



CLIMATE EMERGENCY ADVISORY COMMITTEE – CONSULTATIVE MEETING

Meeting to be held REMOTELY* on
Monday, 1st November, 2021
at 10.00 am

MEMBERSHIP

Councillors

B Anderson
N Buckley
P Carlill
M Dobson
R Finnigan
E Flint
A Forsaith
A Garthwaite
C Hart-Brooke
H Hayden
J Illingworth
M Shahzad
P Wadsworth
N Walshaw (Chair)
P Wray

Note to observers of the meeting: To remotely observe this meeting, please click on the 'To View Meeting' link which will feature on the meeting's webpage (linked below) ahead of the meeting. The webcast will become available at the commencement of the meeting.

<https://democracy.leeds.gov.uk/ieListDocuments.aspx?CId=1193&MId=11714&Ver=4>

*This is being held as a remote 'consultative' meeting. While the meeting will be webcast live to enable public access, it is not being held as a public meeting in accordance with the Local Government Act 1972.

Governance Officer:
Harriet Speight
Tel: (0113) 37 89954

A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APOLOGIES FOR ABSENCE</p> <p>To receive any apologies for absence.</p>	
2			<p>DECLARATIONS OF INTERESTS</p> <p>To disclose or draw attention to any interests in accordance with Leeds City Council's 'Councillor Code of Conduct'</p>	
3			<p>NOTES - 13TH SEPTEMBER 2021</p> <p>To receive the notes of the consultative meeting held 13th September 2021.</p>	5 - 8
4			<p>OPEN FORUM</p> <p>At the discretion of the Chair, a period of up to 15 minutes may be allocated at each ordinary meeting for members of the public to make representations or to ask questions on matters within the terms of reference of the Committee. No member of the public shall speak for more than five minutes in the Open Forum, except by permission of the Chair.</p> <p>Please note: Members of the public are asked to submit a video of their question or statement to climate.emergency@leeds.gov.uk by 4 p.m. on Wednesday 27th October 2021.</p>	
5			<p>WORKING GROUPS UPDATE</p> <p>To receive a verbal update on the progress of the Committees' working groups to date.</p>	

6

AN UPDATE ON WORK TO RAISE AWARENESS AMONG YOUNG PEOPLE OF GREEN CAREERS IN LEEDS AROUND COP26

9 - 12

To consider the report of the Chief Officer (Sustainable Energy and Air Quality) that introduces a presentation at the meeting that provides an update on work undertaken by the Council and partners to raise awareness of, and inspire young people into, 'green collar' jobs in Leeds. Representatives from the council's Sustainable Energy and Air Quality service, Employment and Skills service, and Ahead Partnership will be in attendance.

7

PUBLIC SECTOR DECARBONISATION SCHEME UPDATE - SCHOOLS IN LEEDS

13 - 16

To consider the report of the Chief Officer (Sustainable Energy and Air Quality) that introduces a presentation on the Public Sector Decarbonisation Scheme (PSDS) programme of works being delivered by the Sustainable Energy and Air Quality service.

8

CLIMATE EDUCATION

17 - 30

To consider the report of the Chief Officer (Sustainable Energy and Air Quality) that introduces an update on work undertaken by the Council and partners to support delivery of climate education to young people in Leeds.

9

DATE AND TIME OF NEXT MEETING

The next meeting will be held on Monday 13th December 2021 at 10.30 a.m.

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CLIMATE EMERGENCY ADVISORY COMMITTEE – CONSULTATIVE MEETING

MONDAY, 13TH SEPTEMBER, 2021

PRESENT: Councillor N Walshaw in the Chair

Councillors B Anderson, N Buckley,
P Carlill, M Dobson, E Flint, A Forsaith,
A Garthwaite, C Hart-Brooke, H Hayden,
J Illingworth, M Shahzad, P Wadsworth and
P Wray

16 Apologies for absence

There were no apologies received.

17 Declarations of Interests

There were no declarations of interests.

18 Notes - 28th July 2021

RECOMMENDED – That the note of the meeting held 28th July 2021 be noted.

19 Open Forum

No matters were raised on this occasion.

20 Working Groups Update

The Chief Officer for Sustainable Energy and Air Quality, Polly Cook, provided an update to Members on the progress of the working groups to the Committee as follows:

- **Behaviour Change and Transport** – The group had not met since the last consultative meeting. At the next meeting, the group will focus on making public transport the most attractive mode of transport.
- **Biodiversity and Food** – At the most recent meeting, Members focused on the Low Carbon Food event taking place 29th September 2021 at Kirkgate Market, finalising each of the Council's commitments and action plan, to be presented at the event.
- **Planning, Buildings and Energy** – The group had not met since the last consultative meeting. At a future meeting, the group will continue work on the action taken in regard to the PAS 2035.
- **Finance** – The first finance working group meeting was held following discussions at the last Committee meeting. The meeting was attended

by Bankers Without Boundaries and Abundance, and Members discussed finance options presented previously in more detail. It was agreed that officers from across the Council will meet to identify a potential place-based scheme and look at alternative ways to invest, in preparation for opportunities for pilot projects.

21 Adapting Parks and Green Spaces for Climate Change

The Chief Officer (Parks and Countryside) submitted a report that provides illustrated examples of how parks and green spaces are already helping to address climate change issues and in doing so enhance the experience of people who visit. In particular, the ambitious plan to create 50 hectares of woodland each year over 25 years to 2045 on council land is highlighted along with the key benefits that this will bring.

The following were in attendance:

- Antony Stringwell, Recreational Development Officer, Parks and Countryside
- Simon Frosdick, Business Development Manager, Parks and Countryside
- Mike Kinnaird, Development Manager, Parks and Countryside

The Recreational Development Officer introduced the report, the key developments set out, their benefits in the following areas:

- Parks and green space management, including:
 - Relaxed mowing
 - Pollinator friendly habitats
 - Cemetery maintenance
- Parks and green space developments, including:
 - Investment opportunities
 - Ponds and wetlands
- Tree and woodland planting

Members discussed a number of matters, including:

- *Relaxed mowing.* Whilst the benefits of relaxed mowing and wild flower meadows were recognised and supported by Members, it was requested that Members be provided with real time updates on relaxed mowing sites in their wards, noting that some sites have been subject to a significant number of complaints. In response, Members were advised that Councillor Carlill is currently working on a comprehensive communications plan for relaxed mowing across Leeds, which will be circulated to all members and published on website for residents and visitors. Members suggested that messaging boards across the city could also be used for communications around relaxed mowing and the environmental benefits.
- *A more sensitive approach to relaxed mowing on cemeteries.* Related to the above discussion, Members reported specific complaints in

relation to cemeteries. It was noted that a more sensitive approach is necessary for such an emotive topic, with clear communications to families of the Council's strategy.

- *Quality of trees planted.* Members provided examples of tree planting projects within their wards that had not been successful due to the small saplings becoming damaged in busy public areas, and were advised that the upcoming Leeds Local Plan Update will provide an opportunity to revisit policies relating to tree planting and wider climate emergency priorities. Members were also encouraged to contribute to the current Local Plan consultation.
- *Utilising grassland on housing estates across the city.* Members commented on the lack of access to green spaces in the most deprived inner-city wards of Leeds. Officers offered to circulate information relating to grassland mapping across the city to Members outside of the meeting. Related to this, Members stated that more investment is needed for developing green areas within Council owned housing estates, which could be utilised for biodiversity projects where appropriate. The Chair requested an update from Housing Leeds at a future meeting on this matter.
- *Use of harmful weed killers.* Members reported complaints from local residents around the careless application of harmful weed killers, such as Glyphosate, to grass in parks and roadside verges in Leeds. It was requested that a further update on this matter be provided at a future meeting.

RECOMMENDED –

- a) That the contents of the report, along with Members' comments, be noted.
- b) That the updates requested be added to the Committee's work programme.

22 COP26 and Climate Action Plan update

The Chief Officer (Sustainable Energy and Air Quality) submitted a report that introduced a presentation from the Chief Officer (Sustainable Energy and Air Quality) providing an update on what is happening locally in the lead up to COP26, the UN Climate Summit taking place in November 2021, along with an update on the development of the council's Climate Action Plan.

The following were in attendance:

- Polly Cook, Chief Officer for Sustainable Energy and Air Quality
- Paul Foster, Transport Planning Manager, City Development
- Helen Miller, Principal Planner, City Development

The Chief Officer delivered a PowerPoint presentation, highlighting several local events taking place to build momentum in the city and region in the lead up to COP26 in November, as well as examples of action taken as part of the council's commitment to the four goals of COP26.

The Chief Officer advised Members of the upcoming launch of the Yorkshire and Humber Climate Action Plan in November 2021, and opportunities to contribute to the online public consultation taking place until 24th September 2021. The Chief Officer also outlined the progress to date in reaching the council's emissions targets and city-wide key aims. The Principle Planner then presented an update of the Leeds Local Plan Update and current scoping consultation focused on sustainability and carbon reduction. Finally, the Transport Planning Manager presented an update on the new transport strategy for Leeds, and the outcomes of the recent city-wide consultation.

Members discussed a number of matters, including:

- *Circular Economy*. It was requested that an item focused on 'reducing and reusing' be added to the agenda of a future meeting.
- *Composting food waste*. In response to a query, Members were advised that support and guidance for composting can be found on the LeedsByExample website and will be a key focus of the Low Carbon Lunch event hosted in partnership with FoodWise Leeds on 29th September 2021.
- *Freight and waterways*. Members noted the opportunities to utilise the canals and rivers in Leeds for freight purposes as opposed to large vehicles on roads and were advised that officers are working at a regional level to identify sustainable freight options, including the use of waterways.

RECOMMENDED –

- a) That the contents of the report, along with Members' comments, be noted.
- b) That the updates requested be added to the Committee's work programme.

23 Date and Time of Next Meeting

The next meeting will be held on Monday 1st November 2021 at 10.00 a.m.

An update on work to raise awareness among young people of green careers in Leeds around COP26

Date: 1 November 2021

Report of: Chief Officer (Sustainable Energy and Air Quality)

Report to: Climate Emergency Advisory Committee

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

What is this report about?

Including how it contributes to the city's and council's ambitions

- This report introduces a presentation at the meeting that provides an update on work undertaken by the Council and partners to raise awareness of, and inspire young people into, 'green collar' jobs in Leeds. Representatives from the council's Sustainable Energy and Air Quality service, Employment and Skills service, and Ahead Partnership will be in attendance.
- To build on the national conversation about tackling climate change and engage young people in this discourse around COP26 the council has partnered with Ahead Partnership to raise awareness of green careers among secondary-age pupils and tackle perceived barriers.
- This activity will centre around an in-person event for 30 pupils based at the headquarters of the low carbon construction firm CITU on 5th November. The event will bring together pupils and local workers in jobs that contribute towards decarbonisation from a diverse range of sectors, as well as speeches from the West Yorkshire Green Jobs Taskforce, the council's Executive Member for Climate, and the Mayor of West Yorkshire. It is recognised as an official COP26 Regional Roadshow event. The panel Q&A and speeches will be filmed and shared after as a resource for all Leeds schools to benefit from.
- Alongside the event, the council will also be sharing real-life case studies of local people currently working in green jobs on social media and raising awareness of the opportunities for green jobs and apprenticeships currently available through the council's Employment and Skills channels. Key messaging will focus on the values of working in green jobs as well as the benefits to local people and the local economy. To address known barriers, our key messages will focus on demonstrating that green jobs are desirable, attainable, diverse and a way of making a positive difference.

Recommendations

- a) To note the contents of this report and presentation and invite Members to comment.

Why is the proposal being put forward?

- 1 As the UK transitions towards a net zero economy, many new jobs will be created and many existing jobs will need to adapt. Some industries expected to be in particular demand will include construction, manufacturing, transport and storage. Research by the Place Based Climate Action Network (PCAN) has estimated that almost 100,000 Leeds district jobs will experience either increased demand or require upskilling because of the transition.
- 2 Nationally, the UK Government has announced its commitment to quadruple the number of adults employed in skilled green jobs from 410,000 to 2,000,000 by 2030.
- 3 However, according to the Confederation of British Industry (CBI), skills and training is currently misaligned to the needs of key 'green transition' industries. The CBI also concluded that a lack of awareness of the need for transitional skills and jobs is a current barrier to delivering net zero. The CBI has recommended promotion of 'green' career paths in schools and colleges.
- 4 Achieving a "just transition" that benefits and includes all communities has been identified as a key aim for Leeds as the city moves towards a greener economy. This is consistent with the aims of the Leeds' Inclusive Growth Strategy. A core focus of this strategy is to ensure that communities can respond effectively to economic change and that young people are kept at the heart of economic growth.
- 5 The recent youth climate movement and school strikes are just two of the indicators that demonstrate that young people in Leeds are passionate about addressing the climate emergency. By directing this enthusiasm towards an increased awareness and consideration of green careers, Leeds can be well positioned for the transition to net-zero and to benefit from future economic opportunities.

What impact will this proposal have?

Wards Affected:

Have ward members been consulted? Yes No

- 6 There are no equality and diversity, or cohesion and integration implications as a result of this report.

What consultation and engagement has taken place?

- 7 The Committee meeting will provide an opportunity for Members to comment on the information presented.

What are the resource implications?

- 8 There are no specific implications as a result of this report.

What are the legal implications?

9 There are no specific implications as a result of this report.

What are the key risks and how are they being managed?

10 There are no risk implications as a result of this report.

Does this proposal support the council's 3 Key Pillars?

Inclusive Growth Health and Wellbeing Climate Emergency

11 The project highlighted will support the work that the council needs to undertake to meet its targets as part of the Climate Emergency declaration.

Options, timescales and measuring success

a) What other options were considered?

12 Not applicable.

b) How will success be measured?

13 Not applicable.

c) What is the timetable for implementation?

14 Not applicable/

Appendices

15 None.

Background papers

16 None.

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Public Sector Decarbonisation Scheme Update – Schools in Leeds

Date: 1 November 2021

Report of: Chief Officer (Sustainable Energy and Air Quality)

Report to: Climate Emergency Advisory Committee

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

What is this report about?

Including how it contributes to the city's and council's ambitions

- This report introduces a presentation on the Public Sector Decarbonisation Scheme (PSDS) programme of works being delivered by the Sustainable Energy and Air Quality service.
- The works will see 30 sites in the council estate transition from gas boilers to low carbon air source heat pumps as their primary heat source.
- The programme contributes to the council's ambition to be carbon neutral as an organisation by 2030.

Recommendations

To note the contents of the report and presentation, and invite Members to comment.

Why is the proposal being put forward?

- 1 The presentation has been included on the CEAC agenda to provide an update on progress made on the PSDS programme.
- 2 The update will focus on the schools element of the works and give an opportunity for members to understand the challenges and opportunities associated with this specific element of its decarbonisation ambitions.

What impact will this proposal have?

Wards Affected:

Have ward members been consulted? Yes No

- 3 There are no equality and diversity, or cohesion and integration implications as a result of this report.

What consultation and engagement has taken place?

- 4 The Committee meeting will provide an opportunity for Members to comment on the information presented.

What are the resource implications?

- 5 There are no specific implications as a result of this report.

What are the legal implications?

- 6 There are no specific implications as a result of this report.

What are the key risks and how are they being managed?

- 7 There are no risk implications as a result of this report.

Does this proposal support the council’s 3 Key Pillars?

Inclusive Growth Health and Wellbeing Climate Emergency

- 8 The projects and schemes highlighted will support the work that the council needs to undertake to meet its targets as part of the Climate Emergency declaration.

Options, timescales and measuring success

a) What other options were considered?

- 9 Not applicable.

b) How will success be measured?

- 10 Not applicable.

c) What is the timetable for implementation?

- 11 Not applicable.

Appendices

12 None.

Background papers

13 None.

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Climate Education

Date: 1 November 2021

Report of: Chief Officer (Sustainable Energy and Air Quality)

Report to: Climate Emergency Advisory Committee

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

What is this report about?

Including how it contributes to the city's and council's ambitions

- This report introduces a presentation at the meeting that provides an update on work undertaken by the Council and partners to support delivery of climate education to young people in Leeds.
- Representatives from Leeds Development Education Centre (DEC), an education charity specialising in supporting schools and communities to provide climate education, will be in attendance.

Recommendations

To note the contents of the report and presentations, and invite Members to comment.

Why is the proposal being put forward?

- 1 In January 2021, the Committee heard the views of young people from primary and secondary schools in Leeds about their climate ambitions for the future and steps taken within their schools to address the climate emergency.
- 2 This report introduces an update of work that has taken place since the January 2021 meeting in partnership with local organisations and schools.

What impact will this proposal have?

Wards Affected:

Have ward members been consulted? Yes No

- 3 There are no equality and diversity, or cohesion and integration implications as a result of this report.

What consultation and engagement has taken place?

- 4 The Committee meeting will provide an opportunity for Members to comment on the information presented.

What are the resource implications?

- 5 There are no specific implications as a result of this report.

What are the legal implications?

- 6 There are no specific implications as a result of this report.

What are the key risks and how are they being managed?

- 7 There are no risk implications as a result of this report.

Does this proposal support the council's 3 Key Pillars?

Inclusive Growth Health and Wellbeing Climate Emergency

- 8 The projects and schemes highlighted will support the work that the council needs to undertake to meet its targets as part of the Climate Emergency declaration.

Options, timescales and measuring success

a) What other options were considered?

- 9 Not applicable.

b) How will success be measured?

- 10 Not applicable.

c) What is the timetable for implementation?

- 11 Not applicable.

Appendices

- 1 Appendix 1 - Climate Action Route Map (CARM) for Schools and Settings
- 2 Appendix 2 - CARM summary Plan on a Page
- 3 Appendix 3 - Southroyd Primary School

Background papers

- 4 None.

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Climate Action Route Map for Schools and Settings

What is the Climate Action Route Map (CARM)?

This Route map will support senior leaders to provide high quality Climate education through describing 10 steps based on established good practice and evidence of what works. In making progress against a backdrop of the current declared climate emergency schools/settings should adopt a strategic approach providing an underpinning infrastructure to support a journey to sustainability. Schools/settings are invariably at different stages and should view this Route map in that context; even the most advanced schools/settings will have something to gain from this Route map as it provides the latest advice, guidance and support on everything from policy and resources to effectively engaging pupil voice and participation in developing Climate education provision.



1. Communicate the facts

The debate over the causes of climate change has a long and turbulent history which continues to this day. Overwhelmingly, however, the scientific community acknowledges the impact of human activity on the environment and evidence is clear that, unless the world takes urgent action to limit carbon emissions within this decade, average global temperatures will rise above 1.5°C with catastrophic consequences. Recent instances of direct action across the world provide both a spotlight on, and reflection of, a heightened sense of anxiety, particularly amongst our children and young people which is, in some cases, negatively impacting their mental wellbeing. Increasingly professionals report a surge in 'eco-anxiety'; a concern or worry about ecological disasters and the advertised risk to the natural environment. Arguably, this puts even greater emphasis on clarifying a school/settings' position alongside an awareness of the impact of the language used when communicating with pupils i.e. key vocabulary needs to be communicated in a positive way empowering pupils to take action and seeking to galvanise their passion rather than leaving them feeling powerless, uninvolved and potentially even more anxious – a solutions focussed approach (see 4 below).

In response to the landmark **United Nations Intergovernmental Panel on Climate Change Special Report on Global Warming of 1.5°C** warning that, unless urgent action is taken, the opportunity to avoid the worst effects of climate change will be missed, Leeds City Council declared a climate emergency at full Council (March 2019). This marked an important turning point for the Council and the city to put sustainability, biodiversity and the reduction of carbon emissions firmly centre-stage. Importantly, there was complete political consensus that we are in an emergency situation – the climate is changing and the impact of the increased regularity of extreme weather events is being keenly felt. The UK government has set a target for carbon neutrality by 2050, the vast bulk of the reduction will need to be achieved this decade – a 50% reduction by 2025 and 85% by 2030. Leeds City Council is focussed on 2030 and working towards achieving carbon neutrality by that date. To meet this a significant reduction in carbon emissions is required through action in key areas such as energy, buildings, transport, food, waste, tree planting, public engagement, etc. In working to make Leeds carbon neutral by 2030 tackling climate change is now one of the Council's 3 key strategic plans, sitting equally alongside inclusive growth and improving the health and wellbeing of residents.

What this might look like in practice:

- A dedicated statement outlining the position of your school/setting regarding Climate education has been communicated to the whole school community (see Step 5)
- Climate education is referenced in the School/setting Improvement/Development Plan (SIP/SDP) and reported in the Self Evaluation Summary (SES)

2. Leadership

Overseeing effective, sustainable change requires schools/settings to designate a member of Senior Leadership Team (SLT) with a remit for climate education. Similarly, nominating a Governor with a specific responsibility for climate education, would not only strengthen the leadership and direction of climate education provision in school, but would also be good practice. The school/setting should agree and publish its position on the Climate emergency – see Step 5.

What this might look like in practice:

- Climate education is clearly referenced in the School/setting Improvement/Development Plan (SIP/SDP) and reported in the Self Evaluation Summary (SES)
- Strategic school/setting senior leader for Climate education is designated
- A Climate education working group is established
- A role of Governor with specific responsibility for Climate education is created
- TLR for a climate education action Co-ordinator

3. Assessing your current provision

To action plan and implement your school/setting Climate education priorities you will need to know your current provision both in terms of teaching and learning through the curriculum as well as in your values and ways of working (school estate/campus). These should not be seen as mutually exclusive rather the broadest perspective should be adopted whereby the school estate/campus and the local community are viewed as practice grounds where pupils apply their learning to 'real world' situations and challenges e.g. improving energy efficiency in school buildings, emergency planning response in preparation for extreme weather events such as heatwaves and/or flooding, etc. and embracing circular economy principles to reduce waste and single-use plastic products in school.

What this might look like in practice:

- Consult with colleagues to identify where climate education may already be being delivered e.g. requirements in PSHE/Citizenship/Geography/Science curriculum
- Engage with your school Caretaker/Facilities managers to identify potential opportunities for students to engage in real world learning through e.g. monitoring energy/water use

4. Pupil voice and participation

Given the 'futures' dimension of Climate education it is critical to engage pupils in the change process as early as possible not least because this will help to counter feelings of helplessness and associated anxiety through a solutions focussed approach but local consultative activities ensure provision can be tailored to meet the concerns of pupils as well as opening up discussions around priority actions.

What this might look like in practice:

- Establish a Pupil Voice forum (Climate education Group/Eco-Committee/Green Team) whose role it is to seek the views of peers and propose, discuss, agree and plan appropriate actions
- Support for pupil audits of current provision and pupil perceptions

5. Develop/Refresh your Climate education position statement

A climate education position statement sets out your whole school/setting approach to Climate education including reference to the current climate emergency that demands action and measurable systemic change and signals the school's intent to use climate education to enhance learning and the future aspirations of your pupils. Including adaptation and any emergency planning in preparation for extreme weather events such as heatwaves and/or flooding, etc. will strengthen your position statement. Your Climate education position statement should also link in to your school ethos, safeguarding policies and equal opportunities and should reflect your aims, aspirations and school/setting values summarising how you will achieve your objectives.

What this might look like in practice:

- Published climate education position statement countersigned by the Headteacher and Chair of Governors
- To be meaningful your climate education position statement involves establishing what a climate emergency means for your school e.g. for one school* this meant; acknowledging the scientific indicators e.g. IPCC reports on warming (above) and UN reports on 'loss of biodiversity and consequences of economic growth; accepting the urgency of the situation - for a realistic chance of tackling these issues urgent and immediate action must be taken within the next few years, and; acknowledging that the purpose of educators, of building bright futures for our children and young people, is severely threatened.

(*Morpeth School, London: <https://neu.org.uk/sites/default/files/2019-12/Declare%20a%20Climate%20Emergency%20At%20Your%20School.pdf>)

6. Curriculum review and development

An effective curriculum for Climate education needs to be comprehensive, spiral and responsive to pupil need. You will need to identify any gaps in current provision and regular updates will ensure your programme is inclusive with engaging lessons reflecting real life issues and developing a balance of skills, knowledge and attitudes. The education Inspection framework from September 2019 with its' renewed focus on a 'broad and balanced curriculum' provides opportunities for greater integration of Climate education. Currently there are calls for reviewing how the whole of the English formal education system is preparing students for the climate emergency.

What this might look like in practice:

- Review your school curriculum to identify any opportunities to teach more broadly about Climate education e.g. ask colleagues to use curriculum time to discuss how climate education could be incorporated into their lessons as a priority e.g. links to citizenship and character education, using recycled fabrics in art and DT looking at persuasive writing featuring climate change, etc.

7. Supporting your staff

Addressing Climate education and identifying solutions is not easy. The schools/settings leadership should consider and encourage all staff to think about how to; work differently; review policy changes and investments needed to transition from where we are now to where we have to be e.g. how can individual car use be reduced? how can energy use in school buildings be minimised? how can less waste be produced? Clearly this will affect everyone who works in a school/setting, it's everyone's business and all staff have a role to play - some may need further specialist training. Teachers "*need the confidence, knowledge and skills to be able to help their pupils understand the causes, drivers and consequences of climate change in order to shape their environmentally conscious mindsets*" (UN Secretary general 2018 Antonio Guterres). Are you aware of the current CPD needs of your staff and have you considered how these will be met?

What this might look like in practice:

- Determine staff CPD needs through a whole school/setting staff survey on Climate education
- Schedule whole school INSET on the climate crisis so all members of staff have a good knowledge base
- Have at least one teacher specifically trained in teaching Climate Education through e.g. EduCCate Global climate change education program at <https://www.educateglobal.org/> or WWF's Education for a Sustainable Planet: an online course for Educators <https://www.wwf.org.uk/get-involved/schools/teacher-development>

8. Action Planning and implementation

Having established your current school/settings' Climate education provision (Step 3) you will be in a stronger position to be able to identify key priorities for action.

What this might look like in practice:

A School/setting Climate education Action Plan has been drafted detailing;

- Specific targets and action to be taken to achieve the targets
- Person(s) responsible for overseeing each target
- Success criteria
- Timeframe for achievement of targets, and
- Review date and contingency for what happens if targets are not met

9. Review and evaluation

As with all subjects effective monitoring and evaluation is crucial to indicating if your planned outcomes are being met and, if not, to identifying what needs to change.

What this might look like in practice:

- Systems for monitoring and evaluating Climate education have been incorporated into your routine monitoring and evaluation cycle.

10. Communication is key

Bring the whole school/setting community along with you, through continuous dialogue with parents, staff, governors and pupils.

What this might look like in practice:

- School/setting plans for Climate education and updates are regularly reported and communicated through your normal channels of communication e.g. assemblies, letters, school website and in news articles
- Pupils and staff are encouraged to apply their learning to their lives outside school/setting supporting them to share their learning at home and in/with the community



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Climate Action Route Map (CARM) for schools and settings



This Route map supports school senior leaders to provide high quality climate education through 10 steps based on established good practice and what works. In making progress against the current declared climate emergency schools/settings should adopt a strategic approach providing an infrastructure supporting a journey to sustainability.

This Route map provides advice and guidance on everything from policy and resources to effectively engaging pupil voice in developing climate education provision.

Page 27

1 Communicate the facts

The debate over climate change has a long and turbulent history which continues to this day. Overwhelmingly, however, the scientific community acknowledges the impact of human activity on the environment and evidence is clear: unless the world takes urgent action to limit carbon emissions this decade, average global temperatures will rise above 1.5°C and the opportunity to avoid the worst effects of climate change will be missed.

2 Leadership

Overseeing effective, sustainable change requires schools/settings to designate a member of the Senior Leadership Team (SLT) with a remit for climate education. Similarly, nominating a Governor with a specific responsibility for climate education, not only strengthens the leadership and direction of climate education provision in school, but is also good practice. The school/setting should agree and publish its position on the Climate emergency (see Step 5).

3 Assessing your current provision

To implement your climate education priorities you will need to know your current provision in terms of teaching and learning as well as in your values and ways of working (school estate). These are not mutually exclusive rather the broadest perspective should be adopted which views the school estate and the local community as practice grounds for pupils to apply 'real world' learning e.g. improving energy efficiency in school buildings, emergency planning for extreme weather events such as heatwaves and flooding, etc. and embracing circular economy principles to reduce waste and single-use plastic products in school.

4 Pupil voice and participation

Given the 'futures' dimension of climate education it is critical to engage pupils in the change process as early as possible not least because this will help to counter feelings of helplessness and associated anxiety through a solutions-focussed approach but local consultative activities will ensure that provision can be tailored to meet the concerns of pupils as well as opening up discussions around priority actions.

5 Develop/Refresh your climate education position statement

Set out your whole school approach to climate education including reference to the current climate emergency that demands action and measurable systemic change signalling the school's intent to use climate education to enhance learning and the future aspirations of your pupils. Including adaptation and any emergency planning in preparation for extreme weather events will strengthen your position statement. Your position statement should link to your school ethos, safeguarding policies and equal opportunities reflecting your aims, aspirations and school values to summarise how you will achieve your objectives.

For more details on what this might look like in practice in your school go to:

www.schoolwellbeing.co.uk/sustainability/pages/climate-action-route-map-carm-for-leeds-schools-and-settings



6 Curriculum review and development

An effective curriculum for climate education needs to be comprehensive, spiral and responsive to pupil need. Identify any gaps in current provision and regular updates to ensure your programme is inclusive with engaging lessons reflecting real life issues and developing a balance of skills, knowledge and attitudes. The education Inspection framework from September 2019, with its renewed focus on a 'broad and balanced curriculum', provides opportunities for greater integration of climate education.

7 Supporting your staff

Addressing climate education and identifying solutions is not easy. The school's leadership should encourage all staff to think about how to; work differently; review policy changes and investments needed to transition from where we are now to where we need to be e.g. how can car use be reduced? how can energy use in school be minimised? how can less waste be produced? Clearly this will affect everyone who works in a school as it's everyone's business and all have a role to play - some may need further specialist training. What are the current CPD needs of your staff and how will these be met?

8 Action Planning and implementation

Having established your current school/settings' Climate education provision (Step 3) you will now be in a stronger position to be able to identify key priorities for action

9 Review and evaluation

As with all subjects effective monitoring and evaluation is crucial to indicating if your planned outcomes are being met

10 Communication is key

Bring the whole school/setting community along with you, through continuous dialogue with parents, staff, governors and pupils.

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Assessment Dates

Attainment

Children's Centre

Data Protection (GDPR)

Equalities

Early Years

Our Early Years Offer

OFSTED Reports

Policies and Procedures

Pupil Premium

School Development

Sports Premium

Special Educational Needs

Southroyd and Climate Change

In conjunction with Leeds City Council and Children's Wellbeing, Southroyd is committed to the **Southroyd Climate Action Route Map**, to work with children and communities to plan for and manage sustainable practice in support of the minimisation of climate change.

School is currently developing its Climate Action Route Map (CARM) which will be presented on this page.

The first aim of the CARM is to communicate the facts regarding climate change, hence the notes on this page directly from **Leeds City Council** in conjunction with Leeds Children's Wellbeing.

The Aims of the CARM

1. To communicate with parents and the community about Climate Change
2. To review the coverage of climate change within the school curriculum.
3. To refine processes on the school site to minimize the effects of



So what is Climate Change?
(from Leeds City Council)

The debate over the causes of climate change has a long and turbulent history which continues to this day.

Overwhelmingly, however, the scientific community acknowledges the impact of human activity on the environment and evidence is clear that, unless the world takes urgent action to limit carbon emissions within this decade, average global temperatures will rise above 1.5°C with catastrophic consequences.

Recent instances of direct action across the world provide both a spotlight on, and reflection of, a heightened sense of anxiety.

In response to the landmark United Nations Intergovernmental Panel on Climate Change Special Report on Global Warming of 1.5°C warning that, unless urgent action is taken, the opportunity to avoid the worst effects of climate change will be missed, Leeds City Council declared a climate emergency at full Council (March 2019). This marked an important turning point for the Council and the city to put sustainability, biodiversity and the reduction of carbon emissions firmly centre-stage.

Importantly, there was complete political consensus that we are in an emergency situation - the climate is changing and the impact of the increased regularity of extreme weather events is being keenly felt. The UK government has set a target for carbon neutrality by 2050, the vast bulk of the reduction will need to be achieved this decade - a 50% reduction by 2025 and 85% by 2030. Leeds City Council is focussed on 2030 and working towards achieving carbon neutrality by that date. To meet this a significant reduction in carbon emissions is required through action in key areas such as energy, buildings, transport, food, waste, tree planting,

Southroyd Climate Action Route Map: Action Plan

Action	Date	Staff Involved	Notes	Impact
Communication and launch of School Route Map	Nov 1 st	DM	<ul style="list-style-type: none"> Launch CARM in social media, website and newsletter during COP26 event Website page prepared as: https://www.pudseysouthroyd.leeds.sch.uk/school-information/southroyd-and-climate-change Share aims using website and additional page on newsletter Link facebook, Twitter, App to CARM aims 	
Widening of participation				
1. Pupil voice participation	Nov 1 st	DM	<ul style="list-style-type: none"> Using class and school council launched on 1st November, (meeting on 5th November) Class council and big talk focus "What can we do to limit the effects of climate change?" School council to complete the audit of school impacts on climate change (Eco-Team Meeting 1) 	
2. Eco-Monitors (School Council)	Nov 15 th	DM	<ul style="list-style-type: none"> As elected the eco-monitors to meet DHT and determine plan for classroom monitoring (Eco-Team Meeting 2) Additional Eco-Monitor meeting to plan purposes of monitoring visits Use budgetary information to elude expenses of energy and resources in school Eco-Monitors to meet site super-intendent, Governor and Business Manager to plan for energy and spending monitoring 	
3. Parents	March 2022	DM	<ul style="list-style-type: none"> To survey parents during COP26 week and expand concepts of home pledges towards climate change reduction 	
4. Governors	Autumn 1	DM	<ul style="list-style-type: none"> Approach governing body and establish a link for Climate Change governor Governing body representative to meet with Eco-Monitors 	
5. Supporting Staff	Nov 1 st	All staff	<ul style="list-style-type: none"> Use survey to establish staff attitudes towards climate change during COP26 week. Linked to launch of COP26 assembly on return from half term. Use survey to establish for interest in staff to work with "working party" linked to CARM. 	
Curriculum Application				
1. Auditing the climate change linked objectives	Sept 11 th	DM	<ul style="list-style-type: none"> To audit the curriculum objectives related to climate change and present to staff prior to climate change week in March. To establish links across science, geography and PSHE 	
2. Climate Change Week / Earth Day	March 2022	All staff	<ul style="list-style-type: none"> To focus on climate change as routine annual focus, linked to related literacy, tied to Earth Day 2022. To make use of international links to experience the feeling of global action. To ensure maximum links to climate change curriculum objectives To maximise the reporting and sharing with parents To action all the focus achieved since launch of CARM on COP26 week 	
3. International Links	Nov 1 st March 2022	DM	<ul style="list-style-type: none"> To share concepts of COP26 with Bachpan school and use of School Council/Eco Monitors To share thoughts and pledges during climate change week with Bachpan school. 	