



Climate Change and Sustainability Action Plan

At HFS our Mission Statement of 'Living, Loving, Learning Together with Jesus' underpins our whole school community. Gospel values and catholic social teachings run through daily life.

We want our children to thrive in the 21st century as educated and well-adjusted individuals, who also understand and care for the environment. We want them to be kind and value others, confident, resilient, collaborative, and always to be developing their own capacity for self-directed learning and thought. To be able to persevere.



Our climate change team consists of:

- Headteacher
- Deputy Head (who leads the Laudato Si Pupil Group)
- Business Manager
- Bursar
- Forest School Lead
- Site Manager

The plan is split into two sections:

- Section 1: Commitment to continue with the actions we are already taking
- Section 2: Action Plan for change

Please also see the Essex Climate Action Plan

<https://www.essex.gov.uk/about-council/plans-and-strategies/environment-and-planning/climate-action>

Essex Advice to schools

<https://schools.essex.gov.uk/climate-and-sustainability/climate-action-schools>

Holy family commit to continue with the following actions:

	DfE Link	Actions	Responsibility
Curriculum			
1	Climate education and green careers	We have a whole school approach which incorporates climate change into the curriculum and school life. We plan termly Around the World Days specifically created for learning about other cultures, places and environments including rainforests, oceans, etc	Headteacher/Deputy Headteacher
2	Climate education and green careers	We continue to seek out good practice to get inspired and share learning with other education settings on learning about climate change.	Headteacher/ Deputy Headteacher
3	Climate education and green careers	Through lessons, worships and the curriculum plan we encourage change by the students to help the environment.	SLT
4	Climate education and green careers	The Curriculum at Holy Family is designed to teach young people about nature in their local area, for example different types of land and habitats, how they are managed, flora and fauna and weather patterns. We also have a Forest school.	Headteacher/ Deputy Headteacher
5	Climate education and green careers	Teach students about how to reduce/eliminate single-use plastics at home.	SLT and Teachers
Waste			
1	Decarbonisation	At Holy family we continually work to minimise our paper use e.g. reminders to only print when necessary, photocopier default set to print on both sides, printing in black and white. Paperless where possible. In class, teachers train children to consider what paper they need and to use it wisely. Many classes have a scrap paper drawer for children to re-use rather than throw away unused paper.	SBM Bursar Teachers
2	Decarbonisation	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.	Site Manager Catering Manager
3	Decarbonisation	Twice Loved uniform shop available to parents in school entrance.	Headteacher/FOHFS
4	Decarbonisation	Paperless communication with parents via email and online platforms.	SBM
5	Decarbonisation	Records Management system in place to reduce the amount of information saved on network drives and on the cloud.	SBM
6	Biodiversity	Food waste separated by kitchen and collected for external agency composting	Site Manager/Catering Manager
7	Biodiversity	Regular litter picks completed around school site by pupils / green team. Community litter picks with families.	Deputy Headteacher (Laudato Si Group)
Food			
1	Decarbonisation	Catering team have a commitment to reduce single use plastic and food waste.	SBM/Catering Manager
2	Climate education and green careers	Children are educated about the impact of food waste on the climate and are encouraged to take action in school and at home.	Headteacher/Teachers

3	Climate education and green careers	Promote more vegetarian options and reduce the number of meat options / days. The menu includes a meat free Friday and 1 vegetarian and 1 meat option Monday- Thursday.	SMB/Catering Manager/HT
4	Biodiversity	Pupils grow food in the school raised veg beds which is then used in cooking lessons / forest school cooking	Forest School Lead HT

	DfE Link	Actions	Responsibility
5	Climate education and green careers	Menus are planned in advance to be appealing, and tested to see if they are liked to help prevent food waste.	SMB/Catering Manager//H
6	Climate education and green careers	Lunch time is managed to reduce queuing time and to ensure all pupils are given time to eat and time to play to reduce food waste due to pupils feeling they do not have enough time to eat.	Head MDAs/Catering Manager
7	Climate education and green careers	Meals are managed in a way which means pupils can make a selection in the morning – ensuring they are choosing something they want to eat, alongside reducing wastage of over cooking through pre-orders.	Catering Manager/SBM

Air Quality

1	Climate education and green careers	Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school. There are bike/scooter racks	Headteacher/ Teachers
2	Biodiversity	The grounds are planted with a range of trees, flowers and shrubs to improve air quality. Where trees have had to be removed in the past for safety reasons, new trees have been replanted.	Headteacher/site manager
3	Climate education and green careers	Children are educated about air pollution and how they can reduce their own exposure to pollution and how they can reduce their contribution to it.	Headteacher

Travel

1	Decarbonisation	Children and staff are encouraged to walk to school, along with scooter/bike racks	Headteacher/Teachers
2	Decarbonisation	Bikeability training offered to all pupils in KS2	Y6 teacher
3	Decarbonisation	Parents/Carers of pupils in upper key stage 2 may encourage their children to be responsible for getting themselves to and from school.	Headteacher

Reducing Energy

1	Decarbonisation	On opening the school each morning switch less lights on Regular reminders to children and staff to switch off all lights, appliances and plugs when not in use.	Site Manager
2	Decarbonisation	Energy costs are monitored monthly and concerns investigated – including regular use of energy comparison companies to ensure reduction in energy, particularly when building not in use.	Bursar/Site manager
3	Decarbonisation	Heating switched off from April – Late October/into November (at least for 6 months – unless very cold weather occurs)	Site Manager

4	Decarbonisation	Room thermometers are used to monitor temperature levels, for heating purposes we maintain the following temperature levels: <ul style="list-style-type: none"> 18°C-20°C for parts of the building where there is a normal level of activity, such as classrooms and offices 	Site Manager
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	DfE Link	Actions	Responsibility
		<ul style="list-style-type: none"> 15°C for corridors, halls, washrooms and circulation areas 	
5	Decarbonisation	Regular reminders for windows and doors to be kept closed when the heating is on ensure maximum efficiency of insulation and warmth.	Site Manager/HT
6	Decarbonisation	Sensor lights used where needed. LED lighting installed across the site when being replaced	Site manager

Outdoor Space

1	Biodiversity	Green spaces utilised well across the school including regular Forest School and/or outdoor learning sessions for every pupil	Forest School Lead/Class teachers
2	Biodiversity	Planting of native trees, shrubs and other plants around the school perimeter to capture more carbon with natural solutions. Also, to support teaching and learning of eg: seed dispersal	Site Manager/HT
3	Biodiversity	Birdbaths, feeders, bird houses, bug hotels, bee hotels, ponds all installed to support local wildlife.	Site Manager/Forest School Lead
4	Climate education and green careers	Nature Club and Forest School sessions are offered across the year	Forest School Lead
5	Biodiversity	Wild patches left and wild flower areas around the site	Site Manager
6	Biodiversity	Where possible we do not use any chemicals within our outside space to help wildlife. We work closely with our grounds maintenance team to find alternatives to chemicals	Site manager
7	Climate education and green careers	Forest School on site, sessions run by a trained practitioner providing nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts.	Forest School Lead

Water

1	Climate education and green careers	Curriculum plans include learning about local water scarcity and hazard risks to encourage a culture of saving, rather than wasting water and to encourage creative ideas for how water can be saved at school. Anglian Water assembly led and work followed up on this which led to an award (led by Laudato Si team and Geography lead)	Headteacher
2	Climate Education and Green Careers	Findings and progress about water conservation is shared with the school community, to involve staff, pupils and parents by raising awareness we aim to get all groups on board with adopting water saving Habits	Headteacher
3	Adaption and Resilience	Water butts will be introduced to use rainwater to water plants	Site Manager/HT

	DfE Link	Actions	Responsibility
Procurement			
1	Decarbonisation	Resources are bought with a 'just in time' mindset ensuring a reduction in over ordering and reducing waste.	Bursar
2	Decarbonisation	Providence and sustainability of materials are considered when ordering resources such as paper, pencil	Bursar
3	Decarbonisation	Consideration is given to travel emissions in the supply chain and where possible local suppliers are used	Bursar
4	Decarbonisation	Use of ESCC's Services 2 Schools contracts, which now include carbon reduction targets.	Bursar

Action Plan for change

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
Curriculum					
1. 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	Evidence of curriculum links across subjects i.e. An art project showing the impact of climate change, using recycled items where possible in DT	To be fully embedded by end of Autumn 2025	Headteacher	
2. Increase integration of climate change into all subjects.	Climate education and green careers	Clear evidence of subject integration and regular learning of climate change	To be fully embedded by the end of the academic year 25/26	Headteacher	
3. Promoting green careers to pupils	Climate education and green careers	Encourage interest to green careers by arranging speakers into school eg: Green Party Councillor, Explorer.	2025-26	HT/ teachers	
Waste					
1 Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall and the school office.	Decarbonisation	Audit created feeding into a waste reduction plan	2025/26	Site Manager/ Laudato Si Group	
2 Provide recycling opportunities for a range of products (i.e. soft plastics, batteries etc.)	Decarbonisation	Paper, plastics, metal, batteries, food Place a recycle bin in staff room for paper/plastics Information on local recycling available services.	2025/26	Bursar	
3. Provide school store for parents to obtain donated school uniform free of charge (small donations accepted)	Decarbonisation	Recycling of uniform, shoes and coats			

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
Food					
1. Encourage students and staff to bring plastic free packed lunches.	Climate Education and Green Careers	Reduction in waste. Less plastic bought and in use	2025/26	Headteacher	
2. Food Waste collected through Braintree District Council		Food waste recycled where possible. Place food waste bin in staff room	March 2025	Catering Manager/Site Manager	
Air quality					
1. Encourage children to choose walking and cycling routes to school that are safer, and with less traffic and pollution.	Climate Education and Green Careers	More parents walking or cycling with their children to school	2025/26	Headteacher	
2. Students create road signs with air pollution information to display around the school.	Climate Education and Green Careers	Poster competition in school – best posters displayed around school, noticeboard, website	2025/26	Headteacher	
Travel					
1. Complete the school census 'mode of travel' question to provide a baseline of mode of travel to school data.	Climate Education and Green Careers	Census completed to create a baseline to measure against	June 2025	Bursar	
2. Encourage staff and pupils to change the way they travel to school	Climate Education and Green Careers	Participate in walk to school weeks. In class get the children thinking about ways to travel to and from school.	September 2025	Headteacher	

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
3. Reducing travel emissions on school trips	Decarbonisation	Consider transport modes for trips – add to trip checklist	September 2025	Business Manager	
Energy					
2. Heating controls to be used to limit timings and temperature across school	Decarbonisation	Boilers serviced annually and radiators balance. Heating switched off from April to late October (unless very cold weather occurs)	September 2025	Site Manager	
3. Measure, record and publicise savings	Decarbonisation	Baseline measure taken of energy use. Encourage switch off practice as above. Publicise our savings	September 2025	Bursar	
4. To install solar panels across the site	Decarbonisation	Solar panels successfully installed across site Reduction in energy usage from the grid	July 2027 tbc	Business Manager	

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
Outdoor Space					
1. Increase variety of eg: seed dispersal plants for children to study.	Biodiversity	Buy necessary plants and decide where they will go in the school grounds	2025/26	HT/Site Manager /Forest School Lead	
2. Audit plants/trees in school grounds against bird/animal needs – habitats and food	Biodiversity	Buy necessary plants and decide where they will go in the school grounds	2025/26	HT/Site Manager /Forest School Lead	
Water					
1. Encourage staff, parents and children to use refillable water bottles / coffee cups and educate them to pour leftover water onto the garden.	Climate Education and Green Careers	Less disposables being used at events Leftover water being re-used	2025/26	HT	
2. Ensure all taps are push down ones so that they turn off quickly	Adaptation and Resilience	Measurable reduction in water use		Site Manager	
3. Ensure all sinks have access to plugs and staff are encouraged to not wash up under a running tap	Adaptation and Resilience	Plugs in situ and being used Measurable reduction in water use	2025/6	Site Manager	
Procurement					
1. Review common purchases to identify more sustainable alternatives.	Decarbonisation	20% of common purchases moves to sustainable Alternatives	January 2025	Bursar	
2. Identify factors causing emissions from your regular or high value purchases – consider transport, disposable commodities, energy and fuel use, packaging, primary and secondary waste.	Decarbonisation	20% of regular and high value purchases moves to sustainable alternatives	2025/26	Bursar	

Action	DfE Link	Target/ Measure	Timescale / Deadline	Responsibility	Evaluation of action / result of action
3. Ask regular suppliers if they have a carbon reduction plan and Net Zero Target.	Decarbonisation	Plans received from regular suppliers and contractors	September 2025	Bursar	
4. Once purchases have reached end of life, is there an alternative use? Consider take back schemes offered by some of your suppliers e.g. for furniture, recycling schemes like Olio and Freecycle or donating to local charities.	Decarbonisation	Reduction in waste / skip use More items recycled/repurposed	July 2025	Site Manager /Bursar.	