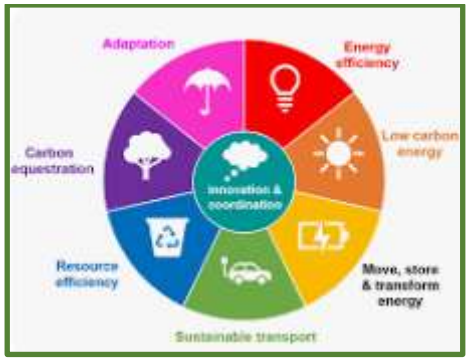
CAP
Climate Action Plan
2025



St Paul's CE School – Brighton & Hove

"A 4-year Plan for School Sustainability"

What is the CAP?

“Climate Change is not the problem; Climate Change is the expression of the problem”

The Sustainability and Climate Change Strategy for Education of DfE (2023) states:

“*By 2025, all education settings will have nominated a Sustainability Lead and put in place a Climate Action Plan […].*
The CAP is a detailed plan to enable your education setting to progress or commence sustainability initiatives.”

A Climate Action Plan is a strategic document that helps schools take meaningful steps towards sustainability.

It sets out clear goals, actions, and timelines to reduce carbon emissions, enhance biodiversity, and promote environmental awareness.

What are the aims of the CAP?

- Create a culture that prioritises sustainability
- Increase resilience and start climate adaptation
- Help learners to develop the skills and knowledge to positively impact sustainability in their lives and future jobs
- Use data to identify priority actions and reduce operating costs
- Share effective practice with other education settings and develop a peer-to-peer learning network

ACTION AREAS
of the *DfE*'s Sustainability and Climate Change Strategy

Action Area 1: Climate Education

The whole school should engaged in the process of creating your Climate Action Plan, in particular educational expertise (eg. teaching staff) and operational expertise (eg. estate management). Three central natural elements of your environment, which you may want to learn (and teach) about are: soil, water and biodiversity.

Action Area 2: Green Skills & Careers

It is critical that young people have the green skills that will allow them to build careers and participate as Britain leads the world into the Green Industrial Revolution, supporting the transition to zero net. Green skills include the practical skills to make, do, and mend things.
According to UK youth employment experts, one of the biggest barriers to finding work for young people is the gap between education and employment.

Action Area 3: Education Estate & Digital Infrastructure

This refers to your school's physical buildings, outdoor spaces and the technology systems that support the operation of your school, to minimise its environmental impact. It should be included in the agenda of key meetings, and in succession plans for future staff.

Action Area 4: Operations & Supply Chains

It refers to the way that your school operates; how it sources the resources and services it relies upon to keep it running; and how waste resources are disposed of.

Action area 5: International Climate Action

Nearly half of the world’s children (one billion children) live in countries with an 'extremely high' risk of climate and environmental hazards. Children growing up in the UK themselves face a 'medium-high' risk of climate and environmental hazards

Some Data…

- **75% children in UK spend less time outdoors than prison inmates (1hr)**
- **UK ranked 16th out of 18 Western countries for connection with Nature**
- **Being outdoors results in grater well-being & higher focus**
- **In B&H there are 175 early deaths each year due to air pollution, and 1/3 of the Electricity Consumption comes from Schools**
- **42% of School Carbon Emissions come from procurement**
- **Patcham is one of the areas in B&H with high risk of floods**

Climate Action Plan 2025-2029

At St Paul's, we believe that small actions can lead to big changes, and we're excited to take steps toward a greener, more sustainable future. Our Climate Action Plan is all about creating a positive impact on the environment while inspiring our students, staff, and families to work together for a cleaner, healthier world.

From reducing waste to saving energy, we are committed to making eco-friendly choices that will benefit not only our school but the community around us. By embracing these efforts, we hope to encourage everyone at St Paul's to become climate champions and help build a brighter, more sustainable tomorrow.

Success to date:

- School streets initiative
- Reduced pollution on St Nicholas Road
- Raising funding for (PTA) and building an outdoor classroom giving all children access to outside learning
- Weekly plant-power day – vegan/vegetarian menu
- Regular second hand uniform events
- Free rehoming of quality books

GOAL: DECARBONISATION

Action	Objective	Timeline	Resources
Understand our school's carbon footprint by identifying where our emissions come from	Use KEEP BRITAIN TIDY online tool to get a breakdown of carbon emissions	Autumn Year 1	Staff Count Your Carbon - Eco Schools (eco-schools.org.uk)
Carry out a building energy audit *Direct action*	Conduct a building energy audit to help pinpoint areas of energy waste, from heating inefficiencies to unnecessary lighting. Use professional energy assessors or pupil-led monitoring programs to analyse energy usage and recommend improvements. Findings will inform decisions on insulation, lighting upgrades, and behaviour-based energy-saving strategies.	Spring Year 1	Energy efficiency: guidance for the school and further education college estate - GOV.UK (www.gov.uk)
Deliver some lessons outside *Direct action*	Outdoor lessons provide pupils with fresh air and a change of scenery while reducing reliance on indoor lighting and heating. Whether it's reading in a shaded area, conducting science experiments outside, or using school gardens for hands-on learning, outdoor education fosters engagement and sustainability awareness.	Summer Year 1	Teach Outdoors, Education through outdoor learning A Teachers Guide to Adapting Lesson Plans for Outdoor Learning (dbdplay.com) Institute for Outdoor Learning – Home (outdoor-learning.org)

			Schools & Training — Project Rewild
Improve insulation *Strategic*	Proper insulation helps maintain a stable indoor temperature, reducing the need for heating in winter and cooling in summer. By improving insulation in walls, roofs, and windows, schools can lower energy bills and create a more comfortable learning environment. Over time, these upgrades contribute to significant emissions reductions and cost savings.	Year 3	Climate Action Decarbonisation Plan Guide. Energy Saving Trust
Run a switch off campaign *Sustainability*	A switch-off campaign raises awareness about energy consumption and encourages simple behavioural changes to reduce waste. We can run competitions, put up reminder posters, and conduct audits to track energy savings. Engaging pupils through classroom discussions and real-time energy monitoring can make energy efficiency a long-term habit.	Autumn Year 2	Switch Off Fortnight 2025 - Teacher Guidance - Twinkl

GOAL: ADAPTATION AND RESILIENCE

Action	Objective	Timeline	Resources
Audit and reduce single use plastics *Direct action*	School to conduct an audit of our plastic use, identifying areas where single-use plastics can be eliminated or replaced with sustainable alternatives. This includes plastic cutlery, straws, and packaging materials. Encouraging the use of reusable water bottles and lunch containers can also contribute to waste reduction.	Year 2 Spring	How To Reduce Plastic at the School Canteen - Plastic Free July
Create a heatwave health and safety assessment *Strategic*	As heatwaves become more common due to climate change, we must ensure the wellbeing of pupils and staff during extreme temperatures. A heatwave health and safety assessment should include installing shaded seating areas, increasing hydration points, improving ventilation, and adjusting schedules during hot	Year 3	WWF resources for planning Guidance from Lambeth Adaptation Scotland ::

	weather. Proactive planning helps prevent heat-related illnesses while fostering a healthier, more resilient learning environment.		The Framework - this guide from Scotland provides a framework for organisations including schools to develop their plans
Create a food community garden for food resilience *Behaviour change*	Establishing a community garden allows schools to grow their own fruits and vegetables, reducing reliance on external food sources. This initiative provides hands-on sustainability education, promotes healthy eating, and fosters a sense of community among pupils and staff.	Year 3	Use resources from national campaigns such as WRAP's Love Food Hate Waste campaign Run Food Waste Action Week with support from WRAP Contact School Food Matters for support to promote healthy and sustainable food
Plan a school-wide energy reduction challenge *Strategic*	Engaging pupils and staff in an energy-saving challenge builds awareness and encourages sustainable habits. Schools can track electricity consumption and reward classrooms that achieve the highest reductions.	Autumn Year 2	
Plant trees to create shaded areas *Direct action*	Planting trees strategically around the school campus provides natural cooling, reducing the need for artificial cooling systems during hot months. Trees also improve air quality by filtering pollutants, enhance biodiversity by providing habitats for birds and insects, and create inviting outdoor learning spaces. As they grow, trees contribute to carbon sequestration, offsetting a portion of the school's emissions while simultaneously improving pupil wellbeing.	Year 3	Education Nature Park. Trees for Schools | Trees for Cities Arup Compendium Helpful guide to help

			you understand options for action and prioritise adaptation measures
Set up a school resilience committee *Strategic*	Establishing a resilience committee ensures ongoing adaptation to environmental challenges. This team, composed of pupils, staff, and community members, can assess risks, implement sustainability policies, and coordinate resilience projects. Regular meetings will help track progress and adjust strategies as needed.	Autumn Year 2	WWF resources for planning Guidance from Lambeth Adaptation Scotland :: The Framework - this guide from Scotland provides a framework for organisations including schools to develop their plans
Work with suppliers to reduce packaging waste *Strategic*	Collaborate with vendors to minimise packaging materials. Long Description: Schools can request that suppliers reduce unnecessary packaging in product deliveries. This can include bulk purchasing to limit plastic wrapping and encouraging the use of recyclable or compostable materials.	Spring Year 2	

GOAL: BIODIVERSITY

Action	Objective	Timeline	Resources
Build an insect hotel *Direct action*	Log piles and disused wood pallets can be used to create a natural habitat for insects, amphibians, and fungi, enhancing biodiversity and promoting decomposition processes. They can be strategically placed in school gardens to serve as learning tools for ecology studies.	Summer Year 1	Education Nature Park.
Carry out a nature survey *Strategic*	To conduct nature surveys to document the species of plants, insects, and animals found on school grounds. This information can help identify areas for biodiversity improvement, such as adding nesting boxes, planting native species, or reducing pesticide use. Engaging pupils in biodiversity monitoring promotes conservation awareness and scientific curiosity.	Summer Year 1	Education Nature Park.
Increase biodiversity on school property by rewilding areas of school's grounds *Direct action*	Select an area of school ground suitable for rewilding. Decide what type of rewilding (wildflower field, pond, insect hotels etc.). Buy native plants, stop using chemicals/ pesticides Let the area grow. Educate staff and students on their maintenance.	Year 3	Operation Future Hope Seven simple ways to create a wildlife-friendly garden | Natural History Museum (nhm.ac.uk) How to make your garden wilder | Rewilding Britain
Create a school pollinator garden *Direct action*	A school pollinator garden provides a habitat for bees, butterflies, and other beneficial insects. By planting native wildflowers and nectar-rich plants, we can contribute to biodiversity and support local ecosystems. This will also serve as a valuable outdoor learning space where pupils can observe pollination in action and learn about the role of insects in food production.	Year 3	Education Nature Park.

Get a compost bin to reduce food waste *Direct action*	Composting helps reduce landfill waste while creating nutrient-rich soil for school gardens. We will consider site suitability, maintenance requirements, and pest prevention strategies. Composting can also be incorporated into science lessons, providing pupils with hands-on learning about decomposition and soil health. We can work with the catering team to compost food scraps, further reducing waste.	Year 3	Get your school composting for free
Increase green space *Direct action*	We can transform unused or paved areas into green spaces by planting native plants, installing grass patches, or creating small gardens. Increasing green space improves air quality, provides habitats for wildlife, and creates healthier environments for students. Green spaces can also serve as outdoor learning areas, promoting environmental education.	Year 4	
Join community initiatives *Direct action*	Community environmental initiatives such as tree planting, litter picking, or local green space protection projects can provide excellent opportunities for pupils and staff to make a positive impact on their local environment. These initiatives also help build a culture of sustainability within our school.	Year 3	
Participate in the RSPB birdwatch *Strategic*	We can engage pupils in the Royal Society for the Protection of Birds (RSPB) Birdwatch, an annual citizen science event where participants record and report bird sightings. This initiative helps develop observation skills, raises awareness of biodiversity, and contributes valuable data for conservation efforts. We can integrate this activity into science and geography lessons to reinforce learning.	Year 3	
Sign up to education nature park *Strategic*	We can participate in local or national education nature park programs to connect pupils with nature-based learning experiences. These programs provide hands-on engagement with biodiversity, conservation, and sustainability. By participating, our children will gain a deeper appreciation of the environment, and we can access valuable teaching resources and support for outdoor learning initiatives.	Year 3	Education Nature Park.
Start a gardening club *Strategic*	A gardening club will provide our children with hands-on experience in growing flowers, vegetables, and trees, while also teaching them about sustainability, soil health, and biodiversity. Gardening improves mental well-being, fosters teamwork, and enhances outdoor learning opportunities. We can use our garden to produce food, beautify the environment, and engage pupils in long-term eco-friendly initiatives.	Spring 2	Education Nature Park. Simple gardening club ideas / RHS Campaign for School Gardening

			Food Growing and Gardening | edible rotherhithe
Work with the children to get their views on how the school site should look *Direct action*	We can involve our children in decision-making about their learning environment, ensuring that sustainability considerations are incorporated. Through OUR Eco Council, pupil input can lead to more effective green space planning, improved outdoor learning areas, and projects that align with their needs and interests. Involving pupils also increases their sense of ownership and responsibility for the school environment.	Autumn Year 1	

CLIMATE EDUCATION AND GREEN SKILLS

Action	Objective	Timeline	Resources
Create a 'Sustainability in Careers' day	By exposing our children to careers in sustainability, we can inspire future professionals who prioritise environmental responsibility. This event will feature guest speakers, panel discussions, and interactive workshops showcasing opportunities in renewable energy, environmental policy, and sustainable business practices	Year 4	Training | LSBU Green Skills Hub Tracked changes project
Create a school Eco committee *Strategic*	A school eco committee gives our children the opportunity to lead sustainability projects, influence school policies, and advocate for environmental improvements. This initiative fosters leadership, encourages responsibility, and ensures sustainability remains a core focus in school decision-making.	Autumn Year 1	
Host a sustainability-themed assembly each term *Behaviour change*	Hosting a sustainability-themed assembly each term ensures that pupils remain engaged with environmental topics. These events can feature guest speakers, pupil-led presentations, and school-wide challenges to encourage participation. Assemblies help build a culture of sustainability and reinforce its importance throughout the school community.	Autumn Year 1	

Introduce a sustainability lesson in every subject *Behaviour change*	Embedding sustainability into the curriculum across all subjects helps pupils develop an awareness of environmental issues. Science classes can discuss climate change, geography can cover ecosystems, and mathematics can explore energy consumption statistics. By integrating sustainability into daily learning, pupils can develop a mindset of environmental responsibility and apply these principles beyond the classroom.	Summer Year 1	Our City, our world Conceptual milestones And key vocabulary (ourcityourworld.co.uk) Tracked changes project Teaching for Sustainable Futures Teach the Future website
Launch a carbon footprint awareness campaign *Direct action*	We will run campaigns to educate pupils and staff about their carbon footprints and practical ways to reduce them. Through posters, workshops, and hands-on activities, pupils how learn how their transportation choices, food consumption, and energy use contribute to emissions. This knowledge can lead to long-term changes in behaviour that support sustainability goals.	On-going	
Launch a sustainability commute challenge *Direct action*	Schools can organise competitions and incentives to promote walking, cycling, or public transport use instead of cars. This helps cut emissions, reduce traffic congestion, and encourage healthier lifestyles.	On-going	
Organise a pupil-led energy and water audit *Direct action*	A school-wide audit allows pupils to evaluate energy use and waste production, identifying areas for improvement. This hands-on approach helps pupils understand real-world sustainability challenges and implement practical solutions such as reducing electricity use, recycling more effectively, and cutting down on single-use plastics.	Spring Year 1	
Organise a walk to school week *Behaviour change*	Encouraging pupils and staff to walk, bike, or use public transport instead of driving can reduce emissions and improve local air quality. A Walk to School Week helps raise awareness about the environmental and health benefits of active travel.	On-going	Travel for life Cycle Training for Everyone - Deliver Safer

			Training | Bikeability
Provide staff CPD on embedding sustainability in the curriculum *Direct action*	Schools can offer CPD sessions focused on embedding sustainability across subjects, ensuring that educators have the knowledge and resources to integrate environmental topics effectively. UCL's free Teaching for Sustainable Futures course is available for Geography and History teachers, but training should also support other subjects in incorporating sustainability themes. Ensuring teachers have dedicated time for curriculum development helps make sustainability a lasting part of the school's educational framework.	Year 2	