Climate Action Plan

Policy

Climate Action Plan

Headteacher

Chris Stokes

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
October 2025	New Climate Action Plan	ACE	October 2025
November 2026	Full review	ACE	November 2026

Date ratified by Governors	Review Date
November 2026	October 2027

1. Vision and commitment

Bedale High School is committed to reducing its environmental impact, preparing its site and community for a changing climate, enhancing nature and equipping students with the knowledge and green skills to contribute to a sustainable future. Sustainability will be embedded across governance, curriculum, estates, procurement, travel and community partnerships.

The plan follows the Department for Education's four climate action pillars: decarbonisation and net zero; adaptation and resilience; biodiversity and nature; and climate education and green skills. These are supported by whole-school leadership, reliable data, student voice and annual review.

2. Key priorities

Priority Area	Goal and timescale	Lead Responsibility	Success measures
Leadership and governance	Embed sustainability in school priorities and relevant policies; annual review from 2026.	Headteacher / Governors / Sustainability Lead	Named lead and team; termly reporting; annual approval and published summary.
Energy and carbon	Establish a verified 2026 baseline and work towards a 25% reduction in operational carbon emissions by 2030.	Site Manager / Operations	Baseline and annual carbon estimate; kWh, expenditure and emissions tracked; progress against target.
Waste and resources	Aim to reduce residual (non-recycled) waste by 50% by 2028 against the verified 2026 baseline.	Site Manager / Contractors	Waste weights or contractor reports; recycling contamination and paper use monitored.
Travel and EV charging	Increase sustainable/shared journeys; aim for 25% by 2029, with travel-survey definition and baseline confirmed in 2026–27. Assess and progress EV charging provision during 2026–28.	Operations Manager / Site Manager	Annual mode-share survey; charging feasibility, funding and installation decision recorded.
Food and catering	Aim to reduce food waste by 30% by 2028 against a 2026 baseline; expand balanced plant-based choices.	Catering Lead	Food-waste audit, menus and catering review.
Nature and grounds	Create and maintain biodiverse habitats and curriculum-linked outdoor learning areas by 2027.	Eco Committee / Site Manager	Habitat inventory, photographs, student participation and curriculum use.
Education and student voice	Complete curriculum mapping in 2026–27; formalise pupil participation and green careers links.	Curriculum Leaders / Sustainability Lead	Curriculum map, Eco Committee minutes, student voice and activity record.

Priority Area	Goal and timescale	Lead Responsibility	Success measures
Climate adaptation	Complete a climate-risk assessment and priority response plan by 2027.	Site Manager / SLT	Risk register for heat, heavy rain/flooding, drought and severe weather; tested procedures.
Procurement	Update purchasing criteria from 2026–27 to consider life-cycle cost, durability, packaging and environmental impact.	Operations / Business Manager	Updated procurement guidance and sample purchasing decisions.

3. Actions by theme

A. Decarbonisation, energy and buildings

- Verify the school's 2026 energy and carbon baseline (electricity, heating fuel and other material sources), distinguishing energy use from greenhouse-gas emissions. Set annual milestones to 2030.
- Audit lighting and replace remaining suitable fittings with LED, prioritising high-use areas; record completed works rather than assuming full conversion.
- Review heating schedules, controls, insulation, ventilation, energy tariffs and the feasibility of solar photovoltaic generation or renewable electricity supply.
- Include energy performance, whole-life cost, repairability and sustainability in refurbishment and equipment decisions; monitor water use and investigate abnormal consumption.

B. Sustainable travel and electric vehicle charging

- Undertake an annual student/staff travel survey, defining the 25% sustainable/shared-journey target, its baseline and journeys included; promote walking, cycling, car-sharing and public transport as preferred options.
- Relaunch staff carsharing; review cycle storage, safe routes and opportunities to work with North Yorkshire Council on school transport and local road safety.
- Begin feasibility work for installing electric vehicle charging points on the school site, with an intention to progress delivery where viable. Explore options with North Yorkshire Council's EV Charging Team (EVCharging@northyorks.gov.uk) and suitable chargepoint providers.
- Subject to the feasibility assessment, permissions, procurement and funding, seek to install charging points. Assess grid capacity, installation and running costs, safeguarding/site traffic arrangements, accessibility, electrical safety, ownership, maintenance and whether provision is staff-only or could offer community access.
- Consult North Yorkshire Council's EV charging strategy and applicable government grant schemes. Its LEVI and rural pilot programmes concern public/community infrastructure and do not establish automatic school eligibility or guarantee a funded installation.

C. Waste, food and responsible procurement

- Audit residual waste, recycling streams and food waste; standardise bins and clear signage with site and catering contractors.

- Run student-led waste-reduction campaigns, including a Zero Waste Week; reduce unnecessary printing, single-use materials and excess packaging.
- Work with caterers on food-waste measurement, portions and appealing nutritionally appropriate plant-based options.
- Update purchasing guidance to favour reusable, repairable and responsibly sourced products where appropriate and affordable.

D. Biodiversity and nature

- Record existing school habitats, identify opportunities for wildflower areas, pollinator-friendly planting, bird boxes, hedgehog habitats and insect hotels, with maintenance and safety arrangements.
- Establish or enhance an Eco Garden and outdoor learning spaces linked to Science, Geography and other subjects.
- Consider joining the National Education Nature Park and use its curriculum-linked activities to evidence biodiversity improvements and pupil involvement.

E. Climate education, green skills and student leadership

- Map existing sustainability, climate science, environmental responsibility and green career content across subjects, PSHCE, assemblies and careers education; identify gaps and avoid unnecessary duplication.
- Establish an Eco Committee with students, staff and governor input; publish pupil-led priorities and review progress termly.
- Hold an annual Sustainability Week and involve local employers, voluntary organisations and community partners in practical activity and green skills encounters.
- Explore DfE-linked Sustainability Support for Education resources, the Climate Ambassador Programme and Let's Go Zero Climate Action Advisors to strengthen planning and staff expertise.

F. Adaptation and climate resilience

- Assess risks from overheating, extreme rainfall and surface-water flooding, drought, storms and disruption to transport or site operations; record vulnerable areas and mitigation actions.
- Review shade, planting, ventilation, drainage, water efficiency, severe-weather communications, business continuity and emergency arrangements; integrate actions with relevant school risk assessments.
- Review climate-related site risks annually and after significant weather incidents, ensuring that accessibility, wellbeing and student safety inform decisions.

4. Implementation, monitoring and evaluation

Frequency	Action	Responsible
Termly	Review electricity, heating, water, waste and delivery of agreed actions; record constraints and any corrective action.	Site Manager / Sustainability Lead
Termly	Eco Committee meeting, student feedback, curriculum and engagement updates.	Sustainability Lead / Curriculum Leads
Annually (from 2027)	Update carbon and waste baseline comparisons; travel survey; biodiversity and adaptation reviews.	Operations / Site Manager
Annually in October	Review targets, risks, costs, funding options and next-year actions; secure Governing Body oversight and approval.	SLT / Governing Body
Annually	Share concise progress summary on the school website and via school communications.	Operations / Sustainability Lead

Baseline and target note: The 2026 baseline is to be assembled and verified during 2026–27. Percentage-reduction targets carried forward from the previous plan are ambitions, not claims of verified savings. The carbon measure, waste calculation and travel-survey methodology should be recorded before reporting progress.

5. Communication, partnerships and funding

Share achievements and next steps through the website, newsletters, assemblies and social media. Involve parents/carers, governors, students and staff. Work with Bedale Town Council, North Yorkshire Council, local businesses, community organisations and appropriate external advisers. For each major capital project, prepare a proportionate business case and confirm grants, permissions, procurement, installation, servicing and total cost of ownership before commitment.

6. Long-term vision to 2035

By 2035 the school aspires to be a leading local example of sustainability, with a comprehensive climate education curriculum, resilient and nature-rich grounds, and substantial progress towards net-zero emissions from energy use. Net zero by 2035 remains an aspiration, dependent on technical feasibility, decarbonisation of heating and electricity, funding and a credible measured pathway—not a confirmed outcome.

7. Guidance and reference sources

Department for Education, Sustainability leadership and climate action plans in education (accessed October 2026): https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education

North Yorkshire Council, Electric vehicle charging (accessed October 2026): https://www.northyorks.gov.uk/roads-parking-and-travel/roads-parking-and-travel/electric-vehicle-charging

Supporting programmes: https://www.sustainabilitysupportforeducation.org.uk/ / https://www.climateambassadors.org.uk / https://www.education