

**Sustainability Leadership and
Climate Action Plan 2024 – 2027
3 year plan**



**BEAM COUNTY PRIMARY
SCHOOL**



**Creating a Lifelong Love of Learning
Striving
Inspiration
Community**

Sustainability Leadership and climate Action Plan			
	Curriculum Links	Implementation	Impact
1.Decarbonisation - A) Energy	A) Energy Keep Britain Tidy's Count Your Carbon tool - https://www.countyourcarbon.org/home/ Sign up to Climate Friendly Schools for FREE and use their Energy Audit tool - https://www.climatefriendlyschools.org.uk/theme/climate-friendly-energy-audit/	-Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever can -Y5/6 pupils able to walk to and from school – reduce cars used -Room thermometers in classes and offices to monitor and turn heating down whenever can -Heating only on for restricted periods in Autumn Winter Oct – March) -Increase use of renewable energy sources on the school site – kitchen to events to resources in class. -Encourage refillable water bottles from pupils and staff. -Use of cups and plates, not disposable in breakfast club, events and lunch. -Create a positive culture and influence behaviour change around reducing energy use -Windows are closed unless rooms are up to temperature -Daylight lights, turn off when light targets met and when no one sensed in room – implemented for whole school -Resources are bought with informed decisions so there is reduced waste, bought locally and in 1 place to reduce carbon foot. Recycling bins for paper and plastic and card in classes, corridor and then main school bins, all separated. Have solar panels fitted on the roofs with support from "Solar for Schools", with funding applied for	<ul style="list-style-type: none"> Increased energy-efficiency across the whole school Increased use of renewable energy sources on the school site, commitment to this. There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents Electricity is sourced from our own solar panels

<p>1.Decarbonisation</p> <p>B) Travel</p>	<p>Keep Britain Tidy's Count Your Carbon tool https://www.countyourcarbon.org/home/ BBC Pollution levels tool - https://www.bbc.co.uk/news/science-environment-42566393 Sign up to TfL's Travel for Life scheme - https://travelforlife.tfl.gov.uk/</p>	<ul style="list-style-type: none"> - Encourage journeys taken by walking, cycling and public transport - Create a positive culture and behaviour change around transport use - School annual census `Mode of Travel` completed (liaise or lead with LA) - Recognise the effect emissions has on the environment through teaching across the curriculum - Liaise with LA to monitor traffic, use of cars - Road safety training annually from LA for all year groups - Use of local bus companies for travel to reduce carbon footprint and emissions. - Local visits and residential monitored – at least 1 non – transport local visit a year per year group. - reduces carbon footprint and emissions effect. 	<ul style="list-style-type: none"> • Encourage journeys taken by walking, cycling and public transport • Create a positive culture and behaviour change around transport use • Walk to school weeks and initiatives increase this and less pupils are driven to school • Reduced carbon footprint by 15% from 2024 to 2026 <ul style="list-style-type: none"> • Use of solar panels – obtaining grant for works.
<p>2.Adaption and Resilience</p>	<p>https://flood-map-for-planning.service.gov.uk/</p>	<ul style="list-style-type: none"> - Reduce the risk of school closures and disruption to lessons through maintenance of building and health and safety walks by leaders, LA Building Service and Site Manager - Update Evacuation procedures annually and policy - Remote Learning strategy and offer in place - Sun shelter, Salt stores for snow / ice. - Protect staff and students from the risks of extreme weather - Ensure school sites can cope with more extreme weather - Annual review of building and priorities, use of Devolved Capital to pay for building updates. - Recycle technology – use for ensure correctly disposed of. - Eco Ambassadors - Personal Development weekly assemblies, some focus on Resilience, reuse and adapt - Pre – loved uniform available to all. 	<ul style="list-style-type: none"> • The school is resilient to weather and adverse conditions, minimising the risk of closure

		<ul style="list-style-type: none"> - Paper recycle bins and plastic recycling bins in classes and corridors as well as then whole school separated bin collections - Reduction in photocopying and use of paper: Staff training, use of 2:2 copying and sharing information between peers. 	
3.Biodiversity	<p>Sign up to Education Nature Park - https://www.educationnaturepark.org.uk/user/register</p> <p>Education Nature Park's tools for exploring your school site - https://www.educationnaturepark.org.uk/resources/Explore%20Your%20School%20Site</p> <p>RSPB birdwatch - https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch</p>	<ul style="list-style-type: none"> - Introduce composter for each playground to dispose of fruit wate at playtime. - Kitchen food separated into composting items and non. - Litter picks by Site Manager weekly and by pupils regularly in school and the perimeter. - National Litter Pick Week – join - Links with PTA (Friends of Beam) and events from LA - Pupils growing products; cress, beans, tomatoes, herbs. - Grounds planted with additional trees annually (Tree trust funded saplings donated annually) along perimeter. - Quad raised beds, nurture garden, green house developed with plants, shrubs, herbs and trees. Well maintained by staff and pupils. - Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces. - EYFS - `Free Range Fridays` outdoor green learning day every week. - Implementation of Forest Schools - Reduce use of chemicals – work with cleaning team and Site Manager. 	<ul style="list-style-type: none"> • Green space on the school site or nearby are maximised and utilised across school, including those in the local area. • Connect pupils and staff with nature • Pupils love of the outdoors • Trips and visits promote biodiversity • Knowledge and skills relating to biodiversity and growing/gardening is strong and progressive in pupils
4.Waste and consumption	<p>Plastic Free July's bin audit tool - https://www.plasticfreejuly.org/get-involved/what-you-can-do/bin-audit/</p> <p>Sign up to Climate Friendly Schools for FREE and use their Food Audit tool - https://www.climatefriendlyschools.org.uk/theme/climate-friendly-food-audit/</p>	<ul style="list-style-type: none"> - Recycle stations for paper, plastics, glass (Staffroom) and clothes. - Eco Ambassadors monitor the use of recycling bins, lights on, windows open and plastic being used in schools. - School kitchen work with Eco Ambassadors to identify changes needed to reduce single use plastics, throw away products - Recycle waste bins across school and collection. - Recycling of IT equipment and electronics managed well – audit, monitor, use of companies to safely dispose 	<ul style="list-style-type: none"> • We significantly reduce the amount of waste produced on the school site • Influence behaviour changes and create a positive culture around reducing waste and overconsumption of resources by all stakeholders

	<p>Sign up to Climate Friendly Schools for FREE and use their Consumption Audit tool - https://www.climatefrendlyschools.org.uk/theme/climate-friendly-consumption-audit/</p> <p>Schools Survey Template - https://www.brent.gov.uk/neighbourhoods-and-communities/community-priorities/climate-emergency/supporting-communities/climate-action-in-schools</p>	<ul style="list-style-type: none"> - Composters on playgrounds to put fruit peel and waste in at breaks - Kitchen to separate waste food from non – compostable waste. - Install water tubs for rainwater to water Quad plants and school plants - Purchase and look after indoor school plants – 1 per classroom as well as communal areas. - Accurate purchasing – not wasting items, food etc.. be sure of numbers, make 1 shopping trip. 	<ul style="list-style-type: none"> • Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency through our curriculum and information for parents
5.Climate Education and Green jobs	<p>Teach the Future Tracked Changes Project - https://www.teachthefuture.uk/tracked-changes-project</p> <p>Green infrastructure:</p> <p>1. The 25 Year Environment Plan – Barking and Dagenham: B&D greener together</p>	<ul style="list-style-type: none"> - Air quality: encourage pupils to recognise emissions and effect of travel and transport be it to school, food or general travel. - Careers: Promoting Green careers to pupils and parents, careers fayre, highlighting roles. - Cross – curricular teaching about Climate and Climate change – mapping the curriculum subjects - Eco Ambassadors lead change and drive reductions and understanding through staff and pupils. - Rewards for classes and pupils recycling - Parents support to walk to school, leave cars at home; regular updates and reminders on routes and issues with cars and parking. - Pupil voice and surveys collated; evaluate what they understand, what they perceive as issues and what they already know – then use to plan and delivery curriculum and assemblies. - Teaching pupils and staff to monitor room temperature, lights and items on standby - Teach and share learning about use of plastic, effect on environment and reusable items in class and school kitchen and at home - 	<ul style="list-style-type: none"> • Staff and Governors actively promote and embedding climate education in their existing curriculum • Teachers are confident in teaching about climate change and it is integral into the curriculum • Pupils have strong knowledge and skills relating to climate change • Pupil’s knowledge and skills relating to climate justice increases • Empower and enabling young people to take climate action is part of the school’s culture

Review of Impact and annual updates	
2024-2025	
2025-2026	
2026 - 2027	