

Footsteps @ St Joseph's Catholic Primary School
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Climate Change Plan

Adopted by the Full Governing Body
at its meeting on: 16th December 2025
Signed:

e. m. Lynch

Name: Christine Lynch
Position: Chair of Governors
Date: 16th December 2025
Review Date: Autumn 2027
Responsibility: Full Governing Body

If you would like help understanding or translating this policy, please contact the school office.

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'Together we can start to climb the rungs of the ladder in education and life by learning through play with Jesus in our hearts, heads, and hands'

FOOTSTEPS CLIMATE CHANGE PLAN

MISSION STATEMENT

'Together we can start to climb the rungs of the ladder in education and life by learning through play with Jesus in our hearts, heads, and hands'

Climate change action plan

At Footsteps we have a vision to work in partnership with St Joseph's School, families, the church and the wider community to prepare our children with the knowledge, skills, values and behaviours to protect our Earth. All staff are informed and involved.

Characteristics of effective learning- Realise their actions can influence the world.

Active Learning- Being more involved, show high levels of fascination.

Creative and Critical Thinking-Finding ways to solve problems

Our climate change team consists of:

- The school Business Manager (Sustainability lead)
- Caretaker
- Outdoor woodland area Lead (Nursery Room Leader)
- Lead Teachers-
- Pupil Group-Green Team

Curriculum

Climate education:

Teach young children about nature in our local area, different types of lands and habitats. Weather patterns, seasons, water conservation, sustainable food, biodiversity, waste, travel, energy consumption and bird migration.

As the climate changes it could get hot at the wrong time of year, or we might get too much rain in some places and not enough in others.

This could make it harder for farmers to grow crops or animals to find food and ultimately affecting everything involved included in the ecosystem. A warming climate could also mean more wildfires, flooding from melting glaciers, stronger storms and natural disasters.

Use storytelling to introduce climate friendly habits: *Mother Earth is weeping* by Clair Donald, *Plants feed me* by Lizzy Rockwell, *Coming home* by Michael Morpurgo

Use of recycling logos in setting to enhance learning.

Set up green trays in craft area for children to use recycling materials.

Waste

Decarbonisation:

Minimise paper use; use both sides for colouring, drawing, mark making.

Photocopier; default to print on both sides.

Use of recycling bin for paper.

Second hand uniform available for parents.

Paperless communication for parents.

Online records management system in place which is saved onto school network to reduce paper copies.

Hand dryers in toilet area to reduce paper towel waste.

Biodiversity:

Food waste bin for composting collection.

Clothes bank at school regularly used by parents and staff.

Litter picking around the school.

Food

Decarbonisation:

Commitment to reduce plastic and waste; No longer using milk cartons with straws, milk from bottle poured into cups.

Vegetarian options on lunch menu, no meat day on Friday's.

Grow herbs in woodland area and use them for sensory lessons.

Lunch time is managed to ensure children have time to eat to reduce food waste.

Snack time is managed in a way that children have a selection of fruits on offer, ensuring they are choosing something they want to eat to reduce waste.

Where possible, fruit and school meal ingredients are sourced locally to reduce carbon footprint.

Use seasonal vegetables and fruit in planning curriculum activities.

Air Quality

Climate:

Children are encouraged to come to nursery on foot, bike or scooters to reduce pollution near the school. There are bike racks and scooter pads.

No smoking is permitted on site.

Air quality co2 monitoring is used to show air quality is good.

Windows and doors are open to help air circulate better, improving children and staff health reducing their exposure to air pollution.

Biodiversity:

The grounds are planted with a range of trees, flowers and shrubs to improve air quality.

Travel

Decarbonisation:

Scooter pods and bike racks in place to encourage walking to nursery. Parents vehicles are only permitted at certain times down the lane not only for public safety but to reduce smog levels.

Reducing Energy

Decarbonisation:

Regular reminders to staff to switch off all lights, appliances and plugs when not in use.

Room thermometers are used to monitor temperature levels.

Reminders for doors to be kept closed in winter when the heating is on to ensure maximum efficiency of insulation and warmth.

Solar panels on roof for renewable energy.

Outdoor Space

Biodiversity:

Green spaces such as the woodland are utilised well including outdoor learning and for training CPD.

Bug hotel, bird feeders and bird bath to support local wildlife.

Children involved in looking after green spaces.

Wild patches left and wildflowers around the site.

No chemicals used where possible in our outdoor area.

Outdoor woodland area on site providing nurture child -led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts.

Nature friendly space to grow herbs and flowers.

Woodland area cool and shaded to reduce risk of overheating in classroom.

Sliding glass door in main room to outdoors so children can see another world outside.

Tinted films over exterior glass to reduce solar warmth into the classroom.

Water

Water butt in woodland area to collect water.

Push taps in sinks to save water.

POLICY INFORMATION:

Policy drafted by EYFS Lead & Governor

This policy is to be reviewed Autumn 2028

Policy to be the responsibility of EYFS Lead