



## Withycombe Raleigh Primary School: Climate Action Plan 2026-2028

The DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action.

As a school, we have important role to play in this, particularly in reducing our environmental footprint working towards net zero and giving all children, young people and adults across our schools the knowledge and skills to thrive, show responsibility in reducing environmental impacts and help restore nature.

Through our sustainability climate action plans, we will engage directly with children. Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change with the aim to translate this knowledge into positive action, passion and solutions.

The four areas have been identified in the DFE's Sustainability and climate change strategy *Sustainability and climate change: a strategy for the education and children's services systems* - GOV.UK

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| <b>adaptation and resilience:</b>          | how our school is preparing for and responding to the impacts of climate change                      |
| <b>biodiversity and nature:</b>            | our efforts to protect and enhance nature and wildlife within our setting and its surroundings       |
| <b>climate education and green skills:</b> | how learners are supported to understand climate change, sustainability, and develop relevant skills |
| <b>decarbonisation and net zero:</b>       | actions to measure and reduce greenhouse gas emissions, working towards net zero                     |



## Aims

1. Build Awareness: Educate pupils, staff, and families about climate change, its causes, and its consequences—empowering the community with knowledge to inspire action.
2. Champion Sustainable Habits: Promote eco-friendly practices such as reducing waste, conserving energy and embracing sustainable choices in everyday school life.
3. Empower Pupil Leadership: Encourage children to take initiative by leading projects, participating in decision-making and becoming ambassadors for sustainability.
4. Cut Carbon Emissions: Adopt strategies to reduce the school’s environmental footprint
5. Reducing single-use plastics, and improving recycling systems.
6. Embed Climate Education: Integrate environmental themes across the curriculum to foster critical thinking, creativity and problem-solving around sustainability challenges.
7. Strengthen Community Partnerships: Collaborate with local organisations, government bodies, and families to amplify climate efforts and share resources and expertise.
8. Create Biodiverse Spaces; Enhance outdoor areas with gardens and nature zones to support biodiversity and provide hands-on learning opportunities.
9. Track and Improve: Set clear environmental goals and regularly assess progress to ensure continuous improvement and celebrate achievements

## Vision Statement – Climate Action Plan

Our vision is to grow ‘Happy, Caring Hearts and Minds’ where children and wider stake-holders in our school community are climate-aware. Children learn to protect and improve their local environment, take pride in sustainable choices and grow into confident changemakers. Through practical action, environmental education and strong community partnerships, we aim to make our school increasingly responsible in reducing emissions, restoring nature and building a resilient future for all.



## Roles and Responsibilities

### Withycombe Raleigh's Sustainability Lead – Working With SLT

- To lead sustainability audits to identify current and future opportunities for change
- Receive and co-ordinate training to staff
- Create and complete climate action plan
- Communicate waste reduction practices, teaching resources and advocate for sustainability in leadership planning
- Create and communicate the sustainability policy to the school community
- Prioritise environmental awareness and sustainability in staff CPD and via subject leads
- Encourage innovation and participation in school projects to reduce, repair, reuse, recycle and regenerate.
- Review subject policies / statements in the next 12 months with an eye to sustainability and quality outdoor education
- Work with premises and School Business Manager / staff to reduce carbon emissions, and improve sustainability and resilience

### Subject Leads / Ethos Council Lead

- Identify opportunities to teach about the natural world, sustainable practices and the circular economy
- Identify ways to reduce usage and waste when teaching their subjects, e.g. reducing printing, reusing materials,
- Investigate how to incorporate outdoor education into their curriculum area
- Elicit and respond to child voice and passion – create roles and responsibilities for pupils

### School Business Manager and Communications Officer

- Carry out sustainable procurement practices by considering usage, waste and supply chains as part of the assessment and validation criteria used when purchasing goods and services
- Identify funding opportunities for sustainable development and lead bids for that funding, e.g. smart meters, low-carbon boiler replacement
- Conduct energy and water usage audits at the end of every term

### Site Cleaning and Site Management Staff

- Keep the school site clean and safe for effective outdoor learning
- Ensure waste is separated in to appropriate bins for recycling
- Make sure all lights, taps, and unnecessary appliances are switched off at the end of each day and repairs made in a timely manner

### Governors

- Appoint a member to oversee sustainability
- Approve policies / statements that have been reviewed with an eye to sustainability and quality outdoor education
- Monitor progress of the school's climate action plan
- Review the sustainability of our practices and procedures



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## 1. Climate / Sustainability Education and 'Green Carers'

### Our Vision:

We will embed climate education across the curriculum so every child gains age-appropriate knowledge of the environment, sustainability, and global citizenship. Learning will connect local issues—such as coastal change and farming—to global climate concepts. Pupils will explore green careers through visits, workshops, and hands-on projects, helping them understand the many ways people work to protect the planet. Our goal is to nurture curiosity, responsibility and a sense of empowerment in every child.

Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Integrate climate topics across subjects</b></p> <p>(e.g., local weather in geography, sustainability in science, eco-themes in literacy).</p>	<ul style="list-style-type: none"> <li>Leads to review curriculum plans and identify sustainability links.</li> <li>Provide short CPD session for staff e.g. including example lesson plans.</li> <li>Take opportunities for outdoor learning in school grounds / Wild-Tribe area</li> <li>Introduce climate-based and Fair Trade assemblies</li> </ul>	<p>Climate Lead / Class Teachers / SLT</p>	<p>Teacher planning time; online climate resources; CPD slot.</p>	<p><b>Success Criteria:</b> Climate links embedded in every year group; pupil work shows improved understanding</p> <p>Regular lessons planned in outdoor school environment</p>



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Objectives	Actions	Person Responsible	Resources	Success Criteria
<b>Invite local green professionals</b> — such as wildlife rangers, renewable energy engineers, farmers, or conservation volunteers—to give talks or run workshops.	<ul style="list-style-type: none"> <li>Identify local contacts (AONB team, National Trust, farmers, engineers).</li> <li>Schedule visits or virtual talks.</li> <li>Prepare pupils with pre-lesson questions.</li> </ul>	Climate Lead / Class Teachers / SLT	Visitor time; hall/classroom; contact list.	Sessions are delivered annually
<b>Empower pupil-led Ethos Council</b> responsible for awareness campaigns, energy checks, and promoting sustainable habits.	<ul style="list-style-type: none"> <li>Recruit representatives per class.</li> <li>Provide simple training (energy checks, recycling).</li> <li>Set half-termly goals.</li> </ul>	Ethos Lead	High-vis jackets, clipboards, simple audit sheets.	Ethos Team meets at least monthly; visible impact such as reduced litter or lower energy use.
<b>Run annual “Green Futures Week”</b> celebrating environmental learning, outdoor activities, and exploration of green jobs.	<ul style="list-style-type: none"> <li>Plan themed activities (outdoor learning, poster competitions).</li> <li>Book workshops and visitors.</li> <li>Celebrate with a showcase assembly.</li> </ul>	Climate Lead, Head teacher, Communications Officer	Activity packs; guest speakers; display materials.:	Whole-school participation; parent / community engagement; pupil feedback demonstrates increased motivation



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## 2. Biodiversity

### Our Vision:

The school will create thriving habitats around the school to boost local wildlife and give pupils direct experience with nature. This may include pollinator-friendly planting, the pond area, bird boxes and bug hotels. Working with parents, local farmers, environmental groups, and the East Devon District Council, we will monitor biodiversity and involve pupils in science activities.

Biodiversity actions will strengthen children's connection to nature while enhancing ecosystem health on school grounds.

Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Establish a "Nature Zones"</b></p> <p>with pollinator-friendly plants, wildflower patches, and habitats such as bug hotels or bird boxes.</p>	<ul style="list-style-type: none"> <li>Identify suitable area and create design.</li> <li>Install planters, wildflower patches, bug hotels.</li> <li>Pupils help with planting days.</li> </ul>	Gardening Club / Ethos Council	Soil, seeds, tools, timber, donated plants.	Plants established; visible increase in pollinators by summer.
<p><b>Start a biodiversity monitoring programme</b></p> <p>where pupils record sightings of birds, insects, and plants through science lessons.</p> <p>Explore citizen-science apps</p>	<ul style="list-style-type: none"> <li>Log sightings on simple charts.</li> <li>Take part in RSPB bird counts</li> </ul>	Teachers / Climate Lead	Clipboards; ID guides; digital spreadsheet.	Date collection Observations sent to citizen-science apps (optional).



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Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Work with local conservation groups</b> (e.g., AONB, local wildlife trust) to run hedge-laying, tree-planting projects.</p>	<ul style="list-style-type: none"> <li>• Contact East Devon conservation organisations.</li> <li>• Plan one joint habitat project (eg tree planting).</li> <li>• Carry out activity day with volunteers.</li> </ul>	<p>PTFA Communication Manager Climate Lead</p>	<p>Tools, plants, adult helpers.</p>	<p>One collaborative event delivered; long-term habitat improvements established.</p>
<p><b>Adopt a “No Mow” and seasonal maintenance plan</b> to support pollinators and increase native plant diversity.</p>	<ul style="list-style-type: none"> <li>• Agree mowing schedule with grounds staff.</li> <li>• Mark “No Mow” zones with signs made by pupils.</li> </ul>	<p>Business Manager with Countrywide</p>	<p>Sign materials; grounds team coordination.</p>	<p>A healthy wildflower area established; increased pollinator activity observed.</p>



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### 3. De-carbonisation:

#### Our Vision:

We commit to reducing our carbon footprint through improved energy efficiency, cleaner transport choices and responsible resource use. This includes reviewing heating systems, improving insulation, switching to LED lighting, exploring renewable technology options, reducing waste and promoting active travel for staff and families. Pupils will take part in energy-saving campaigns and waste-reduction projects, ensuring de-carbonisation becomes a shared, whole-school effort.

Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Conduct an annual energy audit</b></p> <p>led by staff and pupils to identify energy-saving opportunities across classrooms and buildings.</p>	<ul style="list-style-type: none"> <li>• Train Ethos Council in simple energy checks.</li> <li>• Poster competitions for turning off lights / taps</li> <li>• Audit lighting, heating, plug loads.</li> <li>• Signpost findings to staff/governors.</li> <li>• Select gas / electricity providers with greater % renewables</li> </ul>	<p>Head Teacher</p> <p>Business Manager</p> <p>Ethos Council Lead</p>	<p>Checklists; thermometers; governor meeting slot.</p>	<p>Energy use baseline recorded; at least 3 improvement actions implemented.</p>



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Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Upgrade school lighting</b></p> <p>to LED bulbs and install automatic timers or sensors to reduce unnecessary electricity use.</p>	<ul style="list-style-type: none"> <li>Identify priority areas (corridors, classrooms).</li> <li>Seek quotes and explore grant funding.</li> <li>Install LEDs and timers.</li> </ul>	Business Manager / Communications Officer	Budget or grant funds; electrician; LED bulbs.	50–100% LED coverage; measurable reduction in electricity use and bills.
<p><b>Promote active travel</b></p> <p>by organising walk / cycle-to-school days, and safe routes for families.</p>	<ul style="list-style-type: none"> <li>Hold termly sustainable travel days inc rewards for active travellers</li> <li>Staff step competition – annually</li> <li>Summer term – walk to school week competition for children</li> </ul>	Head Teacher	Maps, small incentives.	Increase in pupils walking/cycling (target: +10%); reduced parking congestion.
<p><b>Reduce waste</b></p> <p>through enhanced recycling stations, composting food waste, and switching to reusable resources wherever possible.</p>	<ul style="list-style-type: none"> <li>Install paper recycling bins in every classroom.</li> <li>Food waste composting bins across school playground.</li> <li>Staff to encourage choices that result in less wastage at lunch time.</li> <li>Run waste-free lunch challenges.</li> </ul>	Business Manager Site Manager	Bins, composting equipment, posters.	Lower mixed waste volume; pupils demonstrate correct sorting in audits



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## 4. Adaptation and Resilience

### Our Vision:

Recognising the changing climate in East Devon—including increased rainfall, heatwaves, and coastal impacts—we will ensure our school is prepared and safe. Adaptation actions may include improving drainage, providing shade, developing heat-resilient outdoor spaces and updating emergency procedures. Pupils will learn about local climate risks and take part in resilience-building activities such as water-saving, weather monitoring, and outdoor learning. Our aim is to build a school environment that protects wellbeing and remains fit for the future.

Objectives	Actions	Person responsible	Resources needed	Success criteria
<p><b>Review and improve drainage</b></p> <p>around playgrounds and pathways to reduce flooding risks during heavy rainfall.</p>	<ul style="list-style-type: none"> <li>Identify flood-prone spots.</li> <li>Clear drains and get quotes for drainage improvements if necessary.</li> <li>Consider installing French drains or permeable surfaces.</li> </ul>	<p>Business Manager</p> <p>Site Manager</p>	<p>Contractor; equipment; budget allocation.</p>	<p>Reduced pooling after rainfall; safer playtimes.</p>



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Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Create cool outdoor areas</b></p> <p>to protect pupils during heatwaves and boost outdoor learning.</p>	<ul style="list-style-type: none"> <li>• Create areas of shade</li> <li>• Add seating or quiet zones.</li> </ul>	<p>Climate Lead</p> <p>Business Manager</p>	<p>Shade covers / fixings for the ability to hang these</p>	<p>Shade coverage increases; outdoor learning safer in hot weather.</p>
<p><b>Develop a climate-aware emergency plan</b></p> <p>addressing extreme weather, heat, storms and transport disruption.</p>	<ul style="list-style-type: none"> <li>• Review risk assessment for heatwaves, storms, flooding.</li> <li>• Update procedures and communication plans.</li> <li>• Staff training</li> </ul>	<p>Head Teacher</p> <p>Business Manager</p>	<p>Policy time; staff meeting; printed plans.</p>	<p>Staff confidently follow new procedures; successful rehearsal of at least one emergency drill</p>
<p><b>Run resilience-focused pupil projects</b></p> <p>(e.g. water-saving challenges)</p>	<ul style="list-style-type: none"> <li>• Run water-saving and heat-resilience challenges.</li> <li>• Incorporate findings into science lessons</li> </ul>	<p>Climate Lead</p> <p>Ethos Council Lead</p> <p>Teachers</p>	<p>Simple instruments; logbooks; teacher time.</p>	<p>Pupils record data accurately; improved understanding of climate impacts.</p>

## 5. Government and Policy

### Our Vision:

The school will align its climate action plan with national and local policy, including UK climate targets, the Devon Carbon Plan and guidance from the Department for Education. We will monitor policy updates, seek available grants and report on progress to governors, families, and the wider community. By engaging with local councils, environmental organisations and community groups, the school will contribute to—and benefit from—wider regional climate initiatives

Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Align school actions with the Devon Carbon Plan and DfE Sustainability Strategy,</b></p> <p>reviewing progress annually with governors.</p>	<ul style="list-style-type: none"> <li>Review relevant policy documents.</li> <li>Map school priorities to national/local targets.</li> <li>Present alignment plan to governors.</li> </ul>	<p>Head Teacher</p> <p>Climate Lead</p> <p>Business Manager</p>	<p>Policy documents;</p> <p>meeting time.</p>	<p>Approved climate plan aligned with national/local strategy.</p>



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Objectives	Actions	Person Responsible	Resources	Success Criteria
<p><b>Apply for relevant grants</b> (e.g., energy-efficiency upgrades, outdoor education, biodiversity projects).</p>	<ul style="list-style-type: none"> <li>Identify suitable grants (energy, biodiversity, outdoor learning).</li> <li>Prepare applications with support from SLT/governors.</li> <li>Track deadlines and outcomes.</li> </ul>	Head Teacher Climate Lead Business Manager	Staff time; grant database; supporting documents.	Grant applications submitted.
<p><b>Share progress publicly</b> through newsletters, the school website, and local council networks to strengthen accountability.</p>	<ul style="list-style-type: none"> <li>Publish updates in newsletters and on the website.</li> <li>Display progress charts in the school hall.</li> </ul>	Head Teacher Climate Lead Business Manager	Templates; photos; staff time.	Regular communication achieved; positive community feedback.
<p><b>Build partnerships with local councils and environmental organisations</b> to support joint projects and policy-aligned initiatives.</p>	<ul style="list-style-type: none"> <li>Attend local sustainability meetings where possible.</li> <li>Invite council reps to pupil events.</li> </ul>	Head Teacher Climate Lead Business Manager	Contact list; networking time.	At least one collaborative project completed; ongoing communication established.



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