



**Report of the Director of Children and Families**

**Report to Climate Emergency Advisory Committee**

**Date: 18 January 2021**

**Subject: Children and Young People's Climate Emergency Priorities**

Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has consultation been carried out?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the decision be open for call-in?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Summary**

**1. Main issues**

The Leeds Youth Voice Summit on Climate for secondary schools (Appendix 1: Event Report) set out the most effective ways that students considered that they could make a difference to the Climate Emergency; in their schools; in their communities and; in their homes.

In summary, the top 3 priorities voted for by students for how they might make a difference in schools and settings were;

- promoting sustainable travel (walking, cycling, scooting, school streets, etc.)
- tackling single use plastic (SUP), and
- supporting school uniform recycling

A subsequent autumn half-term school project for primary schools '*Get Creative for the Planet!*' resulted in the production of three video films from Leeds primary schools identifying their schools' environmental priorities. These video films will be submitted to the Climate Emergency Advisory Committee for viewing at the meeting.

**2. Best Council Plan implications** (see the [latest version of the Best Council Plan](#))

- The activity detailed in this report contributes to the Best City Ambition of working towards being a net zero carbon city by 2030, as well as the Best City Priority of being a child-friendly city - enhancing the city now and for future generations.

### 3. Resource implications

- There are no direct resource implications as a result of this report.

### Recommendations

- a) To note the contents of the three video films submitted by schools in Leeds, commend the important work being done and acknowledge, through issuing a certificate, the school's submission to the Climate Emergency Advisory Committee meeting 18<sup>th</sup> January 2020;
- b) To note the views of children and young people and determine any further appropriate action with particular emphasis on developments that simultaneously address both the climate emergency and child poverty agendas;
- c) To support other Leeds schools to follow the lead of the submitting schools in identifying their own environmental priorities through issuing a 'Climate Action Route Map' (Appendix 2) and signposting to *Climate Emergency: Advice for young people in Leeds* being uploaded to a new young person's resource page on the Leeds by Example website (separate item), and
- d) To identify appropriate next steps with specific consideration to a focus on engaging with Child Friendly Leeds Ambassadors at the next available opportunity.

### 1. Purpose of this report

- 1.1 To advise Members of the ongoing work streams to engage with children and young people in Leeds in regards to the Climate Emergency, and to present a number of video films created by school pupils highlighting their environmental priorities.

### 2. Background information

- 2.1 Following the success of the inaugural Leeds Youth Voice Summit on Climate for secondary schools in February 2020 (Appendix 1: Event Report) and in light of the Coronavirus pandemic, a coalition of LCC services (Health and Wellbeing Service, Voice Influence and Change Team, Sustainable Energy and Air Quality and Child Friendly Leeds) began considering the feasibility of a complementary virtual summit for Primary schools and settings.
- 2.2 Direct consultation with schools resulted in a change in favour of a half-term project to celebrate the contribution primary schools make to protecting, preserving and improving the environment. The project would be undertaken in the autumn 2 term and before the October half-term schools were invited to '*Get Creative for the Planet!*' and to let us know;
  - (i) what their school was doing to address the top 3 priorities voted for by students at the Secondary summit namely;
    - Promoting sustainable travel (walking, cycling, scooting, school streets, etc.)
    - Tackling single use plastic (SUP), and
    - Supporting school uniform recycling, and

- (ii) what were their schools' top environmental priorities through gathering the views of pupils in other classes and year groups.

2.3 Schools were guided through a project brief (Appendix 3) to produce a short video film (2 mins max) to be shown to other schools and encouraged to '*get creative for the climate*' to celebrate what their school has to contribute e.g. considering creative writing, pieces of poetry, junk models, a news report, a dance, fashion from waste, gymnastics, a piece of music – all to be captured in a fun, imaginative and creative way. A Primary School Support Pack (Appendix 4) was produced to support pupils thinking around the issues and to provide ideas to support project work.

### **3. Main issues**

3.1 The event summary of the Leeds Youth Voice Summit on Climate for secondary schools is attached at Appendix 1 and sets out the most effective ways students considered that they could make a difference; in their schools; in their communities and; in their homes.

3.2 Following the '*Get Creative for the Planet!*' half-term project three video films were produced and will be submitted to the Committee for viewing at the meeting on the 18<sup>th</sup> January 2021. (Appendix 5: Film transcripts)

3.3 Pupils and teachers from Leeds primary schools will be in attendance to introduce their films and answer Members questions.

3.4 The recommendations made by students at the summit event in February 2020 are being uploaded to a new young person's resource page on the Leeds by Example website in January 2021. The page will feature an introductory video created by members of the Leeds Youth Council who participated in the event.

### **4. Corporate considerations**

#### **4.1 Consultation and engagement**

4.1.1 The activity detailed in this report highlights the ongoing engagement and consultation with children and young people in Leeds on how, as a city, we address the Climate Emergency.

#### **4.2 Equality and diversity/cohesion and integration**

4.2.1 The activity detailed in this report will impact most significantly for children who live in those areas of highest deprivation in the city.

#### **4.3 Council policies and the Best Council Plan**

4.3.1 The activity detailed in this report contributes to the Best City Ambition of working towards being a net zero carbon city by 2030, as well as the Best City Priority of being a child-friendly city - enhancing the city now and for future generations.

#### Climate Emergency

4.3.2 The activity detailed in this report contributes to the Best City Ambition of working towards being a net zero carbon city by 2030.

#### **4.4 Resources, procurement and value for money**

4.4.1 There are no direct resource implications as a result of this report.

#### **4.5 Legal implications, access to information, and call-in**

4.5.1 There are no direct legal implications as a result of this report.

#### **4.6 Risk management**

4.6.1 There are no specific risk management implications as a result of this report.

### **5. Conclusions**

5.1 Leeds has a long tradition of not only listening to but 'hearing' the voice of children and young people. Nowhere is this tradition more evident than in the focus on sustainability; from the initiation of a Leeds Youth Forum (part of Leeds designation as a BT Environment City) to the development of a local, dedicated, sustainable schools framework. The most recent instances, described in this report, of the inaugural 'Leeds Youth Voice Summit on Climate for secondary schools' and the '*Get Creative for the Planet!*' half-term project for primary schools not only make a further contribution to this tradition but also act to remind us that it is those children and young people who will, in time, become future environmental stewards of the city of Leeds.

### **6. Recommendations**

- e) To note the contents of the three video films submitted by schools in Leeds, commend the important work being done and acknowledge, through issuing a certificate, the school's submission to the Climate Emergency Advisory Committee meeting 18<sup>th</sup> January 2020;
- f) To note the views of children and young people and determine any further appropriate action with particular emphasis on developments that simultaneously address both the climate emergency and child poverty agendas;
- g) To support other Leeds schools to follow the lead of the submitting schools in identifying their own environmental priorities through issuing a 'Climate Action Route Map' (Appendix 2) and signposting to *Climate Emergency: Advice for young people in Leeds* being uploaded to a new young person's resource page on the Leeds by Example website (separate item), and
- h) To identify appropriate next steps with specific consideration to a focus on engaging with Child Friendly Leeds Ambassadors at the next available opportunity.

### **7. Background documents<sup>1</sup>**

7.1 None.

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<sup>1</sup> The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.