

## Filleigh School Sustainability Plan

### Devon Moors Federation Commitment to Sustainability:

The DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a Federation, we have an important role to play in this, particularly in reducing our environmental footprint working towards net zero, and giving all children, young people and adults across our schools the knowledge and skills to thrive in the green economy and to help restore nature.

Through our individual school sustainability climate action plans, we will engage directly with children and young people who are passionate about the natural world, want to do their best to protect it and can influence their wider communities. Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Each school in our federation will have an individual plan, appropriate for the site and specific needs. We will address the four areas identified in the DFE's Sustainability and climate change strategy *Sustainability and climate change: a strategy for the education and children's services systems* - GOV.UK

- **adaptation and resilience:** how our school is preparing for and responding to the impacts of climate change
- **biodiversity and nature:** our efforts to protect and enhance nature and wildlife within our setting and its surroundings
- **climate education and green skills:** how learners are supported to understand climate change, sustainability, and develop relevant skills
- **decarbonisation and net zero:** actions to measure and reduce greenhouse gas emissions, working towards net zero

## **Roles and Responsibilities**

### **Federation Sustainability Lead**

Lead a federation sustainability audit to identify current and future opportunities for change

Receive and co-ordinate training to Heads of School

Support Heads of School to complete climate action plan

Communicate waste reduction practices, teaching resources and advocate for sustainability in leadership planning

### **Heads of schools**

Develop own school's climate action plan and review in December 2026

Communicate the sustainability policy to the school community

Prioritise environmental awareness and sustainability in staff CPD

Encourage innovation and participation in school projects to reduce, repair, reuse, recycle and regenerate.

### **Curriculum/subject leads**

Carry out a sustainability audit for their subject, identifying opportunities to teach about the natural world, sustainable practices and the circular economy

Identify ways to reduce usage and waste when teaching their subjects, e.g. reducing printing, reusing materials,

Investigate how to incorporate outdoor education into their curriculum area

### **Executive Head of Federation**

Review every subject policy in the next 12 months with an eye to sustainability and quality outdoor education

Work with premises and school business staff to reduce carbon emissions, and improve sustainability and resilience

### **School business manager**

Carry out sustainable procurement practices by considering usage, waste and supply chains as part of the assessment and validation criteria used when purchasing goods and services

Identify funding opportunities for sustainable development and lead bids for that funding, e.g. smart meters, low- carbon boiler replacement

Conduct energy and water usage audits at the end of every term

### **Site Cleaning and management staff**

Keep the school site clean and safe for effective outdoor learning

Ensure waste is separated into appropriate bins for recycling

Make sure all lights, taps, and unnecessary appliances are switched off at the end of each day

### **Governors**

Appoint a member to oversee sustainability

Approve policies that have been reviewed with an eye to sustainability and quality outdoor education

Monitor progress of each school's climate action plan

Review the sustainability of our federation school's practices and procedures

### **Individual School Aims**

1. **Build Awareness:** Educate students, staff, and families about climate change, its causes, and its consequences—empowering the community with knowledge to inspire action.

2. **Champion Sustainable Habits:** Promote eco-friendly practices such as reducing waste, conserving energy, and embracing sustainable choices in everyday school life.

3. **Empower Student Leadership:** Encourage children to take initiative by leading climate projects, participating in decision-making, and becoming ambassadors for sustainability.

4. **Cut Carbon Emissions:** Adopt strategies to reduce the school's environmental footprint - such as switching to renewable energy, eliminating single-use plastics and improving recycling systems.

5. **Embed Climate Education:** Integrate environmental themes across the curriculum to foster critical thinking, creativity, and problem-solving around sustainability challenges.

6. **Strengthen Community Partnerships:** Collaborate with local organisations, government bodies, and families to amplify climate efforts and share resources and expertise.

7. Create Biodiverse Spaces; Enhance outdoor areas with gardens and nature zones to support biodiversity and provide hands-on learning opportunities.

8. Track and Improve: Set clear environmental goals and regularly assess progress to ensure continuous improvement and celebrate achievements

### Filleigh School

	Current practice	Plan for 2026	Impact and Review Dec 2026
<b>Leadership &amp; Governance:</b> Appoint a sustainability lead and involve governors, staff, and students in planning and implementation.	Sustainability Governor appointed Summer 2025 Federation Sustainability lead appointed October 2025	Allocate “Eco Champions” within current “Children’s Champions” group (focus on turning lights and boards off when not in use).	
<b>Decarbonisation &amp; Energy:</b> Improve insulation, heating/cooling, switch off lights/appliances,	Gas and Electricity provider selected as 40% renewable - Crown	Site maintenance to monitor thermostat on school heating.  Lights off when empty / not necessary - monitoring and sharing	
<b>Waste Management:</b> Implement reduction, reuse, and recycling programs; limit printing.	Excess furniture shared across schools  Paper recycled – bins in all offices, classrooms and	Set all computers to grey scale print default – inform staff 3p per colour (even if black and white but set to colour) ½p black and white	

	<p>where there are paper cutters</p> <p>CPFA preloved uniform give aways and swap shops.</p>	<p>Investigate recycling soft plastic recycling – crisp packets, cellophane wrap, etc.</p> <p>Add codes onto photocopier.</p>	
<p><b>Biodiversity &amp; Grounds:</b> Enhance green spaces, engage with nature programs (like the National Education Nature Park).</p>	<p>Forest space well established and used daily (including SEMH groups, Forest Fridays in EYFS, half termly PE provision).</p>	<p>Timetable outdoor space as well as forest for curriculum activities</p>	
<p><b>Climate Education &amp; Green Careers:</b> Teach about climate change and inspire future green careers.</p>	<p>Sustainability in Grammarsaurus Curriculum inc. Fair Trade, sewing and repairing, upcycling and One World art project</p> <p>School trips to local farms.</p> <p>Annual farm wise trip for KS2 to learn about sustainable farming.</p>	<p>Assemblies about the “7 Rs of Sustainability”: Rethink, Refuse, Reduce, Reuse, Repair, Repurpose, and Recycle (through stories?)</p> <p>Subject leaders to audit outdoor education opportunities, sustainability within the curriculum, etc.</p>	
<p><b>Adaptation &amp; Resilience:</b> Prepare for climate impacts like extreme heat or flooding,</p>	<p>Shaded areas outside for playtimes.</p> <p>Access to water fountain.</p>	<p>Encourage parents to send children with an extra thermal layer / vests during winter.</p>	

ensuring healthy learning environments.	Collect rainwater for growing and water play (water butt in Forest School area).		
<b>Travel:</b> Promote sustainable transport with bike racks, training, and encouraging independent travel.	Trips use national express or train.	Encouraging car sharing (on newsletter).	

Resources:

<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>

<https://letsgozero.org/about-us/>

<https://www.redcross.org.uk/get-involved/teaching-resources/weather-together-resources>

<https://greenerinsights.com/practical-sustainability-ideas-for-schools/>

<https://www.wwf.org.uk/sites/default/files/2022-07/WWF%20Schools%20Sustainability%20Guide.pdf>

<https://www.teachstarter.com/gb/blog/15-sustainability-activities-and-ideas-for-the-classroom-gb/>

<https://www.woodlandtrust.org.uk/support-us/act/your-school/green-tree-schools-award/go-green-in-15/>

<https://www.iamcompliant.com/blog-and-news/top-10-sustainability-practices>

<https://www.sustainabilitysupportforeducation.org.uk/>