



CLIMATE CHANGE AND SUSTAINABILITY

ACTION PLAN

2025 -2028

What is a Climate Action Plan?

In April 2022, the Department for Education released a sustainability and climate change strategy specifically for education. By 2025, all education settings are expected to appoint a sustainability lead and develop a climate action plan. This plan will guide schools in both implementing and educating about various sustainability initiatives.

Our climate action plan has been created collaboratively by the staff at Leyland St James and approved by the governing body. We have also assigned a Sustainability and Climate link governor.

Why Do We Want to Act?

Our ethos is deeply rooted in preparing our pupils for a sustainable future while celebrating our local heritage. The core belief, "Global Awareness - Local Responsibility," captures our commitment to thinking globally and acting locally to address the climate crisis. We strive to equip our students with the understanding and tools to make a positive impact on the world.

Respect and care for the environment have always been integral to our school culture. We are fortunate to be surrounded by beautiful green spaces in within our school ground, and through our outdoor learning and Forest School programs, students regularly engage with and appreciate the natural world.

Sustainable Development Goals (SDGs) are woven throughout our curriculum, ensuring that our students develop a comprehensive understanding of environmental responsibility.

In Local Area studies, we emphasise land use and community impact, linking to SDG 11, "Sustainable Cities and Communities," by asking questions like "Is there enough parking in our area?" Through topics like Weather and Seasons and Rivers, we address climate patterns and water preservation, tying into SDG 13, "Climate Action".

When exploring Natural Disasters such as volcanoes and earthquakes, we discuss the human and environmental impact, teaching students to respect and prepare for natural forces, which ties into building resilience against climate change. Our Biomes unit engages students with SDG 15, "Life on Land," as they conduct fieldwork to determine whether our school grounds support local wildlife sufficiently. This hands-on investigation promotes environmental stewardship.

Our Kenya unit in Year 2 promotes awareness to global environmental diversity, examining how regions adapt to their landscapes, relating to SDG 15. We have made a Global Partnership to Cornerstone Preparatory Academy in Kenya to promote children's understanding of global citizenship and diversity of land and culture. In exploring

Environmental education is further embedded through topics such as oceans and continents, exploring the impact of natural disasters, investigating Polar Regions, and promoting sustainable food practices.

However, given the escalating climate crisis and the necessity for our students to develop skills relevant to life in the 2030s, we recognize that more must be done. Our climate action plan is a core component of our overall school development strategy and one of our key governance objectives. We will review it regularly, ensuring our environmental impact is considered in every decision—whether daily operational choices or long-term

strategic planning. By embodying sustainable practices, we will demonstrate the respect we hold for our planet and model the importance of environmental stewardship.

How will we deliver this climate action plan and monitor progress?

Our climate action plan will focus on four key areas: **decarbonisation, adaptation and resilience, biodiversity, and climate education and green skills**. Each of these areas will have clear objectives, with specific actions outlined for the current academic year.

Our entire school community – students, staff, parents, and the wider local community – will work collaboratively to bring this plan to life. Engaging with everyone, listening to their ideas, and involving them in our green initiatives is crucial. We will continue to build on existing relationships and forge new partnerships, leveraging shared resources and support to help meet our sustainability goals.

The delivery of our climate action plan will be overseen by the governing body, with regular monitoring conducted by our sustainability lead governor. To ensure the plan is implemented effectively, we will provide staff with the necessary time and resources to develop and carry out the actions. Specific members of staff will be identified as leads for key elements of the plan.

This overarching climate action plan will be reviewed and updated every three years to reflect progress and evolving needs. On an annual basis, we will set new goals and assess our progress, ensuring we are on track to meet our sustainability targets. Regular termly reviews will help keep us focused and accountable as we work towards our long-term vision.

What do we believe?

The Church of England's vision of education *Deeply Christian, Serving the common good* (2026) states 'Good schools open up horizons of hope and aspiration and guide pupils into ways of fulfilling them... rooted in God's love and compassion for all people and for the whole of creation.'

As a Christian school, we encourage our children to:

- Be responsible for themselves and others,
- Respect life in all its forms,
- Look for hope in difficult times or situations,
- Be courageous to stand up for what we believe in.

- Pray for forgiveness for the things that we have done wrong.
- Love one another and the world in which we live.

Therefore, our Sustainability Climate Action Plan for 2025 (and beyond) is bound by these core values as well as our common purpose to ensure all those within our school community live life in all its fullness (John 10:10) through the promotion and protection of God’s World. What have we done so far?

Focus areas to develop our sustainable school strategy and plan:

1. Decarbonisation

2. Adaption and resilience

3. Biodiversity

4. Climate Education and Green Careers.

Action	DFE Link	Target	Timescale	Responsibility	Impact and Evaluation
CURRICULUM					
Review the current curriculum and links to sustainability and climate change	Climate Education and Green Careers	Completion of curriculum review with documented connections to sustainability and climate change by end of academic year; update published on school website	By end of Autumn Term - 2025	Subject Leaders and Assistant Head	
Review the current use of the SDGs in the curriculum and find more opportunities to thread them through subjects where they are not yet fully integrated	SDGs and Global Citizenship	Review of current SDG integration across subjects by the end of Term 2. Identify and implement at 2-3 opportunities to incorporate SDGs (e.g., in Math, Science, PE, etc.) by the end of Term 2.	By end of Spring Term - 2025	Subject Leads & Assistant Head	
Incorporate climate literacy into English lessons by including texts and writing tasks focused on environmental themes	Climate Education and Green Careers	At least two units per year in English classes that feature environmental texts (e.g., poetry, fiction, or non-fiction articles about climate change); student writing assignments related to environmental topics are completed.	Annually	Subject Leads & Assistant Head	

Review, enrich and embed opportunities for children to connect with nature and the outdoors throughout the whole curriculum.	Climate Education and Green Careers	Clear evidence of subject integration with outdoor learning activities; regular, documented learning about climate change in termly curriculum plans	By end of academic year	Subject Leads & Assistant Head	
Develop international partnerships to exchange knowledge and promote global climate action awareness	Climate Education and Green Careers	Establish a partnership with at least one more international school to share sustainability practices, engage in joint climate action projects, and participate in virtual cultural exchanges. Aim to have regular communication and joint activities at least once per term.	By end of academic year	Subject Leads & Assistant Head	
Integrate geography lessons that focus on the impact of climate change locally and globally	Climate Education and Green Careers	Completion of at least one major geography unit per year centred on climate change, including a case study of a local environmental issue; student projects presented to peers or displayed in the school for awareness	Annually	Subject Leads & Assistant Head	
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	At least three examples of curriculum-linked projects (e.g., Art project on climate impact, PE focus on outdoor sustainability activities, History lesson on environmental change) each academic year	By end of academic year	Subject Leads & Assistant Head	
Promoting green careers to pupils	Climate Education and Green Careers	Evidence of at least two sessions per year dedicated to green careers (workshops, career talks, or visits from professionals in sustainability sectors)	Annually	Subject Leads & Assistant Head	
Create a section on the school newsletter to share challenges of climate change.	Climate Education and Green Careers	At least six features in newsletters posts per year about climate initiatives	Annually	Subject Leads & Assistant Head	

Action	DFE Link	Target	Timescale	Responsibility	Impact and Evaluation
WASTE					
Encourage students and staff to recycle electronics.	Decarbonisation	Organise at least one electronics recycling drive per term, with a goal of collecting and responsibly recycling at least 50 electronic items by the end of the academic year.	Termly	Green Team Coordinator & Student Leaders	

Establish a student-led "Eco Warriors" to monitor and reduce waste in classrooms and communal areas	Decarbonisation	Form a Eco Warriors by the start of the academic year; set a target to decrease classroom waste by 15% over the year	Termly	Green Team Coordinator & Student Leaders	
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	Decarbonisation	Set up clearly labelled recycling bins in all key areas (classrooms, dining hall, and staff rooms) by the end of the first term.	By Term 2, with ongoing sessions each term	Site manager	

Action	DFE Link	Target	Timescale	Responsibility	Impact and Evaluation
FOOD					
Educate students about the impact of food waste on the climate and encourage action at school and at home.	Climate Education and Green Careers	Integrate lessons about the impact of food waste on climate change into the curriculum, with at least one focused session per term.	Annually	Eco Warriors in Assembly	
Introduce a school-wide campaign to reduce food packaging waste, encouraging reusable containers and packaging-free options	Decarbonisation	Launch a campaign encouraging students and staff to use reusable containers	End of academic year		
Manage lunchtime to reduce queuing time and ensure all pupils have time to eat and play, reducing food waste due to insufficient eating time	Decarbonisation	Review and adjust lunchtime schedules to reduce queuing time by 20%, ensuring all students have at least 15 minutes to eat and 15 minutes to play. Measure food waste reduction and student satisfaction through surveys and waste audits.	End of academic year		

Action	DFE Link	Target	Timescale	Responsibility	Impact and Evaluation
AIR QUALITY					

Encourage children to come to school on foot, bike, or scooter to reduce pollution near the school. There are bike and scooter pods.	Climate Education and Green Careers	Increase the number of students using alternative transport (walking, biking, or scootering) by 20% by the end of the academic year.	Annually	Office to promote	
The grounds are planted with a range of trees, flowers, and shrubs to improve air quality	Biodiversity	Plant at least 20 new trees, shrubs, and plants across the school grounds by the end of Term 2 (Spring).	End of academic year	Eco Warriors Mrs Stewart Mrs Prosser	
Create a clean air zone around school by implementing 'active' solutions (encouraging parents to switch off engines, park away from school, and walk)	Climate Education and Green Careers	Implement a clean air zone initiative by the start of the academic year, encouraging parents to park away from the school and switch off engines.	End of academic year	Eco Warriors Mrs Stewart	

Action	DFE Link	Target	Timescale	Responsibility	Impact and Evaluation
TRANSPORT					
Complete the school census 'mode of travel' question to gather baseline data on how students and staff travel to school		Establishing a baseline to measure future changes.	Annually	Eco Council Mrs Stewart	
Establish a "Car-Free Fridays" initiative to reduce vehicle traffic near the school		Launch "Car-Free Fridays" starting from Spring Term encouraging families to walk, bike, or use scooters instead of driving	End of academic year	Head teacher Mrs Charnley	
Host a "Walk to School Week" to promote walking and raise awareness of the benefits of active travel		Organise a "Walk to School Week" with themed days, activities, and challenges to encourage walking. S	Termly	Head teacher	

Action	DFE Link	Target	Timescale	Responsibility	Impact and Evaluation
OUTDOOR SPACE					
Plant trees and shrubs around the school grounds	Biodiversity	Apply for free shrubs through the Woodland Trust website and plant them with the Gardening Club by March 2026	Annually	Office to promote	

Apply for the Nature Park National Grant to turn 'concrete into green'.	Biodiversity	Application to generate a woodchip area with planters in KS1 nearby the playground.	End of academic year	Head teacher Mrs Charnley	
Develop a sensory garden to support student well-being and connect them with nature	Biodiversity	As above, additional funding to add sensory elements.	End of academic year	Head teacher Mrs Charnley	

Action	DFE Link	Target	Timescale	Responsibility	Impact and Evaluation
ENERGY					
Regular reminders to staff to switch off all lights, appliances, and plugs when not in use	Decarbonisation	Staff compliance tracked through periodic checks and energy audits. Aim to increase adherence by 80% within the first term.	Ongoing	Site manager	
Heating controls to be used to limit timings and temperature across school	Decarbonisation	Ensure the heating control panel is fully operational by September 2024. Room thermostats will be used to monitor temperatures throughout the day, with adjustments made as needed to ensure efficiency.	Ongoing	Site manager	
Measure, record and publicise savings	Decarbonisation	Establish a baseline measure of energy use by Spring 2024. Implement a campaign encouraging "switch off" practices. Regularly publicise energy savings through school newsletters and displays.	Ongoing	Site manager	

Evaluation:

£480 = Sustainability training development for lead and SLT.

£500 – ground work costs for gardens, forest school area re development.

Autumn Term 2025

- Basic climate action plan created with sustainability lead, Headteacher, Sustainability Governor linked to the DFE 4 action areas.
- Eco council established and meet on a weekly basis working through Nature Park resources, mapping school grounds and identifying features.
- Action plan includes things already in place in school – collation of good practice across the curriculum to continue in to Spring term.