



St. Finbar's Catholic Primary School
& Early Years Centre

**Sustainability and Climate
Change Action Plan**

2025 - 2026

Our Mission Statement

In God's love we learn and grow together

Founded upon Catholic principles of; dignity, solidarity, the common good and peace,

we aim to inspire and celebrate each child's spiritual, intellectual, emotional, physical and creative growth.

In our safe and caring environment, we share strong, positive relationships with each other as well as the local community. Learning about each other's lives locally and the wider world teaches us the value and unique talents of everyone.

We will achieve our goals by enhancing pupils' self-esteem, their self-respect, respect for others and for all of God's creation.

We will learn and grow together.



In God's love we learn and grow together

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CHANGE LOG

Date	Page number	Description of change(s)	Person responsible

1. Our Mission and Rationale

As a Catholic primary school serving a community with high levels of deprivation, SEND, EAL and pupil mobility, we recognise our responsibility to safeguard pupil wellbeing, promote social justice and care for God's creation.

Climate change presents increasing risks to health, learning and equity, particularly for vulnerable pupils. Developing a Climate Change and Sustainability Action Plan enables the school to respond proactively to these risks, supporting inclusion, wellbeing, and long-term resilience.

This policy is informed by the school's legal duties under education, health and safety, equality and SEND legislation, and aligns with the Department for Education's *Climate Change and Sustainability Strategy* and Climate Action Framework (2023).

Rooted in Catholic Social Teaching (CST) and inspired by *Laudato Si'*, this plan reflects our commitment to stewardship of creation, the common good and solidarity with the poorest. It supports pupils to become responsible, hopeful citizens who understand their role in caring for our shared world.

We also recognise that climate change disproportionately affects the poorest and most vulnerable—mirroring the lived experience of many of our families.

Our response is rooted in Catholic Social Teaching (CST):

- **Care for God's Creation:** Stewardship of the earth, recognizing it as a shared home and responsibility, especially relevant to environmental justice.
- **Human Dignity** – Every person, made in God's image, possesses inherent worth, demanding respect and protection of fundamental rights like life and basic needs while benefiting from safe and healthy environments
- **The Common Good** – acting for future generations and to benefit all people now, not just a few, ensuring conditions for human flourishing
- **Solidarity** – standing with communities most affected by climate change. A call for universal solidarity and global responsibility, recognizing our interconnectedness as one human family.
- **Subsidiarity** – empowering pupils, staff and families to take meaningful action with the support of larger entities (parish and wider community)
- **Option for the Poor and Vulnerable:** A preferential commitment to the needs of the poor and marginalized, ensuring their voices are heard and needs met. Of planning for and considering their entitlement to the benefits of improved sustainability and more stable climate.
- **Dignity of Work & Rights of Workers:** Work is a way to participate in creation, and workers have rights to fair wages and safe and healthy conditions.

2. Action Plan

Leadership and Governance

Intent

To ensure climate action is embedded in school improvement, governance and Catholic life, with clear accountability and pupil voice.

Action	Person/ Body responsible	Implementation date	Annual Review
1. Appoint a Sustainability Lead	Headteacher	Spring 2026	
2. Nominate a link governor for sustainability.	Governing Body	September 2025	
3. Include sustainability within the School Development Plan.	Governing Body	July 2026	
4. Review progress annually and report to governors.	Headteacher	July 2026	
5. Engage pupils through an Eco-Council or School Council sub-group, with adapted roles for SEND pupils.	Sustainability Lead	January 2026	
Success indicators: <ul style="list-style-type: none"> - Named staff and governor leads in place - Climate action referenced in SDP and governor minutes - Pupil voice evident in decision-making 			
CST links: <ul style="list-style-type: none"> - Subsidiarity - Common Good - Solidarity 			

Pillar 1: Adaptation and Resilience

Intent

To Prepare for and respond to the impacts of climate change

Key Risks for Our School

- Hotter summers affecting learning and wellbeing
- Increased flooding/heavy rain impacting access and attendance
- Cost pressures on families (energy, transport, food)
- Vulnerability of SEND pupils to environmental stressors

Action	Person/ Body responsible	Timeframe	Annual Review
1. Conduct a simple climate risk review (heat, flooding, outdoor spaces)	Site Manager	Spring 2026	
2. Develop a hot weather plan (shaded areas, water access, timetable adjustments)	SLT	Summer 2026	
3. Review emergency procedures (flooding, heatwaves)	SLT	Ongoing	
4. Share climate resilience guidance with families (translated where possible)	Admin team	Spring 2026	
5. Increase indoor and outdoor calm, green spaces	Sustainability lead GB	2026	
Success indicators: <ul style="list-style-type: none"> - Reduced heat-related incidents to improve safety and readiness for learning - Improved wellbeing for vulnerable pupils - Staff confidence in responding to incidents of extreme weather - Supports regulation, mental health and inclusion for all children - Ensures continuity for vulnerable families in being able to get their children into school - Builds trust and community resilience 			
CST links: <ul style="list-style-type: none"> - Human Dignity, Solidarity, Preferential Option for the Poor, Common Good 			

Pillar 2: Biodiversity and Nature

Intent

To foster a daily relationship with nature that supports wellbeing, spirituality and stewardship, even within limited space and resources.

Our Contextual Approach

We prioritise small, visible actions that:

- enrich pupils' daily experience
- support emotional regulation and curiosity
- cost little and involve hands-on learning

Action	Person/ Body responsible	Timeframe	Annual Review
1. Create or enhance a school garden / prayer garden	RE Lead & Site Staff	Ongoing - 2026	
2. Install bird feeders, bug hotels, planters	Eco Group	Spring 2026	
3. Use outdoor spaces for SEND regulation and EAL language development	Teachers	Ongoing	
4. Reduce litter and improve recycling in playgrounds	Site manager & SBM	Ongoing	
5. Partner with parish or local groups for planting or clean-ups	Sustainability lead	Summer 2026	
Success indicators: <ul style="list-style-type: none"> - Encourages care for creation - Inclusive access to nature - Builds responsibility and pride with children demonstrating care for living things - Strengthens community links - Increased use of outdoor spaces for learning, spirituality and wellbeing - Improved school environment and pride 			
CST links: <ul style="list-style-type: none"> - Stewardship of Creation, - Common Good 			

Pillar 3: Climate Education and Green Skills

Intent

To deliver accessible, hopeful climate education that empowers all pupils, including SEND and EAL learners.

Principles

- Climate education is hope-filled, not fear-based
- Fully accessible to all vulnerable children, including those SEND and EAL learners
- Integrated into RE, Science, Geography and PSHE curriculum subjects

Action	Person/ Body responsible	Timeframe	Annual Review
1. Embed climate and sustainability themes into RE	RE leader & teachers	Ongoing	
2. Use practical, sensory activities (gardening, recycling, monitoring energy)	Sustainability leader & teachers	Ongoing	
3. Explicit vocabulary teaching and visuals and concrete examples for EAL learners	Teachers	Ongoing	
4. Establish a pupil Eco-Council with adapted roles	Sustainability leader	Spring 2026	
5. Celebrate climate action through assemblies and liturgy	RE leader	Ongoing	
Success indicators: <ul style="list-style-type: none"> - Faith-based understanding with language development accessible for SEND pupils - Pupil voice and leadership - Pupils can articulate climate responsibility in age-appropriate ways using appropriate vocabulary - Increased engagement from SEND and EAL learners - Links between faith, justice and care for creation are evident - An increased sense of hope and moral purpose 			
CST links: <ul style="list-style-type: none"> - Stewardship, Subsidiarity, Human Dignity 			

Pillar 4: Decarbonisation and Net Zero

Intent

To reduce emissions in a way that also reduces costs and supports our community.

Our Approach

We recognise our limited capacity and will:

- focus first on low-cost, high-impact actions
- prioritise saving money for the school and families
- work gradually towards DfE net zero expectations

Action	Person/ Body responsible	Timeframe	Review
1. Appoint a Sustainability Lead	Headteacher	September 2025	
2. Monitor energy and water use regularly	Business Manager	Monthly	
3. Switch to LED lighting where feasible	Governors / Archdiocese	As funding becomes available	
4. Promote energy-saving behaviours (lights, devices)	Eco Council	Spring 2026	
5. Review waste, food and paper use	Site Manager and Business Manager	September 2025	
6. Explore grants or LA support for future upgrades	Governors	Ongoing	
Success indicators: <ul style="list-style-type: none"> - Reduced energy and waste costs over time, thereby identifying savings across school - Increased pupil and staff awareness of energy use - Clear long-term pathway towards net zero - Clear ownership and responsibility of the difference we, as individuals, can make towards net-zero. 			
CST links: <ul style="list-style-type: none"> - Stewardship, Common Good, Solidarity, Intergenerational Justice 			

Engagement with Families, Parish and Community

Intent

To enable our families, parish and wider community to know about school plans and to empower them in becoming involved with school actions

Action	Person/ Body responsible	Timeframe	Review
1. Share climate initiatives through newsletters and school events	Admin team	Ongoing	
2. Engage parish and local partners in biodiversity and sustainability projects	Sustainability leader	Ongoing	
3. Provide practical, non-judgemental guidance for families in the form of a eco newsletter	Sustainability leader & SLT	Termly	
Success indicators: <ul style="list-style-type: none"> - Increased family engagement - Stronger school-parish-community relationships 			
CST links: <ul style="list-style-type: none"> - Solidarity, Common Good 			

3. Monitoring and review

This policy will be reviewed by the headteacher and Full Governing Body on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

Reviewed and ratified by: Full Governing Body

Date of review: 22nd January, 2026

Action-Pan Status: Statutory

Date of next review: January 2027

Policy cycle: Annual