



St James the Less RC Primary School - Climate Action Plan 2025-26

Sustainability Lead: Mrs J Bell-Shaw
Supporting Sustainability: Mrs S Duffy

1. Staff/pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
2.1 Embed energy-saving behaviours across staff and pupils	<ul style="list-style-type: none"> - Eco Warriors programme to include daily energy monitors in each class. - Organise an annual "Energy Week" with pupil-led campaigns and competitions. 	Sustainability Lead & Eco Warriors	<ul style="list-style-type: none"> - Energy monitor templates - - Small prizes for competitions 	<ul style="list-style-type: none"> - Reduction in non-essential energy use (measurable month-on-month) - 90% of classes use monitors daily during term activities - - Energy Week delivered annually with pupil-led events 	Decarbonisation
2.2 Increase pupil understanding of local climate impacts and responses	<ul style="list-style-type: none"> - Use forest school and gardening to connect pupils with biodiversity and adaptation. - Pupil projects to audit school green spaces and propose improvements. 	Class teachers & Forest School leader	<ul style="list-style-type: none"> - Curriculum time - Simple monitoring tools (biodiversity recording sheets) - - Materials for projects 	<ul style="list-style-type: none"> - Each year group completes at least one local-climate project per year - Pupil project proposals acted on (at least one implemented annually) 	Climate education and green careers; Biodiversity



2. Buildings/grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
3.1 Maximise benefits from existing solar PV and decarbonisation Phase 2	<ul style="list-style-type: none"> - Monitor impact of 100 solar panels installed. Ensure regular maintenance of Solar PV - Work with contractors to complete Decarbonisation project (Spring 2026) – moving to air conditioning units to heat/cool classrooms and communal areas. KS2 completed 2024-25. - Phase 3 to include the hall if Diocesan funding approved. 	Site Manager & Sustainability Lead	<ul style="list-style-type: none"> - Technical audit budget - Data-logging equipment - Contractor liaison time 	Decarbonisation project completed in all communal areas and classrooms.	Decarbonisation
3.2 Improve biodiversity and outdoor learning spaces	<ul style="list-style-type: none"> - Develop a rolling plan to enhance green spaces (wildflower areas, native hedges, pollinator-friendly planting). - Increase outdoor planters for more opportunities to plant native plants - Protect and extend natural forest areas where possible. 	Grounds Lead & Forest School leader	<ul style="list-style-type: none"> - Plants/seeds - Volunteer time (parents/pupil stewardship) - Small capital for outdoor furniture 	<ul style="list-style-type: none"> - Increased species counts in green space surveys year-on-year - All classes access outdoor learning at least once per fortnight in term-time - New planting established and maintained 	Biodiversity; Adaptation and resilience



3.3 Improve water and waste efficiency on site	- Install signage reinforcing “turn off” messages near sinks and appliances.	Site Manager	Signage budget	- Clear recycling contamination reduction	Adaptation and resilience; Biodiversity
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3. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
5.1 Embed climate literacy and green skills across the curriculum	- Map existing curriculum to identify climate links (science, geography, RE, PSHE) and fill gaps with planned units. - Use forest school, gardening and solar data as cross-curricular resources	Curriculum Lead & Subject Leads	- Curriculum mapping time - Resource bank - Time for project week	- Climate-linked learning objectives in every year group annual plan	Climate education and green careers

4. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
6.1 Use nature-based activities to	- Use of forest school and outdoor sessions specifically for wellbeing (calm spaces, sensory	Wellbeing Lead &	- Time allocation - Basic gardening tools -	- Increased pupil wellbeing indicators (surveys) after outdoor sessions -	Adaptation and



support pupil and staff wellbeing	gardens). - Offer seasonal wellbeing activities (e.g., gardening club).	Forest School leader	Staff training time		resilience; Biodiversity
6.2 Prepare pupils emotionally for climate issues (age-appropriate)	- Integrate resilience-building sessions within PSHE that address eco-anxiety. - Provide age-appropriate assemblies on positive climate actions (Laudato Si links). - Offer pupil support signposting when discussions raise concerns.	PSHE Lead & School Counsellor	- PSHE resources - Access to counselling/support pathways - Time in assemblies	- Pupils report improved coping and understanding in surveys - Incidents of anxiety related to climate topics reduced or better managed	Climate education and green careers; Adaptation and resilience

5. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
7.1 Strengthen existing stewardship groups and Eco Warriors impact	- Give pupil leaders (stewardship and Eco Warriors) a small budget and time in meetings to run projects. - Link pupil groups with governance meetings termly to present achievements.	Sustainability Lead/Support & Chair of Governors	- Small pupil budget - Time in meetings - Leadership training materials	- Clear role descriptions for pupil leaders - At least one pupil-led project implemented per term - Pupil presentations to governors each term	Climate education and green careers; Biodiversity
7.2 Empower pupils to audit and improve school environmental performance	- Train pupils to carry out simple audits (energy, water, biodiversity, waste). - Publish pupil audit results and action plans termly. - Recognise pupil contributions through awards and displays.	Sustainability Lead & Class Teachers	- Audit templates - Display space - Small awards budget	- Regular pupil-led audits completed each term - Documented actions arising from audits - Visible recognition of pupil work	Decarbonisation; Biodiversity



6. Community

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
9.1 Engage local groups to support with biodiversity.	- Invite Civic Pride into school for 'litter picking' events, and for support with gardening e.g. plant advice, guidance on pruning.	Sustainability Lead	Volunteer coordination time	- Visits at least annually from Civic Pride, Rawtenstall.	Climate education and green careers; Biodiversity

7. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
10.1 Bikeability training to encourage safe cycling as an alternative to driving	- Year 5 pupils to complete annual Bikeability training on local streets	PE coordinator & class teacher	- Bikeability costs for instructors and associated equipment hire	- Increase in pupil's riding their bikes to school	Decarbonisation
10.2 Minimise school-related	- Prioritise low-emission coaches/public transport for visits; cluster trips to reduce	Headteacher &	- Travel planning time - Budget for	- Reduced travel emissions per pupil for trips year-on-year -	Decarb



vehicle emissions for trips	journeys. - Encourage staff to choose sustainable travel options; offer pool car policy if needed.	Office Manager	sustainable transport options	Increased use of public transport/coaches with low emissions	onisation
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8. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
13.1 Embed climate and sustainability oversight in governance	Include climate action progress as an item on governors' meetings, include in SEC and Resources to discuss impact of decarbonisation project, as well as impact on curriculum/enrichment.	Chair of Governors & Headteacher	- Reporting template	- Governor's climate updates	Decarbonisation; Adaptation and resilience