



Colyton Primary Academy Climate Action Plan

2025-2028



Vision Statement

Our vision is to create a caring, climate-aware school community where 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 a beacon of climate responsibility for East Devon—reducing emissions, restoring nature, and building a resilient future for all.

Climate Education and Green Careers

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.

Objective	Actions	Person responsible	Resources needed	Success criteria
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Colyton Primary Academy Climate Action Plan

2025-2028



❓ Integrate climate topics across subjects (e.g., local weather in geography, sustainability in science, eco-themes in literacy).	• Review curriculum maps and identify sustainability links. • Provide short CPD session for staff. • Create example lesson plans.	HoS	Resources Needed: Teacher planning time; online climate resources; CPD slot.	Success Criteria: Climate links embedded in at least 2 topics per year group; pupil work shows improved understanding
❓ Invite local green professionals—such as wildlife rangers, renewable energy engineers, farmers, or conservation volunteers—to give talks or run workshops.	• Identify local contacts (AONB team, National Trust, farmers, engineers). • Schedule visits or virtual talks. • Prepare pupils with pre-lesson questions.	HoS Climate Lead	Visitor time; hall/classroom; contact list.	Minimum of 3 sessions delivered; pupils can name at least 3 green careers in



Colyton Primary Academy Climate Action Plan

2025-2028



				follow-up survey
❓ Create pupil-led Eco Teams responsible for awareness campaigns, energy checks, and promoting sustainable habits.	- Recruit representatives per class. - Provide simple training (energy checks, recycling). - Set half-termly goals.	Climate Lead	High-vis jackets, clipboards, simple audit sheets.	Eco Team meets at least monthly; visible impact such as reduced litter or lower energy use.
❓ Run annual “Green Futures Week” celebrating environmental learning, outdoor activities, and exploration of green jobs.	- Plan themed activities (outdoor learning, poster competitions). - Book workshops and visitors. - Celebrate with a showcase assembly..	HoS Climate Lead	Activity packs; guest speakers; display materials.:	Whole-school participation; parent/community engagement; pupil feedback



Colyton Primary Academy Climate Action Plan

2025-2028



				demonstrates increased motivation
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Biodiversity

<u>Our Vision:</u> The school will create thriving habitats around the campus to boost local wildlife and give pupils direct experience with nature. This may include pollinator-friendly planting, wildlife corridors, mini-meadows, ponds, 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 citizen-science activities. Biodiversity actions will strengthen children's connection to nature while enhancing ecosystem health on school grounds.				
Objective	Actions	Person responsible	Resources needed	Success criteria



Colyton Primary Academy Climate Action Plan

2025-2028



❓ Establish a “Nature Zone” with pollinator-friendly plants, wildflower patches, and habitats such as bug hotels or bird boxes.	• Identify suitable area and create design. • Install planters, wildflower patches, bug hotels. • Pupils help with planting days.	Gardeni ng Club	Soil, seeds, tools, timber, donated plants.	Plants established; visible increase in pollinators by summer.
❓ Start a biodiversity monitoring programme where pupils record sightings of birds, insects, and plants through simple citizen-science tools.	• Introduce ID cards/apps for children. • Weekly observation sessions. • Log sightings on simple charts.	HoS Climate Lead	Clipboards; ID guides; digital spreadsheet.	Regular data recorded; pupils can identify common species; submitted observations to citizen-science apps (optional).



Colyton Primary Academy Climate Action Plan

2025-2028



❓ Work with local conservation groups (e.g., AONB, local wildlife trust) to run hedge-laying, tree-planting, or pond-building projects.	• Contact East Devon conservation organisations. • Plan one joint habitat project (e.g., hedge planting). • Carry out activity day with volunteers.	HoS PTFA Climate Lead	Tools, plants, adult helpers.	One collaborative event delivered; long-term habitat improvements established.
❓ Adopt a “No Mow” and seasonal maintenance plan to support pollinators and increase native plant diversity.	• Agree mowing schedule with grounds staff. • Mark “No Mow” zones with signs made by pupils.	HoS Premises Manager	Sign materials; grounds team coordination.	Healthy wildflower areas established; increased pollinator activity observed.



Colyton Primary Academy Climate Action Plan 2025-2028



	• Monitor wildflower growth.			
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Decarbonisation:

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 decarbonisation becomes a shared, whole-school effort.



Colyton Primary Academy Climate Action Plan

2025-2028



Objective	Actions	Person responsible	Resources needed	Success criteria
❓ Conduct an annual energy audit led by staff and pupils to identify energy-saving opportunities across classrooms and buildings.	• Train Eco Team in simple energy checks. • Audit lighting, heating, plug loads. • Present findings to staff/governors.	Climate Lead HoS Health & Safety Admin	Checklists; thermometers; governor meeting slot.	Energy use baseline recorded; at least 3 improvement actions implemented.



Colyton Primary Academy Climate Action Plan

2025-2028



? Upgrade school lighting to LED bulbs and install automatic timers or sensors to reduce unnecessary electricity use.	• Identify priority areas (corridors, classrooms). • Seek quotes and explore grant funding. • Install LEDs and timers.	Premises Lead	Budget or grant funds; electrician; LED bulbs.	50–100% LED coverage; measurable reduction in electricity bills.
? Promote active travel by organising walking buses, cycle-to-school days, and safe routes for families.	• Launch walking bus routes. • Hold monthly	All Staff	Hi-vis, route maps, small incentives.	Increase in pupils walking/cycling (target: +10%); reduced parking congestion.



Colyton Primary Academy Climate Action Plan

2025-2028



	bike/scooter days. • Rewards for regular active travellers.			
? Reduce waste through enhanced recycling stations, composting food waste, and switching to reusable resources wherever possible.	• Install clear recycling bins in every classroom. • Begin food waste composting. • Run waste-free lunch challenges..	All Staff	Bins, composting equipment, posters.	Lower mixed waste volume; pupils demonstrate correct sorting in audits



Colyton Primary Academy Climate Action Plan

2025-2028



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, planting shade trees, 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.

Objective	Actions	Person responsible	Resources needed	Success criteria
🔍 Review and improve drainage around playgrounds and pathways to reduce flooding risks during heavy rainfall.	• Identify flood-prone spots. • Get quotes for drainage improvements. • Install French drains or permeable surfaces.	HoS Premises Lead	Contractor; equipment; budget allocation.	Reduced pooling after rainfall; safer playtimes.



Colyton Primary Academy Climate Action Plan

2025-2028



❓ Plant shade trees and create cool outdoor areas to protect pupils during heatwaves and boost outdoor learning.	- Choose species suitable for shade and local climate. - Plant with pupils and volunteers. - Add seating or quiet zones.	HoS Climate Lead Premises Lead	Trees, compost, tools, outdoor furniture.	Shade coverage increases; outdoor learning safer in hot weather.
❓ Develop a climate-aware emergency plan addressing extreme weather, heat, storms, and transport disruption.	- Review risk assessment for heatwaves, storms, flooding. - Update procedures and communication plans.	HoS Climate Lead Premises Lead	Policy time; staff meeting; printed plans.	Staff confidently follow new procedures; successful rehearsal of at least one emergency drill



Colyton Primary Academy Climate Action Plan

2025-2028



	• Train staff during INSET.			
☐ Run resilience-focused pupil projects (e.g., water-saving challenges, weather monitoring, rainwater collection experiments).	• Set up weather station or rain gauges. • Run water-saving and heat-resilience challenges. • Incorporate findings into science lessons	HoS Climate Lead	Simple instruments; logbooks; teacher time.	Pupils record weather data accurately; improved understanding of climate impacts.



Colyton Primary Academy Climate Action Plan

2025-2028



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

Objective	Actions	Person responsible	Resources needed	Success criteria
❓ Align school actions with the Devon Carbon Plan and DfE Sustainability Strategy, reviewing progress annually with governors.	- Review relevant policy documents. - Map school priorities to national/local targets. - Present alignment plan to governors.	HoS Climate Lead Premises Lead	Policy documents; meeting time.	Approved climate plan aligned with national/local strategy.



Colyton Primary Academy Climate Action Plan

2025-2028



❓ Apply for relevant grants (e.g., energy-efficiency upgrades, outdoor education, biodiversity projects).	- Identify suitable grants (energy, biodiversity, outdoor learning). - Prepare applications with support from SLT/governors. - Track deadlines and outcomes.	HoS Climate Lead Premises Lead	Staff time; grant database; supporting documents.	Minimum of 2 grant applications submitted; at least one successful award.
❓ Share progress publicly through newsletters, the school website, and local council networks to strengthen accountability.	- Publish updates in newsletters and on the website. - Display progress charts in the school hall.	HoS Climate Lead Premises Lead	Templates; photos; staff time.	Regular communication achieved; positive community feedback.



Colyton Primary Academy Climate Action Plan

2025-2028



	Send annual summary to governors and community.			
? Build partnerships with local councils and environmental organisations to support joint projects and policy-aligned initiatives.	- Attend local sustainability meetings where possible. - Join East Devon environmental initiatives. - Invite council reps to pupil events.	HoS Climate Lead Premises Lead	Contact list; networking time.	At least two collaborative projects completed; ongoing communication established.