

ST FAITH & ST MARTIN CHURCH OF ENGLAND JUNIOR SCHOOL



Climate Action Plan

2026–2029

A whole-school plan for sustainability, climate resilience,
nature recovery and climate education

School context

St Faith & St Martin CE Junior School, Hampton Street, Lincoln, Lincolnshire, LN1 1LW. St Faith & St Martin CE Junior School is a local-authority maintained, voluntary controlled Church of England junior school with approximately 330 pupils and 2 chickens.

Prepared: September 2026 | Proposed first annual review: July 2027

1. Document control and status

Document	Climate Action Plan 2026–2029
Status	Draft for consultation and formal adoption
Accountable leader	Headteacher
Sustainability lead	To be formally nominated by the Headteacher / Governing Body
Operational support	School Business Manager and Site Manager
Governance oversight	Governing Body; sustainability to appear on the agenda at least annually.
Review cycle	Progress reviewed termly; plan refreshed annually and fully renewed by September 2029

Purpose

This plan gives St Faith & St Martin CE Junior School a structured route from existing environmental values and curriculum activity to a measurable, whole-school programme. It is designed around the Department for Education's four climate-action pillars and can be adopted without waiting for a perfect carbon baseline: the first year deliberately includes the audits needed to establish that baseline.

DfE alignment

Department for Education guidance says all education settings were expected to have a nominated sustainability lead and climate action plan by 2025. The guidance is non-statutory, but DfE Estate Management Standards now include the requirement for a sustainability lead and climate action plan. DfE does not prescribe a template. Plans should address: (1) adaptation and resilience, (2) biodiversity and nature, (3) climate education and green skills, and (4) decarbonisation and net zero.

Approval record

Approval / review	Name / body	Date
Recommended by	Headteacher / SLT	October 2026
Approved by	Governing Body	October 2026
First annual review	Sustainability lead / Governing Body	October 2027

2. Sustainability vision and starting point

St Faith & St Martin CE Junior School's existing ethos provides a credible foundation for climate action. Our published Christian values include Responsibility, and our behaviour expectations include the rule "Care for our school environment." The school's curriculum statement also emphasises preparing pupils for the responsibilities and experiences of later life. This plan turns those values into visible, measurable action.

Existing strengths evidenced on the school website

Existing strength	How it supports this plan
Whole-school culture	“Care for our school environment” is one of the school rules and is discussed with pupils and displayed in classrooms.
Values and ethos	Responsibility is one of the school's six published values; the school describes its Christian ethos as working for the common good.
Climate and environmental learning	The school's published Geography and Science curriculum materials include environmental conservation, the natural world and environmental responsibility/sustainability.
Practical care for living things	Wider-curriculum information describes pupils caring for school chickens, providing an existing route for animal care, habitats and nature learning.
Governance route	The Headteacher advises Governors on policies and targets and reports progress to the Governing Body, providing an established mechanism for climate-plan monitoring.
Estate and grounds	The school has developed its central-Lincoln site over time and has grounds that can support biodiversity, shade, drainage and outdoor learning projects.

Our 2029 ambition

By summer 2029, St Faith & St Martin CE Junior School will be able to show that sustainability is led, taught, measured and visible: pupils will participate in decisions and practical action; the school will know its main energy, water, waste and travel impacts; the estate will be more resilient to heat and heavy rainfall; biodiversity will be demonstrably improved; and governors will receive routine evidence of progress.

3. Leadership, governance and pupil voice

Ref	Action	Lead	By	Evidence / measure
L1	Nominate a sustainability lead and publish the role on the school website.	Headteacher / Governors	Oct 2026	Named lead; role description agreed; web page updated.
L2	Create a small Sustainability Team including SLT, teaching, business/estates, a governor and pupil representatives.	Sustainability lead	Nov 2026	Team established; termly meetings minuted.
L3	Add climate/sustainability as a standing annual governance item and report against this plan.	Chair / Headteacher	Autumn 2026 onward	Actions and decisions recorded.
L4	Establish pupil Eco/Climate Pupil Leadership Group for 2026-27 from each year group.	Sustainability lead / teaching lead	Nov 2026	Pupil reps meet at least half-termly and contribute to at least two projects each year.
L5	Publish an annual one-page progress update for parents and the community.	Sustainability lead	July annually	Update published showing achievements, data and next priorities.

4. Pillar 1 — Climate education and green skills

Objective

Every pupil leaves St Faith & St Martin CE Junior School with age-appropriate knowledge of climate change, biodiversity, resource use and practical ways to care for the environment, supported by opportunities to act.

Starting point: The website already shows a strong curriculum foundation in Geography and Science, together with a wider school emphasis on responsibility and care for the environment. The next step is to map, sequence and evidence this across the curriculum.

Ref	Priority action	Lead	Timing	Measure / KPI	Status
E1	Audit where climate change, sustainability, biodiversity, energy, food, waste and stewardship are currently taught in Years 3–6; identify gaps and duplication.	Curriculum lead / subject leaders	By Dec 2026	Completed curriculum map agreed by SLT.	

Ref	Priority action	Lead	Timing	Measure / KPI	Status
E2	Define 4–6 sustainability knowledge/skill outcomes for each year group, linked to existing Geography, Science, DT, PSHE and RE where appropriate.	Curriculum lead	By Mar 2027	Published progression overview; outcomes visible in planning.	
E3	Deliver at least one practical sustainability enquiry/project in every year group each year (for example biodiversity survey, energy investigation, waste audit or local-environment fieldwork).	Year leaders	2026/27 onward	Minimum 4 year-group projects annually; pupil work/evaluations retained.	Build on current practice
E4	Use pupil Eco/Climate Representatives to communicate actions through assemblies, displays, newsletter items and family challenges.	Sustainability lead / pupil reps	Termly	At least one pupil-led communication each term.	
E5	Introduce staff CPD on climate literacy and curriculum confidence, using free DfE-supported resources/Climate Ambassadors where useful.	SLT / Sustainability lead	By July 2027; refresh annually	At least 1 CPD session; staff confidence survey improves.	
E6	Include green careers and local environmental roles in upper-KS2 enrichment so pupils see sustainability as part of future learning and work.	Year 5/6 leads	By July 2028	At least two curriculum/enrichment encounters by end of Year 6.	

5. Pillar 2 — Biodiversity and nature

Objective

Increase the quantity, quality and educational use of nature on the school site, with pupils involved in measuring and improving biodiversity.

Starting point: Pupils already care for living things through the school's wider curriculum, including school chickens. The school can build from this to a whole-site nature plan rather than relying on isolated activities.

Ref	Priority action	Lead	Timing	Measure / KPI	Status
B1	Join/use the National Education Nature Park and complete a baseline habitat/biodiversity survey with pupils.	Sustainability lead / Science-Geography leads	By Mar 2027	Baseline map/photos/species records completed.	Not started
B2	Identify at least three habitat improvements: e.g. pollinator planting, native hedge/shrubs, log/bug habitat, bird/bat boxes, meadow patch or pond/rain-garden feasibility.	Site Manager / pupil reps	Plan by Apr 2027; deliver by Mar 2028	Three improvements installed and maintained.	Not started
B3	Create a simple seasonal maintenance plan that protects nesting/wildlife periods and reduces unnecessary mowing/chemical use where safe and practical.	Site Manager / SBM	By May 2027	Grounds schedule documented and reviewed annually.	Not started
B4	Use the chicken area and other habitats as curriculum resources for observation, food chains, animal welfare, soil and nutrient cycles.	Science lead / year teams	2026/27 onward	Evidence in curriculum planning and pupil work.	Build on current practice

Ref	Priority action	Lead	Timing	Measure / KPI	Status
B5	Repeat the nature survey annually and report at least one measurable improvement in habitat area, species observations or pupil participation.	Pupil reps / Sustainability lead	Summer annually	Annual comparison included in progress report.	Not started

6. Pillar 3 — Decarbonisation and net zero

Objective

Understand and reduce the school's greenhouse-gas emissions and resource use, prioritising no-cost/low-cost efficiency first and using estate decisions to support longer-term decarbonisation.

Starting point: No public energy, carbon, water, waste or travel baseline was identified. Year 1 therefore focuses on data capture, obvious efficiency measures and an invest-to-save pipeline.

Ref	Priority action	Lead	Timing	Measure / KPI	Status
D1	Gather at least 12 months of electricity, gas and water data; record floor area/occupancy context and establish 2025/26 or 2026/27 baseline.	SBM / Site Manager	By Jan 2027	Baseline table of kWh, £ and water use; monthly tracker established.	Not started
D2	Calculate an initial organisational carbon estimate using an appropriate school-sector tool, recording assumptions and data gaps.	Sustainability lead / SBM	By Mar 2027	Baseline tCO ₂ e estimate and top emission sources identified.	Not started
D3	Complete a walk-round energy audit: heating settings/timers, draughts, lighting, controls, IT shutdown, hot water and out-of-hours consumption.	Site Manager / pupil energy team	By Feb 2027	Action list ranked by cost, carbon and payback.	Not started
D4	Adopt a shutdown and energy-use routine for classrooms/offices; make pupil monitoring positive and educational rather than punitive.	SLT / Site Manager	Spring 2027	Checklist implemented; avoidable out-of-hours use reduced.	Not started

Ref	Priority action	Lead	Timing	Measure / KPI	Status
D5	Create a rolling estate decarbonisation list covering LED completion, controls, insulation/draughtproofing, heating replacement opportunities and renewable generation feasibility.	SBM / LA estates / Governors	By July 2027; annual update	Costed/priority project list informs capital and maintenance decisions.	Not started
D6	Measure school waste for a representative week, check recycling arrangements and food-waste provision, then set a reduction/recycling target.	SBM / catering / pupils	By Apr 2027	Waste baseline plus target; contamination reduced at follow-up audit.	Not started
D7	Review purchasing for paper, stationery, cleaning, catering and IT: reduce unnecessary consumption; favour durable, repairable, reusable/recycled options where value and procurement rules allow.	SBM / budget holders	By Sep 2027; ongoing	Simple sustainable procurement checklist in use.	Not started
D8	Establish a travel baseline through a pupil/staff survey and support walking, cycling, scooting, public transport and car-sharing where safe and feasible.	Sustainability lead / PE-PSHE lead	Survey by May 2027	Baseline modal split; at least one active-travel intervention in 2027/28.	Not started

7. Pillar 4 — Adaptation and resilience

Objective

Prepare the school estate and routines for hotter summers, intense rainfall, drought and other climate-related disruption, protecting health, learning and continuity.

Starting point: The school is a central-Lincoln site with buildings and grounds that can be assessed systematically for overheating, shade, drainage, water demand and weather-related disruption.

Ref	Priority action	Lead	Timing	Measure / KPI	Status
A1	Complete a climate-risk walk-through covering overheating, solar gain, shade, ventilation, drainage/flood pathways, water scarcity, tree condition and severe-weather disruption.	Site Manager / H&S lead / Sustainability lead	By Mar 2027	Risk register created with likelihood/impact and actions.	Not started
A2	Map rooms most at risk of overheating and create a summer heat-management protocol consistent with health and safeguarding requirements.	H&S lead / Site Manager	Before May 2027	Protocol approved; temperatures monitored in priority rooms during hot weather.	Not started
A3	Assess shade provision in play/learning areas and prioritise trees, planting or other shade where needed.	Site Manager / Governors	Assessment by Jun 2027; delivery 2027–29	Priority shade project(s) completed.	Not started
A4	Inspect drainage and opportunities for nature-based solutions such as rain gardens, permeable areas, water butts or planting that slows runoff.	Site Manager / LA estates	By July 2027	Feasibility actions added to estate plan.	Not started
A5	Integrate climate-related risks into business continuity, emergency planning and estate maintenance reviews.	Headteacher / SBM	By Dec 2027	Relevant plans updated and reviewed annually.	Not started

8. Cross-cutting action: food, waste, procurement and community

Although these topics overlap the four DfE pillars, St Faith & St Martin CE Junior School should track them explicitly because they are visible to pupils and families and can reduce both environmental impact and costs.

Theme	Action	Lead	Timing
Food	Work with catering to reduce avoidable food waste; monitor a sample week; ensure food-waste separation where required/available; use curriculum links to food systems and healthy choices.	SBM / catering / pupils	2026/27
Single-use items	Identify the main disposable items used by school and events; replace with reusable/refillable options where practical, hygienic and cost-effective.	SBM / office / events leads	2027/28
Paper and printing	Set printers to sensible defaults, reduce unnecessary colour/single-sided printing, and monitor annual paper purchasing.	SBM / IT	2026/27 onward
Community	Share one sustainability focus each term with parents/carers and invite expertise/donations only where these support agreed plan priorities.	Sustainability lead	Termly

9. First 12 months: implementation sequence

Period	Priority milestones
Autumn 1, 2026	Adopt plan; nominate sustainability lead; identify governor oversight; establish Sustainability Team.
Autumn 2, 2026	Launch pupil Eco/Climate Pupil Leadership; begin curriculum audit; assemble utility/water data; arrange free external support if useful.
Spring 1, 2027	Energy/site walk-round; carbon baseline; climate-risk assessment; biodiversity baseline planning.
Spring 2, 2027	Complete biodiversity survey; waste audit; agree first habitat improvements; staff climate-literacy CPD.
Summer 1, 2027	Active-travel baseline; heat monitoring/protocol; shade/drainage review; publish curriculum progression priorities.

Period	Priority milestones
Summer 2, 2027	Review KPIs; quantify early savings/impact; publish one-page annual update; Governors approve priorities and budget implications for 2027/28.

10. Key performance indicators

- Leadership: named sustainability lead in place; Sustainability Team meets termly; Governors receive termly updates.
- Education: 100% of year groups have mapped sustainability learning and complete at least one practical sustainability enquiry/project each academic year.
- Pupil voice: Eco/Climate Representatives active across Years 3–6; pupil feedback included in annual review.
- Energy/carbon: baseline established by spring 2027; annual electricity/gas/carbon trend reported thereafter; reduction target set once baseline quality is confirmed.
- Water: annual consumption tracked; leaks/abnormal use investigated.
- Waste: waste baseline established; recycling/food-waste arrangements checked; measurable reduction or diversion target agreed.
- Nature: baseline survey completed; at least three habitat enhancements delivered by spring 2028; annual survey repeated.
- Resilience: climate-risk register in place; overheating and severe-weather actions integrated into relevant operational plans.
- Transparency: annual progress summary published on the school website.

Important measurement principle

By July 2027, the Sustainability Team should use the first year's data to set realistic 2028 and 2029 reduction targets, considering building condition, funding and local-authority estate responsibilities.

11. Monitoring and annual review

The sustainability lead should maintain a simple evidence folder containing utility data, meeting notes, pupil voice, photographs, curriculum evidence, audit results and project costs/savings. Each term, actions should be marked Not started / In progress / Complete / Deferred, with a short explanation for any slippage.

- Autumn term: confirm responsibilities, update baseline data and agree annual priorities.
- Spring term: review delivery, pupil participation, estate risks and budget/funding needs.
- Summer term: assess KPIs, report to Governors, publish a short community update and refresh the following year's actions.

12. Risks and controls

Risk	Control
Plan becomes an add-on for one teacher	Use a cross-school team; allocate actions to curriculum, business/estate and governance roles; report termly.
Targets are set without reliable data	Establish baselines first; record assumptions; use intensity/context measures where appropriate.
Projects create maintenance burdens	Require a named owner and maintenance plan before installing biodiversity or estate features.
Capital improvements are unaffordable	Prioritise no/low-cost actions; maintain a costed pipeline; use LA/DfE-supported advice and funding opportunities.

Risk	Control
Pupil engagement is tokenistic	Give pupil representatives real tasks: audits, surveys, communications, habitat monitoring and feedback.
Climate messages cause anxiety	Use age-appropriate, solutions-focused teaching that emphasises agency, evidence and practical action.

13. Sources and supporting resources

- [Department for Education — Sustainability leadership and climate action plans in education](#)
- [Department for Education — Sustainability and climate change strategy](#)
- [Department for Education — Good estate management for schools: sustainability of your estate](#)
- [St Faith & St Martin CE Junior School — Home / values](#)
- [St Faith & St Martin CE Junior School — Curriculum](#)
- [St Faith & St Martin CE Junior School — Behaviour Policy](#)
- [St Faith & St Martin CE Junior School — Context: Who are we?](#)
- [St Faith & St Martin CE Junior School — Our Staff](#)
- [St Faith & St Martin CE Junior School — Governing Body](#)
- [St Faith & St Martin CE Junior School — Geography](#)
- [St Faith & St Martin CE Junior School — Science](#)
- [St Faith & St Martin CE Junior School — Wider Curriculum Opportunities](#)

14. Adoption checklist

- ☐ Sustainability lead formally nominated.
- ☐ Governor oversight identified.
- ☐ School Business Manager / Site Manager confirm operational actions and estate dependencies.
- ☐ Teaching staff validate curriculum baseline and year-group actions.
- ☐ Pupil representatives consulted on priorities.
- ☐ Any existing energy, waste, travel, biodiversity or local-authority plans incorporated.
- ☐ Dates and budget implications checked.
- ☐ Governing Body adopts plan and records approval date.
- ☐ Plan (or a public version) placed on the school website.

Recommended review question for Governors

What has changed because of this plan — in pupils' knowledge and agency, in the school's environmental impact, in the quality of nature on site, and in the estate's resilience — and what evidence demonstrates that change?