britain Tidy, Eco-Schools).	

	competitions, and community involvement.			

Adaptation and resilience

GOAL	ACTIONS	Who is RESPONSIBLE	RESOURCES REQUIRED	DESIRED OUTCOME
Annual review of building and priorities, use of Devolved Capital to pay for building updates.	Estates Manager to review sites along with Ingleton Wood to highlight priorities across all trust sites and form an up-to-date action plan	Estates Manager	Support and expertise from Ingleton Wood	3 year Capital Plan
Reduce the risk of school closures and disruption to exams and lessons through maintenance of building and health and safety walks & Audits	All checks kept up to date and repair schedule compiled for each site	Estates Manger / School Site Teams	Explore digital resources to create compliance matrix with a dashboard to RAG	Clear PPM schedule and repair schedule per school with possible 3-year plan
Pre-Loved uniform available to all	⬜ **Set Up a Uniform Recycling System** • Create a collection point for donated uniforms. • Encourage parents to donate clean, good-quality items at the end of each term. ⬜ **Create a Dedicated Storage & Display Area**	Headteacher with school parent, staff and friend associations	⬜ **Physical Resources:** • Clothing rails, hangers, storage boxes. • Laundry facilities or partnership with local cleaners. ⬜ **Promotional Materials:** • Posters, flyers, and digital banners. ⬜ **Volunteer Support:**	Pre-loved good quality uniform available to all

- Use a small room, cupboard, or labeled racks for easy access.
- Organize by size and type (shirts, trousers, blazers).

Promote the Scheme

- Send letters, emails, and social media posts to parents.
- Highlight benefits: cost savings, sustainability, and community support.

Ensure Accessibility

- Make the service discreet and stigma-free (e.g., "Uniform Swap Shop" or "Eco Uniform Hub").
- Offer during parent evenings, school fairs, or by appointment.

Link to Eco Initiatives

- Include in the school's sustainability policy.
- Involve Eco Ambassadors in managing the scheme.

Monitor and Maintain

- Parent helpers or Eco Ambassadors to manage collection and distribution.

External Support:

- Local charities or community groups for surplus items.
- Grants for sustainability projects (e.g., Eco-Schools funding).

	• Regularly check stock quality. • Wash and repair items if needed.			

Climate education and green careers goals

GOAL	ACTIONS	Who is RESPONSIBLE	RESOURCES REQUIRED	DESIRED OUTCOME
Careers: Promoting Green careers to pupils and parents, careers Fair highlighting roles.	**Organize a Green Careers Fair** ● Invite local employers, universities, and environmental organizations. ● Showcase roles in renewable energy, conservation, sustainable agriculture, green technology, and environmental law. ● Include interactive stands (e.g., solar panel demos, recycling innovations). **Integrate Green Careers into Curriculum** ● Science: Careers in ecology, climate research, and environmental engineering. ● Geography: Sustainability consultants, urban planners. ● Design & Technology: Green product design and circular economy roles.	Careers Coordinator and curriculum leads	**Career Guides:** ● *National Careers Service* and *STEM Learning* resources. ● *Green Jobs Board* and *Eco-Schools Careers Toolkit*. **Funding & Partnerships:** ● Local businesses and councils often sponsor sustainability events. ● Collaborate with universities offering environmental degrees. **Digital Tools:** ● Virtual career fairs platforms. ● Videos showcasing green careers (e.g., renewable energy engineers, conservationists). **Promotional Materials:** ● Posters, flyers, and social media campaigns.	Pupils aware of the opportunities for careers that promote/support the climate

	Host Workshops and Talks		• Interactive quizzes on "Which Green Career Suits You?"	
	• Invite guest speakers from green industries.			
	• Alumni who work in sustainability can share real-life experiences.			
	Create a Green Careers Information Hub			
	• Display posters and digital screens with career pathways.			
	• Provide links to apprenticeships, university courses, and vocational training.			
	Engage Parents			
	• Send newsletters highlighting green career opportunities.			
	• Host parent sessions during careers fairs to explain future job trends.			
	Link to Catholic Social Teaching			
	• Emphasize stewardship of creation and ethical responsibility in career choices.			

| Cross – curricular teaching about Climate and Climate change – mapping the curriculum subjects | 1. **Map Climate Topics Across Subjects** **Science**: Greenhouse effect, carbon cycle, renewable energy. **Geography**: Global warming, extreme weather, climate zones. **Maths**: Data analysis of temperature trends, carbon emissions graphs. **English**: Persuasive writing on climate action, debates. **RE**: Catholic Social Teaching – stewardship of creation. **Art & Design**: Climate-themed projects, eco-art installations. **Citizenship/PSHE**: Climate justice, sustainable living. **Technology**: Innovations for sustainability, energy-efficient design. 2. **Create a Curriculum Map** • Identify where climate-related content already exists. • Add opportunities for cross-subject projects (e.g., "Climate Week" with integrated lessons). 3. **Develop Whole-School Initiatives** • Eco-Schools program or similar accreditation. • Climate assemblies and themed days. 4. **Train Teachers** • CPD sessions on embedding climate | Headteacher curriculum leads | ● **Curriculum Mapping Tools:**   ○ Templates for cross-curricular planning. ● **Educational Resources:**   ○ *UNESCO Climate Education Toolkit*.   ○ *Met Office Climate Change Teaching Resources*.   ○ *CAFOD Catholic Climate Education Materials*. ● **Digital Tools:**   ○ Interactive climate data platforms (NASA, IPCC).   ○ Apps for tracking carbon footprint. ● **Partnerships:**   ○ Local environmental organizations for workshops.   ○ Universities for STEM climate projects. | Staff and Governors actively promote and embed climate education in their existing curriculum |

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- education across subjects.
- Share best practice examples and resources.
5. **Engage Pupils in Projects**
- Carbon footprint audits.
- Climate action campaigns.
- Outdoor learning linked to biodiversity and sustainability.

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Eco Ambassadors lead change and drive reductions and understanding through staff and pupils.

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Define Roles and Responsibilities

- Create a clear role description: leading eco-projects, monitoring energy use, promoting recycling, and reporting progress.
- Assign ambassadors from different year groups for inclusivity.

Provide Leadership Training

- Workshops on communication, teamwork, and sustainability topics.
- Teach ambassadors how to run assemblies, campaigns, and eco audits.

Set Up an Eco Committee

- Include ambassadors, staff representatives,

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Headteacher and staff with responsibility for pupil voice and sustainability

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Training Materials:

- Eco-Schools Ambassador Toolkit.
- CAFOD resources for Catholic schools (linking stewardship of creation).

Equipment:

- Energy monitors, recycling bins, posters.
- Litter pick kits for campaigns.

Digital Tools:

- Carbon footprint calculators.
- Apps for biodiversity tracking (e.g., iNaturalist).

Recognition:

- Certificates, awards, and eco points for achievements.

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We significantly reduce the amount of waste produced on the school site and save energy

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and possibly parents.
- Meet regularly to review progress and plan initiatives.

Give Ambassadors Visibility

- Badges, lanyards, or eco-leader uniforms.
- Dedicated notice board or digital space for updates and achievements.

Create Action Projects

- Energy-saving campaigns (switch-off lights).
- Waste reduction drives (plastic-free days, recycling competitions).
- Biodiversity projects (school garden, bug hotels).

Engage Staff and Pupils

- Ambassadors lead assemblies and classroom talks.
- Organize themed weeks (e.g., Climate Week, Waste Awareness Week).
- Encourage pupil pledges for sustainability.

Monitor and Report

- Use simple audit tools for energy, water, and

External Support:

- Partnerships with local councils, environmental charities, and businesses.
- Access to grants for sustainability projects.

	waste. ● Share results in newsletters and school council meetings.			