



**Small Steps – Big Impact**

**TED WRAGG TRUST**

**Sustainability Lead: Helen Mynard**

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## Who to turn to for more information:

### School Sustainability Lead

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### TWT Sustainability Team

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## 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.

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

## Our local context:

Background to our Sustainability Journey - How have we got here?

At QE, we are committed to making our school more sustainable. Our sustainability journey began with the launch of Eco-threads in October 2024. In its first year, over 180 items of school uniform were sold, helping our community access affordable uniforms while keeping items out of landfill. Building on this success, Eco-threads introduced Pre-Loved Prom in March 2025, further supporting our school community. The creation of our Climate Action Plan has allowed us to reflect on our achievements and identify ways to make our practices even more sustainable in the future.

## 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
<b>Autumn Term</b>		
Thursday 26th September	Launch of Climate Action Plan at Sustainability Conference	All Sustainability Leads, TWT Sustainability Team
Friday 12 <sup>th</sup> December	<b>Publish Climate Action Plan</b> to school website.	Schools
<b>Spring Term</b>		
February - TBC	Online Sustainability Lead Network Meeting	All Sustainability Leads & TWT Sustainability Team
<b>Summer Term</b>		
May – TBC with each school	<b>Review of Climate Action Plan</b> with TWT Estates – on site visit	All Sustainability Leads & TWT Sustainability Team
Wednesday 24 <sup>th</sup> June	<b>Summer Sustainability Conference</b> @ 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

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.”*











## 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
Meet with Estates and premise manager.	Meet with the estates and premise manager	HLM	Day				 	 	Find out what the school is already doing and 'quick wins.	20/10/25
Run a switch-off campaign to encourage staff and pupils to turn off unused lights, appliances, and electronics.	<p>A switch-off campaign raises awareness about energy consumption and encourages simple behavioural changes to reduce waste. Schools can run <b>competitions</b>, put up reminder posters, and conduct audits to track energy savings. Engaging pupils through classroom discussions can make energy efficiency a long-term habit.</p> <p>Record energy readings the week before the launch of the campaign and again at the start and end of the week.</p>	HLM	Week or Month		 	No costs except promotional materials. Time to launch and supporting during event	  	  	<p>Reduces unnecessary electricity usage, lowering the school's carbon footprint.</p> <p>Continue to monitor energy reading weekly.</p>	
Energy Consumption monitoring.	<p>Monitor smart meters to review energy consumption at different times of day, the week, weekends and holidays.</p> <p>Most meters are in the</p>	CME	Year		 	Schools that have smart meters can monitor this on a 30-minute basis. Should be able to	 	 	This will allow the school to save energy/money by not heating/running appliances outside of core hours.	




	process of being changed, however due to the size of our sites will require logistics.					access via a website. Schools without will transition to Smart Meters soon.				
Lighting upgrades	Lighting will be upgraded to LED lights across the school as and when the existing blubs break.  Record bulbs that have been replaces.	CME	Years	 		Bulbs will only be replaced with LED bulbs once they have run out. This will be recorded	  	  	LED bulbs are more energy efficient than traditional bulbs. Some bulbs have already been replaced.	Post - September 2025
Upgrades of boilers	Multiple boilers have been replaced across both sites. They have been replaced to more energy efficient boilers.	CME	Months	   	  	Lots of planning time taken.	  	  	More energy efficient boilers will help to reduce energy used; however, the heating system is older.  Review gas consumption on old and new boilers	Post - August 2025
Energy Saving Competition Posters	Focus on switching off electronic devices and recycling. Competition to be launched in assemblies across all year groups to encourage lights and appliance to be switched off.	HLM	Month		 	Promote on tutor daily slides and in Geography lessons. Competition launching December 2025			This is a first step in saving energy – not easy to monitor without smart meters.  Poster to be added as a screensaver on school computer to continue to prompt staff to switch appliances off.	Launched 8 <sup>th</sup> December 2025

EcoThreads – school uniform.	To keep clothing out of landfill, cut down on carbon emissions and promote a culture of sustainability within our school community. Reduces the amount of school uniform going to waste.	TF and sixth form	Ongoing			Grant received to purchase rails, storage containers and sewing kits.			Self-sustaining project, the money made by selling school uniform can be reinvested. Supports the community in accessing affordable school uniforms.	Post October 2024
EcoThreads – Pre-loved Prom	Pre-loved Prom is an initiative that aims to highlight and promote a culture of sustainability within our school community, particularly focusing on reducing the use of single-use outfits	TF and sixth form	Ongoing			Grant received to invest in second hand outfits			Self-sustaining project. Outfits are rented for a fee of £20, with £10 refunded upon return. Any profit will be used to purchase more second-hand outfits, ensuring the stock remains relevant and desirable.	Post March 2025
Eco-threads pre-loved books	Pre-loved books is an initiative that aims to highlight and promote a culture of sustainability within our school community, particularly focusing on reuse books and textbooks	TF/TG and sixth form	Months			Encourage year 11 and year 13 students to hand in old textbooks and revision guides.			The revision guides and textbooks can then be sold to students at a reduced rate.	



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
<a href="#">Sign your school up to education nature park.</a>	Schools can participate in local or national education nature park programs to connect pupils with nature-based learning experiences. These programs 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.	HLM	Term			Resources to support your biodiversity journey – DfE approved. Help available to come to your site.			Encourages nature conservation and awareness of climate action.  No direct financial benefits but long-term educational value.	26/09/25
<a href="#">Increase green space</a> Convert unused areas into green spaces to support biodiversity.	Schools can transform unused into green spaces by planting native plants, installing grass patches, or creating small gardens. Increasing green space improves air quality, provides habitats for wildlife, and creates healthier environments for students. Liaise with site team to ensure plan are suitable for the site.	TF/TG	Months			Costs vary depending on landscaping needs and plant selection. Grant applications are in progress to support with the cost, along with working with the local community.  Support from Andy Gray at Elston Farm.			Plants absorb CO2, improve air quality, and support ecosystem health.  Long-term savings through reduced heat island effects and stormwater management costs.	









						Site team has been involved in conversations to unsure spaces are suitable.				
<a href="#">Create a herb garden for the community kitchen to use</a>	Schools can create herb gardens to supply fresh ingredients for the community kitchen, reducing the need for store-bought herbs and promoting sustainable food practices. Pupils can be involved in growing and maintaining the garden, learning valuable gardening and nutrition skills. Herb gardens also attract pollinators, supporting local biodiversity	TF	Months			Minimal costs for seeds, soil, and planters  Requires time to plant, maintain, and harvest herbs.			Reduces the need for transported herbs, cutting food miles.  Lowers kitchen ingredient costs over time. Can be used in the community cookery hub session and food technology lessons.	
<a href="#">Create a School Pollinator Garden / Mini Meadows</a> Plant a pollinator-friendly garden to support bees and butterflies.	A school pollinator garden provides a habitat for bees, butterflies, and other beneficial insects. By planting native wildflowers and nectar-rich plants, schools can contribute to biodiversity and support local ecosystems.  Liaise with site team to ensure plan are suitable for the site.	TF/TG	Weeks			Costs include seeds, soil, and occasional maintenance.  Initial setup requires planting and occasional upkeep.  Site team has been involved in conversations to unsure spaces are suitable.			Supports carbon sequestration and ecosystem balance.  Low direct savings but potential educational benefits.	







<p><a href="#">Build an Insect Hotel</a> Build habitats for insects and small mammals using log piles and wood pallets.</p>	<p>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 be strategically placed in school gardens to serve as learning tools for ecology studies.</p> <p>Liaise with site team to ensure plan are suitable for the site.</p>	TF/TG	Week			Uses natural and recycled materials, making it a low-cost initiative. Site team has been involved in conversations to ensure spaces are suitable.	 		Supports ecosystem health indirectly.  No direct cost savings.	
Outdoor learning	To design and develop outdoor learning spaces on both school sites that enrich learning experiences, enhance engagement, develop community relationships and promote environmental sustainability.	TF	Spring 2026 (months)	 	 	Community support from Andy Gray at Elston Farm.	 	  	Giving advice from experiences so the project works.	
Nature camera	Install nature camera facing the hedgerows at Barnfield to monitor animal movement, behaviour and habitat.	HLM/TG	Month	 		Cost to buy and install, very little time needed once installed.	 		Results can be used to further improve the school grounds to support the wildlife.	
Biodiversity audit	To carry out an environmental audit of the school site focusing on biodiversity.	TG	Day			Carried out using an external organisation.		 	The audit can be used to make biodiversity changes.	1 <sup>st</sup> May 2025








## Adaptation & Resilience

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
Undertake a roof/gutter survey using the TWT Estates Drone	Ask the TWT Estates team to fly your campus buildings to check roofs and gutters for blockages or damage. If done twice a year pre-Autumn leaf fall and early Spring. This will avoid damage from blockages and identify maintenance issues.	CME	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.			Some of the buildings have already had this survey carried out.	16/09/25
<a href="#">Use Refillable Whiteboard Markers and Stationery</a> Switch to refillable markers and pens to reduce plastic waste	Remove standard whiteboard markers and pens that are single-use, contributing to plastic waste. Schools can transition to refillable options, reducing landfill waste and lowering procurement costs in the long run.	SS/HoDs	Term			Initial cost of refillable products may be higher but provides long-term savings. Immediate implementation possible – will require supports from Head of Departments.			Saves money over time by purchasing refills instead of new products Reduces plastic production and waste disposal emissions	

<p><a href="#">Fit solar film on the windows</a> Apply solar film to windows to reduce heat gain and energy consumption.</p>	<p>Installing 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 preventing sun-related wear.</p>	<p>CME</p>	<p>6 months</p>			<p>Moderate cost, but provides long-term energy savings and improved classroom comfort.</p> <p>Quick installation with minimal disruption to school activities</p> <p>To be trailed in a couple of classrooms before a wider roll out. This will then be compared with rooms that have not had the film fitted to justify the investment.</p>			<p>Reduces energy consumption for heating and cooling, lowering overall carbon emissions.</p> <p>Lowers utility bills by improving thermal efficiency, reducing air conditioning reliance</p>	
<p><a href="#">Audit and Reduce Single-Use Plastics</a> Identify and eliminate unnecessary plastic waste in school operations.</p>	<p>Schools can conduct an audit of their 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</p>	<p>HLM/CME</p>	<p>Month</p>			<p>Schools can conduct an audit of their plastic use, identifying areas where single-use plastics can be eliminated or replaced with</p>			<p>Schools can conduct an audit of their plastic use, identifying areas where single-use plastics can be eliminated or replaced with sustainable</p>	

	<p>reusable water bottles and lunch containers can also contribute to waste reduction.</p> <p>Use clear bin bags for the days prior, so it is easier to see that waste.</p> <p>Ensure a risk assessment and PEE is obtained prior to the audit.</p>					<p>sustainable alternatives. This includes plastic cutlery, straws, and packaging materials.</p> <p>Encouraging the use of reusable water bottles and lunch containers can also contribute to waste reduction</p>			<p>alternatives. This includes plastic cutlery, straws, and packaging materials.</p> <p>Encouraging the use of reusable water bottles and lunch containers can also contribute to waste reduction.</p>	
<p><a href="#">Switch to Recycled Paper for Printing</a> Use recycled paper to reduce deforestation and waste.</p>	<p>Schools can significantly reduce their 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. Schools should also consider digital alternatives to minimise paper use.</p>	LG/SS	Week			<p>Slightly higher costs than regular paper, but bulk purchasing can offset this.</p> <p>Immediate implementation possible with supplier changes.</p> <p>Currently using PEFC paper</p>			<p>Reduces emissions from paper production and waste processing.</p> <p>Long-term savings by reducing overall paper consumption</p>	Currently using PEFC – Post 2024
Community cookery hub	The initiative empowers individuals, strengthens community ties, and tackles food insecurity	TF/WR	Ongoing			Funding received for 2 years.			Supporting the community in making	Post September 2025

	through skill development and sustainable food choices. QE serves as the “Cooking and Eating Hub,” offering families a fun, community-led space to learn essential skills. The program emphasises healthy, sustainable meals that promote cooking at home and reduce reliance on takeaways.								sustainable food choices.  In the future there are plans to introduce the planting of fruit trees and bushes, as well as the introduction of herb, fruit, and tomato planters at the cookery hub	
Community events	To host community events focused on sustainability, aimed at bringing together students, families, and local residents to learn about eco-friendly practices, engage in hands-on activities, and promote environmental awareness. Through workshops, student projects, interactive demonstrations, and local partnerships, the event seeks to inspire collective action toward a greener, more sustainable future.	TF	Summer 2026			Initial costs will be higher to get the events running.			Support both the school and wider community to be more sustainable. In the plans for Summer 2026 with more events planned of after that.	





## 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
Meet with headteacher	Meet with Paula Smith to find out what the school is already doing and key contacts.	HLM	Hour							14/10/25
<a href="#">Organise a walk to school week</a> Promote and encourage a Walk to School week as a means of raising awareness of the effects of commuting and transport.	Encouraging pupils and staff to walk, bike, or use public transport instead of driving can reduce emissions and improve local air quality. A Walk to School Week helps raise awareness about the environmental and health benefits of active travel.  Transport survey (Microsoft Forms) to be carried out in tutor time to understand how pupils get to school.	HLM	Week			Costs may include promotional materials, but overall budget impact is low.  Staff time is required to plan, organise, and promote the event			Encourages a reduction in car journeys, thereby lowering emissions.  No direct monetary benefit, though it could save parents on fuel costs.	
<a href="#">Create a School Eco Committee</a> Establish a pupil-led group to drive sustainability initiatives.	A school eco committee gives pupils the opportunity to lead sustainability projects, influence school policies, and advocate for environmental improvements. This initiative fosters leadership,	TG - 6 <sup>th</sup> form/CS	Year			No cost beyond organising meetings.  Requires commitment to regular meetings and project work			Leads to long-term environmental improvements  Indirect financial benefits through improved	

	encourages responsibility								sustainability practices.  Already have a sustainability focus on the sixth form committee but not on the wider school council.	
Met Office Climate Boot Camp Make use of the TWT Met Office Partnership	This is a program of activities, careers education activities for schools. Pupils attend the Met Office for a day to undertake a workshop. On their return to school, they can share and engage others.	EMC/HLM	Day		  	The programme is already set up for schools. Time co-ordinating and preparing pupils – Careers lead.	 		Pupils who attend are engaged more deeply with careers in the green economy.  No cost savings	
<a href="#">Introduce a Sustainability Lesson in Every Subject</a> 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 these	HLM	Months		 	Requires little to no funding, as it involves modifying existing lesson plans.  Sometime 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.	

	<p>principles beyond the classroom.</p> <p>Prior to this complete an audit of where sustainability is already being taught.</p>									
Innovation Competition	Take part in the innovation competition and design a climate action plan for the school (2025)	HLM	Months			Takes time to run and organise. No costs apart from cover for the teacher.			Prompts climate careers.	1/7/25
QE Green careers week focus	Each subject to have a focus on green career in lessons for the week. Employers to come in and talk to students about green careers – different employers each day.	EMC/JF/	Week			Will require time to organise. Planning for end of Winter Spring term.			No direct impacts but will help to raise awareness of green careers.	
Careers focus week	Employers to come in and talk to students during the last week of each term. Create a log of which employers attend.	EMC/JF	Week			December 2025 – Regen a non-for profit will be attending with a focus on sustainable energy transition.			No direct impacts but will help to raise awareness of green careers.	
Yr11 Big interview	Student to practice interview techniques with employers. Local employers help to support but interviewing the students. Yearly event.	EMC	Day			Will require time to organise. Some employers will be involved with a green industry.			No direct impacts but will help to raise awareness of green careers.	26 <sup>th</sup> September 2025

Careers network meetings	Career lead attends a termly meetings and green careers are a focus. Leaders are able to discuss opportunities with other schools.	EMC	Hours			Outside speakers are invited to the meetings.			No direct impacts but will help to raise awareness of green careers and local opportunities.	Post September 2024
Work experience	Students are able to attend work experience placement with a green career focus. Students are supported to choose a range of placements with green careers also being highlighted.	EMC	Days and week			Will require time to organise			2025 – Two students had a placement with Building Greater Exeter who worked with sustainable construction companies.	Each July

### 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](#)