



2025-2030 Climate Action Plan

As a thriving Trust serving 28 schools and nearly 5,000 pupils, the Diocese of Salisbury Academy Trust (DSAT) recognises our responsibility to be good stewards of God's creation and prepare our pupils for a changing world. This Climate Action Plan represents our commitment to embedding sustainability throughout our Trust's operations and educational approach, aligned with both the Department for Education's mandate that all education settings have a climate action plan by 2025 and the Church of England's commitment to achieve net zero carbon emissions in the next few years.

Our Trust values of LOVE, HOPE, and JOY guide this plan as we strive to go "beyond expectations for all of God's children" in caring for our common home. We recognise that addressing climate change is not only a practical necessity but also a moral and spiritual imperative that reflects our Christian ethos and commitment to intergenerational justice.

This plan provides a clear framework for action across four key areas: **decarbonisation, adaptation and resilience, biodiversity improvement, and climate education**. By implementing this plan, we aim to reduce our environmental impact, enhance our educational offerings, and contribute positively to the communities we serve.

THIS IS A SHARED AND COLLABORATIVE TRUSTWIDE PLAN THAT WILL BE PUBLISHED BY ALL OUR SCHOOLS IN DECEMBER 2025. SCHOOLS WILL DEVELOP APPENDIX A, WHICH IS A NUANCED VERSION OF THE PLAN WITH THEIR KEY SCHOOL PRIORITIES, DURING SPRING 2026.

Key Targets:

1. Net Zero Carbon 2030 target
2. All schools to achieve Green Flag eco-school status by 2027
3. Integration of climate and sustainability into curriculum across all schools
4. Appointment of sustainability leads and green teams in every school
5. Implementation of detailed energy efficiency and renewable energy programmes
6. Development of climate-resilient school infrastructure
7. Enhancement of biodiversity across all school grounds
8. Training and development for staff in climate education
9. Engagement of the wider community in our sustainability journey

1. INTRODUCTION

1.1 Context and Purpose

This Climate Action Plan has been developed in response to:

- The Department for Education's Sustainability and Climate Change Strategy, which requires all educational settings to have a sustainability lead and climate action plan by 2025
- The Church of England's commitment to achieve net zero carbon emissions by 2030
- Our responsibility as a Christian educational institution to care for God's creation
- The need to prepare our pupils for the challenges and opportunities of a changing world
- Alignment with DSAT's Estates and Sustainability Strategy which aims "to provide safe, secure and sustainable buildings that promote excellent learning spaces and behaviours that demonstrate care for the environment"

The plan provides a structured framework for reducing our environmental impact, enhancing our educational provision, and contributing positively to our communities through sustainability initiatives.

1.2 Scope

This plan applies to all 28 schools within the Diocese of Salisbury Academy Trust, serving approximately 5,000 pupils across Wiltshire and Dorset. It can be adapted and personalised by each school using the action plan at Appendix A and encompasses:

- All Trust-owned and operated buildings and facilities
- Transport used for Trust activities
- Educational programmes and curriculum development
- Staff and pupil engagement
- Community partnerships
- Procurement and supply chain considerations

1.3 Vision and Values

Our sustainability vision is informed by our Trust's core values:

LOVE: Embracing our responsibility to care for creation and future generations

HOPE: Taking positive action to create a better, more sustainable future

JOY: Finding fulfilment in living and learning sustainably

Through this plan, we aim to become a leader in sustainable education, demonstrating that environmental responsibility and educational excellence can go hand in hand.

1.4 Strategic Objectives

1. Reduce our carbon emissions and environmental impact
2. Build resilience to climate change impacts
3. Enhance biodiversity across our school estates
4. Deliver excellent climate education and develop eco-literacy
5. Engage our whole community in sustainability initiatives
6. Connect our environmental actions with our Christian ethos and values

2. GOVERNANCE AND LEADERSHIP

To ensure success in the implementation of this plan, we have determined the following governance and leadership structure;

Sustainability Forum (reporting into Stewardship Committee)

This is composed of; Head of Estates and Operations (HoEO) Headteacher x2, Teacher x2, Hub Business Manager (HBM), Eco-School Champion, (SLT attending where appropriate). Responsibilities will include strategic oversight, policy development, resource allocation, monitoring and reporting. This group will meet three times per year with an annual strategic review.

Trust Sustainability Lead

Our Trust-level Sustainability Lead coordinates implementation across all schools. This includes planning, school support including CPL, reporting and developing external partnerships. The Trust Sustainability Lead will support all schools in achieving Green Flag status by 2027.

School-Level Sustainability Leads

Each school has appointed a Sustainability Lead. Their responsibilities are the development and implementation of the school-level action plan (Appendix A), coordination of the Eco-School Team, school level CPL and ensuring integration with other improvement plans.

Eco-School Teams

Eco-School Teams or Green Teams are established in each school. This includes staff and pupil representation from all year groups. The teams meet regularly (at least 6 times per year) and work together to enact the school level plan. Our Eco-school Teams work in collaboration with other pupil leadership groups within their own schools and across other schools at Hub and Trust level.

Accountability Framework

Schools are expected to produce an annual sustainability report to the Trust Sustainability Lead which outlines progress on their school action plan and towards Green Flag status.

The Trust Sustainability Lead will provide progress updates to Trust Sustainability Committee, and this will form an annual report to the Trust Board.

Schools are also expected to provide regular updates to their wider communities through websites, social media, newsletters and other communications.

3. FUNDING AND RESOURCES

Trust Level

The Trust has ensured that the commitment to sustainability is budgeted for to ensure this plan can be enacted. This integrates with existing capital and operational budgets including School Condition Allocation (SCA) funding.

School Level

Schools are provided with guidance as how to allocate their funding – General Annual Grant (GAG) and Devolved Formula Capital (DFC) as well as revenue funding. Allocation for sustainability should align with the sustainability action plan and other academy improvement plans.

Wherever possible, schools are encouraged to share resources across schools and to support pupils in leading their own fundraising initiatives.

External Funding

The Trust is working to secure external funding through engagement in the Public Sector Decarbonisation Scheme, proactively seeking grant opportunities, supporting school led applications and building partnerships with charitable and corporate organisations both locally and nationally.

Resource Sharing

We have established a Trust-wide resource bank which is accessible to all schools. Across Hubs and the wider Trust, we actively share equipment and expertise. We are working towards collaborative purchasing and the implementation of a Trust Marketplace to recycle furniture and other resources.

4. ASSOCIATED POLICIES AND PLANS

This plan aligns and should be read in conjunction with the following Trust policies and plans.

- DSAT Estates and Sustainability Strategy: Outlines the Trust's approach to maintaining safe, secure, and sustainable buildings.
- DSAT Asset Management Plan: Framework for managing the Trust's physical assets.
- DSAT Procurement Policy: Guidelines for sustainable and ethical purchasing.

IMPLEMENTATION PLAN

Diocese of Salisbury Academy Trust Climate Action Plan 2025-2030

This implementation plan outlines specific actions, responsibilities, timelines, and resources required to deliver the DSAT Climate Action Plan. Actions are organised according to the plan's main sections and prioritised over the 2025-2030 period.

1. GOVERNANCE AND LEADERSHIP ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
1.1 Establish Trust Sustainability Committee with clear terms of reference	CEO/CFOO	Jan-26	Board time, governance framework	Committee established with representation from Board, leadership team, and operational staff
1.2 Appoint Trust Sustainability Lead	CEO/CFOO	Jan-26	Staffing budget, job description	Suitably qualified individual appointed with clear remit
1.3 Develop Trust-wide Sustainability Policy	Trust Sustainability Lead	Mar-26	Policy development time	Policy approved by Board and communicated to all schools
1.4 Appoint School Sustainability Leads in all schools	Headteachers	Jan-26	Staff time allocation, role descriptions	All schools have a named Sustainability Lead
1.5 Establish Green Teams in all schools	School Sustainability Leads	Mar-26	Meeting time, recruitment materials	Active Green Teams with staff and pupil representation
1.6 Develop sustainability reporting framework	Trust Sustainability Lead	Mar-26	Data collection systems	Clear, consistent reporting mechanism in place
1.7 Provide initial training for all Sustainability Leads	Trust Sustainability Lead	Mar-26	Training budget, training materials	100% of Sustainability Leads trained
1.8 Integrate sustainability targets into school improvement plans	CFOO/Headteachers	Apr-26	Planning time	All school improvement plans include sustainability targets

2. DECARBONISATION ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
2.1 Conduct energy audits across all schools	CFOO/LHBM	Jul-26	Audit budget, external expertise	Comprehensive energy data available for all sites
2.2 Install smart meters in all schools	LHBM/HBMs	Dec-26	Installation budget	100% of schools with smart meters
2.3 Develop decarbonisation roadmap through Energy Audits and Renewables Assessments	LHBM/External consultant	Dec-26	Consultancy budget	Detailed roadmap with costed measures for each site

Action	Responsibility	Timeline	Resources Required	Success Criteria
2.4 Switch to 100% renewable electricity tariffs	CFOO/Procurement	Dec-25	Procurement budget	All electricity contracts on renewable tariffs
2.5 Implement first phase of LED lighting upgrades	LHBM/HBMs	Jul-25	Capital budget, SCA funding	50% of schools upgraded to LED lighting
2.6 Develop school travel plans	School Sustainability Leads	Sep-26	Staff time, planning templates	All schools with active travel plans
2.7 Implement DSAT Marketplace for furniture recycling	HBMs/Premises Manager	Sep-25	Digital platform, storage solutions	Platform operational with regular exchanges
2.8 Conduct feasibility study for solar PV installations	CFOO/External consultant	Jan-27	Consultancy budget	Feasibility assessments completed for all suitable sites
2.9 Apply for external funding for renewable energy projects	Trust Sustainability Lead	Ongoing from Mar-26	Bid writing capacity	At least 5 successful funding applications by 2028
2.10 Implement first phase of solar PV installations	CFOO/LHBM	2027-2028	Capital budget, grant funding	Solar PV installed on 30% of suitable schools
2.11 Develop and implement sustainable procurement policy	CFOO/Procurement	Apr-26	Staff time, policy development	Policy in place and applied to all major contracts
2.12 Implement waste reduction and recycling programme	LHBM/HBMs	Sep-26	Bin infrastructure, signage	50% reduction in waste to landfill by 2028

3. ADAPTATION AND RESILIENCE ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
3.1 Conduct climate vulnerability assessments for all schools	LHBM/External consultant	October 2025	Assessment budget	All schools with completed assessments
3.2 Develop climate-informed business continuity plans	HoEO/HBMs	March 2026	Planning time	All schools with updated continuity plans
3.3 Assess overheating risk in all buildings	LHBM/External consultant	May 2026	Assessment budget	Thermal comfort assessment complete for all schools
3.4 Implement passive cooling measures in priority buildings	LHBM/HBMs	2026-2027	Capital budget	High-risk buildings addressed
3.5 Conduct flood risk assessments for vulnerable sites	LHBM/External consultant	June 2026	Assessment budget	All vulnerable sites assessed
3.6 Implement water efficiency measures	LHBM/HBMs	2026-2027	Maintenance budget	20% reduction in water consumption
3.7 Develop extreme weather protocols	CFOO/H&S Lead	September 2026	Staff time	Protocols in place and staff trained

Action	Responsibility	Timeline	Resources Required	Success Criteria
3.8 Implement sustainable drainage features in priority sites	LHBM/External contractor	2027-2028	Capital budget	SuDS installed at high-risk sites
3.9 Conduct air quality monitoring in urban schools	Trust Sustainability Lead	Jan-27	Monitoring equipment	Data available for all urban schools
3.10 Integrate climate adaptation into Asset Management Plan	HoEO/LHBM	Apr-27	Staff time	Adaptation measures included in all capital planning

4. BIODIVERSITY AND ENVIRONMENTAL ENHANCEMENT ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
4.1 Conduct biodiversity surveys of all school grounds	School Sustainability Leads/External expert	2025-2026	Survey budget	Baseline biodiversity data for all schools
4.2 Develop school-specific biodiversity action plans	School Sustainability Leads	Sep-27	Planning time, templates	All schools with action plans
4.3 Implement first phase of tree planting (1,000 trees)	HBM/Green Teams	2026-2027	Tree budget, planting equipment	1,000 trees planted and established
4.4 Establish wildflower areas in all schools	School Sustainability Leads	Spring-27	Seed budget, ground preparation	Wildflower areas in 80% of schools
4.5 Install wildlife features (bird boxes, bug hotels)	Green Teams	2026-2027	Materials budget	Wildlife features in all schools
4.6 Eliminate pesticide use across all sites	HBM/Premises staff	Dec-26	Training, alternative methods	Zero pesticide use
4.7 Establish food growing areas in all primary schools	School Sustainability Leads	2026-2027	Garden infrastructure, soil	Functional growing areas in all primary schools
4.8 Implement rainwater harvesting in pilot schools	LHBM/HBMs	2027-2028	Installation budget	Systems in 30% of schools
4.9 Train staff in Forest School approaches	CPD Lead	2026-2028	Training budget	At least one trained staff member per school
4.10 Create outdoor learning spaces in all schools	HBM/School Sustainability Leads	2026-2028	Capital budget	Dedicated spaces in all schools
4.11 Establish Trust-wide tree planting programme (5,000 trees by 2030)	Trust Sustainability Lead	2026-2030	Tree budget, volunteer time	5,000 trees planted

5. CLIMATE EDUCATION ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
5.1 Review current curriculum for sustainability content	Curriculum Lead	Sep-26	Staff time	Mapping complete for all year groups
5.2 Develop cross-curricular sustainability resources	Trust Sustainability Lead/Curriculum Lead	Jan-27	Resource development time, materials	Resource bank available to all schools
5.3 Register all schools with Eco-Schools programme	School Sustainability Leads	Mar-26	Registration fees	100% of schools registered
5.4 Provide carbon literacy training for all staff	Trust Sustainability Lead	2026-2027	Training budget, release time	80% of staff trained
5.5 Integrate climate education into school policies	Headteachers	Apr-26	Policy review time	All relevant policies updated
5.6 Establish environmental topic weeks	Curriculum Lead	2026-2027	Planning time, resources	Annual events in all schools
5.7 Create pupil environmental leadership programme	Trust Sustainability Lead	Sep-26	Programme development, resources	Programme active in all schools
5.8 Develop partnerships with environmental organisations	Trust Sustainability Lead	2025-2026	Partnership management time	At least 5 active partnerships
5.9 Provide subject-specific CPD for teachers	CPD Lead	2026-2027	Training budget	Subject-specific training delivered
5.10 Support schools to achieve Green Flag status	Trust Sustainability Lead	2027	Support time, resources	All schools with Green Flag by 2027
5.11 Organise annual environment conference	Trust Sustainability Lead	July each year from 2026	Event budget, venue	Well-attended annual conference

6. COMMUNITY ENGAGEMENT ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
6.1 Develop sustainability communications strategy	Trust Sustainability Lead	Oct-26	Strategy development time	Strategy approved and implemented
6.2 Create dedicated sustainability section on Trust website	Trust Sustainability Lead	Dec-26	Web development resources	Section live and regularly updated
6.3 Develop community partnerships for environmental projects	Trust Sustainability Lead	2026-2027	Partnership development time	At least one partnership per school

Action	Responsibility	Timeline	Resources Required	Success Criteria
6.4 Organise community environmental action days	School Sustainability Leads	From Spring 2026	Event resources, publicity	At least one event per school per year
6.6 Establish links with parish environmental initiatives	Trust Sustainability Lead	2025-2026	Coordination time	Active links with relevant parishes
6.7 Join regional and national sustainability networks	Trust Sustainability Lead	2025-2026	Membership fees, attendance time	Active participation in key networks
6.8 Develop pupil-led community awareness campaigns	School Sustainability Leads	From Sep-26	Campaign resources	At least one campaign per school per year
6.10 Create sustainability newsletter	Trust Sustainability Lead	Quarterly from Jan-26	Production time, distribution resources	Regular newsletter with high engagement

7. MONITORING AND REPORTING ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
7.1 Establish carbon emissions baseline	Trust Sustainability Lead	Jul-26	Data collection resources	Robust baseline for all schools
7.2 Develop monitoring framework and KPIs	Trust Sustainability Lead	Sep-26	Framework development time	Framework approved and implemented
7.3 Implement energy management software	CFOO/LHBM	Dec-26	Software budget, training	System operational in all schools
7.4 Conduct annual carbon footprinting	Trust Sustainability Lead	Annually from Jul-26	Data collection resources	Annual data available for all schools
7.5 Produce annual sustainability report	Trust Sustainability Lead	Annually from Sep-26	Report production time	Comprehensive report published
7.6 Review and update Climate Action Plan	Trust Sustainability Committee	Annually from May-26	Review time	Plan updated to reflect progress
7.7 Conduct external verification of carbon reporting	CFOO	Biennially from 2027	Verification budget	Independent verification complete
7.8 Report progress to Board of Trustees	Trust Sustainability Lead	Quarterly	Reporting time	Regular reporting established
7.9 Collect and share case studies of good practice	Communications Lead	Ongoing from Jan-26	Case study development time	Library of case studies available
7.10 Conduct mid-term evaluation of Climate Action Plan	External consultant	Jan-28	Evaluation budget	Comprehensive evaluation report

8. FUNDING AND RESOURCES ACTIONS

Action	Responsibility	Timeline	Resources Required	Success Criteria
8.1 Develop "prioritisation matrix" for sustainability projects	CFOO/LHBM	May-26	Development time	Matrix approved and in use
8.2 Create database of potential funding sources	Trust Sustainability Lead	Sep-26	Research time	Comprehensive database available
8.3 Apply for Public Sector Decarbonisation Scheme funding	CFOO/Trust Sustainability Lead	Annually from 2026	Bid writing capacity	At least one successful application
8.4 Investigate community energy financing options	CFOO/Trust Sustainability Lead	2026	Investigation time	Feasibility report produced
8.5 Develop corporate sponsorship programme	CFOO	Apr-27	Programme development time	Programme launched and sponsors secured
8.6 Allocate DFC funding for sustainability projects	CFOO/Headteachers	Annually from Apr-26	Allocation framework	Schools using DFC for sustainability
8.7 Establish energy savings reinvestment mechanism	CFOO	Sep-27	Financial mechanism development	System operational
8.8 Develop partnerships with funding organisations	Trust Sustainability Lead	2025-2027	Partnership development time	At least 3 active funding partnerships
8.9 Build capacity for grant application writing	Trust Sustainability Lead	2025-2026	Training, templates	Increased success rate for applications

Appendix B: Glossary of Terms

Carbon Footprint: The total greenhouse gas emissions caused by an individual, organisation, event, or product, expressed as carbon dioxide equivalent (CO₂e).

Carbon Neutral: Achieving a balance between carbon emissions and carbon removal or offset.

Climate Adaptation: The process of adjusting to actual or expected climate and its effects.

Climate Mitigation: Actions to reduce or prevent the emission of greenhouse gases.

Climate Resilience: The ability to anticipate, prepare for, and respond to hazardous events, trends, or disturbances related to climate.

Decarbonisation: The process of reducing carbon dioxide emissions.

Eco-Schools Programme: A global programme engaging children in environmental education and action in their school and community.

Energy Audit: A detailed assessment of energy use and efficiency in a building or organisation.

Green Flag: The highest award in the Eco-Schools programme, recognising excellence in environmental action and learning.

Net Zero Carbon: Achieving a balance between the carbon emitted and the carbon removed from the atmosphere, with any remaining emissions being offset.

Renewable Energy: Energy from sources that are naturally replenishing but flow-limited, such as sunlight, wind, water, and geothermal heat.

SECR (Streamlined Energy and Carbon Reporting): A UK Government regulation that requires certain companies to report on their energy use, greenhouse gas emissions, and related information.

Sustainability: Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

SuDS (Sustainable Drainage Systems): Designed to manage water quantity and quality, as well as provide amenity and biodiversity benefits.

Appendix C: Relevant Legislation and Policies

National Legislation and Policies:

1. Climate Change Act 2008 (2050 Target Amendment) Order 2019: Sets the UK target of net zero greenhouse gas emissions by 2050.
2. Environment Act 2021: Sets legally binding targets for biodiversity, air quality, water, and waste.
3. DfE Sustainability and Climate Change Strategy (2022): Requires all education settings to have a sustainability lead and climate action plan by 2025.
4. Building Regulations Part L (Conservation of Fuel and Power): Sets minimum energy performance requirements for new buildings and renovations.
5. Public Sector Decarbonisation Scheme: Government funding for public sector organisations to reduce carbon emissions.

Church of England Policies:

1. General Synod 2020 Net Zero Carbon Target: Commits the Church of England to achieve net zero carbon by 2030.
2. Church of England Routemap to Net Zero Carbon by 2030: Provides guidance for churches, schools, and other Church institutions.
3. Diocesan Environmental Policy: The Diocese of Salisbury's environmental commitments and actions.

Appendix D: Useful Resources and Organisations

Government and Statutory Bodies:

1. Department for Education Sustainability Support for Education
<https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education> Resources, services, and tools to help develop or enhance climate action plans.
2. Climate Change Committee
<https://www.theccc.org.uk/> Independent advice to the UK Government on tackling climate change.

3. Environment Agency
<https://www.gov.uk/government/organisations/environment-agency> Environmental protection and regulation in England.

Church of England Resources:

1. Church of England Environment Programme
<https://www.churchofengland.org/about/environment-and-climate-change> Resources, case studies, and guidance for churches and schools.
2. Diocese of Salisbury Environmental Initiatives
<https://www.salisbury.anglican.org/parish-support/giving-and-fundraising/environmental-sustainability-projects>

Education-Specific Organisations:

1. Eco-Schools
<https://www.eco-schools.org.uk/> Environmental education programme for schools.
2. Let's Go Zero
<https://letsgozero.org/> Campaign supporting schools to be zero carbon by 2030.
3. SEEDS (Sustainability and Environmental Education in Schools)
<https://se-ed.co.uk/> Support for schools to embed sustainability in education.
4. Transform Our World
<https://www.transform-our-world.org/> Free, curriculum-linked resources for teachers.

Technical Support and Funding:

1. Salix Finance
<https://www.salixfinance.co.uk/> Interest-free loans for energy efficiency measures in the public sector.
2. Carbon Trust
<https://www.carbontrust.com/> Support for organisations to reduce carbon emissions.
3. Energy Saving Trust
<https://energysavingtrust.org.uk/> Advice on energy efficiency and renewable energy.

Community and Biodiversity Organisations:

1. The Wildlife Trusts
<https://www.wildlifetrusts.org/> Local wildlife conservation and engagement.
2. Royal Society for the Protection of Birds (RSPB)
<https://www.rspb.org.uk/> Bird conservation and educational resources.
3. Learning through Landscapes
<https://www.ltl.org.uk/> Support for outdoor learning and school grounds development.