



Climate Action Plans – General Information

A climate action plan (CAP) is a detailed plan to enable the school, to progress or commence sustainability initiatives. It allows us to take a structured and strategic route toward ensuring we are acting toward, and educating about, sustainability. The CAP is part of our wider School Improvement Plan and incorporates the four pillars of climate action: decarbonisation and estates, climate education and green careers, biodiversity and adaptation and resilience.

Why do we need it?

The DfE has set a target to reduce greenhouse gas emissions by 75% by 2037 across all education settings to tackle global warming. There are other benefits to us, including:

1. Reducing energy bills. Using energy more efficiently could lower our costs.
2. Being more prepared. We will be better adapted to deal with the negative effects of climate change, such as overheating.
3. Opportunities for students and staff to understand more about green careers and skills.
4. Adhering to Mountjoy Values. Being passionate about the environment, respecting our world, being optimistic that we can play our part in reducing global warming, understanding personal impact and determination to follow our CAP.
5. Improving pupil/student and staff wellbeing.

For a climate action plan to be effective, we have asked ourselves the following:

1. Who takes ownership and develop the CAP and monitor and evaluate progress?
2. What additional training our sustainability leadership team and wider staff need?
3. How does the CAP fit with our governance structures and how will progress be reported?
4. How we will communicate our climate action plan with our wider community?

A whole school approach

Best practice shows that change is delivered when driven by a diverse team of passionate individuals and membership of our Green Action Group has been solely on a voluntary basis. It is important that there is a collaborative approach across the whole setting to create a CAP in which all voices are heard and planning becomes action. This includes all members of the school community.

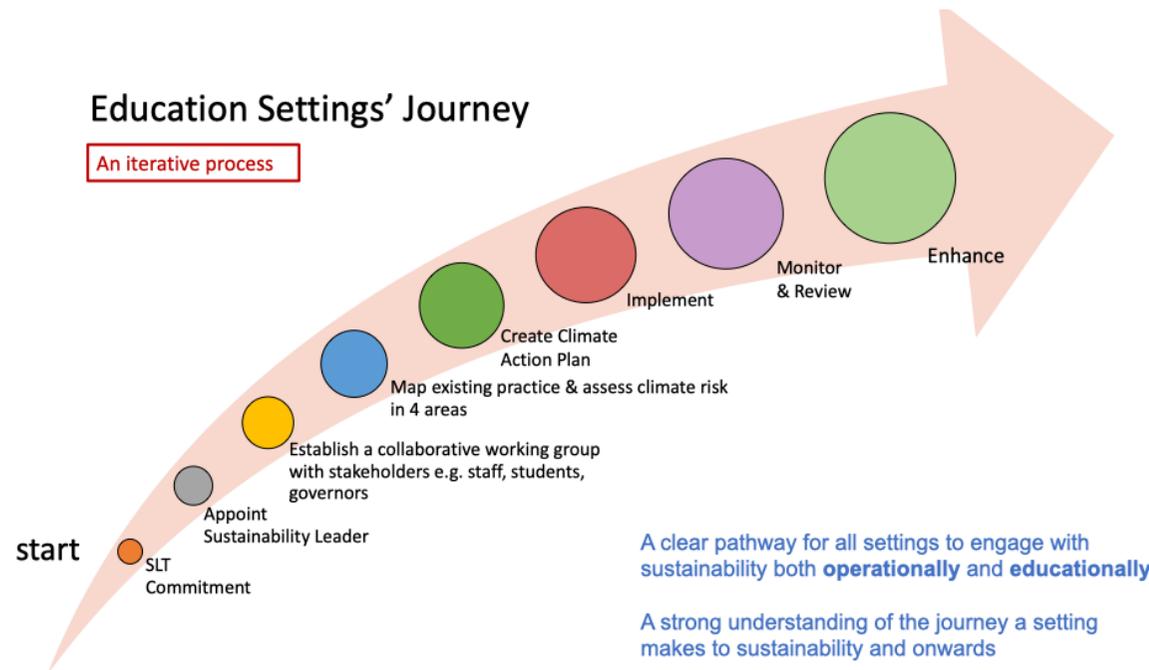
Senior leadership team, governors, trustees and executive leaders - critical for planning and implementation to be successful. They have the authority, capacity, and support to influence and lead strategic change within the setting and ensure climate change and sustainability feature on the agenda at key meetings.

Estates management - it is important the site manager and leadership and management team inform the CAP as they have the operational knowledge of an education setting. This is required for baseline data and to enact more sustainable practices.

Pupils -inspire enthusiasm to help drive positive change which provides a sense of agency, whilst increasing their practical knowledge of sustainability and climate change. Pupils can develop a sense of pride in their education setting and engage their parents, carers and the wider community in sustainability & climate change, expanding the impact of our CAP.

Teaching staff (teachers and teaching assistants) – are able to identify where climate change and sustainability teaching fits into the curriculum and embed this into learning.

Non-teaching staff – can support the development of climate action in the day to day running of the setting.



Mountjoy School CAP

The following table details our approach to each of the four key action areas of a CAP referenced in the Department for Education's Sustainability and Climate Change Strategy with an additional section for senior leadership and policy commitment.

This document will be reviewed termly and will be available on the school website at: <https://mountjoy.school/>

Senior leadership, policy and strategy

Our Vision: To reduce emissions and support our pupils to be part of the transition to net zero.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (To be updated at regular review points)
Explore sources of training, attend training and then use it to inform the creation of the CAP	SIP L&M	GH	By end Autumn term		Complete training and use information.	Training attended on September 27th 2024 by Head. Sensory Trust staff training completed March 25.
Identify key stakeholders to prepare and promote the CAP, including a CAP Governor	SIP L&M	GH / SBM / KW / JM / HM / TP / RB / EL / Named CAP Governor	Start date: 5/1/25 Review: 26/3/25	See Climate Ambassadors guidance above.	Key Stakeholders for Estates / Biodiversity / Adaptation + Resilience Climate Ed/Green Skills	Members: SBM /Forest Sch Lead and TA / Site Manager / T+L Group / Careers Lead/Gov Stephen Lacombe.
Ensure there is a coherent link between the School Improvement Plan and the CAP	Whole Plan	GH / Whole School	Start date: 1/9/24 Review Date:14/2/25	Useful links: https://mountjoy.school/	All areas of school improvement aim to link to and progress the school CAP.	SIP and CAP Created end Autumn term 24.
Have a clear communication strategy to encourage uptake of green plan and 'buy-in' to the overarching themes covered by the CAP.	SIP L&M	GH	Start date: 1/9/24 Review Date:22/4/25		Assembly song for pupils Regular feedback through staff briefing	Song taught! Discussion with staff over 'cut down milk and meat' lyric. Work with Sensory Trust + parents July 25.

Additional Notes: Establish energy usage, waste generation levels and water usage to act as a baseline to measure progress.



Decarbonisation (Estates)

Our Vision: *To reduce emissions and support students to be part of the transition to net zero.*

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources	Target/ Measure	Progress (To be updated at regular review points)
Audit all areas of waste generation to ascertain where reduction in waste can be made: <ul style="list-style-type: none"> • Food • Teaching resources 	SIP L&M	Site Manager/SBM/Staff	Start date: Sept 24 Review Date: 4 th Nov 24	Useful links: www.wastemanaged.co.uk/	Composting organic waste: all classrooms to have food caddies, dinner waste to be sorted into food/non-food for composting. Reduction of lamination, scrap paper to be fully recycled.	Actioned – organic waste now being collected, caddies in classes, scrap paper fully recycled 4/4/25 Wider recycling strategy being implemented (blister packs, crisps, plastic bottles etc) Spring Term 25.
To improve sustainability through careful procurement	SIP L&M	SBM	Start date: Sept 24 Review Date: April 25	Useful links: https://greenly.earth/	Procurement to focus on best quality, long lasting products made of sustainable materials	Better focus on procurement to avoid plastic and non-recyclable items. 4/4/25
Travel plans to encourage lower emission from travel and investigate other forms of travel	SIP L&M	SLT SBM	Start date: Jan 24 Review Date: July 25	Useful links: https://www.dorsetcouncil.gov.uk/transforming-travel1	Re-issue staff travel map to encourage car-sharing. Investigate installation of EV charging point. Explore with SEN transport continuing and expanding our own routes to reduce	Map reissued in March. EV points on new build site. Our routes are continuing at present. 4/4/25 Research into EV for school, Summer term, monies put aside in budget 25-26.

					use of individual taxis for pupils.	
Energy efficiency: cut Mountjoy's use of electricity	SIP L&M SIP L&M	Site Manager/SBM/Staff	Start date: Jan 25 Review Date: July 25	Useful links: https://www.savemoneycutcarbon.com/learn-save/10-ways-to-immediately-cut-electricity-bills-in-your-school/	Improve messaging around turning off lights and devices. Retrofit light bulbs. Understand our solar panels and making best use of them. Prepare plans for new build with sustainability in mind	Regular messaging in place. Solar Panels rep visited school – plans for substation afoot. 4/4/25 New build has 'green focus' and will provide opportunity for green curriculum and careers development. Pub Consult. On 11/6/25.
Additional Notes: Initial focus is on estates – several areas in which we can improve.						

Biodiversity

Our Vision: *To enhance biodiversity, improve air quality and increase access to, and connection with, nature.*

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (To be updated at regular review points)
Diversify habitats on school grounds	SIP BA+PD		Start date: Jan 25 Review Date: July 25	Useful links: www.sensorytrust.org.uk/	Auditing of the outside areas and planning alternative natural habitat to encourage wildlife.	Tree planting/water conservation/mulching activity – Sensory Trust throughout summer term 25. (Sensory Trust plan 25-26 in place.)
Improve the wildlife habitats by providing more bird feeders, 'bug hotels', and planting for specific species e.g. butterflies.	SIP BA+PD		Start date: 22/4/25 Review Date:1/9/25	Useful links: www.educationnaturepark.org.uk/	Further Forest School work to focus on habitats in summer term.	Further habitats development and staff training to take place on 7 th /8 th July with Sensory Trust.

Additional Notes: Need some support with this, as limited expertise amongst staff.

Adaptation and Resilience

Our Vision: *To adapt our buildings and systems to prepare for the effects of climate change.*

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (To be updated at regular review points)
Identify likely risks from extreme weather conditions and identify ways to mitigate them e.g. programme of air conditioning rolled out across school.	SIP L&M	SLT SBM	Start date: Jan 25 Review Date: July 25:	Useful links: https://www.savemoneycutcarbon.com/learn-save/10-ways-to-immediately-cut-electricity-bills-in-your-school/	Improve flooded grounds and map out flooded routes to school. Address hot classrooms and offices.	Strategy for rolling out air-con started Feb 25, with further strategic plan made June 25.
Ensure SLT is clear about how to respond to extreme weather events e.g. plan alternative routes to get on school transport when front of school is flooded.	SIP L&M	SLT SBM	Start date: Jan 25 Review Date: July 25	Useful links: https://www.dorsetcouncil.gov.uk/transforming-travel1	Emergency plan in place.	Online learning links school website.4/4/25
Find out what your local climate might look like in the future and how these extreme events might change.	SIP L&M	SLT SBM	Start date: 1/9/25 Review Date: 24/10/25	Useful links: https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools	Plan for home education via website for days when pupils can't get in.	

Additional Notes: Focus on inside areas with no windows.

Climate Education and Green Skills

Our Vision: *To prepare students for a world impacted by climate change through education & practice.*

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (To be updated at regular review points)
Increase opportunities to learn in and about nature through scrutiny of whole school curriculum.	SIP BA+PD	SLT / Teachers	Start date: 22/4/25 Review Date: 24/10/25	Useful links: https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools	Meeting of curriculum leads to explore subject teaching opportunities.	(Curriculum being overhauled in 25-26)
Audit links across curricula areas to green education.	SIP L&M	SLT / Teachers	Start date: 22/4/25 Review Date: 24/10/25	Useful links: www.sensorytrust.org.uk	Pinpoint where pupils learn about nature, climate change and the importance of sustainability? Broaden and develop.	(Curriculum being overhauled in 25-26)
Develop staff confidence in teaching the green curriculum.	SIPT&L	SLT / Teachers	Start date: Sept 25 Review Date: Dec 25	Useful links: www.sensorytrust.org.uk	INSET day Sept 25 – staff training in how to work with plants to restore and rebalance the water to get the climate back on track	Booked in Sensory Trust, Nature and the Brain and Forest School training in Sept 25.
Ensure that certain cohorts of pupils are made aware of the likely future career opportunities which exists in the green economy (including staff training): -What skills will pupils need to develop to access green careers?	SIP T&L	SLT / EL / Teachers	Start date: 22/4/25 Review Date: 24/10/25	Useful links: https://www.stem.org.uk/secondary/careers/green-careers	Green careers represented in careers work: green farming/waste services/	Links to local farming community being forged.



-How can these skills be embedded within the curriculum or offered as part of the informal curriculum?						
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Additional Notes: Careers week in March to include recycling centre professional.

Useful references: a list of some sources of guidance and that can be accessed online.

CAP guides- these guides and programmes provide information that can help with the development and delivery of a CAP:

- Friends of the Earth- [Climate action plan for schools and colleges](#)
- Eco Schools- [Eco Schools Programme](#)
- WWF UK- [Schools sustainability guide](#)
- NGA- [Environmental sustainability- a whole school approach](#)
- Local authority guides e.g. [Waltham Forest](#), [Enfield Council](#), [Bolton Council](#), [Lambeth Council](#) and [Brighton & Hove- Our City Our World](#)
- SEEd- [Whole Institution Approach Audit Tool](#)

CAP templates- existing CAP templates, designed for education settings:

- Transform Our World- [School climate action planner](#)
- Climate Friendly Schools- [Climate friendly action plan](#)
- Brent Council- [Brent schools climate action guide](#)

DfE Impact of UK Climate Change Risk on the Delivery of Education:

High Temperatures Briefing <https://www.ukclimaterisk.org/publications/high-temperatures-briefing/#section-2-1-risks-to-health-and-wellbeing-from-high-temperatures-and-risks-to-the-health-and-social-care-sectorh1-and-h12>

<https://www.gov.uk/government/publications/impact-of-uk-climate-change-risk-on-the-delivery-of-education>