

CLIMATE ACTION PLAN (updated Dec 2025)

STAFF EXPERTISE

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff capacity in climate adaptation, nature-based learning and low-carbon practice	1. Arrange CPD focused on climate adaptation, local flood risk, and nature-based pedagogy with external speakers (Exe Estuary Partnership, Woodland Trust, Nature Park). 2. Identify two staff Climate Champions to lead teacher networks and liaise with partners.	Headteacher; Climate Champions	- CPD time -time for Climate Champions to meet	- At least one CPD delivered each year with 80% staff attendance - Two Climate Champions appointed & meeting minutes logged	Climate education and green careers; Adaptation and resilience
Improve technical expertise on building energy and heating options	1. Arrange an energy audit (or an initial survey) to establish current energy rating and heating performance. 2. Engage Trust estates lead and local authority to explore low-carbon heating options post-2023 refurbishment.	Trust Estates Lead; Headteacher; Site Manager	- Budget for energy audit (or Trust-funded survey) - Access to utility bills - Training course or online modules - Time for site manager training	- Energy audit completed and baseline energy rating reported - List of feasible heating improvements and estimated costs - Site manager demonstrating use of controls & monthly energy log kept	Decarbonisation

	3. Train site manager in basic energy monitoring and simple controls (thermostats, timers).				
STAFF & PUPILS					
Reduce school energy use through behaviour change	1. Run an energy-saving campaign led by pupils (posters, monthly targets, "switch-off" champions). 2. Set classroom routines: lights off when daylight sufficient, equipment unplugged overnight. 3. Monitor electricity and gas monthly and share simple dashboards with pupils and staff.	Climate Champions; Class teachers; Site Manager	- Printing for posters - Metre access or simple monitoring tool - Time for pupil team meetings	- Observable routines in place in every classroom - Monthly energy figures published and showing reduction within 12 months - Participation of pupil energy champions	Decarbonisation
Increase pupil involvement in nature-based activity despite limited on-site green space	1. Expand seasonal village nature walks and citizen science recording (continuing existing practise). 2. Develop container gardening programme on playground and a rotating "village green patch" care rota. 3. Integrate weekly PE and outdoor lessons on the Village Green into timetables formally through the Summer Term	Class teachers; PE lead; Pupil leaders	- Gardening supplies for pots - Waterproof storage on site - Risk assessment and parental consent forms for green use - Transport plans for short walks if needed	- Weekly use of Village Green recorded in timetable - All classes contribute to container gardening & logbook - Increase in recorded species from seasonal surveys	Biodiversity; Climate education and green careers
BUILDINGS and GROUNDS					

Improve building energy performance and heating resilience	1. Commission/update an energy audit to set baseline and identify low-regret measures (insulation checks, boiler controls, zoning). 2. Work with Trust and potential grants to plan heating system upgrade (consider heat pump feasibility). 3. Implement quick wins: draught-proofing, thermostatic radiator valves, optimised heating schedules.	Trust Estates Lead; Headteacher; Site Manager	- Funding for audit - Capital funding plan/grant bids - Contractor quotes - Time for installation	- Audit completed and prioritised action plan produced - At least two quick-win measures implemented within 12 months - Heating upgrade plan costed and funding application submitted	Decarbonisation; Adaptation and resilience
Make most of limited grounds through low-maintenance biodiversity features	1. Expand container planting and install bird boxes/bug hotels on playground walls. 2. Formalise Village Green activities with local permission: planting seasonal meadow strips, native bulbs near entrance improved with community. 3. Use rooftop/vertical planting where feasible (e.g., planter boxes on walls).	Site Manager; Eco-committee; Community volunteers	- Planters, compost, native plants - Bird boxes/installation materials - Volunteer time and small budget - Permission from village council for activities on Village Green	- Increase in biodiversity features recorded (e.g., bird box occupancy) - Weekly Village Green programme agreed and in timetable - More planted containers visible and maintained	Biodiversity
SCHOOL LUNCHES					
Reduce food-related carbon	1. Work with catering provider to increase plant-based options and use seasonal,	Headteacher; Catering	- Meetings with catering provider - Educational materials -	- Increase in plant-based meal uptake by measurable percentage within term - Catering sourcing	Decarbonisation; Biodiversity

through menus and sourcing	local produce where possible (promote Devon suppliers). 2. Introduce a weekly "local catch/seafood-free" awareness activity highlighting coastal local foods and sustainability. 3. Monitor food waste and introduce portion control and share leftover guidance.	lead; Parents' liaison	Composting/food waste containers (if onsite) - Data collection sheets	policy with at least one local supplier listed - Recorded reduction in plate waste after 6 months	
CURRICULUM					
Integrate local climate, nature and flood resilience into the curriculum	1. Map curriculum links across subjects to Nature Park, Exe Estuary and local flood studies (termly themes). 2. Plan two field visits per year: one to Topsham marshlands (flood/estuary study) and seasonal village walks. 3. Create a cross-curricular project (annual) on biodiversity and community stewardship.	Curriculum Lead; Class teachers; Climate Champions	- Curriculum mapping time - Transport budget for Topsham trip - Partner support from Exe Estuary Partnership and Woodland Trust - Risk assessments	- Curriculum map with defined learning outcomes completed - At least one Topsham visit per year delivered - Pupil work and assessment showing understanding of local flood risk and biodiversity	Climate education and green careers; Biodiversity; Adaptation and resilience
Teach practical green skills and careers awareness	1. Introduce age-appropriate sessions on green jobs and local conservation roles (visitor talks). 2. Offer practical skills sessions: how to plant, care for saplings and maintain planters.	Careers lead (or Curriculum Lead)	- Guest speakers from Woodland Trust/Exeter City Council - Materials for practical sessions	- At least two career-related sessions per year - Pupil surveys showing increased awareness of local nature/careers	Climate education and green careers

WELL-BEING

Use nature to support pupil wellbeing and sense of place	1. Embed regular mindful outdoor sessions on Village Green (weather permitting) and seasonal nature reflection activities. 2. Use Cockwood Copse & village green projects for therapeutic gardening and sensory experiences. 3. Offer staff wellbeing nature walks to build resilience.	SENCo; Wellbeing Lead; Class teachers	- Timetable slots - Volunteer/parent support - Simple seating or shelter at Village Green - Resources for sensory activities	- Weekly outdoor wellbeing sessions recorded - Positive wellbeing survey responses from pupils and staff - Observable engagement in sensory gardening activities	Biodiversity; Adaptation and resilience
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PUPIL VOICE AND LEADERSHIP

Establish structured pupil leadership on climate and nature	1. Create an Eco-Committee with representatives from each class responsible for energy, biodiversity, and travel initiatives. 2. Assign pupil roles: Energy Monitors, Garden Stewards, Village Green Liaison. 3. Provide leadership training and link pupils with local partners for joint projects.	Climate Champions; Headteacher	- Time for meetings - Leadership training materials - Communication channels with partners	- Eco-Committee meets at least monthly with minutes - Clear role descriptions and rota in place - Pupil-led projects completed annually (e.g., Copse monitoring)	Climate education and green careers; Biodiversity
Showcase pupil leadership to the community	1. Present pupil work at village meetings and local events (report on Copse and Village Green activities). 2. Run an	Eco-Committee; Headteacher	- Event materials - Coordination with village council - Display boards	- At least one community presentation/event per year - Positive community feedback and increased volunteer support	Climate education and green careers; Biodiversity

	annual "Nature & Resilience" open morning led by pupils.				
PARTNERSHIPS & COLLABORATIONS					
Strengthen partnerships for nature-city and flood resilience projects	1. Work actively with Exeter City Council on their Nature City bid, providing pupil work, local survey data, and case studies. 2. Formalise collaboration with Exe Estuary Management Partnership for flood study, two on-site workshops and Topsham field trip. 3. Continue partnership with Woodland Trust on Copse monitoring and sapling care.	Headteacher; Climate Champions; Trust Liaison	- Time for meetings - Letters of support - Project time and scheduling - Small budget for trips/workshops	- School contributions included in Nature City bid - Two workshops with Exe Estuary delivered and field trip completed - Ongoing Copse monitoring with Woodland Trust	Biodiversity; Adaptation and resilience; Climate education and green careers
Engage the local community and Village Green stakeholders	1. Formalise a Village Green usage agreement and timetable with village council addressing safety and site stewardship. 2. Invite community volunteers into school-led planting and maintenance days.	Headteacher; Eco-committee; Village Council liaison	- Agreement document - Volunteer coordination system - Event materials	- Usage agreement in place - Regular community volunteer events with clear outcomes - Greater community involvement in school activities	Biodiversity; Adaptation and resilience
RESILIENCE & ADAPTION					
Strengthen preparedness for flooding	1. Collaborate with Exe Estuary Management Partnership to conduct a local	Headteacher; Exe Estuary Partnership	- Partnership time and workshops	- Flood risk study completed and recommendations logged	Adaptation and resilience

and climate impacts	<p>flood risk study including two on-site workshops and a Topsham marshlands field trip for pupils and staff.</p> <p>2. Update the school emergency plan to include flood-specific triggers, communication protocols and safe collection points.</p>	liaison; Governors	<p>- Time to update emergency plan</p> <p>- Communications templates</p>	- Updated school emergency plan with flood annexe approved	
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