

Elveden C of E Primary Academy

Climate Action Plan

2025-2027



Trust Vision	<p><i>Together our schools provide a high quality, inclusive and transformational education for all, effectively enabling every pupil to realise their full potential, as they delight in their learning and grow in confidence and self-awareness.</i></p> <p><i>The MAT and all our schools give high importance to the following core values:</i></p> <p><i>Strength – by working together with trust and mutual support</i></p> <p><i>Openness – to one another in a community of welcome and respect</i></p> <p><i>Inclusion – valuing every individual in all their diversity</i></p> <p><i>Integrity – through transparency, honesty and a high moral code</i></p> <p><i>Opportunity – offering a wide range of options to all pupil and staff</i></p>						
Curriculum and Education	Leadership and Governance	Energy Efficiency and Renewable Energy	Waste Reduction	Sustainable Food	Transport and Travel	Water Conservation	School Building and Grounds
CE1: Climate Change Education: Integrate climate change and sustainability topics into various subjects such as science, geography, and citizenship.	LG1: Climate Action Team: Establish a student-led climate action team, supported by staff members, to lead sustainability initiatives and monitor progress.	EERE1: Energy Audit: Conduct an energy audit to assess the school's energy consumption. Identify areas for improvement, such as lighting, heating, and insulation.	WR1: Waste Audit: Conduct a waste audit to understand the types and amounts of waste generated by the school. This will help identify key areas where waste can be reduced.	SF1: Healthy and Local Food Options: Promote healthy eating by incorporating more plant-based options into school meals. Encourage the use of locally sourced, seasonal produce.	TT1: Active Travel: Encourage students and staff to walk, bike, or use public transport rather than driving to school. Introduce a "walking bus" program or "bike to school" days.	WC1: Water Efficiency: Install water-saving devices such as low-flow faucets and toilets. Encourage students and staff to use water wisely.	SBG1: Sustainable Landscaping: Develop the school grounds to include native, drought-resistant plants that require less water and are more resilient to climate conditions.

Include lessons on renewable energy, conservation, and the impact of climate change.	LG2: CEO and Head of School Involvement: The headteacher should commit to ensuring that climate action is a key part of the school's ethos, aligning the plan with broader educational goals and the national curriculum.	EERE2: Energy Conservation Measures: Switch to energy-efficient LED lighting and appliances. Implement a "turn off" policy for lights and electronics when not in use. Use natural light wherever possible to reduce reliance on artificial lighting.	WR2: Reduce, Reuse, Recycle: Introduce or improve recycling bins around the school. Encourage the use of reusable containers and water bottles instead of single-use plastics. Launch a composting initiative to reduce food waste and create nutrient-rich soil for school gardens.	SF2: School Garden: Start a school garden where students can grow their own vegetables and learn about sustainable agriculture.	TT2: Car Pooling: Set up a car-pooling initiative to reduce the number of cars on the road and lower carbon emissions.	WC2: Rainwater Harvesting: Consider setting up a rainwater harvesting system for use in the school garden or to flush toilets.	SBG2: Green Spaces: Create green spaces for students to relax and learn, contributing to mental health and well-being while promoting biodiversity.
CE2: Outdoor Learning: Take advantage of the school grounds and local environment for outdoor learning experiences that teach students about biodiversity, ecosystems, and environmental stewardship.							
CE3: Climate Action Projects: Organize student-led	LG3: Partnerships: Collaborate with local environmental organisations, parents, and	EERE3: Solar Panels: Explore the possibility of installing solar panels to generate clean energy for the school.	WR3: Paperless Communication: Reduce paper usage by encouraging	SF3: Food Waste Reduction: Educate students on portion control and waste	TT3: Promote Virtual Learning: When feasible, promote virtual meetings and events to reduce travel-related emissions.		SBG3: Eco-Friendly Materials: When renovating or building new facilities, use sustainable materials that have minimal environmental impact.

projects such as tree planting, waste clean-up drives, or creating awareness campaigns to engage the entire school community.	community groups to strengthen the school's climate action initiatives.		digital communication (emails, online newsletters) and assignments where possible.	reduction to minimize food wastage during meal times.			
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	Curriculum and Education				
KPIs	Self Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
CE1: Climate Change Education: Integrate	'Our Changing World' Topic in LKS2 already has a large emphasis on	Action: Continue to consider further topics that can have an emphasis on Climate			

climate change and sustainability topics into various subjects such as science, geography, and citizenship. Include lessons on renewable energy, conservation, and the impact of climate change.	climate change and sustainability.	<p>Change and Sustainability.</p> <p>Action: MW to consider how it could be included in Geography units.</p> <p>Action: SG to consider how renewable energy could feature in Science lessons.</p> <p>Action: ZM to plan Climate Action Projects for 2025/26 to raise the awareness and make an impact educating all stakeholders.</p>			
CE2: Outdoor Learning: Take advantage of the school grounds and local environment for outdoor learning experiences that teach students about biodiversity, ecosystems, and environmental stewardship.					
CE3: Climate Action Projects: Organize student-led projects such as tree planting,					

waste clean-up drives, or creating awareness campaigns to engage the entire school community.					
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	Leadership and Governance				
KPIs	Self-Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
LG1: Climate Action Team: Establish a student-led climate action team, supported by staff members, to lead sustainability initiatives and monitor progress.	ZM has established an Eco Warriors team and ZM and AS currently form the Climate Action Team. This needs to involve more stakeholders and a LAC/Trustee to support with this. LR and CB to continue to see Climate action and sustainability as	Action: Establish a Climate Action Team made up of students, teachers, and staff to develop and implement sustainability initiatives. Action: The Headteacher will integrate climate action goals into the school's strategic planning and allocate resources (time, budget, etc.) for environmental initiatives. Action: Form partnerships with local environmental			
LG2: CEO and Head of School Involvement: The headteacher should commit to ensuring that climate action is					

a key part of the school's ethos, aligning the plan with broader educational goals and the national curriculum.	key across the trust.	organizations, like tree planting groups or sustainability charities, and connect with local councils for support in sustainable programs.			
LG3: Partnerships: Collaborate with local environmental organisations, parents, and community groups to strengthen the school's climate action initiatives.					

	Energy Efficiency and Renewable Energy				
KPIs	Self Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
EERE1: Energy Audit: Conduct an energy audit to assess the school's energy consumption. Identify areas for improvement, such as lighting,	SO has begun to work on meeting with businesses to change the lighting to energy efficient LED lighting and appliances. All light switches have 'turn off,'	Action: Establish a Climate Action Team made up of students, teachers, and staff to develop and implement sustainability initiatives.			

heating, and insulation.	signs above the switches (designed by ECO club).	<p>Action: The Headteacher will integrate climate action goals into the school's strategic planning and allocate resources (time, budget, etc.) for environmental initiatives.</p> <p>Action: Form partnerships with local environmental organizations, like tree planting groups or sustainability charities, and connect with local councils for support in sustainable programs.</p>			
<p>EERE2: Energy Conservation Measures:</p> <p>Switch to energy-efficient LED lighting and appliances.</p> <p>Implement a "turn off" policy for lights and electronics when not in use.</p> <p>Use natural light wherever possible to reduce reliance on artificial lighting.</p>					
<p>EERE3: Solar Panels: Explore the possibility of installing solar panels to generate clean energy for the school.</p>					

	Waste Reduction				
KPIs	Self Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
WR1: Waste Audit: Conduct a waste audit to understand the types and amounts of waste generated by the school. This will help identify key areas where waste can be reduced.	The school currently splits waste into recycling and garbage with two separate bins. We need to consider ways that we can launch a composting initiative and also working with parents to recycle more and raise the profile.	Action: Conduct a waste audit to identify the types of waste generated in the school (e.g., paper, plastic, food waste). Action: Introduce clearly labeled recycling bins in all classrooms, corridors, and common areas, ensuring students know what can be recycled. Action: Start a composting program to recycle organic waste, involving students in maintaining compost bins for the school garden. Action: Set up a " No Single-Use Plastic " policy in the school canteen, encouraging reusable lunchboxes and bottles. Action: Launch a paperless initiative by encouraging the use of digital communication (emails, virtual homework) and			
WR2: Reduce, Reuse, Recycle: Introduce or improve recycling bins around the school. Encourage the use of reusable containers and water bottles instead of single-use plastics. Launch a composting initiative to reduce food waste and create nutrient-rich soil					

for school gardens.		reducing printed materials.			
WR3: Paperless Communication: Reduce paper usage by encouraging digital communication (emails, online newsletters) and assignments where possible.					

	Sustainable Food				
KPIs	Self Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
SF1: Healthy and Local Food Options: Promote healthy eating by incorporating more plant-based options into school meals. Encourage the use of locally sourced, seasonal produce.	Elveden had been using a company called Appetito but has been liaising with Elveden Courtyard to have the meals provided by them. Local produce that has been grown on the Elveden Estate will be used. Consider pupils starting a	Action: Partner with local farms or suppliers to provide locally sourced, seasonal produce for school meals. Action: Start a school garden project where students can grow vegetables, herbs, and fruits that are later used in school meals or shared with the local community. Action: Educate students about the			
SF2: School Garden: Start a school garden where students can grow their own vegetables and					

learn about sustainable agriculture.	gardening club in the boxes in the well-being garden.	importance of reducing food waste by promoting portion control and sharing tips on storing food properly to avoid waste. Action: Measure and monitor food waste each week in the school cafeteria to track progress and set reduction goals.			
SF3: Food Waste Reduction: Educate students on portion control and waste reduction to minimize food wastage during meal times.					

	Transport and Travel				
KPIs	Self Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
TT1: Active Travel: Encourage students and staff to walk, bike, or use public transport rather than driving to school. Introduce a "walking bus" program or "bike to school" days.	Due to Elveden's location, it is very difficult for parents to walk or cycle their children to school. We could encourage car pooling and for children that live in Elveden to walk or bike. Consider putting	Action: Develop a car-pooling system for staff members, with designated meeting points and times to encourage sharing rides. Action: Use virtual meetings for staff professional development or parent-teacher			
TT2: Car Pooling: Set up a car-pooling initiative to reduce the number of cars					

on the road and lower carbon emissions.	in bike racks for those children. Promote Zoom and online learning where possible.	meetings to reduce the need for travel.			
TT3: Promote Virtual Learning: When feasible, promote virtual meetings and events to reduce travel-related emissions.					

	Water Conservation				
KPIs	Self Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
WC1: Water Efficiency: Install water-saving devices such as low-flow faucets and toilets. Encourage students and staff to use water wisely. WC2: Rainwater Harvesting: Consider setting up a rainwater harvesting system for use in the school garden or to flush toilets.	Consider rainwater harvesting and using this for the gardening club. Ask SO to lookin into low flow toilets. Encourage children to use water wisely.	Action: Install low-flow faucets and water-saving toilets throughout the school to reduce water usage. Action: Educate staff and students about water-saving practices , such as turning off taps when not in use and reporting leaks promptly. Action: Set up a rainwater harvesting			

		<p>system to collect rainwater for use in the school garden or for flushing toilets.</p> <p>Action: Create awareness campaigns through classroom activities or posters to encourage water conservation.</p>			
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	School Buildings and Grounds				
KPIs	Self Evaluation	Actions	Impact		
			Term 1	Term 2	Term 3
<p>SBG1: Sustainable Landscaping: Develop the school grounds to include native, drought-resistant plants that require less water and are more resilient to climate conditions.</p> <p>SBG2: Green Spaces: Create green spaces for students to relax and learn, contributing to mental health and</p>	We are very lucky with our green space but continue to develop the well-being garden and the grounds. C&I unit is being built with solar panels and with a more eco approach to the current building.	<p>Action: Create a green space in the school grounds, with native plants and trees that are drought-resistant and provide habitats for local wildlife.</p> <p>Action: Install wildlife-friendly features such as bird feeders, butterfly gardens, and bug hotels to support biodiversity.</p>			

well-being while promoting biodiversity.		Action: Use sustainable materials for any future construction or renovations of school buildings (e.g., recycled materials, energy-efficient insulation).			
SBG3: Eco-Friendly Materials: When renovating or building new facilities, use sustainable materials that have minimal environmental impact.		Action: Organize annual school clean-up days where students participate in cleaning and maintaining the school grounds to keep them environmentally friendly.			

2 Year Plan
<ul style="list-style-type: none"> • Elveden school meals to be produced by the Elveden Estate with the food produce to be local. • Solar panels on the newer part of the building to reduce energy emissions. • Insulation for the roof cavities. • A gardening club and rain water harvesting to be actioned in the well-being garden. • Lighting to be changed to low energy LEDs and consider the taps to be low flow faucets. • Set up Climate team involving all stakeholders at Elveden. • Boiler pumps to be replaced. • Emergency lights in classrooms (included in LED quote).