

Climate Action Plans (CAP)

A climate action plan (CAP) enables an education setting, or trust, to progress or commence sustainability initiatives taking a structured and strategic route ensuring they are acting toward, and educating about, sustainability. The CAP can sit within an individual setting, across a trust, or both.

Key prompts/questions for establishing a CAP under 4 headings:

Adaptation and Resilience

Vision (how can we adapt our buildings and systems to prepare for the effects of climate change?):

- Have we undertaken an assessment of climate and weather risks? Do we know where to find out what our local climate might look like in the future and how these extreme events might change?
- Have we experienced the effects of extreme weather e.g. high temperatures, flooding of buildings or grounds?
- What aspects of our settings life has been or could be affected by these hazards? What damages incurred?
- Who are the key people within our setting with responsibilities for preparing for, and responding to, such events?
- Do we have any vulnerable staff or pupils who could be at greater risk?
- Is there important infrastructure we need to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment?
- What plans do we currently have for action in the event of a heat wave or flood?

Biodiversity

Vision (how can we enhance biodiversity, improve air quality and increase access to, and connection with, nature?):

- Have we mapped and recorded biodiversity on our site/campus?
- Could our estate be managed to provide habitats that serve to enhance local biodiversity?
- Do the Estates team/Superintendent need training/CPD and/or help to provide habitats to enhance local biodiversity?
- Do pupils have opportunities to learn in, and about, nature? Could this be enhanced on site/campus or on facilities elsewhere in the local community?

Climate Education and Green Skills

Vision (how can we prepare pupils for a world impacted by climate change through education & practice?):

- Where in the curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed to be integrated across all subjects and educational stages?
- Do pupils have opportunities for learning in the natural environment as part of curricula/extra-curricular programmes?
- How confident are teachers in delivering climate change and sustainability materials? Do they need CPD/access to high quality resources?
- Do pupils know about the likely future career opportunities in the green economy? Do staff have knowledge of these opportunities?
- What skills do pupils need to develop to access these careers? How can these skills be embedded across the educational offer?

Decarbonisation

Vision (how can we reduce our emissions and support pupils to be part of the transition to net zero?):

- What are the total carbon emissions of our school/setting operations?
- How efficient are our buildings?
- How could we retrofit our estate to improve energy efficiency?
- Could we reduce our waste and encourage reuse and recycling?
- Do we adopt sustainable procurement practices?
- Do we have food bins or compost our food waste on site?
- Do we have a travel plan that encourages staff/pupils to take zero, and lower emissions, forms of travel?