Small Steps – Big Impact

Exmouth Community College

Sustainability Lead: Rich Marratt

Contents

Who to turn to for support:

(In escalation order)

TWT Sustainability Team

1. Mark Acher - TWT Point of Contact – mark.acher@tedwraggtrust.co.uk
2. Julia Prince – Head of Estates – Julia.Prince@tedwraggtrust.co.uk
3. Julie Fossey – Director, Ted Wragg Institute – Julie.Fossey@tedwraggtrust.co.uk

Our Sustainability Mission Statement

Our family of Ted Wragg Trust schools are committed to fostering a sustainable future by implementing school-based Climate Action Plans. These plans demonstrate our collective commitment to environmental stewardship, aiming to empower our students, staff, and our local communities to contribute meaningfully to a healthier planet.
Together, we embark on this journey toward a greener future, understanding that every small step contributes to the larger goal of environmental sustainability.

Background to the Climate Action Plan

Department of Education Guidance

Sustainability leadership and climate action plans in education
The sustainability and climate change strategy for education states: "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan". This includes early years settings, schools, multi-academy trusts, colleges, and universities.

Wherever you are on your sustainability journey, this non-statutory guidance and the support now available can help you get started or take the next step.

Further information - https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education

Your role as Sustainability Lead

Things to remember:

- You are **NOT** the Climate Change Super Hero – you are not expected to do everything
- **You are a Facilitator** – knowing what is happening, enabling others to deliver elements which will make a difference.
- **For many this not be primary aspect of your role in school** – having a pragmatic and sustainable approach to this role will help.
- **You are not alone** – the TWT Sustainability team are there to support and help facilitate ideas.
  There are external organisations who can also help – see the back of this pack for links and further contact information.

Road Map:

Year 1:
Quick win options and understanding where we are – establishing base information.
'Securing our roots' to grow in the future. Simple successes will build momentum.

Year 2:
Establish a plan of what we can do within the capability of our school.
This will allow us to **'expand our reach'** and grow our ambitions.

Year 3:
Realise the change we have made – reflecting on what has worked and where the next challenge is.
Can we **'sustain our success'**? Sustainability of progress is at the heart of our approach.

Timeline for this year:

Date	Action	By Whom
Thursday 26th September	Launch of Climate Action Plan at Sustainability Conference	All Sustainability Leads, TWT Sustainability Team (JF, JAP, MA)
Thursday 6th November	**Tedfest** – Drop in session PM at TBH or via Teams	Optional session
Thursday 20th November	**Share a first version of your school Climate Action Plan** with your SLT and Mark Acher (TWT Estates)	All Sustainability Leads
Thursday 27th November	Quality Assurance Panel Review & Feedback	Julie Fossey, Mark Acher, Claire Tribe (Governor) + TBC
Friday 5th December	Share with SLT in School	School SLT
Friday 12th December	**Publish Climate Action Plan** to school website.	School SLT
Spring Term - TBC	Online Network Meeting	All Sustainability Leads & TWT Estates
May – TBC with each school	**Review of Climate Action Plan** with TWT Estates – on site visit	All Sustainability Leads & TWT Estates
Wednesday 24th June	**Summer Sustainability Conference** @ Great Moor House	All Sustainability Leads, TWT Sustainability Team, Sustainability Governors

What does progress or success look like?

1. Our schools have a **lower impact on Climate Change** than at the start of the programme
2. Our **school community is more pro-active** in addressing issues of climate change and engage in the Climate Action Plan.
3. **Sustainability Lead is truly the Climate Action Facilitator** and has engaged others to deliver on objectives identified in the school's Climate Action Plan. Their role has been sustainable to them.

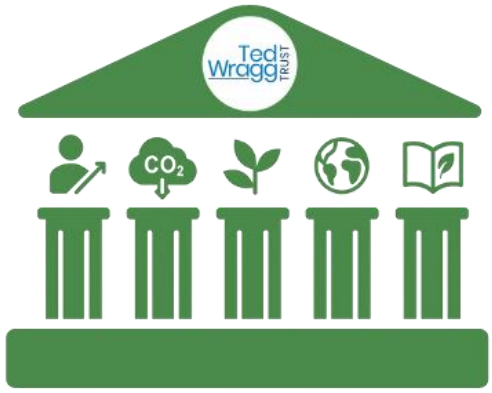
Lots of small steps across our family of trust schools will make a big impact.

"the whole is greater than the sum of its parts" Aristotle

There are a number of identified 'pillars' that will help guide us through this journey.

5 Pillars of the Climate Action Plan

1. Leadership and Policy
2. Decarbonisation
3. Biodiversity
4. Adaptation and Resilience
5. Climate Education and Green Skills



This is more than just a government strategy – it is our opportunity to empower our community to make small steps in the right direction.

Leadership and Policy

This one has been done for you. Our Trust leadership and your school leadership have made a commitment to this Climate Action Plan.

Statement of intent:

"Our family of Ted Wragg Trust schools is committed to leading with purpose in building a sustainable future. Through our Climate Action Plans, we aim to embed sustainability into all aspects of decision-making—from purchases and transport choices to resource management—ensuring that environmental considerations are central to our strategic actions.

We recognise that effective leadership in sustainability requires both securing our roots and expanding our reach: safeguarding the foundations of our schools while innovating to amplify our impact on students, staff, and the wider community. By aligning our policies and practices with these values, we sustain our success and demonstrate responsible stewardship of the planet, inspiring others to join us on this journey toward a greener, more resilient future."

Scoring - 

Decarbonisation

Action	Description	Lead	Timescale (wks/mths)	Cost Score (1-5)	Time Score (1-5)	Notes	Envi Impact Score (1-5)	Cost Impact Score (1-5)	Notes	Date Completed
Run a switch-off campaign to encourage staff and pupils to turn off unused lights, appliances, and electronics.	A switch-off campaign raises awareness about energy consumption and encourages simple behavioural changes to reduce waste. Consider competitions, reminder posters and conduct audits to track energy savings. Engage pupils through classroom discussions to make energy efficiency a long-term habit.	RM/HM/SG/Ecogroup	Month	1	2	No costs except promotional materials. Time to launch and support during event.	3	2	Reduces unnecessary electricity use, lowering the school's carbon footprint.	
Hold "Switch Off" days.	Have specific days when there is a school focus on 'Switching Off'. May be more practical to carry out in the spring/summer	RM/HM/SG/Ecogroup	Week	1	2	Use posters and Broadcast/Assemblies to promote.	1	1	Monitor savings using smart meters, advertise results.	

	terms.									
Monitor Energy Consumption.	Monitor smart meters to review energy consumption at different times of day, the week, weekends and holidays.	RM/SG/Ecogroup	Month			Smart meters can monitor data on a 30 minute basis. Should be able to access via website?			Will allow the school to save energy/money by not heating/running appliances outside of core hours or when not required.	
Carry out building energy audits. Assess energy use and identify opportunities for efficiency improvements.	Helps to identify areas of energy waste, from heating inefficiencies to unnecessary lighting. Findings can inform decisions on insulation, lighting upgrades, and behaviour-based energy-saving strategies.	RM/ST	3 Months			Costs depend on whether internal staff or external consultants conduct the audit. Requires data collection and analysis over time. Need to prioritise buildings for audit across the school site.			Identifying inefficiencies followed by directed action leads to lower energy consumption and carbon emissions.	
Cleaning of Solar Panels.	Cleaning solar panels can increase their output by up to 50%.	RM/ST	Week			Contractor required.			Once cleaned the panels should be scheduled for annual cleaning.	
Consider setting up a car share scheme for staff.	Leads to a direct and measurable decrease in individual fuel consumption.	RM/CC	Month			Relatively easy to set up and maintain.			Can advertise benefits through active savings.	

Install double glazing where single panel glazing is still present.	Immediate reduction in heat loss and therefore energy wastage.	RM/ST	Month			Contractor and funding required.			Savings accrued through reduced energy use.	
Swap existing Astro pitch floodlights for energy efficient LED lamps.	Reduction in energy use, reduction in light scatter	RM	Month			Funding support required.			Invest to save; will reduce electricity consumption by 50%.	

Biodiversity

Scoring - 

Action	Description	Lead	Timescale (wks/mths)	Cost Score (1-5)	Time Score (1-5)	Notes	Envi Impact Score (1-5)	Cost Impact Score (1-5)	Notes	Date Completed
Consider signing up to Education Nature Park	Opportunity to participate in local or national education nature park programmes to connect pupils with nature-based learning experiences. These programmes provide hands-on engagement with biodiversity, conservation, and sustainability. By participating, pupils gain a deeper appreciation of the environment and schools can access valuable teaching resources and support for outdoor learning initiatives.	SG/Ecogroup	Term	1	3	Resources available to support the biodiversity journey. Help available to come to the ECC site.	2	1	Encourages nature conservation and awareness of climate action. No direct financial benefits but long-term educational value.	
Create a wildflower area to support bees, butterflies and other flying insects.	A wildflower area provides a habitat for bees, butterflies, and other beneficial insects. Planting native wildflowers and nectar-rich plants will contribute to biodiversity	RM/ST	Month	2	2	Costs include seeds and maintenance.	2	1	Supports ecosystem balance. No financial savings but educational benefits.	

	and support local ecosystems.									
Build habitats for insects and small mammals using log piles and wood pallets.	Log piles and disused wood pallets can be used to create a natural habitat for insects, amphibians and fungi, enhancing biodiversity and promoting decomposition processes. They can serve as learning tools for ecology studies.	RM/SG/Ecogroup	Term			Uses natural and recycled materials, making it a low-cost initiative. Quick to implement and requires no maintenance.			Supports ecosystem health indirectly. No direct cost savings.	
Carry out a nature survey and assess the biodiversity of school grounds and surrounding areas.	Conduct nature surveys to document the species of plants, insects and animals found on school grounds. This information can help identify areas for biodiversity improvement such as adding nesting boxes, planting native species or reducing pesticide use. Engaging pupils in biodiversity monitoring promotes conservation awareness and scientific curiosity.	HM/SG/Ecogroup	Term			No significant cost, beyond materials for recording observations.			Fosters school-wide conservation awareness. No direct financial savings.	
Revitalise pond area on Gipsy Lane site to encourage ecological diversity.	Once the RAAC Building has been demolished develop the pond area to encourage flora and fauna	RM/ST/SG/Ecogroup	Term			Limited costs, can try to source plants from local garden centres.			Fosters school-wide conservation awareness.	

	growth and so enhance biodiversity.								No direct financial savings.	

Adaptation & Resilience

Scoring - 

Acion	Description	Lead	Timescale (wks/mths)	Cost Score (1-5)	Time Score (1-5)	Notes	Envi Impact Score (1-5)	Cost Impact Score (1-5)	Notes	Date Completed
Undertake a drone roof/gutter survey.	Check roofs and gutters for blockages or damage. To be done twice a year: pre-Autumn leaf fall and early Spring to help avoid damage from blockages and identify maintenance issues.	RM/ST	Day			Costs nothing, just need to notify the school that a drone will be flown over the school – done during lessons or before/after school.				
Fit solar film on south-facing windows to reduce heat gain and energy consumption.	Solar film on windows helps regulate indoor temperatures by reducing heat gain in summer and heat loss in winter. This reduces the reliance on air conditioning and heating systems, leading to lower energy consumption and improved comfort in classrooms. Solar film also reduces glare, protects furniture from UV damage, and extends the lifespan of interior materials by	RM/ST	6 month			Moderate cost, but provides long-term energy savings and improved classroom comfort. Quick installation with minimal disruption to school activities.			Reduces energy consumption for heating and cooling, lowering overall carbon emissions. Lowers utility bills by improving thermal efficiency, reducing reliance on air conditioning.	

	preventing sun-related wear.									
Audit and Reduce Single-Use Plastics. Identify and eliminate unnecessary plastic waste in school operations.	Conduct an audit of plastic use, identifying areas where single-use plastics can be eliminated or replaced with sustainable alternatives. This includes plastic cutlery, straws, and packaging materials. Encouraging the use of reusable water bottles and lunch containers can also contribute to waste reduction.	SG/Ecogroup	Month			Minimal costs associated with switching to reusable alternatives. Conducting an audit and implementing changes requires planning.			Reduces plastic production and landfill waste. Saves costs on disposable plastic products.	
Switch to Recycled Paper for Printing. Use recycled paper to reduce deforestation and waste.	Significantly reduce environmental impact by switching to recycled or FSC-certified paper for printing. Recycled paper manufacturing requires less water and energy compared to virgin paper, reducing carbon emissions. Also consider digital alternatives to minimise paper use.	RM/CC	Week			Slightly higher costs than regular paper, but bulk purchasing can offset this. Immediate implementation possible with supplier changes.			Reduces emissions from paper production and waste processing. Long-term savings by reducing overall paper consumption.	
Use only cleaning products with Eco-Certifications. Use biodegradable	Traditional cleaning products contain harmful chemicals that can pollute water and air. Transition to eco-friendly	RM/KP	Month			Some eco-friendly products may be slightly more expensive.			Reduces pollution from chemical runoff. Long-term health	

and non-toxic cleaning products.	alternatives certified by environmental agencies, reducing exposure to toxins and supporting sustainability efforts.					Immediate switch possible with supplier adjustments.			benefits reduce medical costs.	
Consider menu adjustments for more meat free dishes.	Challenge catering staff to come up with tasty non-meat dishes and hold signature events – or even introduce 'under the radar' so that only non-meat dishes are available on one day a week (for e.g.).	RM/CL/KG	Month			Clever choice of tasty meat-free alternatives or meat substitutes required. Garner feedback from the student audience.			Reduces emissions from meat production. Educates students on how tasty meat alternatives can be.	
Consider switching to local suppliers of foodstuffs for catering.	Expand use of locally grown and bought produce.	RM/CL/KG	Month			May be slightly more expensive in the short term, but with a guaranteed market prices can be driven down.			Reduction in food miles, money is spent in the local economy.	
Examine feasibility of 'upcycling' second hand school uniform.	Consider how used school uniform could be upcycled and made available either to sell or as a resource for those who need it most.	RM/AY	Term			Potentially a significant time burden to set up, but the benefits are considerable.			Ensures that full use is obtained from school uniform items, which lowers energy use in the production chain but also contributes to social capital and community.	

Climate Education and Green Skills

Scoring - 

Action	Description	Lead	Timescale (wks/mths)	Cost Score (1-5)	Time Score (1-5)	Notes	Envi Impact Score (1-5)	Cost Impact Score (1-5)	Notes	Date Completed
Energise the School Eco Group to drive sustainability initiatives.	Offers the opportunity for pupils to lead sustainability projects, influence school policies and advocate for environmental improvements. This initiative fosters leadership and encourages responsibility.	HM/SG	Term			No cost beyond organising meetings. Requires commitment to regular meetings and project work.			Leads to long-term environmental improvements and positive behaviours. Indirect financial benefits through improved sustainability practices.	
Integrate sustainability topics into all subjects to build pupil awareness.	Embedding sustainability into the curriculum across all subjects helps pupils develop an awareness of environmental issues. Science classes can discuss climate change, geography can cover ecosystems and mathematics can explore energy consumption statistics. By integrating sustainability into daily learning, pupils can develop a mindset of environmental responsibility and apply	HM	Term			Requires little to no funding, as it involves modifying existing lesson plans. Some time will be needed to adapt curriculum materials and train teachers.			Long-term behavioural change among students can lead to emissions reductions. No direct financial savings but may lead to reduced resource consumption over time.	

	these principles beyond the classroom.									
Organise a pupil-led Energy and Waste Audit. Engage pupils in assessing the school's energy use and waste production.	A school-wide audit allows pupils to evaluate energy use and waste production, identifying areas for improvement. This hands-on approach helps pupils understand real-world sustainability challenges and implement practical solutions such as reducing electricity use, recycling more effectively, and cutting down on single-use plastics.	HM/SG	Term			Minimal costs involved, as audits mainly require staff and pupil participation. Requires data collection, analysis, and action planning.			Identifying inefficiencies can significantly cut emissions. Potential cost savings from improving energy and resource efficiency.	
Consider Met Office 'Climate Boot Camp'. Make use of the TWT Met Office Partnership.	This is a programme of activities and careers education. Pupils attend the Met Office for a day to undertake a workshop. On their return to school, they can share and engage others.	HM	Month			The programme is already set up for schools. Time needed to co-ordinate and prepare pupils – Careers lead?			Pupils who attend are engaged more deeply with careers in the green economy. No cost savings.	
Lead / Participate in Beach cleans	Already established, so minimal organisation needed.	HM/SG/Ecogroup	Day			Great for linking with outside organisations, easy to arrange/participate.			Direct benefit to the wider local community. No cost savings.	

Establish 'woodland garden' as part of Alternative Provision curriculum.	Could be a useful addition to the AP curriculum.	HM/LB/ST	Term			Could help to encourage regular attendance, as well as enhancing biodiversity.			Will require a cost outlay, perhaps bring in an outside gardner to assist, inspire, advise?	

Further support and information:

- **Climate Ambassadors:** Matching climate experts with education settings. Visit Website
- **Education Nature Park:** Go on a journey to get to know your outdoor space and use creative decision -making to improve your grounds for people and nature. Visit Website
- **Sustainability Support for education:** Enabling schools to start their sustainability journey. Visit Website
- **Transform Our World**: Offers a Climate Action Planner for schools. Visit Website
- **Climate Friendly Schools**: Provides templates and resources. Visit Website
- **WWF –** School Sustainability Guide. Visit Website
- **British Gas - Get Set for Positive Energy**: Supports energy-saving initiatives. Visit Website
- **EDF Energy - Net Zero Challenge**: Encourages student-led climate projects. Visit Website