



# Sustainability Strategy

**2023-2027**



# Our GOSPEL VALUES

**Humility** - seeing life as a gift

**Compassion** - empathy

**Kindness** - gentleness

**Justice** - working for a fairer world

**Forgiveness** - reconciliation

**Integrity** - do what you say

**Peace** - committed to peace-making, non-violence

**Courage** - standing up for truth

# Our MISSION

Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.



# Our Vision and Values

## Our Vision

We will work together as one Trust, one family of schools, one community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.

## Our Values

Our schools lay the foundations for all of our children to seek academic and spiritual growth. Each school seeks to improve the life chances of every child by raising their aspirations, equipping them with the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Our vision is underpinned by the Gospel Values of Humility, Compassion, Kindness, Justice, Forgiveness, Integrity, Peace and Courage. These values are shared by all CAST schools.



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## Executive Summary

Plymouth CAST's Sustainability Strategy 2023–2027 sets out our collective commitment to caring for our common home through concrete, measurable action rooted in Gospel values and the teachings of *Laudato Si'*. Sustainability is not only an environmental priority for the Trust but a core expression of our Catholic mission, shaping how we steward resources, support our communities, and nurture the wellbeing of pupils and staff.

Over the first phase of implementation, CAST has already made significant progress, demonstrating both momentum and ambition. This progress is captured in Section 1.5 and provides a strong foundation for the next stages of our journey.

A key achievement is the substantial reduction in operational carbon emissions, with CAST already achieving a 48% reduction in Scope 1 and 2 emissions since 2021, supported by improved data quality, better management systems, and the growing integration of SMART metering and building analytics. This represents a major milestone on the Trust's pathway toward operationally Net Zero by 2037 and organisationally Net Zero by 2050.

We have also seen strong engagement across our family of schools. Nearly half of CAST schools are now registered with the Eco Schools programme, and 11 schools have already achieved Green Flag status, positioning CAST to be on the way to becoming one of the first MATs in the country to achieve Trust-wide certification. In line with the confirmed requirements of the Department for Education, school-level 'climate action planning' is also advancing, with Sustainability Leads appointed in all schools and an increasing number of climate action plans completed.

Progress has also been made across several key sustainability pillars:

- **Energy and Estates:** 100% REGO-backed renewable electricity has been secured across all schools, and around 20% of schools now have solar PV installed, supporting CAST's ambition to expand on-site generation.
- **Procurement:** Sustainability criteria are now incorporated routinely into Trust-wide procurements—including MFDs, catering, and PPM—bringing CAST closer to its target of ensuring at least 50% of procurement activities embed environmental KPIs.
- **Food and Catering:** Work is underway with catering providers to establish a Trust-wide food and catering carbon baseline, and plans are progressing toward achieving 0% food waste to landfill.
- **Water, Waste, Travel, and Biodiversity:** Foundational work has begun across all areas, including new data baselining projects, more consistent reporting approaches, and early-stage development of Trust-wide targets.

This first phase of delivery has highlighted the importance of investing in data, systems, and culture change. CAST is now better equipped to develop meaningful Science-Based Targets, supported by increasingly reliable baseline information across energy, estates, water, waste, procurement, travel, and biodiversity.



Looking forward, CAST will continue to refine and expand its Sustainability Strategy in alignment with DfE guidance, the UN Sustainable Development Goals, and Catholic Social Teaching. Our ambition is to lead by example, embedding sustainability across curriculum, operations, leadership and community engagement, so that pupils and staff are empowered to act with compassion, courage, stewardship and faith in action.

Through this collective effort, Plymouth CAST is working to build a more resilient and environmentally responsible future for every school and community we serve, inspiring all to contribute to a more sustainable and hopeful future.

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## CAST Overarching Sustainability Strategy

### 1.1 Introduction

Plymouth CAST is a multi-academy trust of thirty-four Catholic schools and one nursery. Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy, and stimulating environments and leave us with the knowledge and skills, personal qualities, and aspirations, to make the world a better place, inspired by the Gospel.

We believe that our role extends beyond the realm of education to actively contribute to the betterment of society and the environment. Our modus operandi and curriculum are inspired by Gospel Values, our care for each other and our care for the Earth, our common home. In line with this ethos, we have undertaken a comprehensive evaluation of our practices and identified areas where we can make substantial progress in reducing our carbon emissions and promoting sustainable practices and the dignity of human life.

In recent times, the global community has observed a concerning escalation in the adverse consequences of human activities on the environment. Climate change, biodiversity loss, and resource depletion present substantial perils to our planet and its inhabitants. As a Catholic educational institution, we acknowledge the immediate necessity to confront these challenges and recognise the moral imperative to assume accountability for our ecological footprint.

Within CAST we nurture a culture of good stewardship which strives for viability and sustainability and recognises the pressing need to address the environmental challenges that our world faces today. We recognise that sustainability must inform all decisions we make in every area of our organisation and the importance of understanding the impact of our decisions on our economy, the environment and society.

**“Living our vocation to be protectors of God’s handiwork is essential to a life of virtue; it is not an optional or a secondary aspect of our Christian experience.”**

**Pope Francis  
*Laudato Si #217***

## Trust Strategic Goals

# 2022-2027

Reference	Trust Strategic Goals (5 Year Goals)
TSG1	<b>Goal 1.</b> CAST will become a centre of excellence for Catholic education, deepening the mission and ethos of our schools. All schools are assessed consistently Good or better against Canonical Inspection criteria.
TSG2	<b>Goal 2.</b> Through strategic development and open collaboration, CAST will ensure that all our schools provide the very best leadership and teaching, and in doing so, provide the highest quality learning for all our pupils, as evidenced by our schools being good or better against Ofsted criteria.
TSG3	<b>Goal 3.</b> A safe learning environment is provided that enables all pupils to achieve their potential, with a focus on support for pupils who have additional needs and a commitment to closing the attainment gap for disadvantaged pupils.
TSG4	<b>Goal 4.</b> The Trust promotes a shared organisational culture that provides opportunities for all staff and pupils to develop, learn and grow in an environment where every individual is respected; disadvantage is challenged, and diversity is celebrated.
TSG5	<b>Goal 5.</b> The Trust is financially secure and targets at least £1m per year to be reinvested to meet the need of our schools.
TSG6	<b>Goal 6.</b> The Trust provides a high-quality central service offer to enable school leaders to increasingly focus on their core educational purpose.
TSG7	<b>Goal 7.</b> To further strengthen the Trust as a strong, resilient organisation by meeting planned admission numbers (PAN) and maximising the benefit of partnerships with external schools and Trusts.
TSG8	<b>Goal 8.</b> Robust and efficient governance structures maximise school effectiveness. Effective and efficient governance structures will be refined to provide a robust framework to ensure that expectations of governance are aligned across central and Local CAST Boards.
TSG9	<b>Goal 9.</b> Reduce the Trust's impact on the environment through year-on-year reductions in its carbon footprint. towards net zero, and to implement sustainability within the curriculum through the embedding of Laudato Si.



## CAST Commitment

Our Board of Directors have positioned this commitment as a strategic priority for our Trust, and have declared a Trust strategic goal to:

*Reduce the Trust's impact on the environment through year-on-year reductions in its carbon footprint towards net zero, and to implement sustainability within the curriculum through the embedding of *Laudato Si*.*

With this objective and our strategic goal in mind, we have formulated a comprehensive sustainability strategy that aims to minimise our carbon footprint, striving towards achieving net-zero emissions.

Our sustainability strategy is underpinned by the principle of continuous improvement, with a focus on achieving year-on-year reductions in our carbon footprint. We acknowledge that the journey to sustainability requires an integrated approach that encompasses not only the operational aspects of our organisation but also the integration of sustainability within our educational curricula.

With an eye to the world's stewards of the future, we aspire to instil a commitment in our schools to the stewardship of the earth, our common home and invite our pupils to be good citizens, agents of change in the world, supported by the teachings from Pope Francis in his encyclical, *Laudato Si*.

*Laudato Si* provides a framework for understanding the interconnectedness of environmental, social, and economic issues. It emphasises the moral obligation to protect our planet and care for the most vulnerable members of our global community. By embedding the principles of *Laudato Si* within our curricula, we aim to equip our pupils with the knowledge and values necessary to create a more sustainable future.

We are aware of the Department for Education's increased focus on sustainability and biodiversity. Through our sustainability strategy, we strive to assume a leadership role in sustainable education and business operations, promoting environmental consciousness and inspiring positive action. By reducing our carbon footprint and incorporating sustainability into our curriculum, we will create a nurturing environment where students can learn, thrive, and become conscientious global citizens. We are committed to fostering a sustainable future, and we invite all stakeholders to join us on this transformative journey towards a more environmentally conscious and resilient world.

**“And the Lord took the man and put him in the garden to fill and keep it.”**

**Genesis  
2:15**

## Sustainability Context

The Climate Change Act 2008 is the basis for the UK's approach to tackling and responding to climate change. It requires that emissions of carbon dioxide and other greenhouse gases be reduced and that climate change risks are adapted to. The Act also establishes the framework to deliver on these requirements.

The Climate Change Act commits the UK government by law to reducing greenhouse gas emissions by at least 100% of 1990 levels (net zero) by 2050. The UK public sector are expected to contribute to carbon reductions by 2050 enshrined within the Climate Change Act (2008).

The Department for Education (DFE) in its Sustainability & Climate Change Strategy sets out the following goals “We will work together to set science-based targets from 2025, ensuring we play our part in reducing public-sector emissions against a 2017 baseline by:

- 50% by the end of Carbon Budget 5 (2032)
- 75% by the end of Carbon Budget 6 (2037)

The DFE also sets out its ambition for every school by the end of 2025, to have a Sustainability & Climate Change Strategy/Action Plan to support the UK in meeting its obligations. Each school's and academy trust's formal sustainability strategy will provide a clear and public demonstration of intent regarding their organisations commitment to respond to the triple planetary crisis: climate change, nature and biodiversity loss, pollution.

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## 1.2 Guiding Principles & Priorities

Such is the urgency of the planetary crisis, that simply complying with DFE guidelines and environmental legislation is insufficient to meet the challenge, the most recent progress report by the UK Committee on Climate Change (<https://www.theccc.org.uk/publication/progress-in-reducing-emissions-2024-report-to-parliament/>) warned that the UK is not currently on track to meet its current statutory carbon targets for the late 2020s and early 2030s.

Therefore, as recognised in the introduction to this document, there is a moral imperative for CAST to go further by establishing its own guiding principles and priorities that extend beyond current DfE guidelines and UK environmental legislation. This includes not only reducing our environmental impact but also addressing the growing need for climate adaptation—ensuring our schools, estates, and communities are prepared for the changing climate. Plymouth CAST has begun to respond to this challenge through the development of school-level Climate Action Plans, providing a structured and practical framework for both mitigation and adaptation efforts. This approach aligns with the Trust's deeply held moral obligations to protect the planet and care for the most vulnerable members of the global community, as set out in *Laudato Si*.

The UN Sustainable Development Goals framework has been chosen to help develop these additional guiding principles and priorities.

### SUSTAINABLE DEVELOPMENT GOALS



**The Sustainable Development Goals are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere.**

The 17 Goals were adopted by all UN Member States in 2015, as part of the 2030 Agenda for Sustainable Development which set out a 15-year plan to achieve the Goals.

(<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

This framework is internationally recognised and adopted by many leading organisations operating in the UK Education and Sustainability spaces and aligns well with *Laudato Si*, sharing many of Pope Francis' aspirations.

Action Area - <i>Laudato Si</i>	UN Sus Dev Goal
<b>Pollution</b> – “Some forms of pollution are part of people’s daily experience. Exposure to atmospheric pollutants produces a broad spectrum of health hazards, especially for the poor, and causes millions of premature deaths. These problems are closely linked to a throwaway culture which affects the excluded just as it quickly reduces things to rubbish.”	12
<b>Climate Change</b> – “an urgent need to develop policies so that, in the next few years, the emission of carbon dioxide and other highly polluting gases can be drastically reduced, for example, substituting for fossil fuels and developing sources of renewable energy”	13
<b>The Issue of Water</b> – “Water supplies used to be relatively constant, but now in many places demand exceeds the sustainable supply, with dramatic consequences in the short and long term. Water poverty especially affects Africa where large sectors of the population have no access to safe drinking water or experience droughts which impede agricultural production. One particularly serious problem is the quality of water available to the poor. Every day, unsafe water results in many deaths and the spread of water-related diseases, including those caused by microorganisms and chemical substances”	6
<b>Biodiversity Loss</b> – “The earth’s resources are also being plundered because of short-sighted approaches to the economy, commerce and production. The loss of forests and woodlands entails the loss of species which may constitute extremely important resources in the future, not only for food but also for curing disease and other uses. Caring for ecosystems demands far-sightedness, since no one looking for quick and easy profit is truly interested in their preservation. But the cost of the damage caused by such selfish lack of concern is much greater than the economic benefits to be obtained. Where certain species are destroyed or seriously harmed, the values involved are incalculable.”	14 & 15
<b>Global Inequality</b> – “ecological debt” exists between countries of the Global North and South – “the countries which have benefited from a high degree of industrialization, at the cost of enormous emissions of greenhouse gases, have a greater responsibility of providing a solution to the problems they have caused”	1,2,3,8 & 10
<b>Consumerism</b> – Calls for “personal and communal” conversion away from consumerism and “collective selfishness,” and invites persons toward lifestyles animated by sound ecological virtues, i.e., “good habits,” that must be developed in persons by both secular and faith communities	11 & 12
<b>Education</b> – Argues that “ecological education” – which should provide information and seek to form habits – must occur everywhere in society: “at school, in families, in the media, in catechesis ... political institutions and various other social groups ... [and all] Christian communities”	4

The following list summarises the CAST Sustainability principles and commitments.

Principles	CAST Commitment	UN Sustainable Development Goal
1 Energy	<p><b>Electricity supply contracts</b> – we will continue to procure 100% renewable electricity supply contracts using Renewable Energy Guarantees of Origin (REGO) where they have clear audit trails providing confidence that the energy we are procuring is generated as far as possible from 100% renewable assets , with a strategy of reviewing all options to contract directly with Renewable Energy Providers through a Power Purchase Agreement (PPA) for example, if and as they become available to the education sector, in the longer term.</p> <p><b>Energy mix</b> – we will look to install as much on site generation of electricity as possible for example using Solar PV to reduce our consumption through and impact on the National Grid. The renewable electricity we continue to consume from the grid we will ensure is sourced from renewable energy providers who use wind, solar, nuclear, and sustainable biomass to generate our electricity.</p> <p>We have considered battery storage, but at the moment the ROI is not beneficial. Financially this is unaffordable, but it remains 'nice to do'. We need to come up with alternative solutions to best make use of solar PV, which is why we are considering exporting back to the Grid. This will be kept under review.</p> <p><b>Gas</b> – we will continue to explore all options for the most sustainably sourced and ethically produced Gas and wherever possible and economically viable we will procure the most sustainable option when renewing our supply contracts. Additionally, we will look to move away from using Gas as the primary source of heating our schools, wherever this is economically possible.</p>	 <b>7 AFFORDABLE AND CLEAN ENERGY</b>  <b>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</b>
2 Banking & Finance	<p>We will have regard to ethical banking and finance considerations, striving to seek the best ethical options for all CAST banking, finance &amp; investment arrangements based on a blend of practical, quality, and ethical measures in the longer term.</p> <p>We recognise that investments in the fossil fuel industry &amp; agribusinesses uphold the injustices experienced by communities on the frontlines of extraction and climate change and are incompatible with our institutional sustainability commitments. We will introduce strong ethical banking policies to ensure that CAST's financial practices are conducted in the most socially responsible and sustainable manner reasonably practicable within our sector.</p>	 <b>10 REDUCED INEQUALITIES</b>  <b>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b>  <b>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b>

		<p>Plymouth CAST currently banks with Lloyds Banking Group, a leading supplier of commercial banking services to academy trusts as a considered position based on practical and ethical criteria. We are committed to an annual review of the market.</p> <p><a href="#">Lloyds Banking Group Sustainability Report 2023</a></p>	
3	Travel	<p>We will promote active travel as far as possible for all students, encourage staff and students to use public transport, EVs &amp; car sharing. Wherever possible we will take advantage of Public Sector incentive schemes and funding opportunities to provide schools and their local communities with EV charging points.</p> <p>Plymouth CAST's existing provision of EV charging points has been facilitated through the Department for Education's Net Zero Accelerator Pathway programme and supports staff and visitors in transitioning to cleaner transport, helping to reduce emissions and improve the local environment around our schools. At six of our school sites, public access arrangements extend this benefit to the wider community, reflecting our commitment to environmental responsibility and partnership with the communities we serve.</p> <p>At a trust level we will baseline our current Travel emissions by the end of 2026 and work with each of our schools to develop an Individual Travel Plan.</p> <p>We will include sustainability considerations and the specific Carbon impact in the planning for any school trips and record and publish the Carbon Impact for each trip. We will also investigate the viability of including the cost of carbon offsets for all school trips from 2026 and encourage all our schools to adopt low carbon travel alternatives wherever possible.</p> <p>We will set Travel emission reduction targets by the end of 2026 and establish systems to monitor, measure and track our progress.</p>	
4	Food	<p>We understand that food and agriculture are a major contributor to the Global Climate break down and biodiversity loss. We will therefore work with our catering teams and partners to source local and sustainable ingredients wherever possible and practical, e.g. from producers with the best environmental/welfare, using regenerative agricultural practices and sustainable sourcing</p>	

		<p>At the start of each procurement cycle, we will work with our catering providers to set and achieve targets for year on year reductions of carbon emissions for all our schools' food and catering services and work quickly towards a target of 0% food waste going to landfill by the end of 2025 .</p> <p>We will also work closely with our schools and community to increase the awareness of all staff, students, and parents regarding the carbon impact of their food choices.</p>	
5	Water	<p>We understand that water is a precious resource and that in the UK demand for water is rising owing to population growth, urbanisation and increasing water needs from agriculture, industry, and energy sectors. Climate Change, poor management, overextraction of groundwater and contamination of freshwater supplies have also exacerbated water stress.</p> <p>In response to this we will promote the efficient use of water resources to minimise waste and ensure long-term availability whilst also supporting all our schools to responsibly manage water resources.</p> <p>We will encourage our schools to adopt water-efficient technologies and practices wherever possible and support them in raising awareness about water conservation, sustainable water practices, and the importance of water stewardship among staff, students, and our wider community.</p> <p>We will work collaboratively with our water provider and the DFE to collectively address water-related challenges and adaptation needs.</p> <p>We will baseline our current usage across all our schools and set consumption reduction targets by the end of 2025-26. We will then establish systems to monitor our water usage and measure and track our progress.</p>	 
6	Waste	<p>We understand the impact that waste has on climate change, our environment, and our communities, particularly when it goes to land fill. Following the implementation of the new legislation in April 2025 'Simpler Recycling', all schools now have a mechanism in place to separate waste from general waste. This includes separating dry recyclables (plastic, metal, glass, paper &amp; card), and food waste. We will therefore carry out baseline audits and surveys to understand the impact of our Waste by the end of 2025 and work with our schools to inform a tendering process for a Trust-wide waste management contract set reduction targets by the end of 2026.</p>	  

		<p>We will baseline our current usage across all our schools and set consumption reduction targets by the end of 2026, based on the following aspirations:</p> <ul style="list-style-type: none"> <li>• 100% no food waste to landfill by 2025</li> <li>• 100% no landfill by 2030</li> <li>• 100% reduction in single use plastic packaging by 2026</li> <li>• Support of the Circular Economy by replacement of new purchases with second hand, re-purposed or re-manufactured products wherever possible.</li> </ul> <p>We will work closely with our schools and community to increase the awareness of all staff, students, and parents regarding the carbon impact of waste, the importance of recycling and the circular economy.</p> <p>We will then establish systems to monitor our waste output and measure and track our progress.</p>	
7	Print & Paper	<p><b>Print</b></p> <p>In 2024, we embarked on a 5-year Multi Functional Device (MFD) replacement contract with a supplier based in the South West. This is aimed at harmonising all devices to a more efficient specification across all schools by 2029. All devices will be installed with 'PaperCut Hive', cloud-based print management software designed to streamline printing, improve security, and promote sustainability in our schools by reducing paper and toner waste, lower printing costs, and enhances overall print security. By tracking print usage and enforcing policies, PaperCut Hive will enable the Trust to minimise its environmental footprint and improve overall sustainability practices.</p> <p><b>Sustainability Benefits of PaperCut Hive:</b></p> <p><i>Reduced Paper Waste:</i></p> <p>PaperCut Hive minimizes paper waste by enabling features like secure release (print jobs only released when the user is present at the printer), automatic deletion of unclaimed print jobs, and prompting users to print double-sided or in black and white.</p> <p><i>Lowered Toner Consumption:</i></p> <p>By controlling print output and encouraging responsible printing practices, PaperCut Hive helps reduce toner usage, leading to cost savings and less waste.</p> <p><i>Reduced Energy Consumption:</i></p> <p>Efficient print management and the use of multifunction devices (MFDs) can lower energy consumption associated with printing, contributing to a more sustainable operation.</p> <p><i>Environmental Impact Tracking:</i></p>	   

		<p>PaperCut Hive provides reporting and tracking of printing activities, allowing the Trust to monitor their environmental impact and identify areas for improvement (RW dashboard on user intelligence).</p> <p><i>PaperCut Grows:</i></p> <p>PaperCut Hive can integrate with PaperCut Grows, which converts print jobs into trees planted, actively contributing to reforestation efforts and offsetting the environmental impact of printing.</p> <p><i>Cost Savings:</i></p> <p>By reducing paper and toner consumption, optimising printing workflows, and minimising waste, PaperCut Hive will help the Trust save money on printing expenses.</p> <p><i>Simplified Administration:</i></p> <p>Cloud-based management simplifies IT administration and reduces the need for on-premises servers, leading to further efficiencies and reduced resource consumption.</p> <p><i>Promoting Sustainable Practices:</i></p> <p>PaperCut Hive encourages a culture of responsible printing through user prompts, reports, and policy enforcement, helping to integrate sustainability into the end users daily operations.</p> <p><b>Paper</b></p> <p>As each school onboards onto PaperCut Hive, the device becomes active on the PaperCut Hive Trust portal which allows us to review the productivity of each device and the volumes/nature of prints going through it. This portal also enables the Trust to focus attention on higher print users, with the aim of reducing individual printing volumes, and therefore, reduce impact on the environment. This data will also allow us to review volumes of paper reams used within any given period. Once all machines have been upgraded and added to the PaperCut portal, this will inform the Trusts overall paper usage by quarter/annum.</p> <p>The Trust will work to consider a mandatory specification for paper supply based on FSC/ recycled content.</p>	
8	Biodiversity	<p>We understand that biodiversity loss is a significant problem for the UK and the global community more widely. We also understand that we can directly make an impact as a trust in the choices we make in managing and maintaining our grounds. We fully support and welcome the DFE's National Education Nature Park (NENP) initiative in partnership with the Natural History Museum, designed to increase biodiversity across the entire UK education estate.</p>	 

		<p>We will encourage all our schools to join the NENP programme by 2025 and then carry out baseline audits and surveys by the end of 2026 to understand the current health and biodiversity of our collective grounds.</p> <p>We will also work closely with each of our schools and their grounds maintenance teams to set improvement targets by the end of 2026 based on the following aspirations:</p> <ul style="list-style-type: none"> <li>• Year on year improvement in the health, biodiversity, and available habitats within our grounds</li> <li>• Management practices that are 100% free from nitrogen-based fertiliser use</li> <li>• Management practices that are 100% free from harmful chemical pesticides &amp; herbicides</li> <li>• Management practices that encourage the 100% use and growth of indigenous plant species</li> </ul> <p>We have the means to develop specifications for landscape management plans and biodiversity net gain, where possible link this in with procurement / contract suppliers - but will need to consider where this fits in with timescales / resourcing priorities.</p> <p>We will establish systems to monitor the health and biodiversity of our collective grounds and measure and track our progress by the end of 2026.</p>	
9	Data	<p>We understand that the quality and availability of Data are fundamental to supporting our Sustainability Strategy. Data underpins our ability to make informed management and investment decisions and is essential in setting targets and measuring our progress against these.</p> <p>We will therefore work with all our schools and stakeholders to improve the quality and quantity of data we collect and support all parties to analyse and use the data in the most impactful way to help us achieve our goals and targets.</p> <p>We will carry out a detailed data review and establish a data improvement plan by the end of 2027 when we will also establish systems to monitor, measure and track progress across all key sustainability workstreams detailed in this strategy document.</p> <p>We will work towards and adopt recognised standards such as the Green House Gas Protocol (GHGP) to ensure the accuracy and appropriateness of our data. We will also engage third party support when needed, to:</p> <ul style="list-style-type: none"> <li>• Help accurately apply standards such as the GHGP to our context</li> <li>• Support us in specifying data requirements and quality standards</li> <li>• Support us in achieving certifications</li> </ul>	

		<ul style="list-style-type: none"> <li>• Support us in setting meaningful targets and milestones</li> <li>• Collect, analyse and track our data</li> <li>• Verify our achievements and progress</li> </ul>	
10	Funding & Resources	<p>We understand that the successful implementation of this strategy is contingent on appropriate levels of annual funding and resources.</p> <p>We will therefore build sustainability funding and resource allocation into our annual financial planning to support the implementation and success of this strategy. In parallel, Plymouth CAST's programme of capital improvement works is designed to maximise opportunities for energy-saving and carbon reduction measures to be incorporated into all new construction, installation, and retrofit improvement strategies wherever possible. This approach is informed by the Department for Education's <i>Good Estate Management for Schools (GEMS)</i> guidance and aligned with the principles of the <i>Net Zero Public Sector Buildings Standard</i>, ensuring that our estates planning supports long-term environmental performance, operational efficiency, and climate resilience across the Trust. Wherever feasible, we will seek to embed low-energy systems, climate-adaptive design, and sustainable material choices into capital projects, helping to reduce our carbon footprint and future-proof our school environments.</p> <p>We will adopt life cycle and impact on future generations thinking in all that we do and, in particular, in the analysis and evaluation of all management, procurement and financial planning activities, to ensure that we achieve the lowest environmental and carbon footprint impacts from our actions and decisions.</p> <p>We will Implement and regularly update our CAST procurement policy and guidelines, to ensures that all new travel &amp; spend requests include environmental &amp; carbon impact/benefit considerations &amp; all contracts &amp; tender renewals include environmental &amp; carbon impact/benefit specifications including sustainability KPIs.</p>	  
11	Celebration & Recognition	<p>We understand that a school or trust's success in gaining staff, pupil &amp; parent buy-in will contribute significantly to the overall success of this strategy and its environmental and social impact.</p> <p>We will therefore play an active role in engaging staff, pupils, and parents in sustainable behaviour change and ensure that achievements are celebrated at an individual, school, and Trust level as we strive to embed long-lasting change. As part of this commitment, Plymouth CAST's half-termly <i>Staffroom Newsletter</i> and the Trust website will serve as key platforms for recognising and celebrating sustainability initiatives, showcasing examples of innovation, collaboration, and positive impact from across our schools. Through sharing good practice and highlighting behaviour change successes, we aim to foster a culture of encouragement, inspiration, and</p>	 

		<p>collective responsibility—helping to embed sustainability as a shared value at the heart of our school communities.</p> <p>We will support and encourage our schools to achieving recognition through achieving Green Flag Status in the Eco Schools programme and through registering to take part in the new DFE NENP &amp; Climate Leaders awards as they are announced.</p>	
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## 1.3 Linking Sustainability, Catholic Spirituality and Wellbeing

Plymouth CAST recognises that sustainability, Catholic spirituality, and wellbeing are deeply interconnected. Our commitment to environmental stewardship is not only a response to the ecological challenges of our time but also a profound expression of our Catholic faith and our care for the physical, emotional, and spiritual wellbeing of our pupils, staff, and wider community.

Inspired by Catholic Social Teaching and the messages of *Laudato Si'* and *Laudate Deum*, we understand that caring for our common home is a sacred duty that nourishes human dignity and strengthens our relationships—with God, with one another, and with creation. This section sets out how our Sustainability Strategy actively promotes wellbeing through spiritually grounded, practical actions that honour both people and planet.

### Natural Environment and Health

***"Consider the lilies of the field, how they grow: they neither toil nor spin." (Matthew 6:28)***

We are committed to enhancing access to nature as a means of supporting mental and physical wellbeing. This includes:

- Encouraging opportunities for outdoor learning and time spent in natural environments;
- Encouraging the development of green spaces such as sensory gardens, and biodiversity zones through participation in the NNEP;
- Reducing exposure to air pollution through promoting active travel.

### Sustainable Lifestyles and Healthy Living

***"So, whether you eat or drink, or whatever you do, do all to the glory of God." (1 Corinthians 10:31)***

We will encourage lifestyles that are both healthy and sustainable by:

- Supporting healthy, low-carbon food choices through increasingly seasonal, locally-sourced, or plant-based menu options;
- Promoting active travel (e.g., walking, cycling) to improve physical wellbeing and reduce emissions;
- Encouraging sustainable behaviours among pupils and staff that support personal health and environmental goals.
- Offering all employees Cyclescheme and MyGymDiscounts benefits.

### Community, Belonging and Social Connection

***"Love your neighbour as yourself." (Mark 12:31)***

We will use sustainability initiatives as a vehicle for strengthening school and community cohesion by:

- Enabling pupil and staff involvement in sustainability projects to foster a sense of purpose and belonging;
- Supporting intergenerational and community engagement through collaborative environmental initiatives;



- Encouraging shared ownership and celebration of collective progress in sustainability efforts.

### Emotional Resilience and Climate Anxiety

***“Come to me, all you who are weary and burdened, and I will give you rest.” (Matthew 11:28)***

We acknowledge the emotional impact of environmental concerns and are committed to:

- Providing opportunities for pupils and staff to express and explore feelings about climate change in a constructive way;
- Fostering resilience by supporting action-based learning that empowers rather than overwhelms;
- Signposting relevant mental health support where sustainability-related anxiety is expressed.

### Workplace Wellbeing and Operational Sustainability

***“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.” (Colossians 3:23)***

In our commitment to sustainable operations, we will also prioritise staff and student wellbeing by:

- Developing strategies to ensure that buildings are maintained to optimise natural light, temperature regulation, and air quality;
- Embracing flexible and digital meeting practices to reduce travel and improve work-life balance;
- Designing school environments that support both efficient energy use and comfortable, healthy working conditions.

### Catholic Social Teaching and Moral Responsibility

***“Blessed are the peacemakers, for they will be called children of God.” (Matthew 5:9)***

Guided by the principles of Catholic Social Teaching, especially stewardship of creation, we:

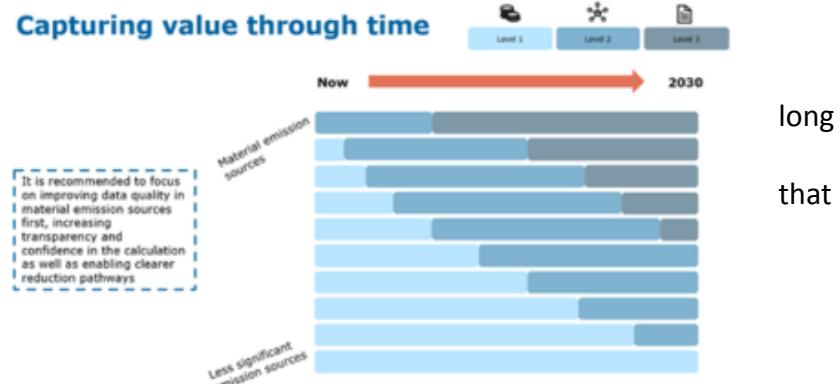
- Recognise care for our common home as a spiritual and moral imperative;
- Seek to instil values of compassion, justice, and collective responsibility in our sustainability work;
- Embed teachings from *Laudato Si'* and *Laudate Deum* in curriculum and policy development to connect ecological awareness with human dignity and wellbeing.



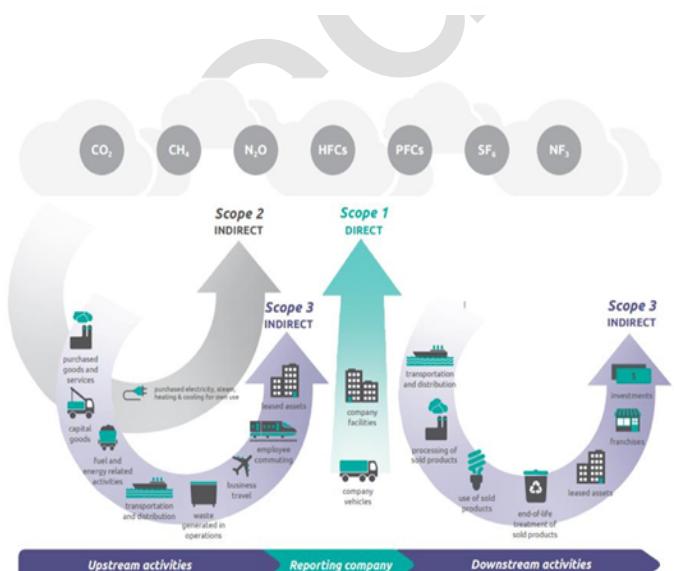
## 1.4 Approach & Implementation

We will use the principles and priorities detailed above along with, DFE guidance and internationally recognised conventions such as the Green House Gas Protocol to develop and deliver this holistic Sustainability Strategy. This will eventually include adopting the accepted methodology for setting short term (2024 - 2025), near term (2032) and long term (2050) goals and horizons. We also understand and accept this will need to develop over time and be a live and dynamic strategy. It will need to evolve, adapt, and respond to new policies, better data, new thinking, and hopefully new technologies, to stay relevant.

### Capturing value through time



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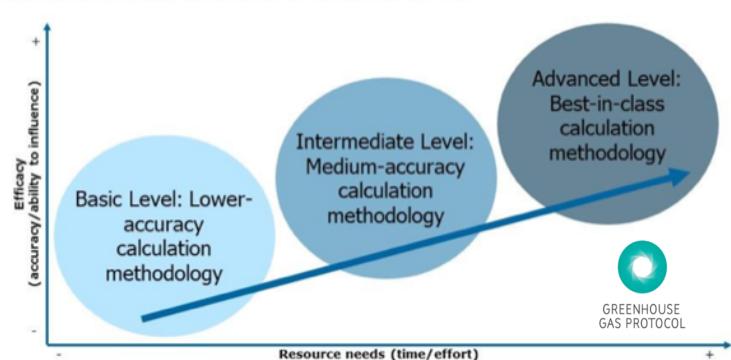


We also appreciate that we currently do not have a sufficiently good understanding of our baseline starting point in many key areas (especially Scope 3 carbon emissions) and that therefore we will need to build our delivery plan realistically over several phases and over several years.

Accordingly, we anticipate developing an implementation plan that will build value and accuracy over a multi-year period, culminating in a fully developed plan with meaningful and Science-Based Targets and accurate systems and processes to track, measure and report on progress.

As we develop this strategy it will be important to make sure it is closely aligned with the DFE guidelines and policies emerging from the Department's

### Calculating Scope 3 emissions



Sustainability and Climate Change Strategy.

The first step in this process is for CAST and our schools to embrace the new services provided by the DFE namely, Sustainability Support for Education (SSfE), Climate Ambassadors (CAs) and the National Education



Nature Park (NENP) along with the support provided by Lets Go Zero and the Eco Schools programme which is closely aligned with the current and developing DFE sustainability strategy. The Eco Schools programme is also closely aligned with the UN Sustainable Development goals and has been widely adopted internationally as the largest environmental schools programme in the UK.

In 2021 - 2022, more than 1700 schools achieved the Eco-Schools Green Flag award.

- In 2021 - 2022, over 48,000 young people were members of an Eco-Committee.
- Almost 1.5m young people attended a school which is working on the programme and benefited from its impact.
- The Eco Schools programme enables schools to link other sustainability schemes into the programme. This is particularly key for our CAST schools who embrace charitable works through schemes such as the CAFOD Live Simply programme, which offers an integral ecological approach, to integrate care for the poor and care for the Earth.

The Eco Schools programme is free to register and take part in and once registered all the resources, training and mentoring are also provided free of charge. A new 12-month programme starts every September to align with the academic year and, if successfully completed by the end of the school year, schools can apply for Green Flag certification; there is a £200 cost per school (a MAT discount will apply to this) to pay for certification and the 'Green Flag'.

<b>1.3M</b> number of children who attend an Eco-School	<b>43.1k</b> financial savings (£)	<b>569.9k</b> natural habitats created/maintained (m <sup>2</sup> )
<b>35k</b> number of children participated in a litter pick	<b>18.2k</b> number of trees planted	<b>1.1k</b> number of second-hand sales/webs organised
<b>11.3k</b> number of children taught to walk/bike/scoot/use public transportation	<b>30.9k</b> number of children benefited from vegetarian/vegan options	<b>541</b> number of water savings devices installed/managed/distributed

We will support and mandate all our schools to register with NENP & Eco Schools by September 2025 and for each subsequent years for a three-year period after which we hope and expect all our schools and the Trust to have achieved Green Flag status. One of the additional benefits to CAST of the Eco Schools programme is that it is a fully supported programme which we anticipate will require minimal centralised administration whilst providing a common platform, common reporting, and a way of really invigorating sustainability across the Trust.



## Governance, Steering & Reporting

### Governance

We will implement a robust governance and reporting structure to steer CAST throughout the journey of implementing our sustainability strategy.

Our governance structures will be fulfilled by creating sustainability- steering groups to drive forward our policy objectives, with an annual report provided to the CAST Board of Directors and Local CAST Boards detailing milestones achieved, actions commenced, and challenges experienced.

At trust level, our sustainability-steering group will comprise the CAST sustainability team who will serve as operational 'Eco Champions', leading on specific policy areas and working collaboratively with representative Sustainability (Eco) Leads from schools. The trust level steering group will seek the support of a 'sponsor' from the Board of Directors.

### CAST Sustainability Team

Area of Policy Focus	CAST Personnel
Culture & Governance	Chief Operating Officer (SELT Sponsor)
Estates, Energy, Water & Biodiversity	Estates & Facilities Manager IT Manager
Sustainable Procurement of Goods and Services	Procurement & Services Manager IT Manager

At school level the sustainability-steering group will be centred around the schools' Eco Councils, which will be established through the Eco Schools programme. The Eco Council will include a 'Sustainability Lead' staff member to focus the work of the group, which will align with the DFE strategy. The school level eco-steering group will seek the support of a 'sponsor' from the Local CAST Board.



### Steering

To retain a focus on policy objectives, the COO will work directly with school Sustainability Leads to oversee the development of individual 'Climate Action Plans' for each school, to retain a focus on policy objectives and support alignment with DfE requirements.

An annual meeting between the COO and school Sustainability Leads will enable the work of each setting to be shared and celebrated, provide an opportunity to share good-practice and ensure a common interpretation of policy objectives and action plans, and achieve a unified approach.

Trust level action plans will take a 'workstream' approach, breaking down the policy objectives into four defined strands:

1. Ethos, Commitment & Communication
2. Data, Baseline, Reporting and Tracking
3. Estates, Energy, Water and Biodiversity
4. Procurement and Waste

School Climate Action Plans will follow a standard format and will be dynamic, owned and driven by each school with guidance and support provided by the Trust as to how to interpret the policy objectives.

Through the Eco Schools programme, each school will be expected to establish an Eco Council lead by a formally recognised Sustainability Lead and each Sustainability Lead will be supported to complete a Carbon Literacy course and an individual school/cluster Action Plan.

The successful delivery of our policy objectives will be reliant on sufficient funding being available. Funding could be drawn from three distinct streams:

- **An annual budget to support this strategy** – this would require consideration and commitment from the Board of Directors, with due consideration as to how this is split into revenue and capital budgetary allocations and whether Trust reserves can be utilised in support of our strategic policy objectives. *See annexe A for further detail.*
- **An 'Invest to Save' strategy** - this would be led by the Trust's Finance and Operations Teams to re-invest savings into a self-sustaining programme including lease finance options where savings pay, or part pay, for the capital investment over a period of 3-10 years.
- **Government, DFE & other funding opportunities;** this would be led by the Trust's Finance and Operations Teams, alongside the Sustainability Team, to proactively apply for grant funding, and scan the horizon for wider funding opportunities.

It is noted that the scope and depth of the policy objectives incur a significant commitment to developing new areas of workplace focus which the Trust does not currently undertake. It will be essential to make adequate staffing resources available within the Trust's Operations Team to ensure that our policy objectives progress without detracting from our business-as-usual operations and our Trust's commitment to the wider strategic aims and goals.

### Reporting

The Trust have explored several options and tools that are currently available to track, measure and report on sustainability and carbon performance metrics. Through this process then it became clear that currently there is no single system or reporting platform available that will meet a MAT's requirements or budget, and so the trust has decided to pursue a hybrid strategy of developing in-house systems and combining these with any other suitable and affordable tools as they become available, to provide the management, monitoring and tracking systems and data that will be required.

We also appreciate that to set meaningful reduction targets and milestones with confidence, then this will only be possible once baselines have been calculated and sufficient good quality data has been gathered.

In line with the guiding principles and approach detailed in the sections above, we will engage the support of specialists where required to develop data specifications and reporting methodologies before implementing the relevant processes to capture accurate baseline and ongoing data.

Over time this will lead to the Trust having sufficient quantity and quality of data to be able to set near and longer-term Science Based Targets and establish a pathway to NetZero and other Sustainability goals, that includes milestones along the way against which we can measure progress.

For all sustainability criteria, including the harder to measure categories such as biodiversity, we will also look to the DFE and other expert support to develop SMART (Specific, Measurable, Agreed upon or Actionable, Realistic or Relevant, Time-bound) targets and measures.

In the short-term, at trust level, we will continue to expand the scope and accuracy of our annual statutory SECR reporting and look to introduce annual sustainability progress reporting to the Board of Trustees, against the targets and goals set out within this document.

At school level we will use Climate Action Plan progress reporting, supported by the Eco Schools reporting platform to measure progress and success.

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## 1.5 Overarching CAST Sustainability Goals, Objectives & Targets

As described above we will develop meaningful and Science Based Targets over the long term and have set the following aspirational goals as a starting point:

- **Long-Term** - Operationally NetZero % by 2037 and Organisationally Net Zero by 2050
- **Near-Term** – Reduction on SECR intensity rating Year on Year – to be reviewed in 2028
- **Short-Term Goals** (by 2028) – as detailed in the table below.

2028 Goal	Details & Description	Measure/Target/Progress
<b>1 - Data</b>	<p>1.1 Improved Data collection, Data quality &amp; Data Analytics across all 4 DFE Sustainability Pillars:</p> <ul style="list-style-type: none"> <li>• Pillar 1 – Decarbonisation</li> <li>• Pillar 2 – Climate Adaptation &amp; Resilience</li> <li>• Pillar 3 – Biodiversity &amp; Green infrastructure</li> <li>• Pillar 4 – Climate Education, Green Skills &amp; Careers</li> </ul> <p>1.2 Pillar 1 - Accurate Carbon Footprint baseline data and annual reporting for scopes 1, 2 &amp; 3 at both trust and individual school level</p> <p>1.3 Pillars 2,3 &amp; 4 - Data specification, capture and reporting methodologies developed</p> <p>1.4 Develop accurate and verified systems to monitor, measure, track, and report on our progress</p>	<p><b>Measures &amp; Targets</b></p> <ul style="list-style-type: none"> <li>• <b>Pillar 1</b> <ul style="list-style-type: none"> <li>o Scope 1 &amp; 2 - 100% accurate &amp; verified baseline and annual SECR Data reported</li> <li>o Scope 3 - Accurate baseline and annual carbon footprint data calculated and verified for: <ul style="list-style-type: none"> <li>▪ Food &amp; Catering</li> <li>▪ Travel</li> <li>▪ Waste</li> <li>▪ Paper &amp; Print</li> <li>▪ IT</li> </ul> </li> </ul> </li> <li>• <b>Pillars 2,3 &amp; 4</b> <ul style="list-style-type: none"> <li>o Data specifications agreed for all Pillars</li> <li>o Accurate baseline and annual data calculated, reported and verified for each Pillar</li> </ul> </li> </ul>

		<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>● Pillar 1 <ul style="list-style-type: none"> <li>○ 1.1 - significant improvements in Data collection and quality allowing for better informed management and investment decisions</li> <li>○ 1.2 - significant progress in carbon reduction for Scope 1 &amp; 2. Since 2021 CAST has achieved a 48% reduction in tonnes CO2e (as of August 2024).</li> </ul> </li> <li>● Pillars 2,3 &amp; 4 - for Climate Adaptation, CAST has identified through OS data that no school lies in Level 1 area for flood risk.</li> <li>● Systems – significant progress has been made in developing our systems to measure, monitor and report on progress - for example the data that sits behind 1.2 above</li> </ul>
<b>2 – Eco Schools</b>	2.1 All Schools to sign up to the Eco Schools programme by 2025 2.2 All schools to achieve an Eco schools Green Flag 2.3 CAST to become one of the first multi academy trusts to achieve Green Flag Status	<p><b>Measure/Target</b></p> <ul style="list-style-type: none"> <li>● 100% of Schools signed up to Eco Schools by the end of 2025</li> <li>● 100% of CAST Schools to achieve an Eco Schools Green Flag</li> <li>● CAST to achieve Green Flag Status</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>● As at August 2025, 18 schools have signed up to Eco Schools</li> <li>● As at August 2025, 11 schools have achieved Green Flag Status</li> </ul>
<b>3 –Energy</b>	3.1 All Electricity Supply contracts to be sourced from 100% renewable energy 3.2 Installation of SPV arrays on as many schools as possible 3.3 Move as many schools away from Gas and fossil based heating systems as possible 3.4 Source low carbon Gas wherever possible for the remaining Gas powered heating systems	<p><b>Measure/Target</b></p> <ul style="list-style-type: none"> <li>● 100% REGO sourced electricity</li> <li>● 25% of Schools to have SPV fitted and working</li> <li>● x% of schools to move to non fossil fuel based heating systems</li> <li>● 100% Gas to be low carbon</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>● 3.1 has been achieved</li> <li>● 3.2 is in progress with approximately 20% of schools having SPV arrays installed</li> <li>● 3.3 is under review when we retender in October 2026</li> <li>● 3.4 is under review when we retender in October 2026</li> </ul>

4 – Banking & Finance	4.1 Introduce ethical banking and finance considerations into CAST planning processes 4.2 Investigate and select best options for each finance and investment category 4.3 Migrate to new best fit ethical/sustainable banking and finance providers as opportunities become available	<b>Measure/Target</b> <ul style="list-style-type: none"> <li>CAST to conduct an initial review of all current banking and finance arrangements and establish if they are the best fit/option</li> <li>Where current arrangements are not the best fit/option, CAST to develop and implement a migration plan to a more ethical/sustainable option</li> </ul> <b>Progress</b> <ul style="list-style-type: none"> <li>Current banking and finance arrangements reviewed and agreed as remaining the best options for CAST at the present time. Lloyds Banking Group Sustainability Report (2023 - latest available version) reviewed and acknowledged.</li> </ul>
6 – Estates	6.1 Improve data collection and analysis including the deployment of smart energy meters at every site 6.2 Set year on year short and near-term CAST Estates wide SECR reduction targets 6.3 Work with all schools to set individual Year on Year short & near term SECR reduction targets 6.4 Use BIM data to develop Climate risk register & strategy 6.5 Work with all schools to develop Climate Adaptation Plans 6.6 Carry out water audits at all schools and Reduce Water consumption	<b>Measure/Target</b> <ul style="list-style-type: none"> <li>Map all schools' estates onto BIM</li> <li>SECR (Scope 1&amp;2) 25% reduction against 2022 baseline</li> <li>100% of schools to have Smart Meters installed</li> <li>100% of schools to have a climate risk assessment carried out</li> <li>100% of schools to have a Climate adaptation plan</li> <li>Reduce Water Consumption by 20%</li> </ul> <b>Progress</b> <ul style="list-style-type: none"> <li>All schools have digital models ready for FM and SMart modules to be implemented.</li> <li>As of 1st September 2024, Trust has a 48% reduction in carbon footprint on scope 1 and 2. 1st September 2025 aim is for a 58% reduction compared to 2022 baseline.</li> <li>Out of 49 electric meters: - 8 meters are HH, 5 are smart, 27 are AMR. 9 do not have the ability for automatic meter readings</li> <li>Out of 48 gas meters: - 38 are AMR. 10 do not have the ability for automatic readings.</li> <li>Climate risk assessment processes have commenced and will be subject to ongoing development.</li> <li>The 2025 water tender will allow for granular monitoring of water consumption and reduction</li> </ul>



7 Procurement	<p>7.1 Improve data collection and analysis across the top ten procurement activities by spend</p> <p>7.2 Introduce sustainability considerations into the CAST finance policy and develop a standalone sustainable procurement policy and guidelines</p> <p>7.3 Include sustainability criteria in all procurement activities</p> <p>7.4 Include sustainability criteria in all performance management regimes for service and supply contracts</p>	<p><b>Measure/Target</b></p> <ul style="list-style-type: none"> <li>Introduction of a new Sustainability section in the CAST finance policy and a standalone Sustainability Procurement policy</li> <li>50% of Procurement activities including Sustainability Criteria &amp; KPIs</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>Sustainability wording will be added to Trust policies as they are reviewed; a sustainability section is being developed for the Finance Policy and the Procurement Policy.</li> <li>From the 2024/25 financial year, Trust-wide procurements such as MFDs, catering and PPM have included sustainability criteria and weighted scoring, demonstrating progress toward the 50% target.</li> </ul>
8 – Food & Catering	<p>8.1 Work with Catering Suppliers to Improve data collection, reporting and analysis</p> <p>8.2 Calculate a baseline footprint for all catering services</p> <p>8.3 Set year on year reduction targets</p> <p>8.4 Introduce a three-year, third-party assessment process to measure, track and verify progress</p> <p>8.5 Develop a plan to achieve 0% food waste going to landfill</p>	<p><b>Measure/Target</b></p> <ul style="list-style-type: none"> <li>Calculate a Trust wide and individual school food and catering carbon footprint</li> <li>Agree a three-year reduction target with all schools and catering service provider</li> <li>0% food waste going to landfill</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>Work is underway with the Meal Analyser team to establish a food and catering carbon footprint baseline across all schools, agree reduction targets, and move toward zero food waste to landfill.</li> </ul>
9 Biodiversity	<p>9.1 Develop an initial biodiversity baseline and trust wide management plan</p> <p>9.2 Improve data collection and analysis across all sites</p> <p>9.3 All schools to register for the NENP</p> <p>9.4 Work with all schools to introduce sustainability considerations into all grounds maintenance regimes</p> <p>9.5 Develop a CAST wide Biodiversity Improvement Plan and targets</p>	<p><b>Measure/Target</b></p> <ul style="list-style-type: none"> <li>Map all schools' grounds onto BIM</li> <li>100% of schools to sign up for NENP and carry out a biodiversity audit</li> <li>Set year-on-year improvement targets</li> <li>Carry out annual Biodiversity survey</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>BIM Progress - All external surface types and areas (m<sup>2</sup>) are available as site plans for all schools</li> <li>As at August 2025, 15 schools have signed up to Eco Schools</li> <li>As at August 2025 an initial biodiversity plan and trust wide management/improvement plan with targets has not yet been set</li> </ul>

		<ul style="list-style-type: none"> <li>As at August 2025, biodiversity considerations are not yet introduced into all grounds maintenance regimes.</li> </ul>
10 Travel	<p>10.1 Accurate carbon footprint baseline for all Transport &amp; Travel emissions including student &amp; staff commute and school trips</p> <p>10.2 Improved Data collection, Data quality &amp; Data Analytics</p> <p>10.3 Trust level and Individual Travel Plans for each school</p> <p>10.4 Establish accurate and verified systems to monitor, measure, track, and report on our progress</p> <p>10.5 Installation of EV charging points at as many schools as possible</p> <p>10.6 Explore support for staff to purchase EVs through a Salary Sacrifice Scheme</p>	<p><b>Measure/Target</b></p> <ul style="list-style-type: none"> <li>CAST to have a Transport &amp; Travel Policy including reduction targets</li> <li>CAST to carry out a transport &amp; travel emissions baseline survey and annual data collected, reported &amp; verified</li> <li>Each school to have an agreed Individual Travel Plan including reduction targets</li> <li>X% of Schools to have EV points</li> <li>EV Salary Sacrifice scheme in place and available for all staff</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>As at August 2025, CAST has not yet introduced a Transport and Travel Policy</li> <li>As at August 2025, CAST has not yet undertaken a travel emissions baseline survey or undertaken annual data collections.</li> <li>As at August 2025, CAST has not yet commenced a project for each school to have an agreed Individual Travel Plan</li> <li>As at August 2025, 8.82% of schools have EV points</li> <li>As at August 2025, academy trusts remain prohibited from entering into EV salary sacrifice schemes in line with the terms of the Academies Trust handbook.</li> </ul>
11 Communication, Governance & Culture	<p>11.1 Support all schools to appoint Sustainability Leads in compliance with the DFE strategy</p> <p>11.2 Create a Sustainability Leaders group</p> <p>11.3 Support all schools to develop a Climate Action Plan in compliance with the DFE strategy</p> <p>11.4 Implement cyclical management reporting</p> <p>11.5 Implement annual reporting to the Board &amp; Trustees</p> <p>11.6 Recognise and Celebrate achievements</p>	<p><b>Measure/Target</b></p> <ul style="list-style-type: none"> <li>All schools to have a sustainability lead by the end of 2025</li> <li>All schools to have a Climate Action Plan by the end of 2025</li> <li>Annual sustainability progress report provided to the CAST Board of Directors</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>As at August 2025, all schools have a nominated Sustainability Lead</li> <li>As at August 2025, 17 schools have Climate Action Plans; further engagement rounds will be scheduled in Autumn 2025/26.</li> </ul>

		<ul style="list-style-type: none"><li>As at August 2025 an annual sustainability report has not been produced for the CAST Board, but will be an ongoing annual routine following the 2025 review of the Trust's Sustainability Strategy.</li></ul>
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## Appendix 1 - CAST Sustainable Estates, Energy, Water & Biodiversity

### A1.1 Background & Commitment

Plymouth CAST operates across three counties, encompassing a diverse range of buildings with varying conditions. In our commitment towards sustainability and environmental stewardship, we have implemented numerous initiatives and strategies to address key areas of focus.

#### Electricity Supply

To reduce our carbon footprint, Plymouth CAST has adopted electricity supply contracts that source 100% renewable energy accompanied by Renewable Energy Guarantees of Origin (REGOs). By prioritising renewable sources, we aim to support the transition to a cleaner and greener energy sector.

#### Efficient Heating Solutions

Recognising the environmental impact of fossil fuels, we have embarked upon a project to replace the most inefficient gas heating systems within our buildings. These replacements will utilise non-fossil fuel solutions, promoting sustainability and reducing our reliance on traditional energy sources.

#### Data-Driven Decision Making

CAST places a strong emphasis on data collection, accuracy, and utilisation in strategic decision-making processes. By incorporating sustainability data, we can effectively inform our estates' priorities and make informed decisions regarding energy consumption and resource management.

#### Change in Management Practices

We have already implemented several measures to drive sustainability within our estates. This includes adopting new management practices that leverage sustainability data to inform decision-making processes. By aligning our priorities with sustainability goals, we aim to improve the overall environmental performance of our buildings and estate.

#### Energy and Carbon Savings

To fund sustainability initiatives, we have utilised annual capital maintenance funding and reserves. Through collaborative partnerships with organisations such as the TDA and HDS Decarbonisation, we will leverage lease finance options that allow savings over time to contribute to the upfront capital investment. We continue to give consideration to further energy saving projects, including LED lighting design and installation and additional solar PV opportunities, both of which are considered to be viable. This approach will enable us to make energy and carbon-saving measures financially viable and sustainable in the long run.

#### Grant Applications and Projects

CAST has achieved success in 2022 – 2023 by securing a grant through the Salix PSDS (Public Sector Decarbonisation Scheme). This grant has enabled us to implement a project aimed at reducing energy consumption and carbon emissions for St. Mary's Primary School in Penzance. It is noted that these grants have now been rescinded by the government, but CAST has been successful in securing c.£1 million of grant funding through the Net Zero Accelerator Pathway programme for an initial six schools for specific energy efficiency and decarbonisation schemes.

## SECR Intensity Ratio

We have focused on consistently driving down our Streamlined Energy and Carbon Reporting (SECR) intensity ratio year after year. Through ongoing efforts and the implementation of sustainable practices, we strive to reduce our environmental impact and demonstrate continuous improvement in our energy efficiency performance.

## Water Conservation

In line with our commitment to sustainability, we are actively exploring strategies to promote water conservation within our estates. Details regarding our water-saving initiatives and their impact will be discussed further in this document.

## Biodiversity and Grounds Maintenance

Our journey towards environmental stewardship also extends to biodiversity conservation and grounds maintenance. Although these efforts are in the early stages, we are dedicated to implementing measures that support biodiversity and enhance the overall ecological balance of our estates.

By prioritising sustainability and responsible resource management, CAST aims to be a role model in fostering a greener and more environmentally conscious educational community.

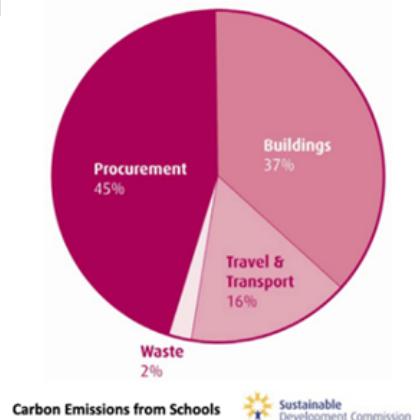
## A1.2 Sustainability Context

The UK's built environment is responsible for 25% of the UK's greenhouse gas emissions. The Parliamentary Environmental Audit Committee (EAC) warned in May 2022, that to date there has been a lack of Government impetus or policy levers to assess and reduce these emissions. In an education and school's context then the carbon contribution from buildings is typically around 40% of the total carbon footprint and so clearly very significant.

The accepted norm is that up to 15% of the energy consumption related to the management and use of buildings can be saved through changes to behaviour and through the use and automation of better control systems.

Water use in schools is an area that historically has not received much in the way of focus, however as water resources become scarcer, each litre of water becomes more precious, and each litre consumed carries a carbon footprint. Careful water management, together with an education programme, has shown that water use in schools can be reduced significantly (in some cases by as much as 25%) and when a large secondary school might be spending as much as £20,000 per year on water there not only a is a clear environmental gain in consuming less but a clear financial gain also.

In a wider sustainability context then, biodiversity and well-functioning ecosystems are critical for human existence, economic prosperity, and a good quality of life. They play an important role in providing food, energy, shelter, and medicines; sustaining water and soil quality; regulating the Earth's climate; and providing opportunities for recreation, recuperation, and inspiration. For many people nature also has deep intrinsic value itself, and yet, measures show biodiversity is declining at a faster rate than at any time in human history.



The UK is one of the most nature-depleted countries in the world. The State of Nature report (Environmental audit Committee June 2021) has shown that since the 1970s 41 per cent of all UK species surveyed have declined, while 15 per cent of species within the UK are said to be threatened with extinction. The abundance of the species of greatest conservation concern; the UK's priority species, have declined by 60 per cent.

In response to this the DFE, in partnership with the Natural History Museum, has launched a national programme the National Education Nature Park (NENP), to support all education settings and schools to improve the biodiversity of their grounds and provide hands on opportunities for students to engage with and learn more about nature. We are supporting our schools to sign up and take part in the NENP programme.

### A1.3 Approach & Implementation

We will use the principles and priorities set out in section 1 of this strategy document, along with DFE guidance and internationally recognised conventions such as the Green House Gas Protocol to develop and deliver our Estates Sustainability Strategy. The Trust's Estates Strategic Vision (2023 - 2028) aligns with the sustainability goals and horizons outlined in this strategy document.

#### Energy

From an Energy perspective we will continue to procure 100% renewable electricity supply contracts using Renewable Energy Guarantees of Origin (REGO) in the short term, and ensure these are being sourced with a transparent and auditable supply chain. We will also proactively explore the options and opportunities at a local and national level for contracting directly with Renewable Energy Providers for example through Power Purchase Agreements (PPAs) or Gas Purchase Agreements (GPAs). We will also look to install as much on site generation of electricity as possible, for example by expanding our use of solar PV.

We will proactively explore all options for sourcing the most sustainably and ethically produced gas and wherever possible and economically viable, we will look to move away from using gas as the primary source of heating our schools.

#### Energy Data

We have a good level of accurate annual energy consumption data for all schools and the Trust overall. However, only a small percentage of our schools have SMART electricity or gas meters that would provide half hourly consumption data which is useful in providing a more granular level of data for developing decarbonisation plans, fine tuning control systems and energy saving management practices. Consequently, upgrading all our meters to be SMART is one of our goals and currently a deliverable of the existing energy supply contract.

We are working with an energy provider to secure consumption data through metering solutions to provide half-hourly data where possible. We are looking to secure that data and point it towards our estates management platform. Our energy providers are actively replacing meters with smart meters as part of the government's mandate by the deadline.

Another source of data and control is provided by our Building Management Systems (BMS) which we have in operational in approximately 58% of our schools. These allow us to centrally monitor, control and manage key building systems including heating, ventilation, water, and other systems. The data these systems provide is invaluable in understanding energy consumption trends, faults, technical issues, and system problems and therefore react in real time or over time to rectify and maximise our operational energy efficiency. Increasing the coverage of BMS into many more of

schools and their use to monitor, automate and control a greater number of systems is a core part of near- and longer-term strategies.

Through the digitisation of our buildings into the Revit CAD software platform and the use of Power BI we are increasingly able to bring all our energy, buildings, condition, and usage data together to be able to analyse and fine tune our day to day and strategic management planning. This we believe is an important part of ensuring we can meet the challenge of reducing our Scopes 1 & 2 building related SECR Year on Year.

### [Energy Saving Measures \(ESMs\)](#)

The Trust is committed to accelerating the decarbonisation of its estate through targeted Energy Saving Measures (ESMs), underpinned by a data-led, asset-informed strategy. Our approach has evolved significantly in recent years: where we once relied on individual Heat Decarbonisation Plans (HDPs), we now take a more comprehensive and efficient approach through our 'Condition Plus' strategy.

Condition Plus integrates building condition assessments and energy performance audits into a single coordinated process. This unified survey methodology improves value for money, reduces duplication, and ensures investment planning considers both asset lifecycle needs and decarbonisation opportunities. Each assessment evaluates building fabric, lighting, insulation, windows, heating, ventilation, and control systems — and identifies realistic ESMs aligned with Trust priorities.

For each ESM, Condition Plus provides estimated energy and carbon savings, investment costs, return on investment, and an assessment of interdependencies. This allows the Trust and schools to sequence improvements in a logical and impactful way — combining quick wins with longer-term upgrades — and to develop a whole-school approach to sustainability, maintenance, and capital planning. These insights are also used to inform funding applications and support strategic asset management across the Trust.

To complement this work, we are seeking to deploy a SMART module through our Digital Estate Platform. This module integrates Building Management Systems (BMS), Internet of Things (IoT) devices, and real-time energy data, enabling schools and the central team to monitor energy use, identify anomalies, and drive operational efficiencies. The ability to automate and optimise building systems not only reduces emissions but also supports improved comfort and reliability for staff and pupils.

Together, the Condition Plus strategy and the SMART module represent a significant step forward in how we manage and improve the sustainability of our estate — combining long-term planning with dynamic operational control to support our Net Zero ambitions.

Another area of focus will be Information Technology (IT).

Plymouth CAST recognises that Information Technology (IT) plays a significant role in the Trust's energy consumption and carbon impact. In educational settings, IT can account for up to 40% of total electricity use, and almost 30% of that is often consumed out of hours—overnight, at weekends, or during holiday periods.

As part of the Trust's commitment to reducing its carbon footprint, a strategic review of our entire IT provision has been initiated. This will inform the ongoing development the Trust's Digital Technology Strategy, which will:

- Ensure energy efficiency is designed into the procurement, deployment, and management of all systems.
- Maximise the use of energy-saving features across the Trust's digital estate.
- Embed clear user behaviour policies and training to reduce unnecessary energy use.
- Support lifecycle extension, reuse, and sustainable disposal of IT equipment.

This approach aligns with the DfE's Sustainability and Climate Change Strategy and forms a core component of Plymouth CAST's Net Zero Action Planning.

### **EUC Carbon Audit: Key Findings (NZAPP ICT Report, 2025)**

As part of our participation in the DfE's Net Zero Accelerator Pathway, Plymouth CAST commissioned a full audit of our end-user computing (EUC) estate. The key findings are as follows:

- **Total EUC Carbon Footprint:**  
The current estate produces 295,206 kgCO<sub>2</sub>e over its device lifecycle—equivalent to driving around the planet 43 times.
- **Annual Energy Use & Emissions:**  
Annual electricity usage is 32,586 kWh, costing approximately £9,776 and resulting in 42,035 kgCO<sub>2</sub>e.  
Offset would require the planting of around 1,911 trees per year.
- **E-Waste Impact:**  
Current device use could generate over 3.6 tonnes of electronic waste if devices are not reused or responsibly recycled.
- **Emission Sources:**
  - 73% of emissions arise from device manufacturing, shipping, and disposal (Scope 3).
  - 27% result from energy use during device operation (Scope 2).
- **Device Profile:**  
Of the 827 devices reviewed, the majority are mobile devices such as notebooks. These generally have lower carbon and energy footprints than desktops and are well-suited to a more sustainable IT strategy.
- **Reduction Opportunities:**  
The Trust can achieve a 30% reduction in EUC emissions by extending device life, embedding procurement criteria for lower-impact devices, and increasing user awareness.

This data strengthens the case for embedding sustainability into IT decision-making, and further supports our alignment with UN Sustainable Development Goals, particularly SDG 12 (*responsible consumption and production*) and SDG 13 (*climate action*).

### **Behaviour change**

Plymouth CAST recognises that behaviour change is a critical enabler of both energy reduction and wider sustainability impact. Through the Eco Schools programme, and particularly the Energy topic, we aim to support our schools to achieve up to 15% in potential energy savings by fostering greater awareness of day-to-day energy use, improving habits, and embedding sustainable thinking into school culture.

In addition, we are actively encouraging schools to engage with the DfE-approved 'Energy Sparks programme'—a free, nationally recognised platform that provides tailored energy usage analysis, alongside curriculum-linked resources and interactive tools for pupils and staff:

<https://energysparks.uk>

To further support tailored sustainability planning, CAST has developed strategic partnerships with the following organisations:

- **Let's Go Zero** – A national campaign supporting schools on their journey to net zero by 2030, offering resources, advocacy, and peer collaboration.

- **Climate Ambassadors Scheme** – A national network of climate experts who provide bespoke support to schools, helping them understand, interpret and act on sustainability data and opportunities.
- **Blue Marble Education** – A social enterprise working with CAST to deliver specialist support to our schools in developing practical and context-specific Climate Action Plans.

These partnerships ensure that schools are not working in isolation, but are part of a wider movement of change—receiving guidance, mentoring, and practical tools that are tailored to the unique circumstances and priorities of each school community.

### Funding

In addition to our annual capital maintenance grants, we will continue to explore funding partnerships wherever possible, including further phases of the DfE's Net Zero Accelerator Pathway Programme and targeted grant opportunities which align with CAST's strategic sustainability goals.

### Water

Water management is a new area of focus for the Trust. 2 schools have BMS systems which actively record water consumption, but in all other schools it is a manual process to read and record consumption.

We acknowledge that the first task is to understand current consumption levels. From Summer 2025, we have engaged with a specialist provider to undertake an ITT for wholesale water. In addition to the procurement benefits of this strategy, the project will enable CAST to baseline water usage and to understand the top 10 highest consuming schools and to add Automated Meter Reading (AMR) to all meters. The aim of this project is to monitor schools usage and support with reduction initiative and identify possible leaks to reduce the schools overall consumption. Once we have the data, we will develop a consumption reduction plan including goals and targets at both trust level and for each school.

Through the Eco Schools programme and the water topic, we will work closely with our schools to raise awareness, change behaviours, and promote the efficient use of water resources to minimise waste.

We will encourage our schools to adopt water-efficient technologies and practices wherever possible and support them in raising awareness about water conservation, sustainable water practices, and the importance of water stewardship among staff, students, and our wider community.

We will work collaboratively with our water provider and the DFE to collectively address water-related challenges and adaptation needs.

### Biodiversity

Biodiversity is another new area of focus for CAST. We understand that the first task is to understand the current health and biodiversity status of our estate and have commenced gathering all our estates and grounds maintenance management plans. We will look to gather and consolidate all available grounds data for all our schools over the course of the 2025/26 academic year. We will engage specialist support to help produce a high-level trust wide biodiversity management plan and explore the most cost-effective ways of carrying out a comprehensive estates wide survey to be able to produce a baseline biodiversity footprint.



We fully support and welcome the DFE's new National Education Nature Park (NENP) initiative in partnership with the Natural History Museum, which is designed to increase biodiversity across the entire UK education estate and will encourage all our schools to register and take part in the programme.

Through the Eco Schools programme and the Biodiversity and Schools Grounds topics, we will work closely with our schools to raise awareness and promote new management practices and develop an action plan to improve the health and biodiversity of all our schools' sites. At Trust level we will also explore the best ways of co-ordinating the way we deliver grounds maintenance to meet the twin aims of best value and increased biodiversity.

#### A1.4 Goals, Objectives & Targets

As detailed in the guiding principles in section 1 of this document, we will develop meaningful and Science Based Targets over the long term and have set the following aspirational goals as a starting point:

- By 2028, CAST to be in a position to set near-term and long-term goals which are clearly defined and measurable.
- CAST Estate to be operationally NetZero % \* by 2037
- **Short Term Goals** – as detailed in the table in section 1.4 above.

\*To be 'operationally net zero %' means that CAST will have reduced the greenhouse gas emissions from our own operations and energy use as far as possible. Any emissions that cannot yet be removed will be balanced through reliable and independently verified offsetting. This focuses on what our organisation directly controls, such as buildings, vehicles, and energy consumption, and shows that day-to-day activities no longer create a net increase in greenhouse gases.

For transparency, to be 'net zero' means that an organisation has reduced greenhouse gas emissions across everything it does, including its operations, energy use, supply chains, and other indirect impacts, to the lowest possible level. Any remaining emissions are balanced through credible and verified offsetting. Achieving net zero reflects a whole-organisation commitment to making sure all activities together do not add to greenhouse gases in the atmosphere.

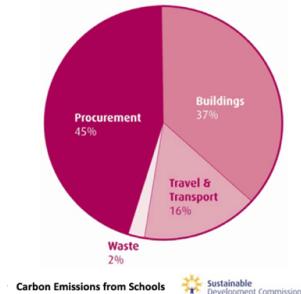


## Appendix 2 - CAST Sustainable Procurement of Goods and Services

### A2.1 Background & Commitment

Plymouth CAST has two strategic goals that have shaped and guided how each school and the Trust procures its goods and services:

- **Goal 6.** *The Trust will provide a high-quality central service offer to enable school leaders to increasingly focus on their core educational purpose.*
- **Goal 8.** *Effective and efficient governance structures will be refined to provide a robust framework to ensure that expectations of governance are aligned across central and Local CAST Boards.*



In a procurement context this has meant that over time the Trust's central procurement team has taken on more ownership for procuring and managing central contracts on behalf of, or in support of, each school.

CAST is also focussed on Strategic Goal 9:

- **Goal 9.** *Minimise the Trust's impact on the environment through year-on-year reductions in its carbon footprint towards net Zero, and to implement sustainability within the curriculum through the embedding of Laudato Si.*

We recognise the important role that procurement plays in reducing environmental impact and supporting responsible consumption across the Trust. While the current Purchasing and Procurement Policy focuses on transparency, value for money, and compliance, there are several key areas where sustainability principles can be embedded:

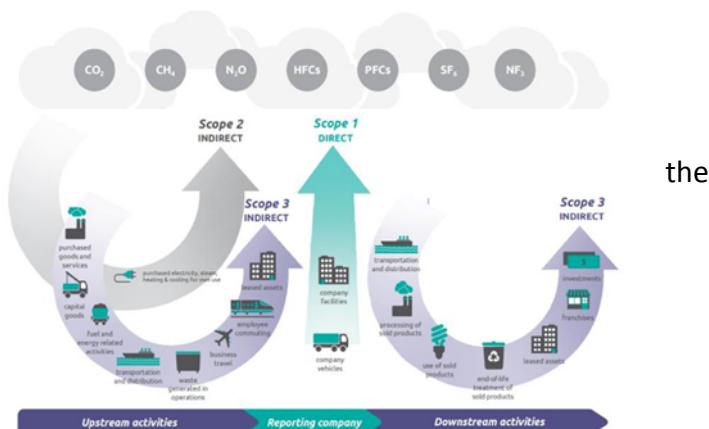
- **Whole-Life Value:** Procurement decisions should go beyond initial cost and include consideration of long-term efficiency, durability, and environmental performance—for example, favouring energy-efficient products, recycled materials, or modular and repairable equipment.
- **Supplier Sustainability Standards:** Where feasible, the Trust will seek to procure from suppliers who demonstrate a commitment to environmental stewardship, such as through sustainable manufacturing processes, minimal packaging, or carbon neutrality.
- **Collaborative and Ethical Procurement:** By engaging with government-approved frameworks that include social value and sustainability criteria, CAST can ensure purchasing decisions align with both ethical and environmental expectations.
- **Avoidance of Waste:** Schools will be encouraged to review whether items can be reused, repaired, or shared across settings, before committing to new purchases.
- **Policy Alignment:** Future procurement planning will support the aims of the Trust's Net Zero Action Planning, and align with emerging best practice such as the UK Social Value Model and the DfE's Sustainability and Climate Change Strategy.

### A2.2 Sustainability Context

Procurement tends to represent the biggest component of an organisation's 'Scope 3' carbon footprint (Typically over 50% in an education setting). Inevitably, the choices of product and services that are made, and the levels of consumption that this facilitates, can have a far reaching

and global impact, whilst these choices also tend to receive the least amount of scrutiny, focus and attention.

In the specific context of CAST a recent project (entered into as part of the performance management regime for a catering contractor) to determine the carbon footprint of our food and catering services in twelve of our schools, revealed that their combined catering related carbon emissions exceeded the total, combined emissions from the buildings of all of our schools!



Scope 3 emissions often receive a lack of focus as they are notoriously difficult to measure and track, however the CAST procurement team have shown that this need not be the case as the recent Catering Contract has demonstrated.

## A2.3 Approach & Implementation

CAST is committed to procuring goods, services and works responsibly and in a way that enhances and protects our environment, economy, and society. We will use the principles and priorities set out in section 1 of this strategy document, along with DFE guidance and internationally recognised conventions such as the Green House Gas Protocol to develop and deliver our Procurement Sustainability Strategy.

We will include short-term (2023 - 2028), near-term (2032) and long-term (2050) sustainability goals and horizons and develop a procurement policy and set of guidelines to be used in every buying decision, however large or small. To enable this, we will ensure that:

1. Social, environmental, and economic considerations in the purchase of all bought goods and services will be adopted across the Trust. This will ensure that purchasing practices include considering a whole-life basis in terms of generating benefits, not only to the organisation, but also to society and the economy, whilst minimising damage to environmental, social, and ethical issues.
2. Sustainability criteria & guidelines will be integrated into the Finance Policy, and in particular sections 9, 17.3 & Appendices B & D, making sure that these are aligned with this Sustainability Strategy and regularly updated to reflect best practice.
3. Sustainability criteria and guidelines will apply to all staff to ensure everyone embeds environmental and sustainability features into procurement decisions consistently and uniformly, and to encourage supplier behaviour to help us achieve our sustainability objectives.
4. The Trust will equip purchasing decision-makers with the carbon skills necessary to influence tenders and contracts and encourage them to share good practice, and report progress.



We will introduce sustainability considerations into the updated Finance Policy and Procurement Policy and guidelines during the academic year 2025 - 2026 and provide staff training and support over the course of the first two terms to help embed these new policies.

The new CAST Sustainability Procurement guidelines will support the delivery of the CAST Sustainability Strategy 2023, *Laudato Si*, UN Sustainability Goals, the DFE Sustainability Strategy 2022, as well as reinforcing our other strategic priorities and strategies, including those relating to equality, diversity, and inclusion.

The goal will be to procure goods and services in ways that maximise efficiency and effectiveness while minimising social and environmental impacts and risks. Therefore, all procurement decisions however large or small will include the following principles:

- Sustainable procurement considerations should be proactive rather than reactive to drive change and demand the highest possible sustainability standards from suppliers/supply chains.
- All procurement evaluation criteria should include sustainability criteria, have a significant evaluation weighting and '£ cost-evaluation' criteria should be clearly defined to include absolute and whole-life cost elements.

Overtime we will seek specialist support to help produce estimated 'Scope 3 including procurement' carbon footprints in each area and then embark on a longer-term programme of capturing more detailed and accurate data in a small number of key areas each year until we have established a complete and accurate carbon footprint.

It is noted that the scope and depth of the policy objectives incur a significant commitment to developing new areas of workplace focus which the Trust does not currently undertake. It will be essential to make adequate staffing resource available within the Trust's Operations Team to ensure that our policy objectives progress without detracting from our business-as-usual operations and our Trust's commitment to the wider strategic aims and goals.

## A2.4 Goals, Objectives & Targets

As detailed in the guiding principles in section 1 of this document, we will develop meaningful and Science Based Targets over the long term and have set the following aspirational goals as a starting point:

- **Long-Term** – 75% Scope 3 Net Zero by 2037
- **Near-Term** – Year on Year Scope 3 reduction in Carbon emissions – 2032 Target to be set by no later than the end of the 2025/26 Academic Year
- **Short-Term Goals** – as detailed in the table in section 1.4 above.



## Appendix 3 - CAST Engaging and influencing staff & pupils.

### A3.1 Background & Commitment

We recognise that long-term sustainability depends on the active engagement of our staff, pupils, governors, and families. Embedding sustainable behaviours and celebrating progress at every level—individual, school, and Trust—will be key to delivering meaningful change.

Our strategy includes Trust-wide participation in the Eco Schools programme, with each school establishing an Eco Council to lead local activity and a central CAST Eco Steering Group providing coordination and governance.

We will also support participation in national schemes such as the DFE Climate Leaders Award, and signpost Catholic resources from organisations like CAFOD and CARITAS to enrich learning with our Gospel values.

### A3.2 Climate Action Planning and Partnerships

All schools will be supported to develop tailored Climate Action Plans, recognising that each school's context and community is different. To achieve this, Plymouth CAST is working in partnership with:

- Let's Go Zero, a national net zero campaign for schools
- The Climate Ambassadors Scheme, which provides expert mentoring
- Blue Marble, delivering school-specific climate support

### A3.3 Training and Awareness

To embed sustainability into everyday decisions, CAST will develop sustainability training for staff. This will include accredited CPD opportunities, such as the Carbon Literacy Project's course for school and Trust leaders. Training will be phased across the organisation, with long-term integration into induction processes.

### A3.4 Media, Promotion & School Identity

Schools will be encouraged to share their sustainability journey visibly—through displays, newsletters, social media, and their school websites. Achievements will also be celebrated through the Trust's Staffroom Newsletter and CAST's online platforms to reinforce our collective identity as a climate-conscious Trust.



## Annexe A - CAST Sustainability Strategy Delivery Budget

The table below shows the planned use of the Board's initial £100,000 investment to support delivery of the aims and commitments set out in the Plymouth CAST Sustainability Strategy:

Annexe A - PCAST Sustainability Strategy Delivery Budget (First Steps)	Unit £	23-24	24-25	25-26	26-27	Notes
<b>Third party data review &amp; SECR Verification</b>	£500	£2,500	£1,500	£500	£500	<i>Required to ensure accuracy and efficacy of PCAST data and reporting</i>
<b>Data - Third Party - Baseline calculations and target setting</b>	£2,500	£7,500	£7,500	£8,000	£5,000	<i>Required to ensure accuracy and efficacy of PCAST baseline data</i>
<b>Data - Power BI development</b>	£750	£5,000	£5,000	£2,500	£750	<i>Required to help link and analyse data for improved management decision making and reporting</i>
<b>CLP (Carbon Awareness) Training</b>	£190	£950	£950	£950	£3,610	<i>Carbon awareness training delivered in line with the strategy</i>
<b>3e Lead Consultancy Support</b>	£500	£4,995	£4,995	£4,995	£4,995	<i>To support the PCAST team in developing and delivering the strategy</i>
<b>Eco Schools</b>	£200	£6,800	£6,800	£6,800	£6,800	<i>Green Flag application fee for all schools</i>
		<b>£27,745</b>	<b>£26,745</b>	<b>£23,745</b>	<b>£21,655</b>	

It is acknowledged that further funding will be required to support delivery of the more resource-intensive elements of this strategy, including an estimated £25,000 for a Carbon Reporting Software Platform and additional consultancy to support baseline calculations and target setting.





Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the gospel.



# Plymouth CAST



## Collaboration

We are one team, being the best we can be. We achieve more altogether - one Trust, one family of schools, one community.

We are united through our faith, families and staff.



## Ambition

We want our children to be happy and to flourish, achieving well.

Across all areas, we work as one team to drive up standards. We are courageous in our decision making and aspirations.

Through the strength of our ambition, we create a distinct brand and culture.



## Stewardship

Justice, forgiveness and integrity are central to the gospels and drive our decision-making. Underpinning this is a relentless approach to safety, reliability and consistency.

As key influencers of our children's impact on society and the environment, we encourage sustainable and brave decision-making, based on a beliefs-led approach.



## Trust

We are authentic, transparent, open and honest.

Through compassion and kindness, we show humility to each other.