Climate Action Plan: Our Lady's Catholic Primary School, Dartford

School Context: One-Form Entry Voluntary Aided Catholic Primary School, Dartford, Kent
Plan Period: Three Academic Years
Plan Lead: Senior Leadership Team – Isabel Quinn, Michelle Minchin & Matthew Shepherd
Ethos & Mission: To live out our Catholic faith by becoming responsible stewards of God's Creation, protecting our common home (Laudato Si').

1. Governance, Ethos & Whole-School Approach

Goal: Embed sustainability as a core principle of school life and mission.

Area	Action (Current Year Focus)	Target / Success Metric	Catholic Ethos Link
Leadership	Officially, appoint a **Sustainability Lead** and form a **Nature Leaders Committee** (Pupils from Years 1-6, Staff and share with Governors).	Council meets half-termly.	Principle of the Common Good; subsidiarity (giving children agency).
Policy	Review and update the School Development Plan (SDP) and relevant policies (e.g., catering, procurement) to include environmental criteria.	SDP has a measurable sustainability objective; procurement policy updated by Year 1, Term 5.	Respect for Creation; ensuring long-term resource protection.
Communication	Launch the '**Guardians of Creation'** campaign to engage the school community.	Share ideas on a newsletter.	Universal Destination of Goods; sharing responsibility across the community.
Measurement	Register the school for the DfE's 'Count Your Carbon' tool (or similar) to establish a carbon footprint baseline. Sign up to the 'Let's Go Zero' Campaign.	Baseline data collected for Energy, Travel, and Waste by end of academic year – Year 1.	Using knowledge and data to inform just action.

2. Pillar 1: Decarbonisation and Resource Efficiency

Goal: Reduce the school's carbon footprint by 10% year-on-year across Energy, Water, Waste, and Travel.

Area	Year 1: Focus on Awareness & Quick Wins	Year 2: Focus on Infrastructure & Data	Year 3: Focus on Major Reduction & Review
Energy	Launch a '**Switch Off' Campaign** (lights, interactive whiteboards, and chargers). Designate year group pupil Energy Monitors. Ensure communication is as much paperless as it can be.	Site Manager to install sub-meters or smart plugs on high-usage areas (e.g., kitchen, IT suite) to pinpoint energy loss. Investigate LED lighting across the school.	Investigate a switch to a 100% renewable energy tariff for the school premises. Upgrading IT systems and devices to improve efficiency and make better use of cloud storage and virtual classroom spaces to reduce printing
Water	Repair all dripping taps and install water-saving hippos in all toilets. Track water bills for anomalies.	Investigate simple **rainwater harvesting** setup (e.g., for watering the school garden and flowerbeds).	Embed water conservation lessons into Science and Geography curriculum.
Waste & Recycling	Conduct a **Waste Audit** to identify biggest waste streams (likely single-use plastic and food waste). Introduce separate bins for composting. Apply the 5Rs as a key principle in all that the school does (Refuse, Reduce, Reuse, Repurpose & Recycle).	Commit to becoming a **'Single-Use Plastic Free'** school, focusing on lunchboxes and school supplies. Consider organising a sewing workshop for KS2 pupils so that they can repair and upcycle used items, possible involve parents.	Embed a **'Swap Shop'** for uniform and school resources to promote reuse and circular economy within the community. Host an event where pupils can swap clothes, books, games and more with each other.
Travel (Kent Focus)	Organise a school survey about travel to school.	Embed **Bikeability** cycle training for Year 6 pupils. Implement a 'Park and Stride' initiative for drivers from the church car park. Consider a Walk to School Week in the summer terms.	Lobby the local authority for improved cycling infrastructure near the school.
Food & Catering	Consider introducing one '**Meat-Free Day**' per fortnight (if catering allows) to reduce the carbon footprint of food procurement. Organise litter collections in the school and local community.	Develop schools' own cookbook, which focuses on sustainable recipes and reducing food waste.	Embed allotment to grow food for the use in cooking and teach children about seasonality. Children to bring in used coffee and tea for compost bins.

3. Pillar 2: Biodiversity & Nature Recovery

Goal: Increase biodiversity on the school site and connect pupils with the natural world.

Area	Year 1: Baseline & Preparation	Year 2: Habitat Creation	Year 3: Monitoring & Extension
Grounds	Conduct a simple **biodiversity survey** of the school grounds. Register for the **National Education Nature Park** programme.	Designate a **Wildflower Patch** and plant native, pollinator-friendly species. Install bug hotels and bird feeders. Put pictures up describing bugs and birds in the forest school area.	Ensure maintenance of **Pond Area** to provide a habitat for amphibians and insect.
Learning	Embed weekly **Outdoor Learning** sessions into the timetable, using the school grounds as a living classroom.	Complete peace garden linking it to forest school inspired learning opportunities.	Use the National Education Nature Park platform to map the school's habitat changes and contribute data to national science.
Curriculum	Use the school's grounds to teach about **local geography and ecosystems** (e.g., soil composition, local Dartford species).	Introduce the concept of **food webs** and **interdependence** through the established habitats and vegetable garden. Create a scheme to clean forest school using litter pickers.	

4. Pillar 3: Adaptation and Resilience

Goal: Prepare the school infrastructure and community for the local impacts of climate change (e.g., extreme heat, increased rainfall).

Area	Year 1: Assessment & Minor Improvements	Year 2: Mitigation Measures	Year 3: Long-Term Planning & Review
Heat Risk	Site Manager to assess classrooms for **overheating risks** during summer. Focus on installing reflective film on south-facing windows if necessary.	Plant climbing plants (e.g., vines, ivy) on sunny walls and introduce canopy trees in playground areas for natural shade.	Update the school's emergency procedures to include clear protocols for extreme heat days and ensure sufficient water provision.
Flood Risk	Inspect gutters and drainage to ensure they are clear and functioning optimally to manage surface water runoff.	Introduce **permeable surfaces** in small areas (e.g., paving stones with gaps for grass) to allow better water infiltration during heavy rain.	Investigate the feasibility of a **green roof** on a small outbuilding (shed, bike storage) to manage storm water and boost biodiversity.

5. Pillar 4: Climate Education and Green Skills

Goal: Ensure every pupil leaves the school with a strong climate and sustainability literacy and a sense of agency.

Area	Action (Completed Over Three Years)	Target / Success Metric	Curriculum Link
Curriculum Integration	Map the **UN Sustainable Development Goals (SDGs)**, particularly **SDG 13 (Climate Action)** and **SDG 15 (Life on Land)**, across all subject areas. Map existing curriculum to using 'Map the curriculum tool' – The Education and Training Foundation. Consider organising a 'Green Careers Day' where professionals come in to school and encourage pupils to consider careers in sustainability. Organise a competition challenging pupils from Years 1-6 to make sustainable fashion designs with reused materials.	Every subject leader identifies 2-3 specific curriculum topics that link to sustainability.	Science, Geography, RE, PSHE.
Religious Education	Deepen understanding of the **Catholic principles of Creation and Stewardship**. Focus on *Laudato Si'* (Pope Francis' Encyclical).	KS2 pupils can explain the core message of *Laudato Si'*. Regular use of prayer and reflection related to creation care.	Religious Education (RE), Collective Worship.
Pupil Voice	Nature Pupil Leaders to design and run a whole-school assembly on climate action; they present their progress to the Governors annually.	Assembly runs once per term; measurable increase in pupil participation in sustainability initiatives (e.g., recycling, WOW campaign).	PSHE, British Values (Democracy/Responsibility).
Staff Training	The Sustainability Lead provides a short training session for all staff on the new action plan, carbon awareness, and accessing DfE resources.	100% staff attendance at training; documented staff meeting notes show discussion and adoption of 'switch off' protocols.	Continuous Professional Development (CPD).

6. Monitoring and Review

Frequency	Responsibility	Activity
Half-Termly	Nature Pupil Leaders & Sustainability Lead	Review progress against the quick-win actions (e.g., energy use, waste volumes, WOW participation).
Termly	Governing Board	Receive a detailed report from the Sustainability Lead on the school's carbon tracking data and progress against the 3-Year Plan's objectives.
Annually	Whole-School Community	Annual **Sustainability Day** to re-audit the school's performance, celebrate successes, and launch the new year's specific targets.
Triennially	Governing Body & Leadership	Full review of the 3-Year Plan; set new baseline goals and long-term targets for the next cycle (e.g., targeting Net Zero by 2030).