



Highweek Climate action plan 2025-2027

Success from 2024-25

Reducing Waste and Promoting Recycling: We have begun a program across classrooms and communal areas, encouraging students to separate paper, plastics, and food waste responsibly. This has led to a measurable reduction in landfill contributions. Children are now taking home their wrappers from snack and lunch to reduce food waste.

Fostering relationships with outside agencies: The eco team trip to the Energy from Waste plant in Exeter was a huge success and is supporting us to spread awareness of the importance of recycling.

Reducing Single-Use Plastics: Our PTFA has helped reduce single-use plastics by introducing reusable cups, bottles, and utensils at school events. This initiative lowers waste and encourages eco-friendly habits across our school community.

Outdoor Learning and Gardening: All children take part in gardening as part of the Outdoor Learning Curriculum, learning the importance of plants and nature.

Park Life Support: Park Life has helped improve our planting areas, including raised beds and a polytunnel, and supported children in planting and caring for the garden.

Waste audit: Two waste audits completed alongside Devon County Council – we reduced our waste by 37% by introducing food waste bins and enforcing our 'take wrappers home' policy.

PTFA: PTFA have dramatically decreased the amount of single use plastic they are using at school events. We are using reusable cups, rather than single use plastic bottles.

Meat free Mondays: By taking part in Meat-Free Mondays, we reduce our carbon footprint, save water and energy, and teach pupils about the environmental benefits of plant-based meals.

Pre-loved uniform shop: Our pre-loved uniform shop reduces waste, saves families money, and encourages the reuse of clothing, helping our school lower its environmental impact

Climate Action Priorities for 2025/26

Prepare our children for the changing world: giving them the knowledge, skills, and confidence to take action on climate change, solve problems, adapt to challenges, and make sustainable choices.

Reduce Single-Use Plastics Further: Expand reusable items across the school, introduce refill stations, and reduce disposable packaging in lunches and events.

Energy and Carbon Reduction: Continue monitoring energy use, explore renewable energy options (solar panels, green energy contracts), and promote energy-saving habits among students and staff.

Biodiversity and Outdoor Learning: Develop the school grounds even more to enhance wildlife habitats, plant more trees and pollinator-friendly plants, and continue integrating gardening into the curriculum.

Sustainable Travel: Promote walking, cycling, and car-sharing for staff and families. Possibly run a “walking bus” or bike-to-school campaigns.

Curriculum and Student Engagement: Embed climate education across subjects, encourage student-led eco-projects, and continue eco-clubs and awareness campaigns.

Waste Reduction and Recycling: Improve recycling systems, composting, and monitor progress; aim to reduce overall waste output.

Community Partnerships: Strengthen links with local environmental organisations to support initiatives, volunteer projects, and knowledge-sharing.

| Action | Steps | Timeline | Resources | Tools, resources and information |
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| Understand your school's carbon footprint by identifying where your emissions come from. | Use an online tool such as Keep Britain Tidy's to get a breakdown of carbon emissions. | Spring Term 2026 Ongoing as changes happen | DP and Eco-council | Count Your Carbon - Eco Schools (eco-schools.org.uk) |
| Understand your school's energy efficiency by conducting a review of energy use. | Review the Recommendation Report from your Display Energy Certificate [DEC] to understand the schools' energy efficiency. | 1 session Review June 2026 | TL and CR | Energy efficiency: guidance for the school and further education college estate - GOV.UK (www.gov.uk) |
| Understand your curriculum by reviewing for climate change content. | Review curriculum to understand where climate change/ careers features/ could feature. | Once new national curriculum comes out Staff meeting summer 26 | Science lead, DP and SLT | Our City, our world Conceptual milestones And key vocabulary (ourcityyourworld.co.uk) Tracked changes project This has a great edited version of the national curriculum for each primary subject area |

Decarbonisation

| Action | Steps | Timeline | Who by | Tools, resources and information |
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| <p>Planning: Create a decarbonisation plan for the school that includes its heating systems.</p> <p>Draughts</p> <p>Boiler timings – heating system timed to go off at certain times – temperature controlled by Caretaker</p> <p>Power free lessons or days.</p> <p><i>12/25 90% of school using LED lighting – the following rooms need to be changed to LED: top room, corridors, carols room, staff toilets.</i></p> | <p>Use helpful guides to develop a plan that detail the steps needed to remove gas boilers and improve energy efficiency in buildings.</p> <p>Speak to experts who support schools. – SW Net Zero Hub</p> <p>Carry out actions set out within the plan.</p> <p>Find government grants</p> | <p>Summer 26</p> <p>Autumn 26</p> | <p>DP, SLT and caretaker</p> | <p>Climate Action Decarbonisation Plan Guide.</p> |
| <p>Change behaviours in our communities by running a ‘Switch-off’ campaign.</p> | <p>Encourage students and staff to turn off lights and monitors.</p> | <p>June 2026</p> | <p>DP and eco-council</p> | <p>Switch Off Fortnight</p> |

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| | Provide information to parents/carers in your newsletters. | | | |
| Introduce sustainable transport | <p>Promote 'walk weeks' - walking, cycling or scooting to school with safe routes.</p> <p>Encourage carpooling amongst staff and families</p> | <p>Plan autumn 2026</p> <p>To be facilitated Summer term 2027</p> | All staff | https://www.walkwheelcycletrust.org.uk/our-blog/get-active/9-reasons-to-cycle-scoot-or-walk-the-school-run/ |
| <p>Trialling the switch to sugar cane toilet roll to reduce deforestation and greenhouse gas emissions.</p> <p><i>1/26 Currently trialling</i></p> <p>Choose other sustainable products where possible (refillable cleaning supplies)</p> <p>Engage students in learning about sustainable products.</p> | <p>Identify suppliers and compare prices – check if there are specific requirements.</p> <p>Track costs, usage and supply reliability.</p> <p>Gather information to support teachers and staff to implement this change.</p> | <p>Feb 2026</p> <p>CPD meeting June 2026</p> | <p>TL. CR</p> <p>DP and all staff</p> | |

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| <p>Encourage staff to schedule emails to send once per week rather than individually, reducing server load and energy consumption.</p> <p><i>From WB 19.1.26 all parental comms to go out on Fridays from class teachers (trips, activities, newsletters etc)</i></p> <p>Encourage staff to decrease their use of using chat GPT and phone use in school.</p> <p>Promote digital decluttering (archiving or deleting old emails) to reduce storage energy usage.</p> <p><i>TL and SJ WB 19.1.26</i></p> <p>Teach pupils and staff about the carbon impact of digital activity and sustainable IT habits.</p> | <p>Identify how often staff currently send emails (daily vs. weekly).</p> <p>Check what types of emails could be combined or consolidated.</p> <p>Find high-volume areas (newsletters, reminders, announcements) – find a day that all of this information could go out, all at once.</p> <p>Decide on a schedule, e.g., one weekly digest for staff and/or parents.</p> <p>Determine exceptions (urgent messages that cannot wait).</p> <p>Start with a trial period (e.g., 1 month).</p> <p>Collect feedback: ease of scheduling, clarity of messages, response times.</p> <p>Adjust digest timing, format, or content based on feedback.</p> <p>Educate staff on the energy use and implication of using chat GPT and AI services.</p> | <p>Jan 26 comms to parents change</p> <p>Review internal staff usage Mar 2026</p> | <p>SLT and DP</p> | |
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| <p>Reduce waste from annual classroom clear-outs by promoting reuse, recycling, and mindful decluttering.</p> | <p>Create “Reuse Stations” in each corridor or classroom.</p> <p>Collect: books, stationery, craft materials, posters, resources.</p> <p>Partner with local schools, charities, or community groups to donate surplus items.</p> <p>Work with Abbotskerswell Repair Workshop to repair items before throwing them out.</p> | <p>Ongoing and especially at the end of term</p> | <p>All staff</p> | |
| <p>Introduce waterless urinals in the boys toilets</p> | <p>Install waterless urinals to reduce water use and lower energy associated with water heating and treatment.</p> <p>Monitor water savings and share results with pupils to highlight the impact of small infrastructure changes.</p> | <p>Dec 2026</p> | <p>Caretaker and SLT</p> | |

Biodiversity

| Action | Steps | Timeline | Who by | Tools, resources and information |
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| <p>Continue enhancing our green spaces through for with Park Life and through Outdoor Learning</p> <p><i>Autumn Term 26 a range of planting has taken place</i></p> | <p>Plant more trees, shrubs, and pollinator-friendly plants around the school grounds.</p> <p>Expand garden areas or create mini wildflower meadows to support insects and wildlife.</p> <p>Maintain existing outdoor spaces to provide diverse habitats (logs, hedges, pond).</p> | <p>Feb 2026</p> <p>Feb 2026</p> <p>June 2026</p> | <p>Park Life employees</p> <p>SLT</p> <p>Caretaker</p> <p>Outdoor Learning lead - DP</p> | |
| <p>Outdoor Learning and Student engagement</p> | <p>Integrate biodiversity projects into the curriculum and outdoor learning sessions.</p> <p>Involve students in monitoring wildlife, planting trees, or maintaining habitats.</p> <p>Run eco-clubs, outdoor learning clubs or citizen science projects (e.g., counting bees, birds, or butterflies).</p> | <p>Sep 2026</p> <p>Sept 2027</p> <p>ongoing</p> | <p>All staff</p> | |

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| Community links – host a community nature day to plant/grow. | <p>Plant more fruit and veg/ pick fruit and veg already grown</p> <p>Have habitat building stations.</p> | <p>July 26</p> <p>July 27</p> | <p>SLT and DP</p> <p>AD, AS</p> | |
| Plastic Free Nursery | <p>Eliminate single-use plastics in snacks, toys, and craft materials.</p> <p>Replace with reusable or natural alternatives and involve children in sorting and recycling.</p> <p>Work with families to reduce disposable items brought from home.</p> <p>Swap plastic toys for wooden, metal, or natural-fibre alternatives.</p> <p>Use fabric, paper, or natural sensory play items instead of plastic-based resources.</p> <p>Choose plastic-free storage solutions (wooden shelves, metal boxes, fabric baskets)</p> <p>Use natural or recycled materials for arts and crafts:</p> | Mar 2027 | SLT, Nursery staff, DP | https://plasticfreeschools.org.uk/ |

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| | <p>cardboard, paper, wood, clay, natural fabrics.</p> <p>Avoid glitter, confetti, and foam that contain microplastics.</p> <p>Encourage upcycling: repurpose household or donated items for creative play.</p> | | | |
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Climate education and green careers

| Action | Steps | Timeline | Who by | Tools, resources and information |
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| Share with staff and pupils what climate change action we are taking by promoting successes and achievements. | <p>Assemblies, newsletters.</p> <p>Get students involved e.g. with planting or maintaining.</p> | Feb 2026 | Outdoor Lead and Eco-warriors | |

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| <p>Increase our school's knowledge of climate change initiatives by joining a climate network as part of Newton Abbot school partnership.</p> | <p>Research networks and decide which is the best for your school to keep up to date with latest information and opportunities.</p> <p>Sign up to the network.</p> <p>Start engaging with network, attend meetings, read newsletters etc.</p> | <p>1 day, then ongoing</p> | <p>Outdoor Lead and Eco-warriors</p> <p>SLT</p> | |
| <p>Raise awareness of green careers</p> | <p>Introduce students to careers in renewable energy, conservation, sustainable agriculture, environmental law, and green technology.</p> <p>Invite local professionals to give talks, workshops, or virtual Q&A sessions.</p> <p>Organise trips to eco-projects, nature reserves, renewable energy sites, or sustainability-focused companies.</p> | <p>Spring 2027</p> | <p>Outdoor Lead – all staff</p> | |

Resilience and adaptation

| Action | Steps | Timeline for the action or expected completion date | Resources | Tools, resources and information (optional) |
|--|---|---|--|--|
| Planning: Assess your school's risk and vulnerability to climate change. | <p>Use tools to assess your climate risk.</p> <p>Vulnerability analysis to identify the most at-risk areas of the school, such as aging infrastructure or vulnerable student populations.</p> | Nov 22 | <p>Staff: SLT, CR, TL, DP</p> <p>Cost: Dependant on actions chosen</p> | <p>Climate Risk Mapping - London Datastore</p> <p>This provides a map of your heat and flood vulnerability</p> |
| Prepare our schools for the physical impacts of climate change by installing rainwater harvesting systems. | <p>Conduct a review/ audit of potential rainwater harvesting locations.</p> <p>Install fixtures.</p> <p>Train staff how to use and maintain.</p> | July 2026 for Sept 26 | <p>Staff: TL, CR, DP</p> <p>Cost: varied, depending on system used</p> | <p>Rainwater Harvesting regulations in the UK - What you need to know before installation - Rainwater Harvesting</p> <p>Talk to Aquality</p> |

Action plan goal: active and sustainable travel

Complete these actions to you understand the impacts of climate change on your school and what you might do to improve the school's resilience to weather impacts like flooding and overheating through adaptation measures.

| Action | Steps | Timeline for the action or expected completion date | Resources | Tools, resources and information <i>(optional)</i> |
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| Encourage active travel by providing bike/ scooter storage. Make sure children and parents/carers are aware of this storage | <p>Locate suitable and secure space within school grounds.</p> <p>Install more cycle storage/ scooter storage for pupils to use to lock their bikes. Particularly for KS1</p> | April 2026 | | |
| Encourage active travel by providing walking buses. (See decarbonisation) | | | | |

Air quality

These actions relate to directly improving air quality in and around the school for the benefit of pupils, staff, and parents and carers.

| Action | Steps | Timeline for the action or expected completion date | Resources | Tools, resources and information (optional) |
|---|--|---|-------------------|---|
| Planning: Create Clean Air Action Plan. | <p>Look at air quality with children</p> <p>Use hoovers have hepafilters to reduce dust in the air.</p> <p>Think about measuring air quality in classrooms and using Dyson Filters</p> | Mar 2026 | DP and ecocouncil | aqair.com looking at maps of air quality |

Waste, consumption and recycling

| Action | Steps | Timeline for the action or expected completion date | Resources | Tools, resources and information <i>(optional)</i> |
|--|--|---|------------------------------------|---|
| Encourage reuse by promoting Abbotskerswell Repair workshop | Advertise repair workshop | Summer term 2026 | DP and SLT | |
| Increase recycling by setting up a recycling hub. | Take part in The Green School Project | From April 26 | DP and ecocouncil | The Green School Project · TerraCycle |
| Increase recycling by improving recycling facilities in the school. | Ensure that all classrooms have a recycling bin. Recruit dedicated recycling monitors to support staff and students. PTFA bags to school project | Ongoing annually | DP and eco-council PTFA | |
| Increase our school's knowledge of waste, consumption and recycling by inviting TDC in to talk | Contact TDC recycling to get a recycling talk | Book for early 2026 | DP | |

Food

| Action | Steps | Timeline | Resources | Tools, resources and information |
|--|---|----------------|---|----------------------------------|
| Reduce food waste by increasing composting food waste at school. | <p>Begin using the Ridan machine.</p> <p>Add paper towels and shredded paper</p> <p>Use the compost for school gardens.</p> | Feb 26 onwards | <p>DP and caretaker</p> <p>Clever Chefs</p> | |