**Last Updated DAY MONTH YEAR**

Please edit all areas in red to customise this plan for your education setting

INSERT EDUCATION SETTING

NAME HERE

Climate Action Plan

# Introduction

INSERT SHORT INTRODUCTION TO THE EDUCATION SETTING AND ITS VISION/STRATEGY FOR SUSTAINABILITY AND CLIMATE ACTION.

This action plan has been created in collaboration with Climate Ambassadors which is funded by the DfE with the main aim to have all education settings have climate action plans by 2025. These action plans aim to support education settings to decarbonise, become adaptable and resilient to climate change, promote biodiversity, and deliver climate education and green skills.

INSERT PHOTO OF EDUCATION SETTING OR STUDENTS/STAFF HERE

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# 4 Pillars of Action Planning

Education settings can work towards the Department for Educations ambitions and create a more sustainable setting for students and staff through the 4 pillars of action which are decarbonisation, adaptation and resilience, biodiversity, and climate education and green skills.

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The first pillar of action for education settings to focus on is decarbonisation which encompasses the built environment, transport, and energy that education settings manage. Decarbonisation is defined as the “process of stopping or reducing carbon gases, especially carbon dioxide, being released into the atmosphere as the result of a process, for example the burning of fossil fuels ([Cambridge, 2024](https://dictionary.cambridge.org/dictionary/english/decarbonization)).” Staff and students alongside Climate Ambassadors and other organisations can work together to decarbonise current and new built developments through the introduction of more efficient interventions such as LED lighting, air source heat pumps and insulation. Transport wise education settings will need to focus on any vehicles the intuition might own and transition them to electric or to other renewable fuels, however the setting will also need to focus on charging infrastructure and on the transportation methods that staff, and students use to get and leave from the education setting. Lastly the energy the setting uses must be from renewable sources which can be bought through energy companies or be produced through on site solar for example. Through decarbonisation education settings can reduce their greenhouse gas emissions to net zero and reduce their impact their setting has on Climate Change.

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The second pillar of action for education settings to focus on is adaptation & resilience which also encompasses everything, especially the land and built environment that education settings manage. Climate adaptation and resilience is defined as the “ wide range of measures to reduce vulnerability to climate change impacts ([UNDP Climate Promise, 2024](https://climatepromise.undp.org/news-and-stories/what-climate-change-adaptation-and-why-it-crucial)).” Staff and students alongside Climate Ambassadors and other organisations can work together to create a more adaptable and resilient education setting to climate change through interventions such as more arable lands and walls to reduce flooding risk as this is high in England or for example create more green space and plant more trees to reduce the risk of heat islands developing which can cause heat stroke in staff and pupils, especially with rising global temperatures. Education settings can create healthier environments that will both protect that area and those who use it from the adverse impacts of climate change and protect the areas which educate the next generation. Through adaptation & resilience education settings can reduce the risk of impact from climate change on their education setting, their staff, and their students as the crisis continues.

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#### The third pillar of action for education settings to focus on is biodiversity which encompasses the natural environment and resources in education settings. Biodiversity is defined as “**Biodiversity is all the different kinds of life you’ll find in one area—the variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural world. Each of these species and organisms work together in ecosystems, like an intricate web, to maintain balance and support life. Biodiversity supports everything in nature that we need to survive: food, clean water, medicine, and shelter (**[WWF, 2024](https://www.worldwildlife.org/pages/what-is-biodiversity)**).”** Staff and students alongside Climate Ambassadors and other organisations can work together to nurture the natural side of the planet more in their own education settings and to protect the natural system that provides society with everything it needs to be stable from food, water, shelter and much more. Through biodiversity, education settings can support the recovery of the natural environment such as forests, grasslands, invertebrates, and small fauna within their localities and create more resilient environments.

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The fourth and final pillar of action for education settings to focus on is climate education & green skills which encompasses the curriculum, staff and students, the education system hosts. Climate education & green skills can be defined as “the knowledge, abilities, values and attitudes needed to live in, develop and support a society which reduces the impact of human activity on the environment ([UK Parliament, 2024](https://post.parliament.uk/research-briefings/post-pn-0711/)).” Staff and students alongside Climate Ambassadors and other organisations can work together to ensure sustainability is embedded in everything that students do within their educations settings to ensure they have the skills and knowledge in society where all job sectors and areas of personal life will need to be done in a sustainable way. Through climate education & green skills, education settings create informed and active generations of society that will be able to continue exploring new solutions to climate change.

# INSERT EDUCATION SETTING NAME HERE Climate Action Plan

This Action Plan has detailed below the actions INSERT EDUCATION SETTING NAME HERE needs to achieve by certain deadlines to dicarbon become more resilient to climate change, promote biodiversity, and develop climate education and green skills for students.

Where INSERT EDUCATION SETTING NAME HERE may not know the answer to an action yet then they can put “to be identified through consultation.”

All actions will also need to have an associated difficulty, resource implication and progress update with dates which are detailed in the table below.

|  |  |  |
| --- | --- | --- |
| **Action Difficulty Tracker** | **Cost Tracker** | **Progress Tracker** |
| Very Easy to Achieve  Easy to Achieve  Difficult to Achieve  Very Difficult to Achieve | £ = £0 - £1,000  ££ = £1,000 - £10,000  £££ = £10,000 - £100,000  ££££ = £100,000 - £1,000,000  £££££ = £1,000,000 - £10,000,000  ££££££ = £10,000,000 - £100,000,000 | Action Achieved & Ongoing  Action Achieved  Progress Underway  No Progress |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **INSERT SCHOOL NAME HERE’s**  **Climate Action Plan** | | | | | | | |
| A colorful text on a pink background  Description automatically generated with medium confidence | | | | | | | |
| **For INSERT SCHOOL NAME HERE to decarbonise all the education setting’s-built environment, travel and transport, and other sources of greenhouse gas emissions such as procurement.** | | | | | | | |
| **Action Code** | **Action** | **Items** | **Lead(s)** | **Resources** | **Timeline** | **Carbon Saved (tCO2e)** | **Reporting** |
| D1 | Choose a Decarbonisation Action |  |  |  |  |  |  |
| D2 | Choose a Decarbonisation Action |  |  |  |  |  |  |
| D3 | Choose a Decarbonisation Action |  |  |  |  |  |  |
| D4 | Choose a Decarbonisation Action |  |  |  |  |  |  |
| A colorful text on a pink background  Description automatically generated with medium confidence | | | | | | | |
| **For INSERT SCHOOL NAME HERE to adapt the education setting from the impacts of climate change and create a more resilient setting to these impacts.** | | | | | | | |
| **Action Code** | **Action** | **Items** | **Lead(s)** | **Resources** | **Timeline** | **Carbon Saved (tCO2e)** | **Reporting** |
| A1 | Choose an adaptation & resilience action. |  |  |  |  |  |  |
| A2 | Choose an adaptation & resilience action. |  |  |  |  |  |  |
| A3 | Choose an adaptation & resilience action. |  |  |  |  |  |  |
| A4 | Choose an adaptation & resilience action. |  |  |  |  |  |  |
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| **For INSERT SCHOOL NAME HERE to create a biodiverse and flourishing natural environment within the education setting focusing on local nature recovery.** | | | | | | | |
| **Action Code** | **Action** | **Items** | **Lead(s)** | **Resources** | **Timeline** | **Carbon Saved (tCO2e)** | **Reporting** |
| B1 | Choose a biodiversity action. |  |  |  |  |  |  |
| B2 | Choose a biodiversity action. |  |  |  |  |  |  |
| B3 | Choose a biodiversity action. |  |  |  |  |  |  |
| B4 | Choose a biodiversity action. |  |  |  |  |  |  |
| A colorful text on a pink background  Description automatically generated with medium confidence | | | | | | | |
| **For INSERT SCHOOL NAME HERE to embed sustainability and climate education in the education setting to ensure all staff and students have the knowledge and skills to continue embedding sustainability in everything they do now and in the future.** | | | | | | | |
| **Action Code** | **Action** | **Items** | **Lead(s)** | **Resources** | **Timeline** | **Carbon Saved (tCO2e)** | **Reporting** |
| C1 | Choose a climate education & green skills action. |  |  |  |  |  |  |
| C2 | Choose a climate education & green skills action. |  |  |  |  |  |  |
| C3 | Choose a climate education & green skills action. |  |  |  |  |  |  |
| C4 | Choose a climate education & green skills action. |  |  |  |  |  |  |

This allows for INSERT EDUCATION SETTING NAME HERE to set out their own ambitions with students and staff in a realistic and impactful way to ensure they achieve the main goals of the 4 pillars.

# Action Plan Governance

INSERT DESCRITION OF HOW YOUR EDUCATION SETTING WILL GOVERNE THIS DOCUMENT, PLEASE VIEW THE FRAMEOWKR GOVERNANCE ADVICE TO HELP DEVELOP THIS SECTION.

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# A group of children holding small pots with plants Description automatically generatedConclusion

INSERT A SHORT CONCLUSON FOR YOUR EDUCATION SETTING WITH YOUR MAIN VISION/STRTAGY AND HOPE FOR THE WHAT THIS PLAN CAN DELIVER FOR YOUR STAFF, STUDENTS AND ENVIRONMENT.

INSERT CONCLUDING PHOTO