Last Updated 27th September 2026

St John Fisher Catholic College Climate Action Plan

Introduction

In 2015 Pope Francis issued the encyclical **'*Laudato Si*'- Care of our common home',** addressing the complex social and ecological crisis that we are facing as a global community. *Laudato Si'* complements the Catechism of the Catholic Church i.e. that our responsibility is to care for our world and not 'steal' resources from future generations. It speaks of the intrinsic value of all creatures, not just humans, and of protecting the climate and biodiversity as part of the common good.

St John Fisher Catholic College (SJFCC) as part of St Gabriel the Archangel Multi Academy Trust (SGA) is committed to the message of Laudato Si', working towards being a sustainable and environmentally friendly family of 64 schools. As a school, SJFCC achieved the CAFOD 'Live Simply' award Summer 2023 and continue to develop and embed the three main areas of: living simply; living sustainably with creation and living in solidarity with people living in poverty. As a direct result of this priority this action plan is updated every two years.

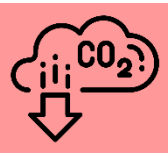
As a school we continue to reduce our carbon footprint and to implement and pursue practices which will help to foster an awareness and understanding of the environment and care for our common home in both learners and staff.

SJFCC has a duty to prepare future generations, by providing them with a knowledge-rich curriculum that educates about climate change and develops the skills to manage the world's resources wisely. Learners are actively encouraged and supported to demonstrate an active interest in and concern for all nature and environments, recognising the vital role they play in tending to the future of our common home. As a result of this SJFCC is a registered Eco School, achieving the award Summer 2023 with merit. The school's Eco-Stewardship continues to thrive and leads the school in promoting best practice.

4 Pillars of Action Planning

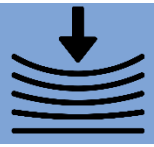
Education settings can work towards the Department for Education's ambitions and create a more sustainable setting for learners and staff through the 4 pillars of action which are decarbonisation, adaptation and resilience, biodiversity, and climate education and green skills.

1. Decarbonisation



The first pillar of action for education settings to focus on is decarbonisation which encompasses the built environment, transport, and energy that education settings manage. Decarbonisation is defined as the "process of stopping or reducing carbon gases, especially carbon dioxide, being released into the atmosphere as the result of a process, for example the burning of fossil fuels (Cambridge, 2024)." Staff and learners alongside Climate Ambassadors and other organisations can work together to decarbonise current and new built developments through the introduction of more efficient interventions such as LED lighting, air source heat pumps and insulation. Transport wise education settings will need to focus on any vehicles the institution might own and transition them too electric or too other renewable fuels, however the setting will also need to focus on charging infrastructure and on the transportation methods that staff, and learners use to get and leave from the education setting. Lastly the energy the setting uses must be from renewable sources which can be bought through energy companies or be produced through on-site solar for example. Through decarbonisation education settings can reduce their greenhouse gas emissions to net zero and reduce their impact their setting has on Climate Change.

2. Adaptation & Resilience



The second pillar of action for education settings to focus on is adaptation & resilience which also encompasses everything, especially the land and built environment that education settings manage. Climate adaptation and resilience is defined as the "wide range of measures to reduce vulnerability to climate change impacts (UNDP Climate Promise, 2024)." Staff and learners alongside Climate Ambassadors and other organisations can work together to create a more adaptable and resilient education setting to climate change through interventions such as more arable lands and walls to reduce flooding risk as this is high in England or for example create more green space and plant more trees to reduce the risk of heat islands developing which can cause heat stroke in staff and learners, especially with rising global temperatures. Education settings can create healthier environments that will both protect that area

and those who use it from the adverse impacts of climate change and protect the areas which educate the next generation. Through adaptation & resilience education settings can reduce the risk of impact from climate change on their education setting, their staff, and their learners as the crisis continues.

3. Biodiversity



The third pillar of action for education settings to focus on is biodiversity which encompasses the natural environment and resources in education settings. Biodiversity is defined as "Biodiversity is all the different kinds of life you'll find in one area—the variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural world. Each of these species and organisms work together in ecosystems, like an intricate web, to maintain balance and support life. Biodiversity supports everything in nature that we need to survive food, clean water, medicine, and shelter (WWF, 2024)." Staff and learners alongside Climate Ambassadors and other organisations can work together to nurture the natural side of the planet more in their own education settings and to protect the natural system that provides society with everything it needs to be stable from food, water, shelter and much more. Through biodiversity, education settings can support the recovery of the natural environment such as forests, grasslands, invertebrates, and small fauna within their localities and create more resilient environments.

4. Climate Education & Green Skills



The fourth and final pillar of action for education settings to focus on is climate education & green skills which encompasses the curriculum, staff and learners, the education system hosts. Climate education & green skills can be defined as "the knowledge, abilities, values and attitudes needed to live in, develop and support a society which reduces the impact of human activity on the environment (UK Parliament, 2024)." Staff and learners alongside Climate Ambassadors and other organisations can work together to ensure sustainability is embedded in everything that learners do within their educations settings to ensure they have the skills and knowledge in society where all job sectors and areas of personal life will need to be done in a sustainable way. Through climate education & green skills, education settings create informed and active generations of society that will be able to continue exploring new solutions to climate change.

St John Fisher Catholic College

Climate Action Plan

This Action Plan has detailed below the actions St John Fisher Catholic College needs to achieve by certain deadlines to dicarbon, become more resilient to climate change, promote biodiversity, and develop climate education and green skills for learners.

This Climate Action Plan is to be read in conjunction with the December Carbon Footprint Report (CFR) and the Carbon Reduction Plan (CRP).

Where St John Fisher Catholic College may not know the answer to an action yet then they can put "to be identified through consultation."

Carbon saved can be added in each January. This will be calculated by comparing December Count your Carbon Footprint Report (CFR) s.

All actions will also need to have an associated difficulty, resource implication and progress update with dates which are detailed in the table below.

Action Difficulty Tracker	Cost Tracker	Progress Tracker
Very Easy to Achieve Easy to Achieve Difficult to Achieve Very Difficult to Achieve	£ = £0 - £1,000 ££ = £1,000 - £10,000 £££ = £10,000 - £100,000 £££££ = £100,000 - £1,000,000 £££££ = £1,000,000 - £10,000,000 £££££££ = £10,000,000 - £100,000,000	Action Achieved & Ongoing Action Achieved Progress Underway No Progress

St John Fisher Catholic College's
Climate Action Plan

1. Decarbonisation



For St John Fisher Catholic College to decarbonise all the education setting's-built environment, travel and transport, and other sources of greenhouse gas emissions such as procurement.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
D1	Reduce red meat and dairy and consider seasonal and	As part of the ECO schools and Live Simply campaigns the school has committed	Catering Manager	Kitchen menus	To start to explore December 2026. To		

	local produce by running a campaign such as 'Meat free Mondays.'	to an increase in plant-based foods and a reduction in red meat.			have implemented by March 2027		
D2	Create a 'no idling' campaign. Also support the Walk to School month (May)	The school will commit to promoting the Anti-idling and Walk to School campaign working with Air Aware Staffordshire	Sustainability Lead (SL) Eco-Stewardship Team	Publications from Air Aware and social media sites	Every October and May		
D3	Encourage second-hand use with a uniform/clothes swap/book donation.	The school will commit to holding uniform drives of collecting uniform from off-roll learners and supporting most vulnerable families	Pastoral leaders and SLT	Social media to advertise uniform drives	The school runs a second-hand uniform collection service.		Y11 UNIFORM COLLECTED EACH MAY/ JUNE
D4	Install LED lighting in all	The school will investigate the possibility of installing	Business manager and SL	Will need contact	The school is under		All classrooms have LED lighting- only the chapel

	buildings/rooms by 2030.	LED lights across the whole site. The school has LED lights in all newly refurbished areas.		s and quotes to enable this	review for an entire new build starting Summer 2027.		that is not converted.
D5	Conduct annual travel survey with all learners to see impact and carbon footprint of the school	Collect data once a year from all year groups as to the number of learners who walk or use other forms of transport to come to school to see changes and track impact of initiatives.	SL and Formation Tutors	Report data to	Every November as part of the Count your Carbon footprint.		This is conducted and fed into our cut the carbon plan.
D6	Initiatives to encourage turning off unnecessary electrical items.	The Eco-Stewardship Team to put up "Save energy" stickers in all rooms	SLT and Eco-Stewardship Team	Stickers	Annual check and then update energy use in November /Decemb		The school has • Increased the time when all digital screens are turned off. go off.

					er Count your Carbon footprint		• Reduced temperatures that can be accessed in Romero • Reduced temperatures in the server room. • Applied for CIF bids to replace boiler- unsuccessful. • Vending machines now turned off over holidays and water fridges over weekends.

							• Romero thermostats have been altered to max 24* • Hot water boilers in the kitchen now turned off over weekends. • Teachers reminded to shut windows if using A/C in Romero • Cannot do any grants for air pumps or drainage due to Diocesan land

D7	Explore the possibility of having electrical car charging points for staff and visitor use on-site	Gather quotes. Look to use the Climate Action Fund to support funding	SL and Business manager	Quotes need to be gathered.	By January 2028		This has been explored- there is not the need or desire for it. Advice from Barker associates is that this is not the best area for funding.
D8	Explore the cost of having an electric minibus as a replacement for the school diesel minibus	Gather quotes. Look to use the Climate Action Fund to support funding	SLT and School Business Manager (SBM)	Quotes need to be gathered	Ongoing – dependant on reducing costs		When this is up for replacement this can be considered but this will be governed by SGA
D9	Count our carbon footprint with "Count your Carbon" and look to explore ways audit the amount of energy we use	Register and engage with Count your carbon. Work to reduce our figure through initiatives outlined above.	Count your Carbon. SLT and School Business Manager (SBM)	Resources from Count your Carbon	Every December to have a count your Carbon Footprint Report (CFR)		Completed and working through the main points. Some mentioned here and others in the plan.

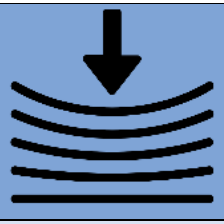
	and how this can be reduced.				and then update the Carbon Reduction Plan (CRP)		
D10	Keeping doors and windows shut in cold weather and investing in draught excluders so that warm air is retained	Purchasing draught excluders for doors and window Have temperature gauges in classrooms where possible such as the Romero building. Monitoring and adapting the heating in the school.	SL All stakeholders	Monitoring in school	Ongoing		Romero heating altered to go max 22*. Emails sent to remind to shut windows if using A/C.
D11	Buying produce from local suppliers such as food items,	Continue to explore more local suppliers for all goods where possible.	Catering manager Business Manager	Various	Ongoing. Meeting planned		

	where possible in order to reduce carbon footprint		SL		October 26		
D12	Take part in Cut your Carbon each November with members of the Eco-Stewardship Team	Each winter, members of the Eco-Stewardship Team to keep the assigned tasks to reduce the carbon. Then reward breakfast for those successful participants. Increased to y7 from 26-27.	SL Helen Dodds Eco Stewardship learners	Reward sheet from Eco Schools	Annual in October/ November		
D13	Annual Count your Carbon	Using online platforms for us to conduct an	SL SBM	Online question	Every Decembe		

	review to be undertaken and then to help revise a Carbon Reduction Plan (CRP) using "count your carbon resources".	annual count your carbon review and then look at ways to reduce yearly.	Site Team	naire from Count your carbon to help generate the Carbon Reduction Plan (CRP)	r. Carbon Reduction Plan (CRP) re-assessed every January		
D14	Install sensors to detect optimal temperature for kitchen appliances.	These sensors detect optimal temperatures, thereby helping to maintain or monitor the desired temperature levels.	SL SBM CATERING LEAD	Refrigeration specialist	January 2025 to begin to explore this and to look to have implemented by January 2028.		The new build will look to revamp cooking and catering facilities. These actions will be postponed due to this.

D15	Install programmable thermostats & TRVs.	By installing programmable thermostats and thermostatic radiator valves (TRVs), school can control heating more efficiently. Programmable thermostats let you schedule heating, while TRVs adjust the temperature in each room. This reduces energy use, cuts costs, and keeps rooms comfortable.	SL SBM SITE TEAM	Purchasing programmable thermostat and TRV's.	January 2025 to begin to explore this and to look to have implemented by January 2028.		• Reduced temp that teachers can turn up in Romero. • Drink fridges are turned off overnight and especially at weekends and holidays. • Explore staff room hot water urn to be turned off nightly.

2. Adaptation & Resilience



For St John Fisher Catholic College to adapt the education setting from the impacts of climate change and create a more resilient setting to these impacts.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
A1	Promote benefits of water efficiency to staff students and parents and guardians.	Ensuring that where possible new taps are more water efficient and that new installed systems reduce waste such as cistern dams and flow restrictions.	SL Eco-Stewardship Team	Social media, resources to support research	Annual review and as objects are replaced		Looking at funding to work with water companies to put water drainage / collection in the yard

		Install insulation on hot-water pipes to reduce water when running a tap and to help prevent frozen pipes					June 25- limited due to Diocesan land. September 26 - new build accepted and this will affect new drainage
A2	Create more green space and plant more trees.	Continue to embed and promote the Prayer garden and the school grounds. Explore the option of planting more trees along the edge of the playing fields. Promotion of the garden through Chaplaincy, social media and Eco Club	SL Eco-Stewardship Team	Request free trees through charities.	Ongoing		6 trees planted outside school. Prayer garden updated with herbs used in catering and food technology lessons. The playing fields are not able to have trees due to impact of new build.

A3	Request a Climate (STEM) Ambassador for expertise on adapting buildings for climate resilience Request a STEM Ambassador.	Look to work with external professionals as to how older buildings can be effectively adapted to be more energy efficient such as painting areas white to reflect the sun's rays. Following on from conducting a CFR and making a CRP look to see how the climate ambassadors can help further	SL School Business Manager (SBM)	Climate Ambassador	Initial meeting and then ongoing actions to be addressed. Completing a CFR bi-annually		Meeting in March 2025 – Johnathon Coyles. Ideas given and meeting with SBM and site manger April 2025. May – meeting with Alex Pearson and Adil Ahmed- looking at size of electric cables- meeting with SBM and Site manager. Also looked at age of boilers- this is not able to be replaced until after the new build. There is also asbestos surrounding one of the existing boilers that SGA are

							working to eliminate. Heat pumps are not supported on Diocesan land
A4	Consider rainwater harvesting (e.g. water butts) to conserve water for use elsewhere on site.	Invest in water butts to use to support the care of the prayer garden	SL and Eco-Stewardship Team	Purchase of water butts	Ongoing		Water buts ordered through PTFA – being installed in Summer 25 • These are actively used in the prayer garden. They are also moveable for the new build.
A5	Register and then work with WRAP to develop actions further	To use as a tool to gather more information.	SL SBM	Ongoing	Registration November 2024		Lack of progress on this area. • Using WRAP website to promote actions from

							COP 31 9-20th November 2026
A6	Purchase water butts to support watering of prayer garden.	Purchase and install water butts to support watering of prayer garden and reduce use of water	SL Site team Eco-Stewardship Team	Looking to access Climate Action Fund to purchase water butts	By December 2025		Purchased. Waiting to be installed.

3. Biodiversity



For St John Fisher Catholic College to create a biodiverse and flourishing natural environment within the education setting focusing on local nature recovery.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
B1	Sign up for the National Education Nature Park and engage with resources throughout the year Home | Education Nature Park.	Registration Submit site boundary. Contact made with Martin the West Midlands lead for National Education Nature Park Developed and undertaken activities and resources to promote natural	SL and Eco-Stewardship Team	Resources from the National Education Park and then ongoing resources to	Ongoing activities now		

		habitats in the school such as monitoring and tracking of wildlife, creating bird boxes and bug hotels in more appropriate places in school		create and support local habitats			
B2	Create a wild herb and flower garden.	Continue to develop our wooden pallet herb garden	SL and Eco-Stewardship Team	Herbs, compost	Completed by Summer 2025 and then maintained		
B3	Take part in a community clean up operation in the local area or organise your own.	The Eco-Stewardship Team will litter pick regulary and will continue to take part in termly local litter picks in the area	SL and Eco-Stewardship Team Ashley Roscoe – local council	Need to invest in some heavy-duty litter pickers	Weekly and termly		Operational every half term. Evidence shared on social media.
B4	Compost food waste and use	Develop ways to collect food waste in	SL and Eco-	Food caddy	Ongoing		Food waste is collected- mini

	the compost in other ways, e.g. as fertiliser on wild spaces or growing patches.	the kitchens, the food tech rooms and also from enrichment clubs. Work with local council in collecting and also making links with Bio-Tech companies to explore local career opportunities	Stewardship Team Catering manager School Business Manager (SBM)	and resources connected will be needed			compost for garden wates part of the prayer garden. Attempts at collecting food waste across the school have been challenging – over cooked food from the kitchen is collected
B5	Develop further links with Keele Climate Ambassadors programme	Make contact with Emma Bains- completed October 2024. Explore further pathways of engagement	SL	ongoing	Ongoing		Emma has put us in contact with Johnathon from Baker associates who supported with some further ideas. We were limited due to Diocesian land and protocols. Emma Baines has since lft post.

4. Climate Education & Green Skills



For St John Fisher Catholic College to embed sustainability and climate education in the education setting to ensure all staff and learners have the knowledge and skills to continue embedding sustainability in everything they do now and in the future.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
C1	Create a Green Team.	Continue to embed the work of the Eco-Stewardship Team Look to develop further awards and recognitions such as	SL	Work with local council Green Team	Begun and now ongoing		Our Eco-Stewardship Team is established and developed.

		the Green Teams Awards					
C2	Deliver targeted careers advice and industry connections for students including work experience and networking opportunities.	Look to develop career links with the stoke and staffs career Hubs. Explore ways to develop links with Bio-Tech firm in Telford who manages food waste as to how local green careers are pursued.	SL Career lead Head of Faculty for Science	Developing networking links	Annual participation in the green careers event		Have had career energy focused events such as Wilmot Dixon. Working careers lead to have sustainability careers as part of the invitation- such as Thomas Gilbert Newell.
C3	Request a Climate (STEM) Ambassador to deliver a careers talk on their green career Request a STEM Ambassador.	Request a STEM Ambassador Look to develop links and networking to promote opportunities in local area for STEM and green careers	SL Career lead Head of Faculty for Science	Developing networking links	Ongoing		Connections made with Keele University. Re-asked Emma Baines in October 26

C4	Find out more about Tomorrow's Climate Scientists grants and request a Climate Ambassador as your project partner.	Request a Climate Ambassador as a project partner. Look and explore the possibility funding and grants to support further initiatives for green education	SL	Developing networking links	Ongoing		This was done through Baxter Associates. There was limited impact.
C5	Establish an annual Y8 climate intention Mass	Mass to be said for the intention of the creation. Learners to be supported to learn about COP summit and Laudato Si Learners to write environmental pledges. This session to be adapted and delivered to KS2	SL Lay Chaplain	Developing and evolving with the workshop	Annual as a school and Annual workshop to all 5 primary schools		The Laudato Si workshop is delivered to all primary schools. The school takes part in the "celebration of Creation" liturgy each year.

		primary schools within the MAC					

This allows for St John Fisher Catholic College to set out their own ambitions with learners and staff in a realistic and impactful way to ensure they achieve the main goals of the 4 pillars.

Action Plan Governance

Roles and responsibilities

The Local Governing Body is responsible for:

- Monitoring and reviewing the Climate Action Plan and strategy.
- Monitoring and reviewing the energy usage of the school.
- Identifying, with the Headteacher, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights.
- Ensuring where possible that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic.

The school is responsible for:

- Developing, delivering, reviewing and updating a fit-for-purpose Climate Action Plan and Strategy.
- Having a designated sustainability lead
- Developing a curriculum which promotes the need for environmental sustainability.
- Including and engaging staff, governors, learners, parents and the local community to improve and sustain the world today for future generations.
- Sharing good practice with learners, parents and the community, and encouraging them to adopt the initiatives ou within this policy.
- Promoting awareness of climate change through cross-curricular activities.
- Sharing the responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment.
- Promoting awareness of climate change, littering and other environmental concerns through cross-curricular activities such as awareness days and through Celebrations of the Word.
- Ensuring there are designated eating areas – learners and staff are only permitted to eat in these areas to prevent unwanted litter.
- Ensuring there is adequate waste disposal – bins are provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal.

The designated sustainability lead is responsible for:

- Developing, delivering, reviewing and updating a fit-for-purpose Climate Action Plan and Strategy.

- Ensuring the action plan is completed, reviewed and amended where necessary.
- Ensuring there is an Eco- Stewardship team that promotes awareness of anti-littering throughout the school.
- Promotes Air Aware campaigns such as Walk to School Month and Anti-idling around schools.
- Organises opportunities for the Eco-Stewardship Team to work with wider agencies, including but not limited to, the borough council to tackle local littering as well as developing wildlife habitats on school grounds.
- To collect and then act upon stakeholder voice with regards to environmental education and items addressed in this action plan.

The Headteacher is responsible for:

- The overall implementation of this action plan.
- Ensuring that teaching staff have the necessary CPD to ensure there is a knowledge-rich curriculum that supports environmental education.
- Ensuring that staff and learners understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use.
- Communicating with disposal companies regarding the disposal of recyclable and non-recyclable waste, so that the school can implement a waste disposal procedure for all staff and learners to follow.
- Ensuring that catering staff understand the importance of recycling and disposing of waste sustainably.
- Ensuring that the site team workers and cleaning / ground maintenance contractors understand their responsibility to maintain the cleanliness of the school grounds.

Teaching staff are responsible for:

- Promoting the need for environmental sustainability in their lessons.
- Ensuring their classrooms are using energy sustainably, for example, ensuring that computers and lights are turned off when not in use.
- Supporting environmental education and the message of Laudato Si through worship and whole-school practices.

Non-teaching staff are responsible for:

- Supporting the promotion of environmental sustainability.
- Ensuring their workspaces are using energy sustainably, for example, ensuring that computers and lights are tur when not in use.

The Site Staff/ Academy Manager is responsible for:

- Ensuring that outside lights are switched off when they are not needed.
- Recording energy use and reporting any waste to the Local Governing Body
- Monitoring the cleaning staff and advising them on good energy practice.

Learners are responsible for:

- Applying their learning at home and aiming to be sustainable outside of school.
- Walking or cycling to school, when possible.
- Using energy sustainably, for example, not leaving taps running.
- Be responsible for keeping our classrooms, school and grounds clean and tidy.

- Eat healthy, natural fruit and vegetable snacks, which don't come in paper or plastic packaging.
- Use the right bins so that we can recycle and compost our waste.

Parents are responsible for:

- Promoting an eco-friendly lifestyle at home.
- Encouraging children to walk or cycle to school, when possible.
- Recycling at home and ensuring that their children understand how to recycle.
- Reinforcing the learning that the school implements in regard to the environment.

Conclusion

As an education setting in a wider community St John Fisher Catholic College as part of St Gabriel the Archangel Multi Academy Trust holds its responsibility towards sustainability and environmental protection in the highest regard.

As an institution the school is aware that it is a large contributor towards carbon emissions through the use of energy, transport and resources. Therefore, the school will work through this action plan, constantly evaluation n updating action so as to minimise negative practices towards the environment.

The school will do this through its belief in British Values as well as belief in the Catholic Social Teaching of care for Creation and the message of Laudato Si.

The school will work tirelessly to develop career and workplace links so as to educate and inspire learners of the opportunities surrounding our local area for green careers.

Therefore, the school will work through this action plan, constantly evaluating and updating its actions to minimise practices that negatively affect the environment.