

# Climate Action Plan

## Farway C of E

1 year plan Autumn 2025 – 2026



Your school's carbon baseline: 50.31 CO<sub>2</sub>e      Calculation: June 2025

### RECOMMENDED FIRST STEP

#### ACTION

| Operational area   | Emissions area    | t co <sub>2</sub> e* | % of footprint |
|--------------------|-------------------|----------------------|----------------|
| Energy & Utilities | Fuel Usage        | 4.4                  | 9%             |
|                    | Electricity Usage | 2.6                  | 5%             |
|                    | Waste Usage       | 0                    | 0%             |
|                    | Water Usage       | 0.1                  | <1%            |
| Transport          | Vehicles          | 0                    | 0%             |
|                    | School Trips      | 0.2                  | <1%            |
|                    | Student Commutes  | 8.8                  | 17%            |
|                    | Staff Commutes    | 5.7                  | 11%            |
| Food & Drink       | Meals             | 4.9                  | 10%            |
| Purchases          | Spending          | 16.9                 | 34%            |
|                    | Uniforms          | 6.8                  | 14%            |



#### NOTES

Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.

Aligned with the Department for Education's [Sustainability and Climate Change Strategy](#), Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.

#### TRACKER

| Progress Key |
|--------------|
| Not Started  |
| In Progress  |
| Stalled      |
| Complete     |


| Climate Action Plan history         |
|-------------------------------------|
| Last reviewed: <input type="text"/> |

★ = high carbon reduction actions

| GET STARTED   |  |              |  |         |
|---|--|--------------|--|---------|
| ACTION  | TIMEFRAME                                      | STAKEHOLDERS | NOTES  | TRACKER |
| <b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b><br>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.   | <b>Start: June 25</b><br><b>Review: Feb 26</b> | SB           | Signed up  |         |
| <b>Set up a sustainability working group</b><br>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.                                      | <b>Start: Jan 26</b><br><b>Review: May 26</b>  | SB           | Jan – LAC representative joined the working group<br><br>Staff meetings planned throughout the year to develop adult and pupil groups. |         |
| <b>Add sustainability plans, projects and successes to your school website and share through wider communications</b><br>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this. | <b>Start: Jan 25</b><br><b>Review: May 26</b>  | SB & Admin   | Add information to Newsletters & bulletins to inform parents.<br><br>Create links between vision and CAP.                              |         |

# 1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

| ENERGY – BUILDINGS AND RETROFIT  |  |   |  |         |
|--|--|---|--|---------|
| ACTION   | TIMEFRAME  | STAKEHOLDERS  | NOTES  | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |  |   |  |         |
| <b>Install a smart meter</b><br>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a> .  | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB &amp; Central Team</b>  |  |         |
|  <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b><br>18°C is the <a href="#">general recommendation</a> for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, <a href="#">according to the DfE</a> . | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>H+S Lead</b><br><br><b>Wembco</b>                   | System reviewed by Wembco to highlight any changes that can be made to increase efficiency.<br><br>Adaptions made to the system to ensure efficiency and compliance. |         |
| <b>Investigate the potential for solar panels</b><br>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: <a href="#">Solar for Schools</a> & <a href="#">Eden Sustainable</a> .  | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB &amp; Central Team</b><br><br><b>Sustainability working group</b> |  |         |

| ENERGY – BEHAVIOURAL CHANGE   |  |                                      |   |         |
|---|--|--------------------------------------|---|---------|
| ACTION  | TIMEFRAME  | STAKEHOLDERS                         | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |  |                                      |   |         |
| <b>Incentivise students to address energy usage</b><br>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. <a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB &amp; Staff</b>                | Introduce initiatives through CW.<br>Start a Green/Ethos group.   |         |
| <b>Take part in a switch off campaign</b><br>Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a> . Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.  | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><b>Green/Ethos Team</b> | Join National & Global campaigns for Switch Off days  |         |
| <b>Implement a power down strategy for electrical devices and appliances</b><br>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.   | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><b>Green/Ethos Team</b> | Information shared between staff<br><br>Setting reviewed on laptops and electrical devices.<br><br>Systems in place for manual switch off at key times (end of day/ holidays) |         |

| FOOD  |  |   |   |         |
|---|--|---|---|---------|
| ACTION  | TIMEFRAME  | STAKEHOLDERS  | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |  |   |   |         |
| <b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b><br><br>Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to <a href="#">ProVeg</a> for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts. | <b>Start: Jan 26<br/>Review: May 26 &amp; September 26</b> | <b>SB, Admin &amp; Catering staff (Devon Norse)</b> | Liaise with catering company to explore possibilities.  |         |
| <b>Increase the number of planet friendly, meat-free options on offer every day</b><br><br>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!   | <b>Start: Jan 26<br/>Review: May 26 &amp; September 26</b> | <b>SB, Admin &amp; Catering staff (Devon Norse)</b> | Liaise with catering company to explore possibilities.  |         |
| <b>Start or improve composting and food waste facilities on-site</b><br><br>Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging students! To get started, ask your school community for unwanted compost bins.  | <b>Start: May 26<br/>Review: September 26</b>              | <b>SB, Staff, Eco Group</b>                         | Look for funding to purchase on site composting.<br><br>Increase composting on site through eco team. |         |

| PROCUREMENT   |           |              |       |         |
|---|-----------|--------------|-------|---------|
| ACTION  | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i> |           |              |       |         |

|  |   |  |   |  |
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| <p>★ <b>Develop your uniform exchange and extend existing reuse practices</b></p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p> | <p><b>Start:</b> Jan 26<br/><b>Review:</b> May 26 &amp; September 26</p>  | <p><b>SB</b><br/><b>Admin</b><br/><b>PTFA</b></p>            | <p>Explore uniform exchange</p> <p>Enhance jumble sale/ uniform sales through PTFA.</p> |  |
| <p><b>Reduce branding on uniform and other school items</b></p> <p>Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO<sub>2</sub> limits on embroidery and personalisation.</p>  | <p><b>Start:</b> Sept 25<br/><b>Review:</b> May 26 &amp; September 26</p> | <p><b>SB</b><br/><b>Admin</b><br/><b>Uniform company</b></p> | <p>Review of uniform conducted Sept 25</p> <p>Universal items increased.</p>            |  |

| WASTE  |  |  |   |         |
|--|--|--|---|---------|
| ACTION   | TIMEFRAME  | STAKEHOLDERS   | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |  |  |   |         |
| <p><b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b></p> <p><a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p>                                   | <p><b>Start:</b> Jan 26<br/><b>Review:</b> May 26 &amp; September 26</p> | <p><b>SB</b><br/><b>Devon Norse Staff</b><br/><b>Eco Group</b></p> | <p>Audit bin use. Check correct items are being put in boxes.</p> <p>Bin use reviewed and updated – Sept 25</p> |         |
| <p><b>Provide students with education on the importance of reducing, reusing and recycling correctly</b></p> <p>Teach students about the waste hierarchy: '<i>Reduce -&gt; Reuse -&gt; Recycle</i>' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such</p> | <p><b>Start:</b> Jan 26<br/><b>Review:</b> May 26 &amp; September 26</p> | <p><b>SB</b><br/><b>Staff</b></p>                                  | <p>Newsletters</p> <p>Collective Worship</p> <p>Curriculum Opportunities</p>                                    |         |

|  |  |                               |   |  |
|--|--|-------------------------------|---|--|
| as <a href="#">Wastebuster</a> and <a href="#">Recycle Now</a> have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.  |  |                               |   |  |
| <b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b><br>Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a <a href="#">Plastic Free School</a> with <a href="#">Surfers Against Sewage</a> using their free resources. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Staff</b> | Newsletters<br><br>Collective Worship<br><br>Curriculum Opportunities |  |

| TRANSPORT   |  |                                      |   |         |
|---|--|--------------------------------------|---|---------|
| ACTION  | TIMEFRAME  | STAKEHOLDERS                         | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |  |                                      |   |         |
| <b>Provide cycle proficiency lessons in school</b><br>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a> . Your local authority should be able to support you to get signed up (check with your local travel or road safety officer). | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Admin</b>        | Continue to offer BikeAbility courses.                                |         |
| <b>Install EV charging points</b><br>Install EV charging points in your car park for staff or parents and charge for usage.   | <b>Start: May 26</b><br><b>Review: September 26</b>              | <b>SB</b><br><br><b>Central Team</b> | Newsletters<br><br>Collective Worship<br><br>Curriculum Opportunities |         |

## 2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

| ADAPTATION AND RESILIENCE   |  |  |   |         |
|---|--|--|---|---------|
| ACTION  | TIMEFRAME  | STAKEHOLDERS   | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |  |  |   |         |
| <b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b><br><br>Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a> . Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures. | <b>Start: Sept '25</b><br><b>Review: July '26</b>                | <b>Central staff</b><br><br><b>Gov. Professional</b> | Write a Heat Wave policy with Trust staff.  |         |
| <b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b><br><br>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO <sub>2</sub> levels using devices.  | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Admin</b><br><br><b>Staff</b>    | Circulate key information.<br><br>Include in briefings and updates.                         |         |
| <b>Consider measures to increase adaptation to flooding risks</b><br><br>Sustainable Drainage Systems (SuDS) can be installed to manage water flow and reduce the risk of flooding, unless clear evidence suggests that this would be inappropriate. Some techniques for implementing SuDS include: greening (e.g. Green roofs); permeable surfaces (e.g. Pavements); water storage (e.g. Rainwater harvesting).  | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Admin</b><br><br><b>Staff</b>    | Link to water storage facilities in school.<br><br>Links to curriculum project – Freshwater |         |



| WATER  |  |   |   |         |
|--|--|---|---|---------|
| ACTION   | TIMEFRAME  | STAKEHOLDERS                                      | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |  |   |   |         |
| <b>Raise awareness around water consumption and efficiency</b><br>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Admin</b><br><br><b>Staff</b> | Circulate key information.<br><br>Include in briefings and updates. |         |
| <b>Install water butts to harvest rainwater</b><br>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.   | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Admin</b><br><br><b>Staff</b> | Look at grants available<br><br>Re-install existing water butts.    |         |

### 3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

| NATURE   |  |   |  |         |
|--|--|---|--|---------|
| ACTION   | TIMEFRAME  | STAKEHOLDERS  | NOTES  | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |  |   |  |         |
| <b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b><br>Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Eco Group</b><br><br><b>Staff</b> | Review and audit outdoor spaces.<br><br>Change the location of key areas of the grounds (mud kitchen)<br><br>Develop 'den building/ eco space within playground. |         |

|  |  |   |  |  |
|--|--|---|--|--|
| <b>Create accessible outdoor spaces that enable students to connect with nature</b><br>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Admin</b><br><br><b>Staff</b> | Review and audit outdoor spaces.<br><br>Change the location of key areas of the grounds (mud kitchen)<br><br>Link to EYFS ASIP focus |  |
|--|--|---|--|--|

## 4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

| CULTURE   |  |   |   |         |
|---|--|---|---|---------|
| ACTION  | TIMEFRAME  | STAKEHOLDERS                            | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |  |   |   |         |
| <b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b><br>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.  | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>All staff</b><br><br><b>Children</b> | Setup Eco/Green Team to help initiate plans to help the school become more sustainable. |         |
| <b>Provide CPD opportunities for staff on sustainability</b><br>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through <a href="#">Carbon Literacy Training</a> , <a href="#">Climate Fresk</a> or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b>                               |   |         |

| CURRICULUM   |  |   |  |         |
|--|--|---|--|---------|
| ACTION   | TIMEFRAME  | STAKEHOLDERS  | NOTES  | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |  |   |  |         |
| <b>Complete a curriculum audit</b><br>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.   | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Teaching Staff</b><br><br><b>East Devon Hub</b> | Curriculum audit undertaken alongside wider curriculum work.<br><br>Move to East Devon Curriculum  |         |
| <b>Create an environment where lessons can be taught outside in all subjects</b><br>Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the <a href="#">Forest School Association</a> , <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a> . | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>All staff</b>  | Encourage use of the outdoor spaces to enable teachers and staff to deliver lessons.<br><br>Links with local community spaces/ areas within the village. |         |

| GREEN SKILLS & CAREERS  |  |   |  |         |
|---|--|---|--|---------|
| ACTION  | TIMEFRAME  | STAKEHOLDERS                                      | NOTES  | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |  |   |  |         |
| <b>Invite inspirational green careers speakers in to speak to pupils</b><br>Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a> , <a href="#">Inspiring the Future</a> , <a href="#">Speakers for Schools</a> to find speakers. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Admin</b><br><br><b>Staff</b> | Actively seek opportunities for further guest speakers/ inspirational people to speak to the children. |         |

|   |  |  |   |  |
|---|--|--|---|--|
| <b>Provide opportunity for all pupils to take leadership on sustainability</b><br>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc. | <b>Start: Jan 26</b><br><b>Review: May 26 &amp; September 26</b> | <b>SB</b><br><br><b>Staff</b><br><br><b>All pupils</b> | Ensure all children are engaged with sustainability – Collective Worship, Newsletters, Environment/Green Days |  |
|---|--|--|---|--|



[www.letsgozero.org](http://www.letsgozero.org)

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