Sustainability and Climate Change in our Primary Schools

THE LEARNING PARTNERSHIP

MARCH 2025

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Contents

Introduction 1

Background to Sustainability and Climate Change in The Learning Partnership. 2

Our Primary Schools – The Current Position 3

Our Standards for September 2025 – Expected and Desired 5

Signposting 8

Guidance from the National Education Nature Park 10

Leadership Responsibilities 15

Additional Information/Bibliography 18

Introduction



On 21st April 2022, the Department for Education first published its strategy paper: '**Sustainability and climate change: a strategy for the education and children's services systems. (1)**' This document was subsequently updated on 20th December 2023.

On 18th May 2023, the Department for Education issued the guidance document **'Sustainability leadership and climate action plans in education'(2)** which was updated on 7th March 2025.

The strategy document, brought together short, medium and longer-term actions to enable progress towards achieving the department's four strategic aims and overarching vision. The strategy covers the period to 2030.

The overarching Vision and Aims are as follows:

'Vision: the United Kingdom is the world-leading education sector in sustainability and climate change by 2030.'

In England, we will achieve this through the following strategic aims:

- *Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.*
- *Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.*
- *Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.*

- *A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.*

For our schools, there are five action areas that need to be addressed by education and children's service systems:

1. Climate Education
2. Green Skills and Careers
3. Education Estate and Digital Infrastructure
4. Operations and Supply Chains
5. International Leadership, Engagement and Next Steps

This document will primarily address but not restricted to, the first two action areas for schools in the Teaching and Learning Partnership – Climate Education and Green Skills and Careers.

In the Department for Education's strategy document, it states: **"By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan".**

The non-statutory guidance document provides guidance and support available to help school's get started or take the next step, regardless of where they are on the Sustainability and Climate Change journey.

The DfE guidance on action plans states that school's should develop **'A holistic climate action plan should covering the following 4 areas':**



- **decarbonisation**, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient
- **adaptation and resilience**, such as taking actions to reduce the risk of flooding and overheating
- **improving the environment and biodiversity**, for example engaging with the National Education Nature Park (3)
- **climate education and green careers**, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this

Background to Sustainability and Climate Change in The Learning Partnership

In the Spring term 2025, visits were undertaken to all of our primary schools across the partnership and website audits were conducted. These visits and audits were

carried out to ascertain how our primary schools are progressing to meet their obligations outlined in the Department for Education's strategy alongside the guidance for developing action plans. These visits were also designed to highlight



good and outstanding practice in our schools in relation to sustainability and climate change, particularly in climate education and green skills and careers. By highlighting good and outstanding practice in our schools, it is therefore possible to signpost schools to concrete examples of effective action plans, embedded curriculum practice links to curriculum materials, providers, locality working, field-studies and where school websites demonstrate sustainability and climate change as a priority in our schools.

This document will set out the actions required of our school, both expected and desired to ensure quality standards across our primary schools in climate education and green skills and careers.

Our Primary Schools – The Current Position

Action Plans

All of our primary schools are taking action to address sustainability and climate change. In the overwhelming majority of schools, action plans are in place to address the action areas and where they are not yet fully developed, schools are taking swift action to ensure that they are in place. Many of our schools have been addressing climate education and green skills for several years and in these schools, there is a legacy of strong practice in this area. Where practice is varied, budgetary limitations, changes in staffing and building work may have impacted upon the work of the schools.

Leadership

Most of our schools have appointed practitioners to lead their sustainability and climate change work. In our strongest practice, schools have a sustainability and climate change lead, a staff team and a pupil council to drive change. Where sustainability and climate change practice is at its most effective, it is overseen and driven by headteachers/principals as a school strategic priority which then feeds into the established action plans.

Climate Education – The Curriculum

Climate education in our schools is predominantly addressed through the Geography and Science curriculum. Schools also address climate education through PSHE and global perspectives. In our very best practice, climate education is embedded across the curriculum, for example, classes have reading texts with an environmental or climate theme, children write persuasively in English about environmental issues and artwork may highlight environmental awareness or use recycled materials. Where climate education is highly embedded, it is often seen through the STEM or



STEAM subjects. In these examples, climate education is mapped out across the curriculum to show where it is being addressed.

Where climate education is demonstrably a school priority, it is further enhanced through additional curriculum activity such as Forest School initiatives for all pupils, outdoor education, environmental field-studies and extra-curricular activities such as eco-clubs, recycling groups and gardening clubs. In many of our schools, these initiatives are fully embedded but where they are not yet completely developed, plans are in place to invigorate such education or provide further impetus.

School grounds and environments vary considerably across The Learning Partnership. However, most schools have areas which are well developed for environmental studies or have great potential for further environmental development.

Green Skills and Careers

A large proportion of our schools invite visitors with a background in environmental work into school to talk to the children and work with them, such as countryside rangers, waste management and recycling officers, farmers and local environment officers. Schools promote green skills through environmental field-studies, examining issues such as river water quality, reservoir visits, soil erosion and litter. In strong practice, children in our schools have a firm awareness of how to protect the environment, they understand how climate change affects us and vulnerable communities in other countries and they know where our food comes from.

In many schools, the promotion of green skills and careers is enhanced through working with specialists and parents/volunteers through themed weeks such as Science Week or Aspiration Week. Where green skills and careers are embedded, the schools work with local partners such as councillors on environmental issues in the wider area, with local parks and public venues and environmental visitor attractions. The Learning Partnership has an established and growing link with Chester Zoo to provide opportunities for both our leaders and pupils.

Websites

Our school websites are our window to the world. They provide a vast array of information about our schools for our stakeholders and prospective parents. Schools display statutory information alongside additional information which gives visitors an understanding and feeling for the unique identity of each of our schools but also an awareness of being part of our family of schools – The Learning Partnership. Our websites strategically, through aligned autonomy, have a similar look and feel about them at the same time as having their own identity which is reflective of our different communities.



We aim for our schools to provide an impression with regards to our work on sustainability and climate change. Where our websites provide a flavour of our work on sustainability and climate change, environmental awareness is addressed in the headteacher/principal welcome, our action plans are published on the site and climate education is addressed in the 'Curriculum' section of the website. Some of this work is at an early stage in our websites but through the audits carried out, have demonstrated that there are already some examples of very good practice.

Our Standards for September 2025 – Expected and Desired

Below, are the standards for Climate Education, Green Skills and Careers and website information for our primary schools from September 2025. Each standard is set out as either 'Expected' or 'Desired.' For 'Expected' standards, school are required to have these in place whereas 'Desired' standards are not essential but will be evidence of how schools are further enhancing action areas 1 and 2.

Leadership Standards

Area and Standard	Expected	Desired
1. Leadership		
a) A lead governor for Sustainability and Climate Change appointed	✓	
b) A lead practitioner for Sustainability and Climate Change appointed	✓	
c) Staff Sustainability and Climate Change team in place		✓
d) Pupil Council for Sustainability and Climate Change established		✓
e) Sustainability and Climate Change is a key strategic priority	✓	
f) Sustainability and Climate Change Action Plan published	✓	
g) Dedicated curriculum content addressing Sustainability and Climate Change is mapped out across the curriculum	✓	

Action Area 1 - Climate Education Standards

The DfE guidance states that 'We know that young people are eager to:

- **create a greener, sustainable world**
- **tackle both the causes and impact of climate change**

We will empower all young people to be global citizens, through a:

- **better understanding of climate change**
- **greater connection to nature**

Practical opportunities to participate in activities to increase climate resilience, reduce carbon impact and enhance biodiversity will enable children and young people to translate knowledge into positive action to improve their local communities, their country and the planet.'

Area and Standard	Expected	Desired
1. Learning about the natural environment		
a) The early years foundation stage (EYFS) framework ensures that all children develop an understanding of the world and the natural environment	✓	
b) Through science, geography and citizenship programmes within the national curriculum children learn about nature	✓	
c) Through science, geography and citizenship programmes within the national curriculum children learn about the causes and impacts of climate change	✓	
d) Through science, geography and citizenship programmes within the national curriculum children learn about the importance of sustainability	✓	
e) Through the Design and Technology curriculum, children learn about sustainable food and where their food comes from, including issues such as locally sourced food and food miles		✓
f) Children learn about local and global perspectives on climate change and the impact on the natural environment		✓
2. Support for teaching		
a) Climate change and sustainability is planned for and included in teachers' continuing professional development (CPD)	✓	
b) The school accesses the resources in the National Education Nature Park to support teachers' planning and delivery	✓	
c) Schools share best practice within TLP, demonstrating how sustainability and climate change has been incorporated into teaching		✓
3. Learning in the natural environment		
a) The curriculum is enhanced by providing children with opportunities for outdoor learning such as Forest Schools, eco-clubs or vegetable growing	✓	
b) Children are exposed to sustainable food choices, recycling, adaptation projects or weather and energy monitoring	✓	
c) Outdoor learning in nature is included as part of wider packages of support for pupils with SEND to improve engagement and attainment such as Forest School nurture groups		✓
d) Outdoor learning and practical activities provide young people with a sense of agency where anxiety stems from climate concerns	✓	
e) Leaders, teachers, children and young people learn about energy efficiency, the circular economy, climate resilience and green careers as part of educational building, maintenance and procurement projects, such as: • low-carbon boiler replacements • smart meter installation • energy monitoring pilots • sustainable drainage systems	✓	
f) Field-studies in the local environment provide children with opportunities to further develop their understanding of the natural environment and environmental issues such as pollution, water quality and erosion		✓

Action Area 2 – Green Skills and Careers Standards

The DfE strategy states that **'It is critical young people and adults have the green skills that will allow them to build careers and participate as Britain leads the world into the Green Industrial Revolution and strives for nature's recovery.**

We will harness young people's passion and interest in climate change and sustainability to enable them to have the knowledge and skills (in STEM and other key subjects) required for green jobs. Through our education and skills system, we will seek to inspire young people to choose career paths that support the:

- **transition to net zero**
- **restoration of biodiversity**
- **a sustainable future**

We will continue to support adults already in work to retrain and reskill in line with the needs of the green economy.'

Area and Standard	Expected	Desired
1. Net Zero Strategy and Green Jobs/Skills		
a) Children learn about green skills and careers and how these contribute to the aim of achieving 'net zero'	✓	
b) Visitors from green industries work with the children to increase awareness of their roles and how they contribute to environmental sustainability	✓	
c) Children undertake visits to localities where people work in the natural environment or in green industries such as agriculture, green forestry and reservoirs		✓
d) Children learn about the steps the school is taking to achieve 'net zero' and are actively involved in these activities	✓	
e) Children understand the practical steps that they can take to achieve 'net zero' such as reducing, reusing and recycling, composting, reducing energy and water use, walking or cycling	✓	
f) Themed weeks such as Science Week and Aspiration Week provide children with opportunities to learn about green jobs and skills		✓

School Website Standards

Area and Standard	Expected	Desired
1. Curriculum Content on Sustainability and Climate Change		
g) Dedicated Curriculum Page – Sustainability and Climate Change	✓	
h) Dedicated Curriculum Content	✓	
i) Evidence of integration across subjects		✓
j) Curriculum age-appropriate content		✓
k) Local and global perspectives on climate change		✓
2. Learning Outcomes and Goals		
a) Clear learning outcomes related to sustainability and climate change	✓	

b) Evidence that the curriculum encourages students to take actionable steps towards sustainability (e.g., promoting recycling, reducing energy consumption, community engagement)		✓
3. Interdisciplinary Approach		
a) Cross-Curricular Projects: Evidence of interdisciplinary projects or initiatives		✓
b) STEAM Integration: Is there integration of sustainability in science, technology, engineering, arts, and mathematics (STEAM) subjects?		✓
4. Policies/Community and Parental Involvement:		
a) Involvement of Parents and Community: Does the school show how it engages the broader community?		✓
b) School Policies on Sustainability: The school has published its Sustainability and Climate Change Action Plan and policies or practices related to sustainability (e.g., waste reduction, energy efficiency, sustainable food programs).	✓	
5. Communication of Sustainability Values:		
a) The Headteacher/Principal 'Welcome' highlights sustainability and climate change as a priority	✓	
b) School Mission and Values: The school's mission statement or values clearly reflect a commitment to sustainability and environmental responsibility		✓
c) Promotion of Environmental Awareness: There is evidence of ongoing campaigns, newsletters, or social media posts that promote climate change awareness and sustainability efforts		✓

Signposting

This section of the document, includes signposting to website links for curriculum support, external visitors and organisations, school visits in the local area, partners with whom schools can work and examples of good website practice.

Curriculum Support

Better Planet Education - Environmental resources tailored for all ages

Blue Peter Earthshot Competition

Earth Day

Eden Project Wildflower Meadows

Home | Education Nature Park

Grow Your Own Potatoes for Primary Schools in UK

Jigsaw

Let's Go Zero

Home - NFU Education

Plastic Planet

School Gardening / RHS

The Rights Respecting Schools Award | UNICEF UK

How to teach the UN's development goals, and why | British Council

Teach the Future website

External Visitors and Organisations

Cheshire East Ranger service

Home | Cheshire Wildlife Trust

Farmers for Schools - NFU Education

What We Do - Our Work - Woodland Trust

Teachers and educators | Staffordshire Wildlife Trust

United Utilities - Educational talks

Visits

Environmental Visits by Locality	
Congleton and North Staffordshire	**Knutsford**
Astbury Mere Country Park Congleton Cheshire UK	Your Visit - Arley Hall & Gardens
Group visits to Biddulph Grange | National Trust	School Groups - Jodrell Bank
Biddulph Valley Way and Whitemore Nature Reserve | Staffordshire Wildlife Trust	Lower Moss Wood Nature Reserve and Wildlife Hospital
Black Firs & Cranberry Bog | Staffordshire Wildlife Trust	Shakerley Mere - Visit Cheshire
Glebe Farm Astbury | Explore, Dine, Shop	Tatton Park - School visits
lovellquintaarboretum.co.uk	
Tittesworth Water | Our Visitor Sites | Severn Trent Water	
Crewe, Nantwich and Sandbach	**Regional**
Brereton Heath Local Nature Reserve	Beeston Castle and Woodland Park | English Heritage
Coed Wen Park Nantwich In Bloom's Allotment	Book your school trip | Chester Zoo
Joey the Swan - Walks for All - Visit Cheshire	Home - Conway Centres
Schools - Reaseheath Zoo	Delamere Forest | Forestry England
Sandbach Flashes - Latest Bird Sightings & Photos	Education visits: Peak District National Park
Home | Wheelock Hall Farm	Peak Wildlife Park
Wybunbury Moss - Woodland Trust	RHS Garden Bridgewater / RHS

Partners

Schools Gardening Challenge Details - Arley Hall & Gardens

Football Rebooted | Utilita Energy

Keep Britain Tidy

Water Aid

Resources and Good Website Practice

LEYF-Sustainability-Strategy.pdf

Video | Natural History Museum

Sustainability and Climate Change | Egerton Primary School

OPAL | Shavington Primary School

Shinfield St Mary's CE Junior School - Sustainability and Ecology

Sustainable operation | environment | United Learning

Forest School | Wheelock Primary School

Grant Funding

Fundraising for your community garden / RHS

Fundraisers – Environmental Funders Network

Guidance from the National Education Nature Park

- These are the 6 green skills which underpin the Nature Park: https://www.educationnaturepark.org.uk/green-skills (and the pdf download with curriculum links might also be helpful). Additionally, there is information about the Green Skills in the Annual report (p18-20) https://www.educationnaturepark.org.uk/sites/default/files/2024-10/Annual%20Report%202023-2024.pdf
- Count your Carbon is a free tool from the Eco Schools team. (There is a good feature on there that if a school doesn't know all the data, the tool will work out an estimate based on schools a similar size and age to yours: https://www.countyourcarbon.org/
- The Let's Go Zero Climate Action Advisors have been supporting schools to create their Climate Action Plans – they have recently been supporting MATs and can help with the building/ estate/ decarbonisation parts. There are 4 advisors within the North West, but the closest advisor for the North West is Aisyah Duggie Aisyah.Duggie@letsgozero.org
- The North West Climate Ambassador Hub can also provide support with Climate Action Plans – they have a pool of volunteers who work in different sectors, so some volunteers might be able to support with specific parts of a Climate Action Plan, while others might be able to support with more of an overview. They will all be great if you are looking for volunteers and visitors to promote and raise awareness of careers and green skills (not all the volunteers will be comfortable with doing an assembly, so would suggest a first request would be more like a speed networking/ guess my job/ or a show and tell type activity with a class).

- This Nature Park yearly planner might be helpful: https://www.educationnaturepark.org.uk/resource/planner-2024

For the Climate Action Plans, here are some actionable activities which schools might want to include. These are suggested for the 'biodiversity' strand, but schools might feel some of these actions would sit better for them in other strands.

1. **Suggestions for schools who are just starting out with their biodiversity journey/ haven't done much outdoor or nature activities before:**

Activity	Link	Notes/ Reason why
Join the National Education Nature Park	https://www.educationnaturepark.org.uk/user/register	• Can support with the biodiversity actions for Climate Action Plans • Has no set activities – so schools can choose what's right for them, their site and the time available • Has some lovely activities which can be embedded within the existing curriculum with activities providing opportunities for developing green skills/ transferable skills (nice example of this is Biodiversity Bar Charts – with a group/class working together to collect data on different biodiversity within an area, collectively they create a big visual piece which could be used for display, the data could be used within a Maths lesson, and if repeated in the same space each year/ season it could help with science enquires)
Add your school to the national map	https://www.educationnaturepark.org.uk/resource/site-boundary	• Show that your school are taking part in a collective project to increase biodiversity across the country/ show the impact you are making in your school/ your local area. Tip: You only need to do this once, it takes about 5 minutes and is best done on a device which has a mouse.
Explore your school site with sound mapping	https://www.educationnaturepark.org.uk/resource/sound-mapping	• Can be done in less than 15 minutes • Good wellbeing activity • Is a nice starter activity to get pupils more comfortable being outside and noticing their surroundings

		• Can lead to some lovely questions and observations about different types of sounds Tip: Best when pupils and teachers all have a clipboard, paper and pen each. Try 5 minutes of listening to start with, you'll be surprised what you hear!
Get to know your school site even better with the Hidden Nature Challenge	https://www.educationnaturepark.org.uk/resource/hidden-nature-challenge See your pictures on the map! https://experience.arcgis.com/experience/329cad9805de47debfe671a6c04dadd7	• There is a tech and non-tech version of this activity • It's all about noticing and celebrating the biodiversity on your school site • It's a nice introduction to the Nature Park-style of collective action and exploration • Can be done at any time of year and you can easily compare your observations over time Tip: All photos are verified by a member of the team, so please allow us a couple of days to check your photos before they appear on the national map - we don't allow photos of faces, but fingers pointing at tiny signs of nature is allowed!
Create a vision statement for your school	https://www.educationnaturepark.org.uk/resource/vision-statement Examples: https://www.educationnaturepark.org.uk/visions-nature-park-2024	• Pupil voice activity Tip: Works best when pupils have had some time outside (we've done it after sound mapping). Groups of a maximum of 6 for when the words are collated into a statement.

2. Suggestions for schools who feel comfortable with class activities outside and want to find out more about the nature and habitats within their school:

Activity	Link	Notes/ Reason why
Biodiversity Bar Charts	https://www.educationnaturepark.org.uk/resource/biodiversity-bar-charts	• Can be completed within a lesson • Whole class participation and exploration of an area • Quick way to survey and collect information about the biodiversity in an area of your school site Tip: Punching holes in the card and stringing them together with treasury tags takes ages - try string and clothes pegs… or create the bar chart back in

		the classroom or on the floor in the hall if it's a windy day.
Points of View	https://www.educationnaturepark.org.uk/resource/points-view	• Literacy activity • Can be done inside or outside – but works well if pupils have seen or explored the area where the insect/ animal might be spotted. • Can lead to lots of interesting questions and/or ideas about the next steps the school might/could take to encouraging more biodiversity in the school grounds.
Habitat Hero	https://www.educationnaturepark.org.uk/resource/habitat-heroes	• Nice introduction activity to exploring habitats around the school site • There are worksheets/ suggestions for EYFS/KS1 and KS2 • The illustrations are a nice resource which could be used in lots of different ways • The 'search' for habitats focuses on specific animals and spaces around school which they would like – we found it useful to discuss the animals needs before going out to search for their potential habitats • Can be done in any season Tip: All photos are verified by a member of the team, so please allow us a couple of days to check your photos before they appear on the national map – we don't allow photos of faces, but fingers pointing at tiny signs of nature is allowed!
Mapping Habitats	https://www.educationnaturepark.org.uk/resource/mapping-your-site Support webinar: https://www.educationnaturepark.org.uk/webinar-how-map-your-site (there are 3 more webinars planned for this academic year and there will be more in 25/26)	• The habitat identification flow charts are based on the UK Habitat Categories, so although real Ecologists use something slightly different, all the activities and questions are things that Ecologists consider when they identify a habitat. • If you choose to add your habitats to your digital map, the science team at the Natural History Museum (and local Ecology units) will be using your observations to help them learn more about habitats and nature across the country. • As more schools map their habitats, we'll start to be able to see the potential for wildlife corridors and wildlife stepping stones within our local area – it's the start of something very exciting as we'll be able to see how each school is support nature! • Nice links to Science and Geography Tip: There are 8 different habitat categories, don't do them all at once – you could look at a different category each year, or get a different year group to become the specialists for one particular habitat. If you are thinking of doing all the habitats, a recommended order would be: 1. Ground without plants (aka, all your concrete/ tarmac spaces) 2. Grass and wildflowers (best done March – October/ when the weather is a bit nicer)

		3. Trees (These Woodland Trust Tree ID guides are great to have as a resource to help pupils identify the tree https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/) 4. Flowers and Food (aka, any planters around school) 5. Microhabitats 6. Hedges and Bushes 7. Vertical features (this will probably be a quick one) 8. Water (if you have any) There will be more 'how to' webinars throughout the year as well as a support video on how you could run the activity with a full class (video currently being edited, probably coming out in May-ish time)
Recording wildlife	https://www.educationnaturepark.org.uk/resource/record-wildlife-your-site	• Create a record of the variety of biodiversity on your school site • Part of a community science project – the scientific community will verify pupil observations
Pollinator Count	https://www.educationnaturepark.org.uk/resource/pollinator-count	• Create a record of the variety of biodiversity on your school site • This is part of the FIT Count, a big community science project looking at pollinators across the country • If you ran this each year, or maybe each month between April -September, you would have a great record of pollinators on your school site which could be part of an observation over time experiment in Science.

3. Suggestions for schools who would like to make a change to help increase biodiversity:

Activity	Link	Notes
Using Overlays	https://www.educationnaturepark.org.uk/resource/using-overlays	• Nice activity using overlays and a map to identify different ways the school site is used/ areas that might have the potential to be changed for nature • Works well as a planning activity to help create ideas on where to make changes.
Design a Plant	https://www.educationnaturepark.org.uk/resource/design-plant	• Great powerpoint here which highlights the different adaptations of plants which can help us to be more resilient to climate change.

		• Could be a nice way to embed sustainability and climate change within learning about plant adaptations • Works nicely with an activity which identifies areas around school which pupils would like to change
Ideas for Intervention	https://www.educationnaturepark.org.uk/resource/ideas-improvement	• Activity contains a variety of ideas to get pupils thinking and planning the change they would like to see • Cards highlight some of the multiple benefits which an intervention can have
Support/ guidance for interventions	https://www.educationnaturepark.org.uk/resources/results?key_stage=All&topic=All&duration=All&step=step-4	• More guidance will be added here, but for now there is support on increasing biodiversity in grey spaces, grass and ponds.

☐

Leadership Responsibilities

School Governor with responsibility for Sustainability and Climate Change

A school governor responsible for sustainability and climate change plays a crucial role in shaping and overseeing the institution's approach to environmental responsibility. Their responsibilities may include:

1. **Setting Strategic Direction**:
    - Develop and implement a sustainability strategy or policy in alignment with the school's overall vision and values.
    - Ensure that climate change and environmental considerations are embedded in the school's strategic planning and curriculum.
    - Advocate for sustainability as a core value within the school community, influencing leadership and staff to prioritize environmental issues.
2. **Monitoring and Oversight**:
    - Monitor the school's progress toward sustainability goals, including energy efficiency, waste reduction, carbon footprint reduction, and sustainable practices across school operations.
    - Regularly review the school's environmental impact and ensure there are systems for measuring and reporting progress.
3. **Curriculum Integration**:
    - Encourage the integration of sustainability and climate change education across subjects, ensuring students gain the knowledge and skills to understand and address environmental issues.

- Support initiatives like environmental clubs, green ambassadors, or sustainability-related extracurricular activities that enhance students' environmental awareness.

4. **Resource Allocation**:
    - Ensure that the school allocates sufficient resources (funding, staff, time) for implementing sustainability initiatives and achieving environmental targets.
    - Review spending on energy, water, and waste management and recommend eco-friendly alternatives where possible.
5. **Engagement and Collaboration**:
    - Work with staff, students, parents, and the local community to promote sustainability initiatives and build a culture of environmental stewardship.
    - Partner with local environmental organizations or businesses to bring additional expertise, funding, or resources into the school.
6. **Sustainability Reporting and Accountability**:
    - Ensure the school regularly reports on its sustainability efforts, such as reducing waste, energy consumption, and carbon emissions, and shares these results with stakeholders.
    - Ensure the school meets environmental regulatory requirements and works toward certifications or awards (e.g., Eco-Schools or Green Flag status).
7. **Leadership and Advocacy**:
    - Act as a champion for sustainability within the governance body, encouraging colleagues to support and prioritize environmental issues.
    - Advocate for sustainable practices in all school operations, including buildings, grounds, transportation, and procurement.
8. **Sustainability Risk Management**:
    - Identify potential risks related to sustainability and climate change (e.g., environmental damage, legal compliance, financial costs) and ensure that the school has a plan in place to manage and mitigate these risks.
    - Consider climate change adaptation strategies for the school, particularly in terms of infrastructure and long-term planning.

By overseeing these areas, the governor responsible for sustainability and climate change helps the school take meaningful action to reduce its environmental impact while educating and inspiring students to become future leaders in sustainability.

School lead for Sustainability and Climate Change

A school lead for sustainability and climate change plays a crucial role in ensuring that sustainability principles and climate awareness are integrated into the school's culture, curriculum, and operations. Their responsibilities may include:

1. Developing and Implementing Sustainability Policies:

- Create and enforce policies that promote environmental sustainability within the school community.

- Ensure the school adheres to local, national, and global sustainability guidelines and frameworks.

2. Curriculum Integration:

- Work with teachers to integrate sustainability and climate change topics into various subjects.
- Develop and implement educational programs and activities to raise awareness of climate change and its effects.
- Organize workshops, seminars, or guest speakers on sustainability and climate issues.

3. Energy and Resource Management:

- Oversee energy use and waste management in the school, aiming to reduce consumption and promote energy efficiency.
- Encourage practices like reducing paper use, recycling, composting, and reducing water usage.
- Manage or assist with initiatives to monitor and reduce the school's carbon footprint.

4. Student Engagement and Leadership:

- Develop student leadership opportunities related to sustainability (e.g., eco-clubs or sustainability teams).
- Organize student-driven campaigns, projects, and initiatives to promote environmental awareness.
- Encourage students to take leadership roles in sustainability projects within and outside the school.

5. Partnerships and Community Outreach:

- Foster relationships with local community groups, organizations, and businesses that promote sustainability.
- Collaborate with other schools, environmental organizations, and government bodies on climate and sustainability projects.

6. Sustainability Reporting and Monitoring:

- Collect data and track the school’s progress toward sustainability goals (e.g., waste reduction, energy savings).
- Report on the school’s sustainability performance to stakeholders (e.g., school leadership, parents, the local community).

7. Grant Writing and Fundraising:

- Identify and apply for grants or funding opportunities that support sustainability initiatives within the school.
- Secure resources to fund green initiatives, such as renewable energy projects, sustainability education programs, or green infrastructure.

8. Professional Development:

- Stay updated on trends, policies, and best practices in sustainability and climate change.
- Provide training or professional development opportunities for staff to enhance their knowledge and engagement in sustainability.

9. School Infrastructure and Green Spaces:

- Lead the planning and development of green school infrastructure, including outdoor learning spaces, sustainable buildings, and energy-efficient systems.
- Promote the use of green spaces for both educational and recreational purposes.

10. Advocacy and Policy Influence:

- Advocate for stronger climate change and sustainability policies within the school district, region, or local government.
- Encourage school leadership to prioritize climate change action, sustainable development goals, and environmental justice.

Overall, the school lead for sustainability and climate change is a vital figure in shaping a school's environmental impact and helping the school community become more responsible and knowledgeable about sustainability and climate issues.

Additional Information/Bibliography

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