



Charlton Park Academy and Mulberry Tree House

Climate and Sustainability at Charlton Park Academy



Communicate Persevere Achieve



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Rationale

Our Commitment to Climate Action and Sustainability

At Charlton Park Academy, we recognise that addressing climate change and promoting sustainability is not only an environmental imperative but also a crucial educational responsibility. This Climate and Sustainability Action Plan reflects our commitment to preparing our pupils for a world increasingly impacted by climate change, whilst also taking practical steps to reduce our environmental footprint and create a more sustainable learning environment.

Alignment with DfE Guidance

This action plan is developed in accordance with the DfE's Sustainability and Climate Change Strategy, which sets out four main aims by 2030:

- **Climate education:** preparing pupils for a world impacted by climate change through learning and practical experience
- **Net zero:** reducing emissions from education buildings and providing opportunities for pupils to get involved in the transition to net zero

Why This Matters to Charlton Park Academy

Educational Excellence and Pupil Preparation

Climate education will offer our young people a better understanding of climate change and connection to nature. Through this action plan, we will ensure our pupils gain knowledge and practical experience that prepares them for the challenges and opportunities of living in a climate-changed world. By embedding sustainability across our curriculum and school operations, we're equipping our students with the knowledge, skills, and values they need to become responsible global citizens.

Operational Efficiency and Financial Sustainability

Taking steps to reduce our energy use is especially important, as this can help us cut costs. Changes to everyday behaviour in school, such as reminding people to turn off lights or checking our heating settings, won't cost us anything but can make a significant difference



to our budget. In the current climate of tight school budgets, sustainable practices can help us redirect resources towards teaching and learning.

Community Leadership

As a school in Greenwich, we have an opportunity to demonstrate environmental leadership within our local community.

Whole-School Approach

The DfE expects all schools to have a climate action plan in place covering: decarbonisation, adaptation and resilience, improving the environment and biodiversity, and climate education and green careers. Our plan takes a comprehensive approach, recognising that sustainability must be embedded in everything we do – from our curriculum and teaching practices to our procurement decisions and building management.

Pupil Voice and Engagement

This action plan recognises the importance of involving our pupils in climate action. Pupil voice is crucial and Student Leaders will have a say in the school priorities aligned with this area. This will help us narrow down our focus and offer our pupils the opportunity for climate leadership.

Our Commitment

Through this Climate and Sustainability Action Plan, Charlton Park Academy commits to:

- **Embedding sustainability across our curriculum** to ensure all pupils develop climate literacy and understanding
- **Reducing our carbon footprint** through practical measures in energy use, waste management, and procurement
- **Creating a greener school environment** that enhances biodiversity and connects pupils with nature
- **Preparing pupils for green careers** and the transition to a net-zero economy
- **Leading by example** in our local community and demonstrating that sustainable practices are achievable and beneficial



This is not simply about compliance with government expectations – it's about our responsibility to our pupils, our community, and future generations. By taking action now, we're creating a better learning environment today whilst preparing our pupils to thrive in the sustainable world of tomorrow.

Action Plan

Decarbonisation					
<p>We are committed to reducing emissions and empowering students to be active participants in the transition to a net-zero future. Through sustainable practices such as installing solar panels to reduce on non-renewable energy, we lead by example in creating a greener environment. We actively encourage and educate students to use public transport, fostering eco-friendly habits that contribute to a sustainable lifestyle. Together, we aim to inspire a generate that value sustainability, takes responsibility for the planet and participates in positive change toward a cleaner, greener future.</p>					
Action	Steps	Timeline	Resources	Responsibility	Impact
Adapt our buildings to produce/ reduce energy consumption by installing solar panels on the roof to increase your use of renewable energy and reduce energy bills.	Solar panels to be installed	completed	Cost	MDE	Reusable energy source
Preparation for Adulthood learning encourages the use of public transport and how to use it	Preparation for Adulthood (PfA) Framework to be created PfA Framework CPD to be delivered to CPA staff.	ongoing	CPA Travel Training Guidance Document CPA PfA Framework	DC, LP	Less fuel emissions now and in the future



	<p>Specific opportunities for travel training to be identified on a class-by-class basis</p> <p>Learning links made to sustainability and climate</p>				
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Adaptations and Resilience					
<p>We are dedicated to adapting our buildings and systems to prepare for the effects of climate change while fostering a culture of environmental responsibility. By installing advanced ventilation and cooling systems and utilizing air purifiers in all spaces, we create a safe and healthy environment for our community. We are committed to sustainable practices, including reducing paper usage, developing an on-site recycling centre and encouraging litter picking through meaningful work experience opportunities. Additionally, our on-site food bank supports families in need, promoting resilience and community care. Through these initiatives, we aim to lead by example, equipping students with the skills, values and understanding needed to thrive in a changing world and contribute to a sustainable future.</p>					
<p>Prepare our schools for the physical impacts of overheating from climate change by installing ventilation and cooling.</p>	<p>Audit school building – where are ventilation cooling equipment installed?</p> <p>Evaluate audit – where are they needed?</p> <p>Install further ventilation and cooling equipment</p> <p>Many outside covered areas ensure outside spaces can be used all year</p>	<p>July 2026</p>	<p>Cost</p>	<p>MDE, BP, OT</p>	<p>Physical and medical complications for our students are managed</p> <p>Use of outdoor spaces allow for reduced pressure on indoor use and energy</p>



Use of air purifiers in all spaces.	Air purifiers to be purchased for all workspaces / classrooms	Completed	Cost	MDE	Control of infection spread Cleaner air for all those attending the academy
Develop an on-site recycling centre and teach students and staff how to use it effectively.	<p>Recycling audit to take place</p> <p>Designated recycling bins to be provided to every classroom</p> <p>Onsite Recycling centre site to be identified</p> <p>Site to be created</p> <p>Students and staff to run the centre to be identified</p>	Ongoing	Initial Cost	LP, CB, GTv, HF, DC	<p>Students learn recycling importance and skills for adulthood</p> <p>Reduced waste</p>
Reduce paper wastage by giving paper to classes rather than readily available in school photocopiers.	<p>Paper storage to be relocated to main stock storage facilities managed by CD</p> <p>All workspaces / classes to be provided with a box of photocopying paper at the start of the academic year</p> <p>CPA staff to 'order' additional photocopying paper from CD when needed</p>	Completed	Storage space	CD	<p>Reduced waste</p> <p>Paper reserves</p>



	CD to monitor usage				
On-site food bank for parents to access through parent liaison officer.	<p>SJ to oversee and manage the safe storage of non-perishable food items</p> <p>SJ to support families with donations as needed</p> <p>CPA staff encouraged to donate as part of set wellbeing days across the school year</p>	Completed	Storage space	SJ, Wellbeing Team	Reduced food waste
Litter picking opportunities at school and within the local surrounding community	<p>Work experience opportunities for select students to litter pick and understand the importance of keeping the environment clean and tidy</p> <p>Duke of Edinburgh students to participate in volunteering activities learning about threats to environments and what they can do to help</p>	Ongoing		CB, DC, AW	<p>Cleaner environments</p> <p>Students learn about negative effects on environment</p> <p>Life skills are taught and embedded</p>

Biodiversity

We enhance biodiversity by improving air quality and fostering a connection with nature for all. Through weekly Outdoor Explorers Club, we inspire students to engage with and appreciate the natural world around them. By growing our own food on school grounds, we not only



<p>promote sustainable practices but also create habitats that support local wildlife and enrich biodiversity. Our curriculum integrates learning about habitats, wildlife and the environment, empowering students with the knowledge and passion to care for the planet. Together, we strive to create greener, healthier futures for our students and young people.</p>					
<p>Increase our school's knowledge of biodiversity through Outdoor Explorers Club.</p>	<p>Weekly lunchtime club offer to run across the academic year</p> <p>Students to sign up on a termly basis to participate</p> <p>Club participants to learn about nature, the environment, recycling, and wildlife</p>	<p>Ongoing</p>		<p>CB, AW</p>	<p>Student increased knowledge of biodiversity</p>
<p>Increase biodiversity on school property by growing food at school.</p>	<p>All class outside spaces to receive a gardening trug</p> <p>Communal outside areas around the school to hold communal growing trugs</p> <p>BP (staff lead) to organise harvestables for classes to plant and grow seasonally</p> <p>Class teachers to embed growing, tending to and harvesting into appropriate curriculum areas</p>	<p>Ongoing</p>	<p>Cost for plants and seeds</p> <p>Upkeep costs</p>	<p>BP, teachers, LSAs</p>	<p>Plant to plate cycle in experienced by all students</p> <p>Increased plants across the academy support environmental factors positively</p>



	Class teachers to ensure the full cycle of garden to plate is completed as part of their teaching and learning opportunities				
Curriculum Links teaching about habitats, wildlife and environment	<p>Curriculum Review 2025 included themes around animals, plants and water</p> <p>Medium term planning ensures biodiversity is included in curriculum coverage</p> <p>Teachers use of MTPs ensure teaching and learning covers these areas</p>	Ongoing		LP, teachers	Direct and explicit learning about biodiversity in a range of curriculum areas
Increase biodiversity by supporting local wildlife to flourish by upkeeping compost areas and insect-hotels	<p>Outdoor Explorers club to oversee the upkeep of these spaces and use them within their experiences</p> <p>Outside spaces to be used as part of curriculum learning opportunities.</p>	Ongoing		AW, teachers	



Climate Education and Green Skills					
<p>We are dedicated to preparing our students for a world impacted by climate change through education , practice and meaningful experiences. By integrating climate change education into our curriculum, we provide students with the knowledge and understanding to navigate and respond to environmental challenges. Through outdoor learning opportunities, we foster a connection with nature and equip students with practical skills to adapt and thrive in a changing world. We inspire students with real-world expertise and experiences, encouraging them to become active contributors to sustainable solutions.</p>					
<p>Embed sustainability and climate education in the wider curriculum by inviting external speakers to come into school.</p>	<p>Curriculum map to be developed outlining opportunities for extracurricular activities for all Pathways and Key Stages linked to termly learning themes.</p> <p>Subject Leaders to ensure extracurricular offer for their subject takes place.</p>	<p>July 2026</p>	<p>Cost</p>	<p>LP, CB, subject leads</p>	<p>Increased / enhanced knowledge for students and adults about climate education</p>
<p>Embed sustainability and climate education in the wider curriculum by teaching climate change beyond limitations of a classroom.</p>	<p>All academy staff to ensure ‘real life’ learning opportunities are upheld as they appear incidentally in lesson time and beyond</p> <p>Lunchtime clubs such as relax-kids and Outdoor explorers to ensure learning is linked to climate and the effects of this on ourselves and our environment</p>	<p>Ongoing</p>		<p>All academy staff</p>	<p>Real life learning about sustainability</p> <p>Developed understanding of effects of climate change</p>



<p>Outdoor learning opportunities take place across the curriculum; on school grounds and including off-site opportunities.</p>	<p>Play based learning takes students outside in all weathers; making use of the many covered outside spaces around the school</p> <p>Where appropriate, opportunities to learn about climate, weather and sustainability should be planned for; both according to season but also incidentally</p>	<p>Ongoing</p>		<p>Teachers, LSAs</p>	<p>Students can problem solve to use the environment in all weathers</p> <p>Practical steps for resilience</p> <p>Increase use of environment in learning opportunities</p> <p>Rights Respecting School Awards cover a range of learning about rights and responsibilities for themselves and the planet</p>
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