Climate Action Plan

Name of School – Beaminster St Mary's

1 year plan: Autumn 2026 – 2027

Climate Action Plan last reviewed: 02.10.26	**= High carbon reduction potential**	**Overall projected carbon savings:**

GETTING STARTED				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Complete an annual carbon footprint assessment using the Count Your Carbon tool to establish a baseline and track progress towards reducing the school's carbon emissions.	**Start:** Autumn 2026	Headteacher, SBM, Office Manager	Establish baseline emissions and identify priority areas.	Termly meetings to monitor progress against the Climate Action Plan.
Communicate the school's sustainability plans, projects and achievements through the school website, newsletters, social media, local media and community events to celebrate progress, raise awareness and encourage wider community engagement.	Autumn 2026	Headteacher, Office Team, Eco Council	Share achievements through newsletters, website and social media. This aligns with existing parental engagement objective.	Termly meetings to monitor progress against the Climate Action Plan.
Develop a whole-school Sustainability Working Group to coordinate climate action initiatives, share ownership of priorities, evaluate progress and ensure sustainability is embedded across school practice and decision-making	Autumn 2026	Headteacher, Sustainability Lead, Governors, Eco Council, Staff Representatives	Existing action already identifies a sustainability working group meeting termly.	Termly meetings to monitor progress against the Climate Action Plan.

1. DECARBONISATION AND ENERGY EFFICIENCY
Calculating and taking actions to reduce carbon emissions and becoming more energy efficient.

ENERGY - BUILDINGS

Action	Time frame	Stakeholders	Notes	Progress Tracker
Explore renewable energy opportunities	Autumn 2026 – Summer 2027	Headteacher, Office Manager, Trust	Existing plan includes exploration of solar panel feasibility and renewable installations.	Solar panel and renewable energy feasibility to be explored with the Trust.

ENERGY – BEHAVIOURAL CHANGE

Action	Time frame	Stakeholders	Notes	Progress Tracker
Develop pupil leadership in sustainability by engaging children in monitoring energy consumption, identifying opportunities to reduce waste and leading initiatives that encourage energy-efficient practices throughout the school community.	Autumn 2026 – Summer 2027	School Council, Teachers, Office Manager	Eco Club to monitor energy-saving opportunities and lead pupil awareness activities.	Establishment of School Council / pupil sustainability leadership.
Embed a culture of energy conservation by engaging pupils and staff in coordinated switch-off campaigns, promoting responsibility for reducing energy waste and monitoring the impact of actions taken across the school. • Pupil-designed switch-off reminders. • Classroom shutdown checklists. • Annual energy awareness week.	Start: Autumn 2026	School Council, All Staff, Pupils		Planned for Autumn 2026.
Use energy monitoring platforms to track and evaluate the school's energy performance, informing decision-making and supporting continuous reductions in energy use and carbon emissions.	Start: Autumn 2026	Office Manager, Headteacher, Sustainability Lead	Establish current energy monitoring arrangements and identify opportunities to use data to monitor consumption and inform future action.	To be established following baseline assessment.

Build staff capacity to manage the school's energy systems by providing professional development on energy monitoring, building controls and data analysis, ensuring operational decisions contribute to improved sustainability and reduced emissions.	Start: Autumn 2026 – Spring 2027	Office Manager, Trust Estates Team	Ensure staff understand heating controls, timers and monitoring systems.	To be discussed with Trust Estates Team and included within relevant staff briefing / development opportunities.
FOOD				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Introduce separate food waste collection systems across all food preparation and dining areas, ensuring food waste is diverted from general waste and either composted on site or collected for recycling, while actively involving pupils in reducing and managing food waste through Eco Council and Environmental Champion initiatives.	Start: Autumn 2026	Caterers, SBM, School Council	• Introduce food waste bins in dining hall. • Investigate composting suitable waste.	Investigate current arrangements and introduce appropriate food waste provision where practicable.
Monitor and reduce food waste by conducting regular food waste audits, weighing kitchen and plate waste, sharing results with the school community and setting annual targets for reduction, while empowering pupils to lead awareness campaigns and sustainable behaviour change initiatives.	Start: Autumn 2026	Catering Lead, School Council	• Conduct half-termly waste audits. • Display results to pupils.	Baseline food waste audit to be completed during Autumn 2026, followed by half-termly monitoring.
Develop pupils' understanding of sustainable food consumption by engaging them in initiatives that reduce plate waste, encourage informed food choices and promote responsibility for environmental impact across the school community. • Assembly programme. • School Council campaign. • Smaller first portions with second helpings available.	Start: Spring 2027	School Council		To be incorporated into assembly and School Council activity.
WASTE				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Strengthen the school's approach to waste reduction and recycling by auditing current provision, enhancing waste	Start: Autumn 2026 Review: Summer 2027	Office Manager, School Council	• Audit classroom and outdoor bins. • Improve recycling signage.	First reuse / swap opportunity to be

segregation systems and engaging pupils in promoting responsible waste disposal through awareness campaigns and environmental leadership opportunities.			• Separate paper, card, plastics and food waste.	planned during the academic year.
Reduce waste and develop sustainable behaviours by providing opportunities for pupils and families to reuse and recycle items through organised swap events, pupil-led initiatives and community engagement activities that promote the circular economy.	Start: Autumn 2026 Review: Summer 2027	Office Manager, School Council	• Uniform swap events. • Book swaps. • Toy and costume exchange linked to World Book Day.	First reuse / swap opportunity to be planned during the academic year.
PROCUREMENT				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Foster a culture of sustainability and responsible resource use by promoting the reuse of school uniform and PE kit, improving access to pre-loved items and embedding reuse initiatives within the school's ethos and community engagement activities.	Start: Autumn 2026 Review: Summer 2027	PTFA, Office Team	• Promote second-hand uniform. • Publicise regularly in newsletters.	Existing provision to be promoted more consistently through school communications.
TRANSPORT				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Encourage sustainable and healthy travel choices by engaging pupils and families in active travel initiatives, promoting walking, cycling and scooting to school, and exploring opportunities such as Park and Stride and Walking Bus schemes to reduce car journeys and carbon emissions. • Walk to School Week. • Big Walk and Wheel. • Promote car sharing. • Secure bike storage.	Start: Autumn 2026	School Council, Office Manager, Parents		Promote existing national active travel opportunities and investigate further opportunities for Park and Stride, Walking Bus and improved cycle/scooter provision.

2. CLIMATE ADAPTATION & RESILIENCE
Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE

Action	Time frame	Stakeholders	Notes	Progress Tracker
Strengthen the school's resilience to climate change by assessing local environmental risks, embedding climate adaptation measures within emergency planning procedures and implementing actions that protect pupils, staff, buildings and the wider school environment from future climate impacts. • Review flood risk. • Review extreme heat procedures. • Identify shaded outdoor areas. • Include climate risks within premises development planning.	Start: Autumn 2026	Headteacher, Office Manager, Governors		Review existing arrangements for flooding and extreme heat and identify any additional actions required through premises and emergency planning.

WATER

Action	Time frame	Stakeholders	Notes	Progress Tracker
Promote the responsible use of water by monitoring consumption, identifying opportunities to reduce waste and engaging pupils in water-saving initiatives that support the school's sustainability goals. • Monitor meter readings termly. • Report and fix leaks promptly.	Start: Autumn 2026 Review: Termly	Office Manager		Establish termly meter-reading routine and record any actions arising from monitoring.
Develop pupils' understanding of water as a valuable resource by embedding water efficiency education within the curriculum and	Start: Spring 2027 Review: Summer 2027	Office Manager		Water-saving messages to be incorporated into assemblies, Eco Club activity and

wider school life, empowering them to make informed choices that reduce waste and support environmental sustainability. • Water-saving assemblies. • Eco Club campaigns. • Classroom water-saving reminders.				classroom reminders.
3. BIODIVERSITY AND GREEN INFRASTRUCTURE **Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond.**				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Enhance biodiversity and develop pupils' environmental stewardship by engaging in the Nature Park programme, enabling children to investigate local habitats, collect ecological data and take informed action to improve the school environment for people and wildlife. • Complete habitat mapping. • Conduct annual wildlife surveys.	Start: Autumn 2026 Review: Summer 2027	School council		Habitat mapping and initial wildlife survey to be completed during the academic year.
Expand opportunities for pupils to enhance biodiversity through a Gardening and Nature Club, using the school grounds for habitat creation, wildlife projects, food growing and outdoor learning, while engaging families and community volunteers in supporting the development of sustainable green spaces.	Start: Spring 2027 Review: Summer 2027	School Council, Volunteers	• Expand garden provision. • Plant native species. • Use for curriculum activities.	Explore opportunities to expand gardening provision and identify suitable native planting / habitat projects.
4. CLIMATE EDUCATION, GREEN SKILLS AND GREEN CAREERS **Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this.**				
CULTURE				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**

Appoint a Sustainability Lead with dedicated time, responsibility and support to coordinate the delivery, monitoring and ongoing development of the school's Climate Action Plan, ensuring sustainability is embedded across school improvement priorities, curriculum development and operational practices.	Start: Autumn 2026 Review: Termly	Headteacher, Governors		Sustainability responsibility identified and included within Climate Action Plan monitoring.
Use the School Council as the school's pupil sustainability group, leading environmental campaigns, gathering pupil voice, developing an Eco Charter and supporting the delivery and evaluation of Climate Action Plan priorities across the school. • Meet at least half-termly. • Lead campaigns. • Report to governors annually.	Start: Autumn 2026 Review: Termly	Headteacher, Sustainability Lead, School Council, Governors		School Council to begin sustainability work and establish pupil priorities for the year.
CURRICULUM				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Audit the curriculum to map sustainability and climate education across all subjects and year groups, identifying opportunities to strengthen progression, deepen learning and enable pupils to share environmental projects and sustainability messages with the wider school community through assemblies, displays and pupil leadership opportunities.	Start: Spring 2027 Review: Summer 2027	Headteacher, Sustainability Lead, Subject Leaders, Teachers	• Audit Science, Geography, DT and Computing. • Identify progression from EYFS to Year 6. • Establish annual climate education opportunities.	Curriculum audit to identify existing climate and sustainability education and opportunities to strengthen progression.
GREEN SKILLS & CAREERS				
Action	**Time frame**	**Stakeholders**	**Notes**	**Progress Tracker**
Access support from the Climate Ambassadors programme to enhance the delivery of the Climate Action Plan, enrich climate and sustainability education, and provide pupils with meaningful	Start: Spring 2027 Review: Summer 2027	Sustainability Lead, Teachers, School Council, Climate Ambassador		Explore Climate Ambassador opportunities and identify an appropriate assembly /

insights into environmental action, green skills and future career opportunities. • Invite Climate Ambassador for assembly. • Include STEM careers linked to sustainability. • Link careers learning to local environmental projects.				curriculum opportunity.