



1839 + Bures School

CLIMATE STRATEGY AND ACTION PLAN (CAP)

2024-2030

Updated July 2026
Next Review July 2027

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Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs)¹, also known as the Global Goals, are a universal call to action to end poverty, protect the planet, and ensure prosperity for all. They were adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for Sustainable Development. There are 17 SDGs in total:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation, and Infrastructure
10. Reduced Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships to achieve the Goal



Each SDG has specific targets and indicators that aim to address various social, economic, and environmental challenges facing the world today. The goal is to achieve these goals by 2030 to create a more sustainable and equitable future for all.

Bures CEVC Primary School supports the UN Agenda for Sustainable Development and SDG framework. Our values to 'foster relationships with people in our community' treat everyone and everything with respect, learn from our mistakes, and demonstrate courageous advocacy to serve the common good,' is specifically aligned with SDG 4.

To make environmental sustainability a strategic priority for our school, we have adopted the concept of the 'triple bottom-line'² to guide the Trust: People, Planet, Profit:

1. People: commitment to positively impacting our pupils, staff and communities.
2. Planet: impact on the environment
3. Profit: financial sustainability

Whilst climate action relates very specifically to SDG 13, work on environmental sustainability impacts a range of SDGs. For example, SDG 4 – Quality Education - is critical to fighting climate change. UNESCO's 'ESD for 2030' (Education for Sustainable Development) recognised the key role of education in the successful achievement of the United Nation's 17 Sustainable Development Goals³

The over-arching purpose of this statement is to set out our strategy and Climate Action Plan (CAP) to deliver the second 'P' of the triple bottom line, Planet.

Legislation

¹ [Sustainable Development Goals | United Nations Development Programme \(undp.org\)](https://undp.org/sustainable-development-goals)

² [The Triple Bottom Line: What It Is & Why It's Important \(hbs.edu\)](https://hbs.edu/the-triple-bottom-line)

³ [Education for sustainable development | UNESCO](https://unesco.org/education-for-sustainable-development)

Bures CEVC Primary School's strategy and CAP has been prepared to align and support UK government regulation and international obligations. Specifically,

- The Paris Climate Agreement, which aims to hold the increase in global average temperature to well below 2 degrees Celsius above pre-industrial levels, and to pursue efforts to limit it to 1.5 degrees Celsius and includes measures relating to climate change education.
- UK Government legislation to meet net zero by 2050. To achieve this, the UK is the first country to set legally binding carbon budgets, placing a restriction on the total amount of greenhouse gases the UK can emit over a five-year period. In the latest, Carbon Budget 6, the UK legislated to reduce emissions by 78% by 2035 compared to 1990 levels.
- The Environment Act (2021)⁴ reflects the need to tackle climate change through nature-based solutions – following the close of the targets consultation in May 2022, government will set statutory targets for air quality, biodiversity, water, resource efficiency and waste reduction, and a new target to reverse the decline in species abundance by the end of 2030, while the act also strengthens the biodiversity duty on public authorities, including the Department for Education.
- The cross-government 25 Year Environment Plan, which commits to encouraging children to be close to nature both in and out of school.
- The Department for Education Sustainability and Climate Change Strategy⁵

Guiding Principles

1. **Collaboration** – actively working together to maximise impact. Seek opportunities to work with third parties who share our objectives, and to extend and amplify existing good practice and initiatives to help drive change and improve climate and sustainability outcomes. Collaboration to include staff, governors, and pupils.
2. **Evidence and insight** - There are many opportunities to improve sustainability and impact climate change. We will measure progress towards collectively agreed targets and introduce evidence-led policies and practices target. We will engage with colleagues and students, experts, partners and across the sector to research, test and pilot, ensuring we learn as we progress.
3. **Leadership and support** – All key stakeholders will engage in this strategy and provide leadership and support to meet our ambition. Governors will provide challenge, guidance and support to help ensure long-term success.

⁴ [Environment Act 2021 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2021/1/contents)

⁵ [Sustainability and climate change strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/strategies/sustainability-and-climate-change-strategy)

Accountability

1. **Governors**

- Hold Headteacher and senior leaders to account for delivery of the CAP.
- Provide guidance, including via School Policies, and support for the effective delivery of the Planet Aims and Strategies.

2. **Business Manager & Sustainability Leader**

- Executive oversight of the CAP.
- Organisation of Sustainability taskforce.
- Regular reporting to Governors.

3. **Headteachers**

- Proactive support for delivery of Climate Action Plans.

4. **Staff**

- Proactive support for delivery of Climate Action Plans.

Planet Aims

Bures CEVC Primary School's Climate Action Plan (CAP) has five aims:

1. **Resilience to climate change:** adapting our buildings and system to prepare for the effects of climate change. (SDG target 13.1)
2. **Decarbonisation / Net zero:** reducing direct and indirect emissions from our buildings, driving innovation to meet legislative targets and providing opportunities for children and families to engage practically in the transition to net zero. (SDG target 13.2)
3. **Education and Careers:** Excellence in education and skills for a changing world preparing all young people for a world impacted by climate change through learning and practical experience. (SDG target 13.3)
4. **Biodiversity - A better environment for future generations:** enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around our school and community.
5. **System Change (Professional Education):** engage key stakeholders to encourage urgent and impactful rewiring of the education sector.

The aims described above have been translated into the following set of strategies

To secure the Planet Aims, Bures CEVC Primary School will deliver against the following strategies.

Planet Strategies -

1. Resilience to climate change

- Good Estates Management for Schools⁶ and continuous investment in the school estate.
- Use of expert condition surveys to identify critical investment areas.

2. Decarbonisation / Net Zero

- **Monitor and measure carbon emissions**
Scope 1 - within our control, e.g., our boilers,
Scope 2 – indirect, e.g., produced from our purchased energy, and
Scope 3 – indirect from our value chain, e.g., school trips transport, catering, procurement, employee commuting, and pupil travel to school.
- **Building strategy**
Renewable energy plan for all existing buildings.
Water strategy to reduce use and waste.
- **People strategy**
Promote **6Rs** –
Rethink product sustainability levels and choice
Refuse single use, unnecessary things
Reduce consumption of energy, water, packaging in school lunches
Reuse clothes swaps, take-away food containers, spare parts
Repair sewing and mending clothes,
Recycle separated, uncontaminated waste, paper, plastic, glass, food
Investment in climate leadership
'Sustainability Taskforce' to drive change
Appropriate CPD/training for staff and Governors
Embed sustainability in performance management
Active Travel: walking cycling, scooters carsharing, public transport, EV's
Wellbeing strategies linked to Education and Careers (see below)
- **Digital strategy**
Expand the use of low carbon digital applications to replace high-intensity traditional methods (e.g. paper, photocopying) where the impact on educational outcomes is neutral or positive.
Energy-efficient hardware solutions.
Extend the life of ICT equipment through careful use and purchasing refurbished
- **Catering strategy**
Work with industry to adopt best practice for delivering and improving use and uptake of nutritionally balanced, affordable and sustainable meal choices. Example: Proveg⁷
Data capture and monitoring to review carbon impact of menus, Scope 3 emissions from purchased food and drink.

⁶ [Good estate management for schools - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/good-estate-management-for-schools)

⁷ [Home - ProVeg UK](https://www.proveg.co.uk/)

- **Procurement strategy**

Embed sustainable purchasing in the Finance Policy

Procure from organisations that commit to achieving net zero and have a plan showing how they will meet this target in place

- **Waste strategy**

Reduce and reuse - drive initiatives that promote the circular economy⁸

Eliminate single-use plastics and eliminate unnecessary plastics.

Eliminate food waste.

Increase the amount waste diverted from landfill⁹ with collection of a core set of materials for recycling, including glass, paper and card, plastic, metal and food.

3. **Education and Careers**

A better understanding of the facts, a greater appreciation of nature, and practical opportunities to participate in activities can increase our connectedness to nature and climate resilience, and enhancing biodiversity will empower our young people¹⁰ to be truly global citizens, able to take positive steps to improve our local communities, country and planet.

Key action areas:

- a. All children have opportunities for learning in the natural environment
- b. Effective support for teaching
- c. Learning about the climate and natural environment through an enriched curriculum
- d. Support Wellbeing and climate anxiety

4. **Biodiversity - A better environment for future generations**

Improving the physical environment in and around education settings, we can impact positively on both the physical and mental wellbeing of our young people, employees and families.

Key focus areas:

- a. Collaborate with expert(s) and community members to develop a Biodiversity improvement strategy for school site, and wider community
- b. Ensure any improvements can be sustained over the longer-term.
- c. Engage with the National Education Nature Park scheme¹¹

5. **System Change: Rewiring the Education Sector**

Governance

- a. Embed Sustainability across Policies and Procedures

Communication and marketing strategy

- a. Effective internal communication
- b. Effective external communication

⁸ [What is a circular economy? | Ellen MacArthur Foundation](#)

⁹ [Environment Act 2021 - DEFRA Simpler Recycling](#)

¹⁰ [About I Teach the Future youth-led campaign for Climate Education Bill](#)

¹¹ [Home | Nature Parks \(educationnaturepark.org.uk\)](#)

Actively engage with local and national groups leading on climate action

- a. Collaborate with Suffolk Sustainable Schools Network (SUSSN)
- b. Collaborate with UK Sustainable Schools Network (UKSSN)

The Planet strategies described above inform our CAP, and support accountability and monitoring of our progress. To meet DfE expectations¹² our CAP is organised into the four pillars that can underpin robust CAPs; and what the actions can typically include -

1. Biodiversity – creating green spaces, planting trees, establishing wildlife habitats and promoting biodiversity education
2. Adaption and Resilience – preparing school buildings and systems for the impacts of climate change, e.g., insulation, water conservation, extreme weather events
3. Decarbonisation – reducing greenhouse gas emissions through energy efficiency and minimising waste
4. Climate Education and Green Careers – providing practical learning experiences and integrating climate change into the curriculum to equip pupils with the knowledge and skills to address climate change, and raise awareness about green career pathways
5. Accountability – governors' input, oversight, and support for CAPs to hold leaders to account for implementation and successful outcomes

¹² [DfE Policy Paper - Sustainability and climate change: a strategy for the education and children's services systems- Dec'23](#)

Bures CEVC Primary School – Last updated: July 2026

Biodiversity – creating green spaces, planting trees, establishing wildlife habitats and promoting biodiversity education

Strategy	Action	Impact	Cost/ Resources	Who?	Review Date	Progress; <i>next steps</i>
Site	Engage with National Education Nature Park	Researched and mapped school site	None	Pupils	June 2027	Signed up; <i>complete mapping activities</i>
Site	Maintain raised planters	Improve school site biodiversity	*Free *donated native plants	Pupils	June 2027	Volunteer maintains planters. <i>Add classroom, pupil maintained, planters-mix of evergreen and deciduous – playground project</i>
Site	Community project(s), e.g., litter picking event,	Improve local area	Free / Volunteer time	Sustainability Lead	Summer 2027	<i>Explore/ create event</i>

Adaption and Resilience – preparing school buildings and systems for the impacts of climate change, e.g., insulation, water conservation, extreme weather events

Strategy	Action	Impact	Cost / Resources	Who?	Review Date	Progress; <i>next steps</i>
Building	Upgrade fascia/guttering to KS2 front elevation	Protect against water ingress	Capital £tba	Property / Business Mgr	June 2027	Most fascias/soffits/guttering replaced – final elevation includes removal of asbestos – include in Capital budget FY2027
Water	Water butts for planters	Protect against summertime water scarcity	*Free *donated – locally or from water company	Property / Business Mgr	April 2027	<i>Source water butts – playground project</i>
Shade	Erect additional sails	Provide lunchtime shade	Capital £tba	Property / Business Mgr	April 2027	<i>Explore options for shade</i>
Building	Shade to Early Years building	Protect against high summer temperatures	Capital £120	Pupils / Property / Business Mgr	Completed	Blinds fitted to Year 1 Classroom
Building	Upgrade windows	Improve insulation	£90k - LA investment	Property / Business Mgr	Completed	Double-glazed windows fitted

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Decarbonisation – reducing greenhouse gas emissions through energy efficiency and minimising waste

Strategy	Action	Impact	Cost / Resources	Who?	Review Date	Progress; <i>next steps</i>
Monitor & Measure	Energy and Water usage	Ongoing year on year reductions as utilities usage reflect conditions and demand	None	Sustainability Lead	Autumn 2027	24/25 – 25/26 shows reductions: Electric: 6.72%; (23-25: 1.77%) Gas: 17.19%; (23-25: 8.73%) Water: 3.03% (23-25: 10.47%) <i>Ongoing Monitoring</i>
Monitor & Measure	Paper and Photocopier usage	Ongoing year on year reductions	None	Class teachers / Sustainability Lead	December 26	User data capture; <i>compared termly</i> No improvements -Noted as key area for improvement
Building	Turn off lights Turn down heating	Reduce energy consumption	None	Class teachers Class monitors	September annually	<i>Assign class monitors</i>
Digital	Digitalise volunteer/staff and pupil records	Reduce paper / photocopying	None	Admin Business Mgr	Autumn 2026	Volunteers records digitalised Pupils ; noted as area for improvement, <i>Staff</i>
Digital	Teacher laptops/iPads transferred to student stock	Extend life of ICT equipment	£400 per refurbished laptop	IT Specialist / Business Mgr	Spring 2027	x15 Laptops replaced 2022; x5 iPads replaced 2025;
Catering	Monitor meal take-up and waste levels	Reduce food waste <i>ongoing reductions</i>	None	Kitchen / Business Mgr	Autumn 2027	Food waste levels dropped – moved from 240l to 140l bin. <i>Monitoring</i>
Waste	Eliminate 'packed lunch' single use plastics	Reduce consumables (carbon footprint)	None	Sustainability Lead	Spring 2027	<i>Review packed lunch waste</i> <i>Ongoing</i>
Waste	Eliminate 'in-School' single use plastics	Reduce consumables (carbon footprint)	None	Class Teachers	Spring 2027	<i>Review classroom resources</i> <i>Ongoing</i>
Water	All leaks reported to Caretaker	Leak detection and repair	None	Everyone	Ongoing	<i>Monitoring</i>
Water	Install smart water meters	Identify hidden leaks; improve monitoring, billing	*Free smart meters	Sustainability Lead	Autumn 2027	<i>Explore possibility and time for free installation</i>

Decarbonisation - continued

Strategy	Action	Impact	Cost / Resources	Who?	Review Date	Progress; next steps
People	CPD for Staff and Governors	Climate change engagement and leadership	Support staff overtime	Sustainability Lead	Autumn 2027	<i>share Climate Strategy and Action Plan</i>
People	Embed sustainability in staff performance management	Support CAP	£CPD / support staff overtime	Line Managers Sustainability Lead	Autumn 2027	<i>Sustainability CPD/performance targets</i>
People	Swap shops – good/ quality, outgrown: uniform, coats, football boots, costumes	Reuse/Repair	None	Admin/PSA Sustainability Lead	Summer 2027	<i>Promote and set date(s) with PSA</i>
People	Review school trips transport	Reduce school trip transport	None	Class Teachers	Autumn 2026	Train travel, shared coaches, local minibus hire. <i>Significant improvement 25/26 – see carbon count</i>
People	Offer salary sacrifice for cycle to work scheme; bus/train travel passes	Improve active travel and public transport use levels	None	Business Mgr	Autumn 2026	Cycle to work scheme: Sodexo Salary Sacrifice (salarydeductplatform.com)
Active Travel	Raise awareness (Autumn Term 26) and promote 'Active Travel April'	Improve levels of walking [buses], cycling, park and stride, carsharing, no engine idling	Erect bike/scooter racks	Pupils Sustainability Lead Caretaker	Autumn 2026	<i>share Summer26 Carbon Count and raise awareness of ATA26; pre and post travel survey.</i>
Catering	Eliminate: cling film, aluminium foil	Reduced consumables (carbon footprint)	£150 for reuseable containers	Kitchen / Business Mgr	Spring 2025	Completed
Purchasing	Energy purchased from Sustainable provider	Improve Scope 2 emissions	None	Business Manager	Spring 2026	Completed
Waste	Eliminate 'school dinner' single use plastics	Reduce consumables (carbon footprint)	None	Sustainability Lead	Spring 2026	Completed
Waste	Separate / Dispose of food waste	Promote circular economy	None	Kitchen / Business Mgr	Spring 2025	Completed

Climate Education and Green Careers – providing practical learning experiences and integrating climate change into the curriculum to equip pupils with the knowledge and skills to address climate change, and raise awareness about green career pathways

Strategy	Action	Impact	Cost / Resources	Who?	Review Date	Progress; next steps
Learning	Enrich Curriculum – Geography	Global citizenship	£180 pa Kapow	Subject Lead	Autumn 2026	Subscribed. <i>Review all lesson plans for sustainability content</i>
Learning	<i>Enrich Curriculum – PSHE</i>	Reduce climate anxiety; support delivering sustainability lessons and activities	<i>tba</i> <u>UAEC - What is climate anxiety?</u> <u>Mental Health UK</u>	Subject Leaders MH Leader	<i>Autumn 2026</i>	
Learning	<i>Enrich Curriculum – teacher knowledge, inquiry/project-based learning</i>	Meet DfE expectations Reduce climate anxiety	<i>tba</i> ; <u>Teach the Future: Shadow Curriculum and Assessment Review</u> ,	Headteacher Sustainability Lead	<i>Autumn 2026</i>	<i>Recommended to follow exploring/reducing climate anxiety</i>
Careers	<i>share experiences of jobs</i>	Inspire and engage	volunteer time	Sustainability Lead	Autumn 2026	<i>Invite green skilled workers to assemblies</i>
Learning	Out of classroom learning - Forest School	Positive feedback from pupils and families	4hrs LSA / £250 pa	Forest School Leader	Termly – parental feedback	Completed.

Accountability – Governors, Leaders, Staff, Pupils

Strategy	Action	Impact	Cost / Resources	Who?	Review Date	Progress; <i>next steps</i>
System Change	Review Policies – embed sustainability	Sustainability embedded across all school policies	None	Governors Sustainability Lead	See Policy review dates	CAP formulated. <i>Review policies with Sustainability lens, as scheduled</i>
System Change	<i>Phase out logos on school uniform</i>	Reduce uniform costs and improve textile recycling	None	Governors Headteacher	Autumn 2026	<i>Add FGB Agenda item</i>
System Change	Distribute information about CAPs and activities;	School/community projects	None	Sustainability Lead	December 2026	CAP formulated. <i>To adopt and identify projects and key stakeholders</i>
System Change	Engage with Suffolk Sustainable Schools Network (SSSN), East of England Climate Ambassadors. Collaborate with other schools	School/community projects	volunteer time	Sustainability Lead	December 2026	Gained Memberships. <i>To identify key stakeholders and collaborative projects, e.g., River Stour Trust.</i>
System Change	Engage with national networks (Climate Ambassadors, UKSSN, NAEE, SEEd).	Develop practice through case study review and engagement	volunteer time	Sustainability Lead	December 2026	Gained Memberships: UKSSN, Suffolk Schools Sustainability Networks (SSSN), National Association Environmental Education (NAEE), Sustainability and Environmental Education (SEEd). <i>To identify key stakeholders and projects.</i>
System Change	Add supplier's sustainability credentials to contracts register	Embed sustainable procurement in Finance Policy and practice	None	Business Manager	Autumn 2026	<i>Review Finance Policy</i>

Carbon Footprint – Counts¹³

Bures CEVC Primary School Carbon Footprint – Summer 2026



Total Emissions: 81.96 Tonnes co2e per year (July 2026)*

Operational area	Emissions area	Scope	t co2e*	% **
Energy, Waste & Water	Fuel	1	8.9	11%
	Electricity	2	0	0%
	Waste	3	0	<1%
	Water	3	0.2	<1%
Transport	School vehicles	1	0	0%
	School trips	3	0.5	<1%
	Student commuting	3	17.1	21%
	Staff commuting	3	16.4	20%
Food	Food	3	21.1	26%
Purchasing & Uniform	Purchasing	3	17.9	22%
	Uniform ***	Out-of-scope	22	n/a

* 't co2e' or 'co2e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

** Percentage of your carbon footprint.

*** Uniform is out-of-scope and therefore not included within the pie chart

¹³ [Count Your Carbon](#)

Historical Carbon Footprint Counts

Bures CEVC Primary School Carbon Footprint – Summer 2025



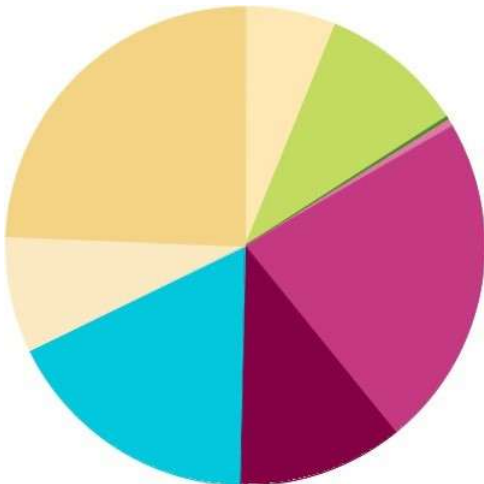
Total Emissions: 131.44 Tonnes per year (July 2025)

Operational area	Emissions area	t co2e*	% of footprint	Scope
Energy & Utilities	Fuel Usage	10.7	8%	1
	Electricity Usage	0	0%	2
	Waste Usage	0	<1%	3
	Water Usage	0.2	<1%	3
Transport	Vehicles	0	0%	1
	School Trips	0.5	<1%	3
	Student Commutes	21.2	16%	3
	Staff Commutes	12.6	10%	3
Food & Drink	Meals	23.4	18%	3
Purchases	Spending	19.4	15%	3
	Uniformal	43.5	33%	3

t co2e** or 'co2e tonnes' means 'tonnes of Carbon Dioxide Equivalent'. Under The Greenhouse Gas (GHG) Protocol, **7 greenhouse gases* are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

****carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), sulphur hexafluoride (SF₆), and nitrogen trifluoride (NF₃)**

Bures CEVC Primary School Carbon Footprint – Summer 2024



*Total Emissions: *192.49 Tonnes per year (June 2024)*
**includes estimated values, or ‘other school average levels’ provided by Count your Carbon for some missing values*

16%	Energy & Utilities	34%	Transport
 6%	Fuel Usage	 0%	Vehicles
 10%	Electricity Usage	 <1%	School Trips
 0%	Waste Usage	 22%	Student Commutes
 <1%	Water Usage	 11%	Staff Commutes
17%	Food & Drink	33%	Purchases
 17%	Meals	 8%	Spending
		 25%	Uniforms