

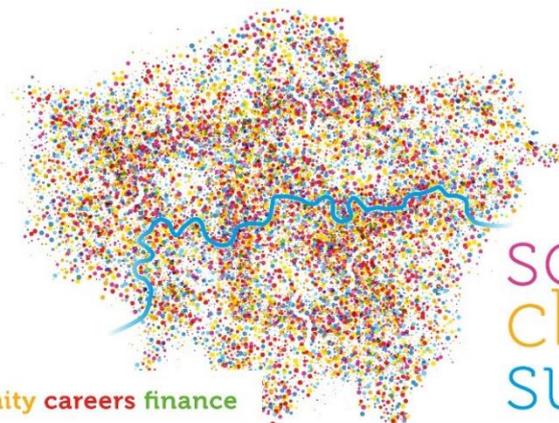


LONDON SCHOOLS

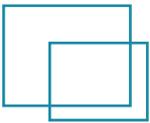
Climate Action Map 2021

*Think like a system,
act as a sector*

campus curriculum community careers finance



schools 29
climate 06
summit 21

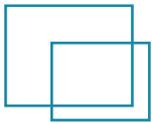


In partnership with



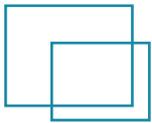
MAYOR OF LONDON





Contents

Foreword	4
Introduction	6
Results Summary	7
Results	11
Theme 1: Campus	12
Theme 2: Curriculum	17
Theme 3: Community.....	19
Theme 4: Careers.....	23
Theme 5: Finance	25
 Annex	
Survey Questionnaire	32



Foreword

The importance of education in inculcating sustainable behaviours and imparting crucial knowledge and skills for sustainable development has long been understood. From *Our Common Future*, the Brundtland Commission report in 1987, to the UN Sustainable Development Goals¹, education and curricular reform play a key role. In recent years, there has been a rediscovery of the pivotal role of schools and the education sector in addressing the climate emergency. The very first [London Climate Action Week](#) (LCAW) in 2019 coincided with an explosion of youth climate activism worldwide. Inspired by the example of Sweden's Greta Thunberg, students across the world took to the streets.

Schools in London were no exception and LCAW 2019 responded with the [London Climate Curriculum](#), a set of school lesson plans on the UN Sustainable Development Goals and climate change. Initiated by [GLOBE International](#), [World's Largest Lesson](#) and [London Sustainable Schools Forum](#), the lesson plans use London as a classroom to understand climate change in a practical urban setting. Updated annually, they imaginatively use London's world-famous institutions from the Tower of London to the British Museum, to explain climate change in local and global context to London's schoolchildren.

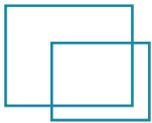
In 2021 we introduced another LCAW initiative, the [Schools Climate Summit](#),² to engage all schools in a pan-London, holistic effort to spread climate awareness and encourage concerted city-wide action. Over the coming decade, the Schools Climate Summit will seek to engage all of London's 3500 schools in a coordinated fashion, to become sites for delivery of our global city's ambitious climate and circular economy goals.

Under the motto of **'Think like a system, Act as a sector'** the Schools Climate Summit – working in partnership with a diverse range of local, national and global organisations – seeks to provide a platform for action across five major themes: **campus, curriculum, community, careers and finance**, seeking to comprehensively capture different aspects of schools and the education sector's climate impacts and opportunities and strategically engage all sectors of the school community: from students, teachers and school leaders, to governors, business managers, parents and carers, and the local community.

The annual Schools Climate Summit held during London Climate Action Week seeks to profile and inspire good practice across schools, as well as benchmark and monitor action. For this, good data is needed. This is why we have initiated this annual Schools

¹ SDG Target 4.7 in particular

² Full details on the LCAW Schools Climate Summit 2021 can be found at:
<http://www.londonsustainableschools.org/london-climate-action-week-2021.html>



Climate Action survey to map action across the Summit's five themes over the coming decade. The survey is designed to provide a more comprehensive overview than more limited, largely environmental data currently collected through eco-schools and similar surveys.

This report presents the first such mapping exercise of climate action across London's schools. It is hoped that the process itself, as well as the results, will provide useful insights for all members of the school community, borough leaders and policymakers and others concerned with addressing the climate emergency. Starting with a relatively modest respondent base, it is hoped that the survey will grow in size to eventually cover every London school in the coming decade and promote networking and collaboration.

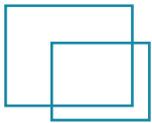
The Survey project has been led by Helen Gent at GLOBE International and benefitted from input and support from many members of the LCAW Steering Committee, Education Group, our diverse partners, schools and student networks. Our grateful thanks in particular to Simon Gilby, Annette Figueredo, Martin Crabbe, Cath Prisk, Dr Jess Tipton, Jack Davies, Syed Ahmed, Natasha Freedman, Rhuti Carr, Simon Levey and Anne Roots for their contributions.

Thanks also to our fantastic Sixth Form volunteers Abitha Ravichandran, Tawanda Albert Dube, Eleanor Roberts, Cerys Howard-Jones, Millie Hennessy and Ola Denis for their support with data collection in schools across London's boroughs.

We look forward to reader feedback and to continually improving the survey with your support. Our hope is that it will help everyone working to bring about rapid transformation in our schools, and wider society, for more effective and equitable climate action.

Malini Mehra

Founder, Schools Climate Summit
Co-chair, LCAW Education Group



Introduction

In 2021, [London Climate Action Week](#) (LCAW) (26th June - 4th July 2021) inaugurated a flagship event, the [Schools Climate Summit](#), bringing together London's school sector as a major force for climate action.

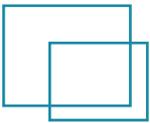
The purpose of the Schools Climate Summit is to bring together London's school sector as a major force for climate action. London has an ambitious climate agenda and schools have a vital role to play in delivering it. While individual school efforts are inspiring (some of which you will read about in this report), only a sectoral approach can create impact at scale. The LCAW Schools Climate Summit calls on London's 3500 schools to **think like a system & act as a sector**.

At the heart of LCAW are the Sustainable Development Goals with their motto "Leave No One Behind". We wish to ensure all of London's diverse schools are represented and have developed a typology for the Schools Climate Summit to ensure that each school type is included, as follows: state schools, independent schools, special schools, faith schools, alternative provision schools/pupil referral units and international schools³.

This **London Schools Climate Action Map** is a key component of the multi-annual LCAW Schools Climate Summit, and aims to profile the eco/climate-related initiatives that London's schools are engaged with, to promote improved awareness, networking and collaboration. The methodology is based on an on-line survey sent out to all London schools, supported by our partner organisations, networks and Sixth Form student volunteer to encourage schools in their borough to take the survey.

The objective of the survey was to map what London schools are doing on climate change and sustainability to inform action and improve practice by identifying gaps (e.g. on adaptation/resilience), promoting networking and supporting a more joined-up approach that connects classroom action with institutional change at the schools and wider policy level. This is expressed in the Schools Climate Summit's **4 'Cs' and 1 'F'** approach: **Campus, Curriculum, Community, Careers and Finance**. These core themes form the basis of the London Schools Climate Action Map survey.

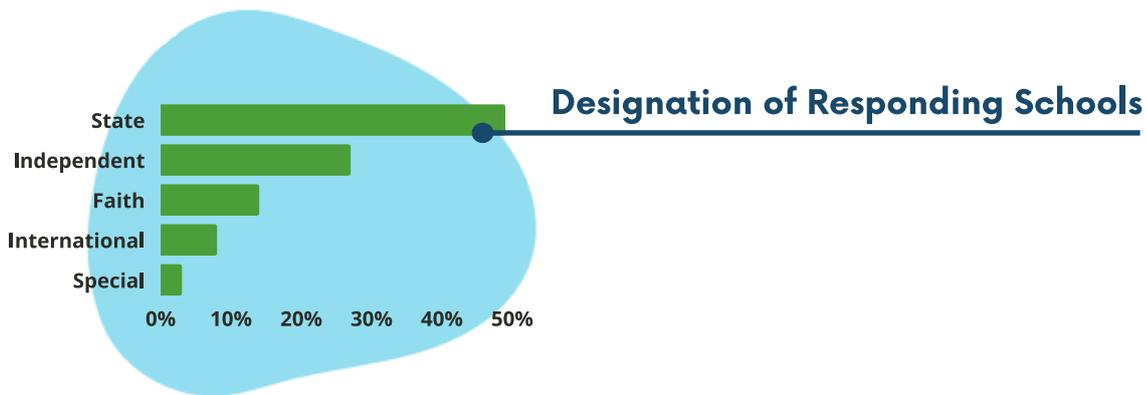
³ Further detail on the rationale can be found in the Schools Climate Summit brochure: http://www.londonsustainableschools.org/uploads/1/5/7/4/15747734/lcaw_schools_climate_summit_brochure.pdf



Results Summary

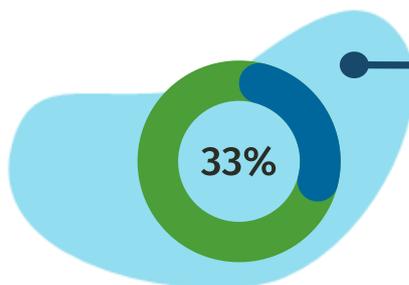
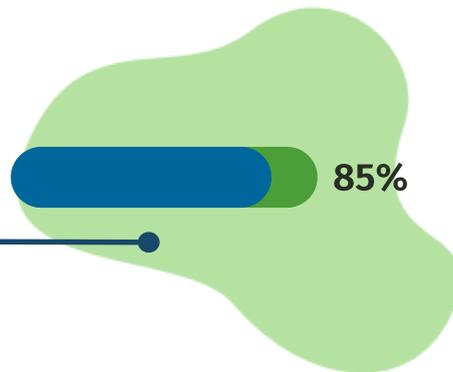
London Schools Climate Action Map

A GLOBE International & London Climate Action Week (LCAW) Schools Climate Summit project



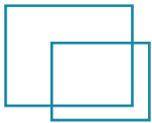
Theme 1: Campus

85% of schools who completed the survey do not follow the the Greater London Authority's guidance on adaptation for schools. However, nearly every school wanted to learn more.

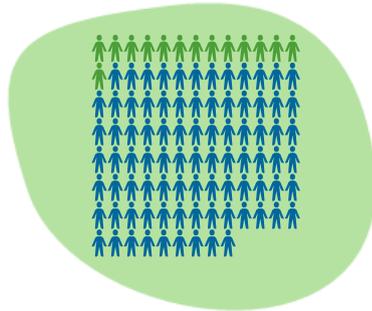


Theme 2: Curriculum

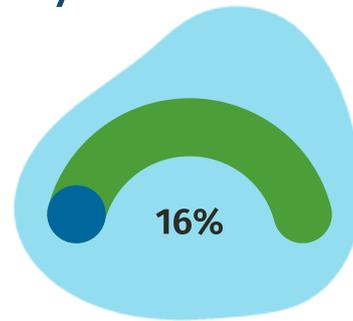
33% of schools who completed the survey have mental health & eco-anxiety specific considerations in the schools' sustainability and/or climate change communications or materials.



Theme 3: Community



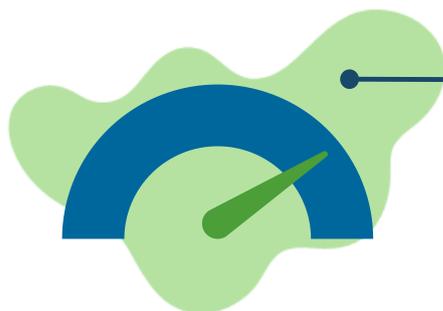
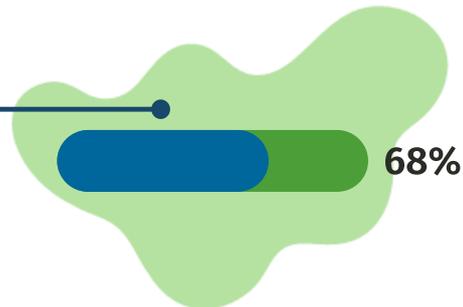
Only 14% of schools who completed the survey said the board of governors has a sustainability (or equivalent) lead or committee.



Only 16% of schools who completed the survey said the board of governors has a sustainability and/or climate change mandate.

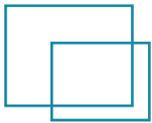
Theme 4: Careers

68% of schools who completed the survey would like a more bespoke green-careers advisory service.



Theme 5: Finance

79% of schools who completed the survey say money is an obstacle for a sustainable school.

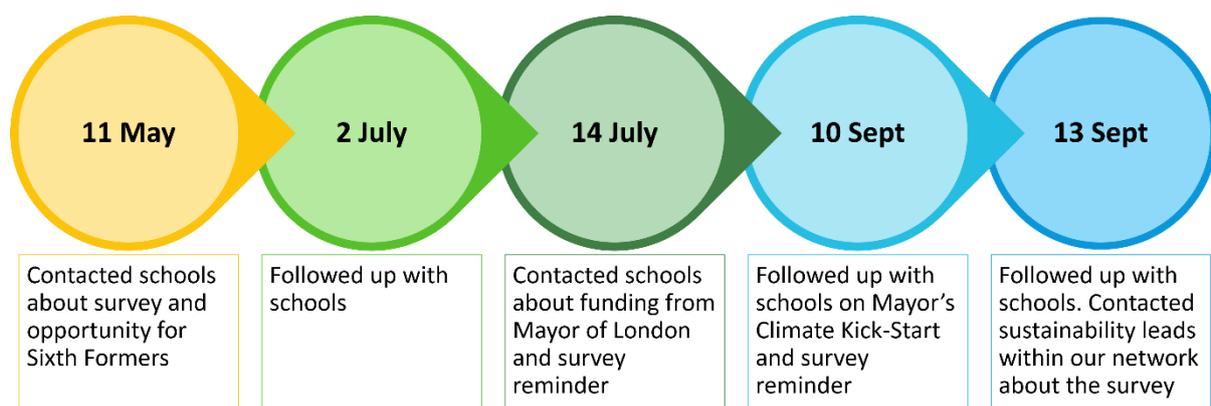


Results

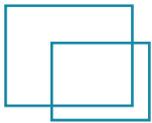
The London Schools Climate Action Map survey is a comprehensive and first-of-its-kind survey. Whilst some of our questions were adapted from similar questions in the Eco-Schools Environmental Review, our survey is more comprehensive. We designed the survey with a “whole-of-school” approach in mind which includes school governance and school leaders, rather than only focussing on students activities and the curriculum. We have also included **Careers** and **Finance** as key themes. Furthermore, we have asked about climate and sustainability frameworks, such as the implementation of the Greater London Authority’s (GLA) guidance on adaptation for schools and whether the Sustainable Development Goals (SDGs) and Paris Agreement are included in the curriculum.

The project has been received with a lot of enthusiasm from partner networks including schools, but it has been challenging to engage schools with the survey. This is due to a number of factors: schools who were already stretched and under-resourced have suffered further through the pandemic, and completing an in-depth survey is not a priority for members of staff.

We tried several methods to inform schools about the survey: emailing their publicly available email addresses (headteacher@, admin@ and info@ emails), tweeting schools where they have a Twitter presence and asking partner networks to disseminate the survey through their own channels. It took us approximately two weeks to put together our initial database, which we have kept updated with the latest school contact details.



The majority of schools who responded to the survey are already connected with an eco network, many of which we have been in touch with about the survey, and so appealing to schools through mutual networks appears to be the most effective way of engaging schools with the survey. Whilst this has given us some inspiring evidence of climate action in schools, this is not without its limitations – mainly how we connect with schools who are not engaged with climate action and sustainability. It is vitally important we connect with these schools: if we can understand why climate



action/sustainability does not feature, it will lead to better targeting of resources and show where there are opportunities for collaborations between these schools and those who offer resources and expertise on climate action. Some of the schools who completed the survey have already offered us valuable insights regarding barriers and limitations for them – most came down to a lack of funding.

In order to ensure a large number of schools are engaged with the London Schools Climate Action Map, we have decided to repeat the survey for the next decade. This will enable us to map how schools are engaging with climate action and sustainability over time, as well as develop our own networks with schools, to ensure we engage with as many schools as possible.

Participating Schools

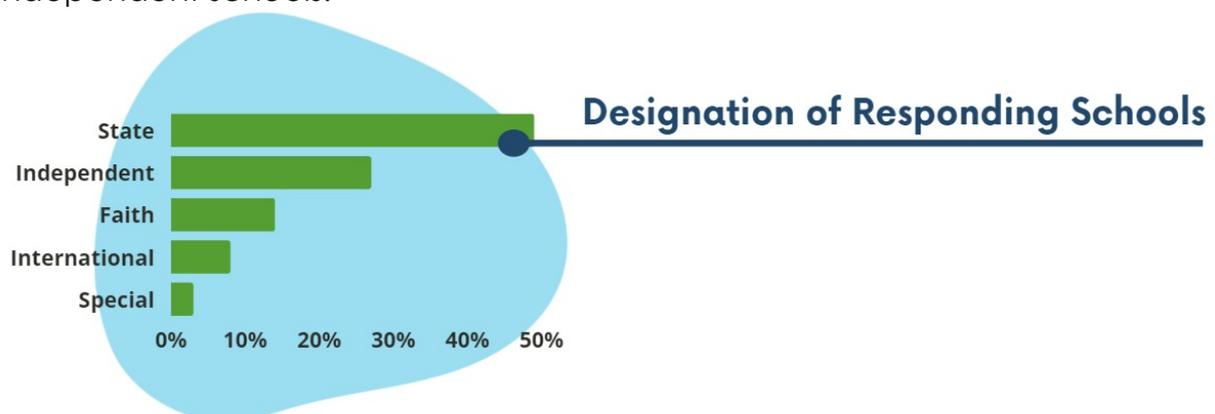
In the London Schools Climate Action Map's inaugural year, we have learnt a lot from our participating schools and how we can engage more to complete the survey.

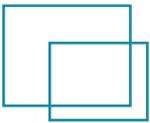
37 schools completed the survey, with three schools filling it in twice (these duplicates were all by the same teacher, so we have taken the second completion to be the most accurate).

Designation of Responding Schools

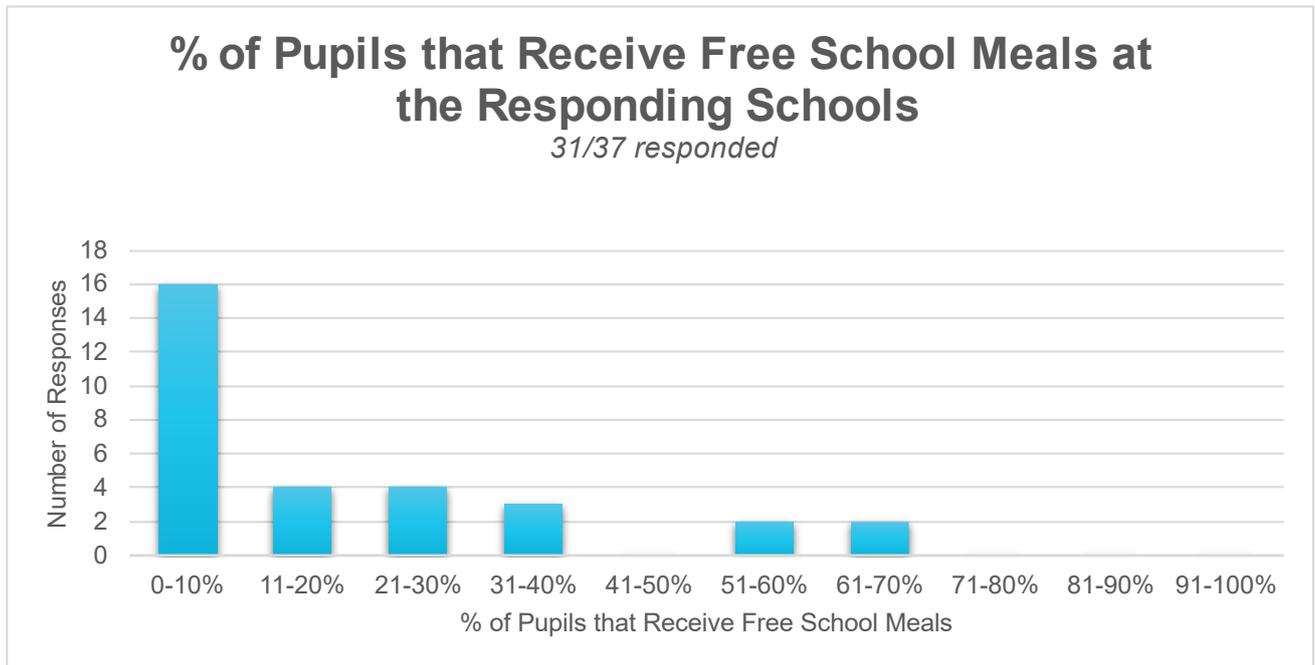
Type of School	Number (Out Of 37)	Percentage/%
Faith school	5	14
Independent school	10	27
International school	3	8
State school	18	49
Alternative Provision/Pupil Referral Unit	0	0
Special school	1	3

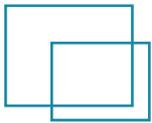
From our own research, approximately 14% of schools in London are Independent schools.





20.8% of pupils attending schools in England are eligible for free school meals.





Theme 1: Campus

Climate action is often focussed on mitigation rather than adaptation and resilience. Adaptation is particularly important for the schools sector, and the Schools Climate Summit champions a balanced approach, addressing both mitigation and adaptation, as well as the need for resilience, through policy and practitioner engagement. The Summit promotes a risk-based approach to mitigation, adaptation and resilience, and encourages the adoption of the [Greater London Authority's climate adaptation guidance](#) across London school estates.

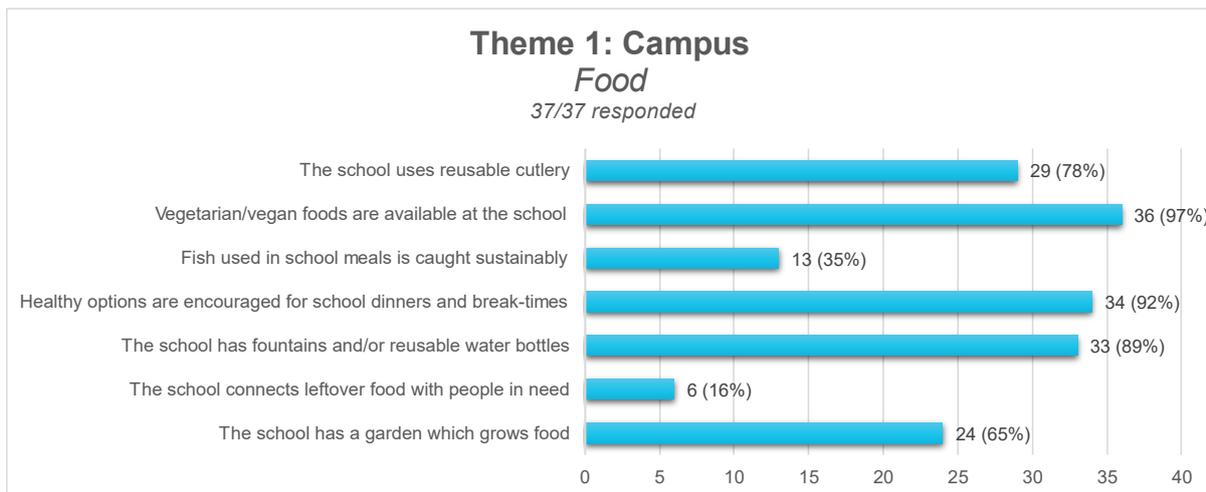
Fuel Energy Water Waste Land Use

Our campus theme examines the following key areas known under the acronym **FEWWL: Food, Energy, Water, Waste and Land Use.**

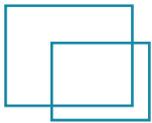
The bar charts in the results below show the schools' responses to being asked which options apply to them.

Food

Of the schools who responded, 97% offer vegetarian/vegan foods, 89% have water fountains and/or reusable bottles and 92% encourage healthy options for school



dinners and break-times. However, only 16% of responding schools were connecting leftover food with people in need, and more schools could ensure fish used in school meals is caught sustainably.



COMMENTS FROM PARTICIPATING SCHOOLS

We collect food waste to feed our chickens.

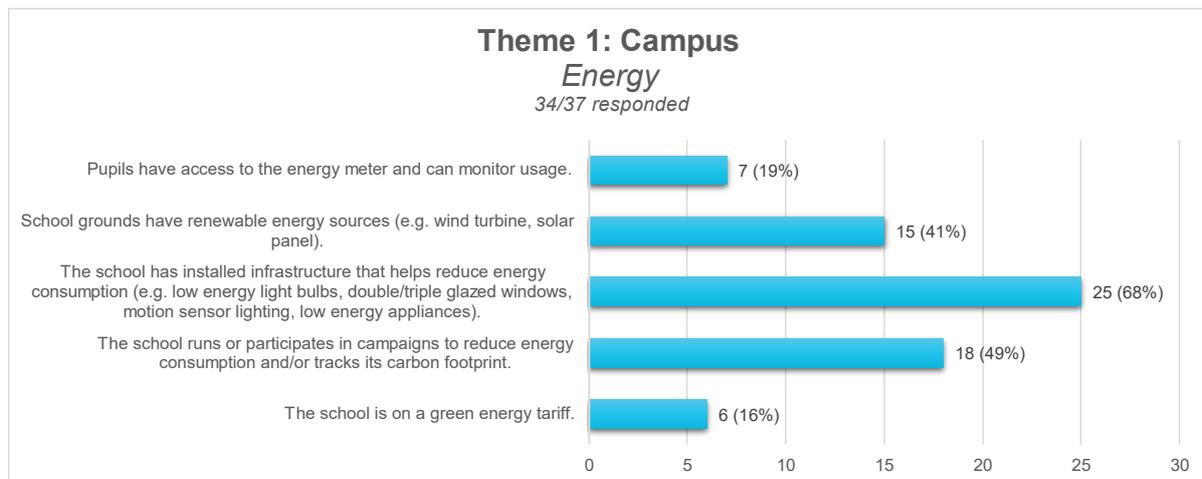
Food waste is recycled.

Food waste is composted by Simply Waste.

Food waste goes into an aerobic digester that turns it into grey water; students volunteer at a surplus food redistribution charity.

Energy

68% of responding schools have installed infrastructure that helps reduce energy consumption (e.g. low energy light bulbs, double/triple glazed windows, motion sensor lighting, low energy appliances). Only 16% of responding schools are on a green energy tariff, however these tend to be more expensive, which is often a barrier for schools.

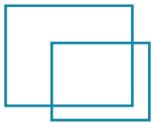


COMMENTS FROM PARTICIPATING SCHOOLS

The SSO takes pictures of the meters to share with classes.

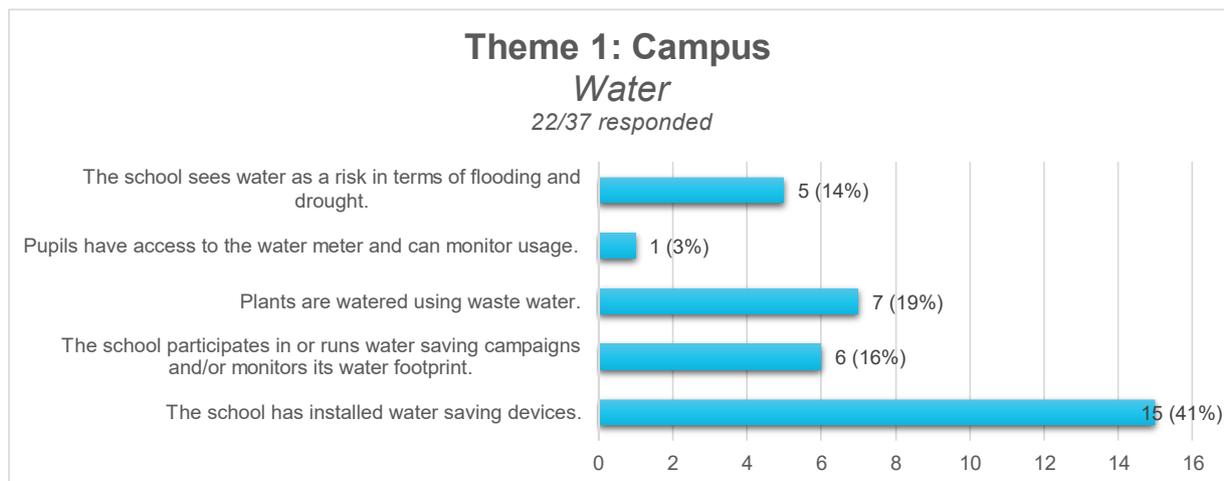
Each form have Eco Monitors who monitor the turning off of lights, Promethean Boards, fans etc.

Looking at switching energy tariff when it comes up for renewal.



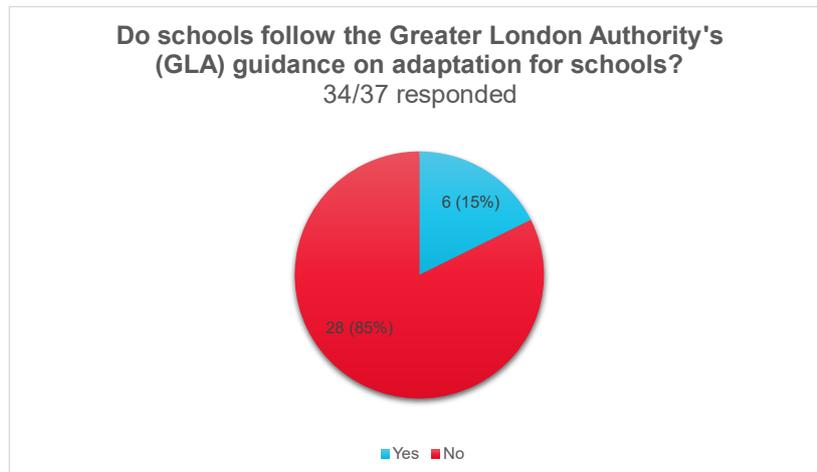
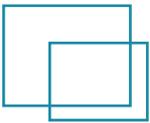
Water

Schools could be further engaging with the theme of water on campus. Only 16% of schools are running water saving campaigns and/or monitoring their water footprint and only 3% allow students access to water meters to engage them with water-saving initiatives. 19% of responding schools water plants with waste water, and only 14% see water as a risk in terms of flooding and drought. 85% of responding schools do not follow the Greater London Authority's (GLA) guidance on adaptation for schools, but almost every respondent wanted to learn more.



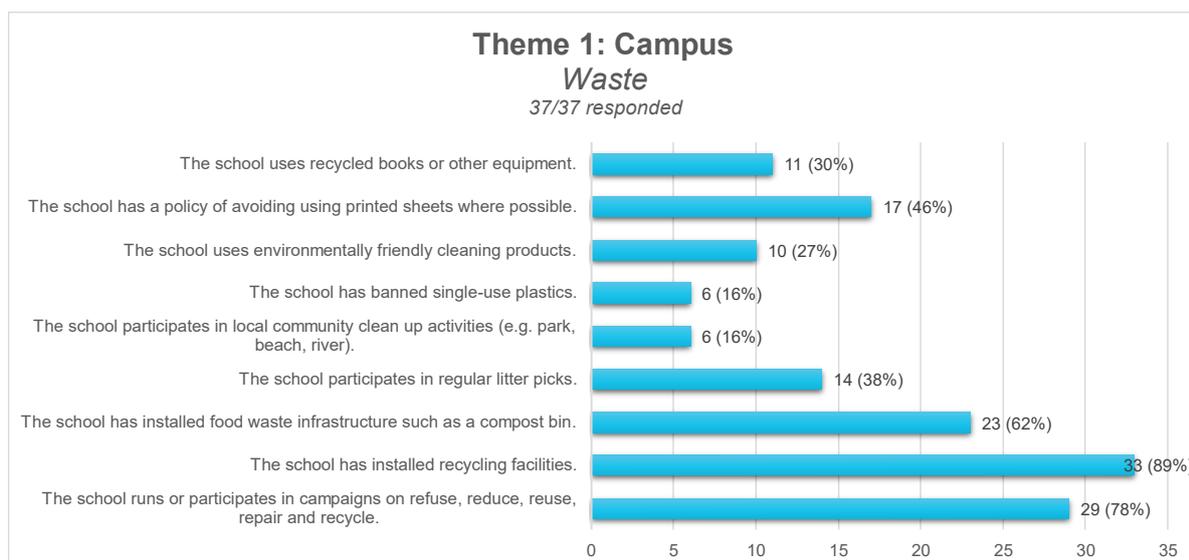
COMMENTS FROM PARTICIPATING SCHOOLS

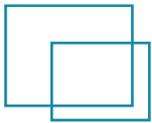
Water is something we need to focus on as it came out of our Eco-Schools survey.



Waste

89% of responding schools have installed recycling facilities. Other successful initiatives responding schools are involved with include running or participating in campaigns on refuse, reduce, reuse, repair and recycle (78%) and installing food waste infrastructure such as a compost bin (62%). Fewer schools have participated in litter picks (38%), with only 16% participating in local community clean up activities (e.g. park, beach, river). Only 16% have banned single-use plastics and 27% use environmentally friendly cleaning products.





COMMENTS FROM PARTICIPATING SCHOOLS

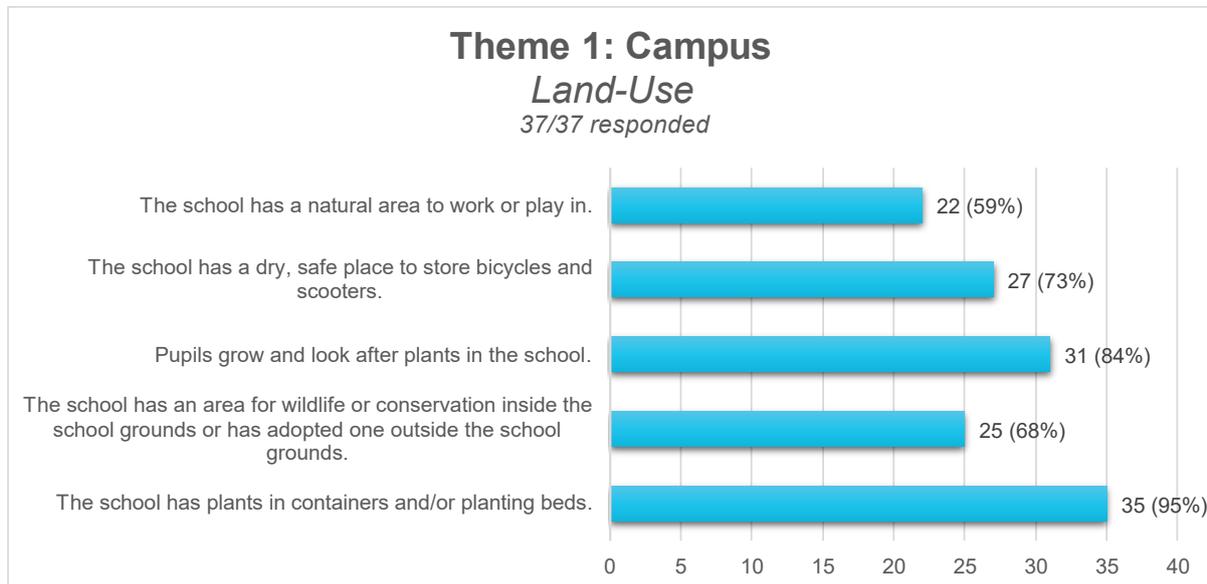
We recycle pens, batteries and clothing on our school grounds.

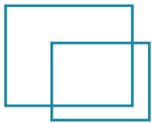
The school collects used coffee from Ginger & White to compost. We also recycle covid masks.

Not banned, but very little plastic is in use anymore, although more has been used since covid. There is a student-run secondhand clothing store & textbook scheme.

Land Use

95% of responding schools have plants in containers and/or planting beds with a large majority saying students can grow and look after plants in their school (84%). 68% have an area for wildlife or conservation inside the school grounds or have adopted one outside the schools grounds and 59% have a natural area to work or play in. 73% of responding schools have a dry and safe place to store bicycles and scooters, which in turn encourages students and parents to travel to school using these.

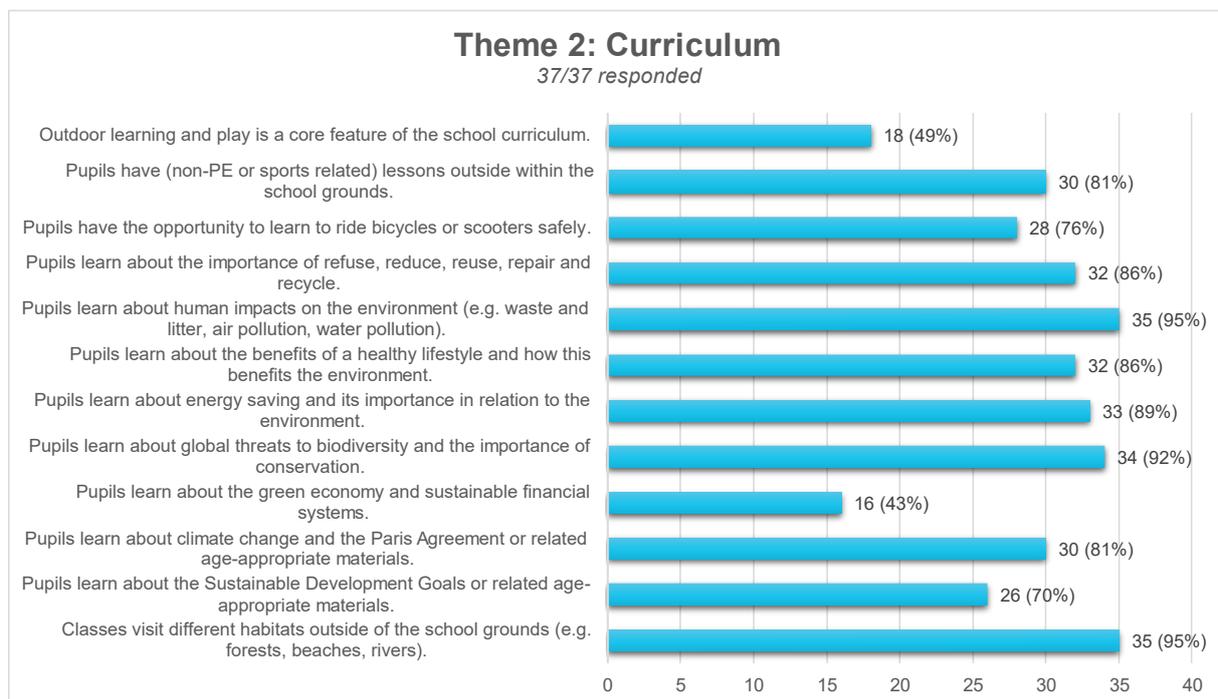




Theme 2: Curriculum

Most responding schools – 95% – arranged visits for classes to visit different habitats outside of the school grounds (e.g. forests, beaches, rivers) and taught students about human impacts on the environment (e.g. waste and litter, air pollution, water pollution). 92% taught pupils about global threats to biodiversity and the importance of conservation.

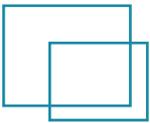
Relatively fewer schools have outdoor learning and play as a core feature of the schools curriculum (49%) and teach pupils about the green economy and sustainable finance systems (43%).



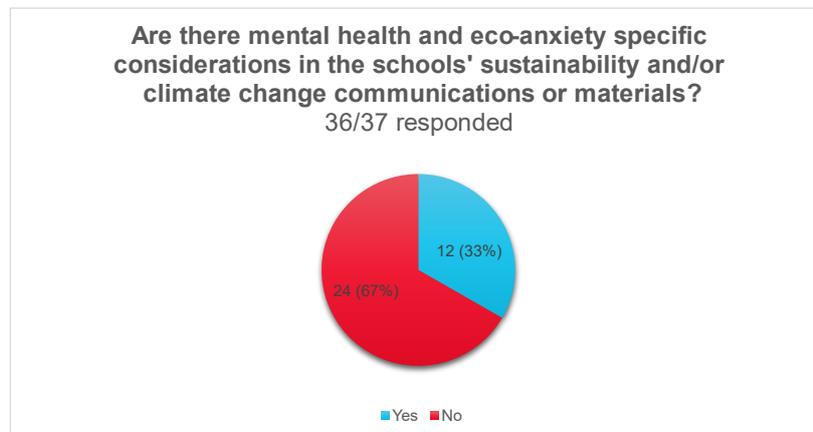
However, many respondents teach and do the following:

- 70% teach pupils about the Sustainable Development Goals (SDGs) or related age-appropriate material.
- 81% teach pupils about climate change and the Paris Agreement or age-appropriate materials.
- 89% teach pupils about energy saving and its importance in relation to the environment.
- 86% teach pupils about the benefits of a healthy lifestyle and how this benefits the environment.
- 76% give pupils the opportunity to learn to ride bicycles or scooters safely.
- 81% have (non-PE or sports related) lessons outside within the school grounds.

Only 33% of responding schools include mental health and eco-anxiety specific considerations in their sustainability and/or climate change communications or



materials. A global study in 2021 found almost 60% of young people approached said they felt very or extremely worried about climate change⁴, making these considerations even more important for schools to include.



We asked participating schools that answered yes to the question “Are there mental health and eco-anxiety specific considerations in the schools' sustainability and/or climate change communications or materials?” to provide details:

With young children we focus on positive things children can take action on rather than focussing on developing fears about things they cannot control or help resolve.

We are careful to promote positive action rather than anxiety-inducing messages about the climate emergency.

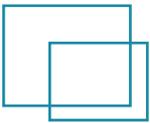
Counselling

We always put taking action at the heart of any communication around these topics to give the children a sense of empowerment.

A school counsellor and mentors are available to pupils, parents and staff. Age appropriate teaching of RE, PSHE etc.

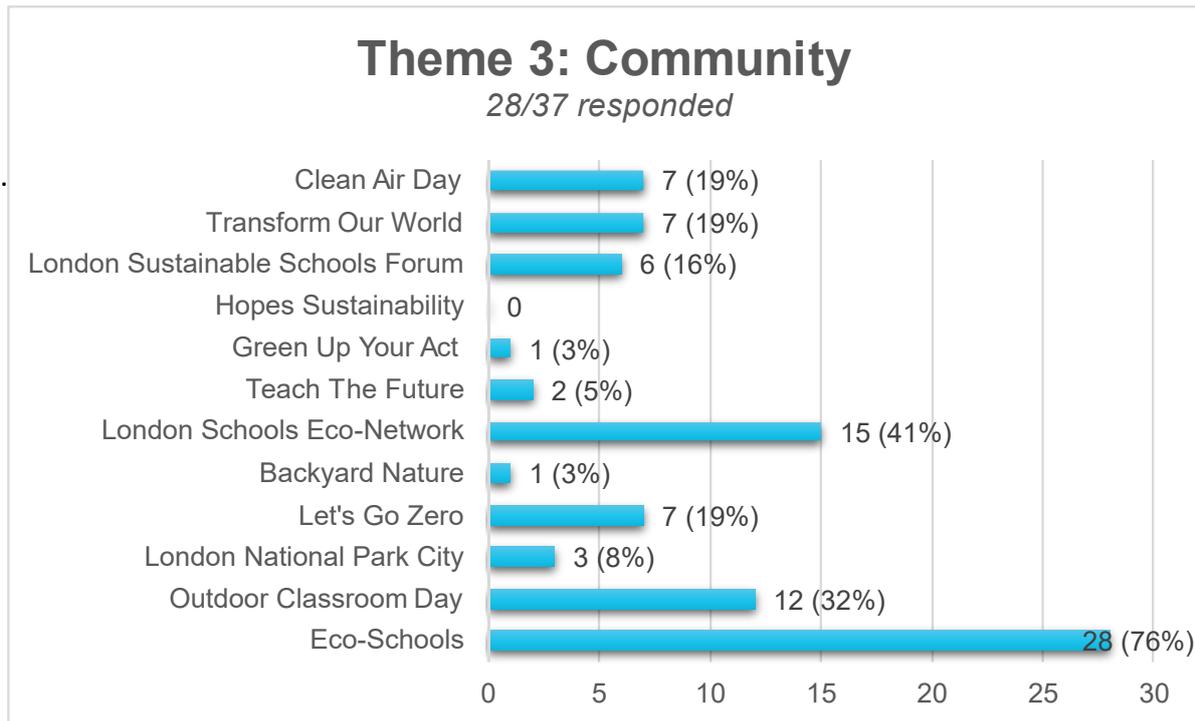
We have installed a natural willow den in our KS1 playground as an area for quiet contemplation. We also have a prayer garden in the KS2 playground again, for quiet contemplation.

⁴ [“Climate change: Young people very worried – survey”, BBC News](#)



Theme 3: Community

We asked schools if they were involved with any of the following sustainability initiatives. Many of the schools who completed the survey had heard about it through initiatives such as Eco-Schools and London Schools Eco-Network. Whilst this means our results are skewed towards schools that are already involved in climate change, sustainability and eco initiatives, it still provides valuable insights, particularly in showing where there are still gaps and opportunities.



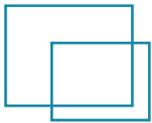
OTHER INITIATIVES SCHOOLS ARE ENGAGED WITH

In partnership with HomeRun Active Travel, Green School Runs, Camden Climate Action, Camden Sustainability, Peer Support Group and we take part in TFL STARS.

Annual Friends of the Earth air pollution monitoring.

Love where you live, World Ocean's day, Earth Day.

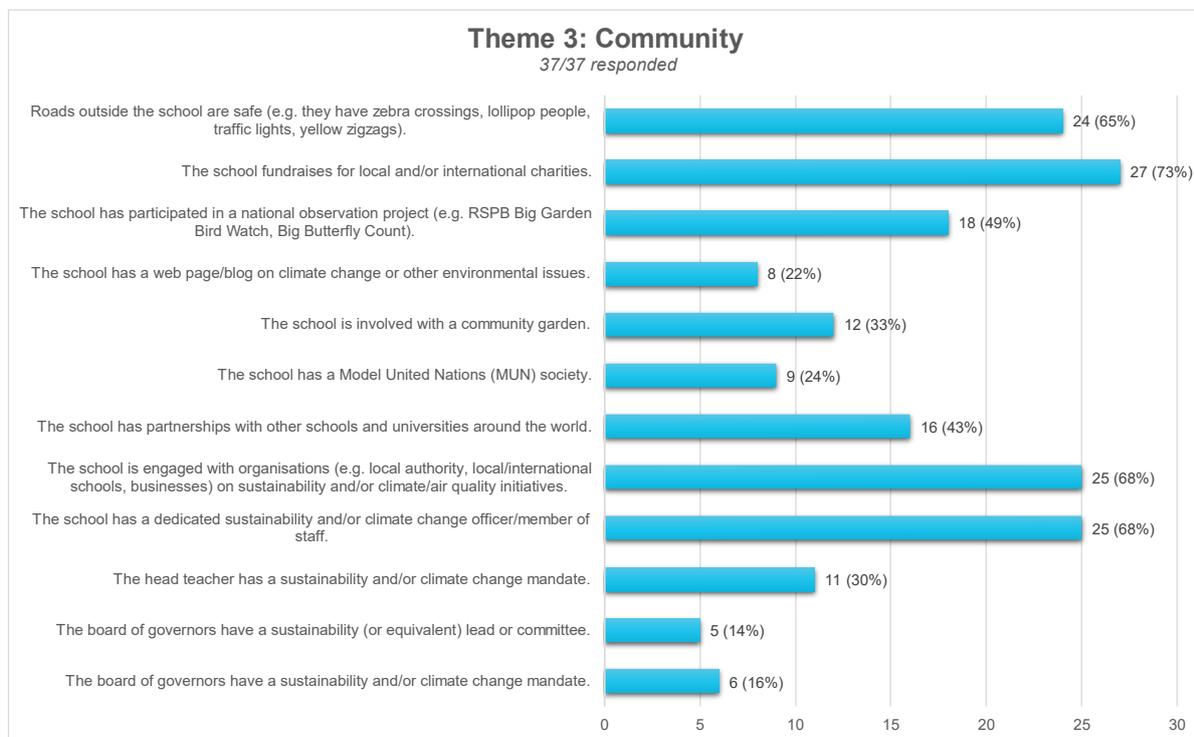
Youth Climate Summit



Only 14% of responding schools' Board of Governors have a sustainability lead or committee and only 16% of responding schools' Board of Governors have a sustainability and/or climate change mandate. However, 74% of responding schools have student-led groups on sustainability, climate change and/or air pollution.

Of the schools that responded, 68% are engaged with organisations (e.g. local authority, local/international schools, businesses) on sustainability and/or climate/air quality initiatives, 73% fundraise for local and/or international charities, 68% have a dedicated sustainability and/or climate change officer/member of staff and 65% have roads outside the school which are safe (e.g. they have zebra crossings, lollipop people, traffic lights, yellow zigzags).

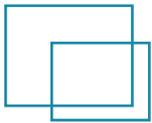
However, of the responding schools, only 22% have a web-page/blog on climate change and other environmental issues and only 24% have a Model United Nations society (MUN).



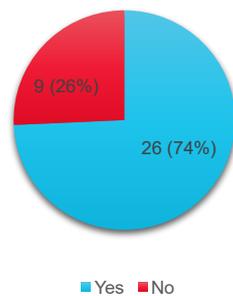
COMMENTS FROM PARTICIPATING SCHOOLS

We campaigned and achieved a timed healthy street zone during school drop offs/collections in the street outside the main gates.

School co-founded London Schools Eco-Network & UK Schools Sustainability Network; Headteacher working on new A-level-equivalent sustainability qualification; Board of governors approved Let's Go Zero and school carbon audit.



Do responding schools have student-led groups on sustainability, climate change and/or air pollution?
35/37 responded



If schools answered “Yes” to the question “Do responding schools have student-led groups on sustainability, climate change and/or air pollution?”, we asked them to tell us more, e.g. is the group affiliated with the UK Student Climate Network (UKSCN), have you undertaken any sustainability/climate projects etc.

Unaffiliated activity group initiated by students themselves "Climate care", run as an extracurricular activity

We belong to the London Schools Eco-Network

Not affiliated with any network - Christ Church Eco Warriors - CREW - elected representatives from each class

Eco schools green flag, we've run events with external speakers and invited other schools in the borough.

RIGHTS RESPECTING SCHOOLS AMBASSADORS

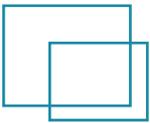
We have a school Eco-team who have undertaken many projects over the years from food waste to recycling and from food growing to climate change.

Climate club

We have recently started an eco-committee of children from years 1-6 who will be leading the school in eco initiatives.

Eco Committee with a representative from each year group as part of the Eco Schools initiative.

YCAG is running community groups implementing changes that students see necessary.



Eco-school, Gold Rights Respecting School

Across the Foundation there is a group called GreenImpact that coordinates all climate action across the age groups. Did not know about being affiliated with UKSCN but they are part of LSEN and have worked alongside Sustrans (Bikelt programme).

Not directly affiliated with UKSCN. Part of eco-schools programme requirements.

Eco-club which plans initiatives within the school.

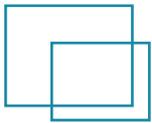
Plastic Free schools. We try to reduce plastic consumption in school.

Year 12 eco-committee has 18 students this year (~20% of year group); Year 7-11 each has 5 eco reps; Staff Eco-Forum; various staff-student taskforces e.g. food, waste, travel; annual Green Week & survey; this year will set up a whole school eco council.

There are Eco Reps in each form, a Y11 team working on the Eco Schools award and a Y12 team working on campaigns. We also have LSEN reps.

Our STEAM projects tackle a variety of environmental topics. We are a Rights Respecting School so advocating for the rights of others is part of our curriculum. The SDG's also form an integral part of our curriculum.

The school has Eco Committees who before the pandemic were very active, campaigning and educating on biodiversity, clean air, recycling, food production, plastics etc.

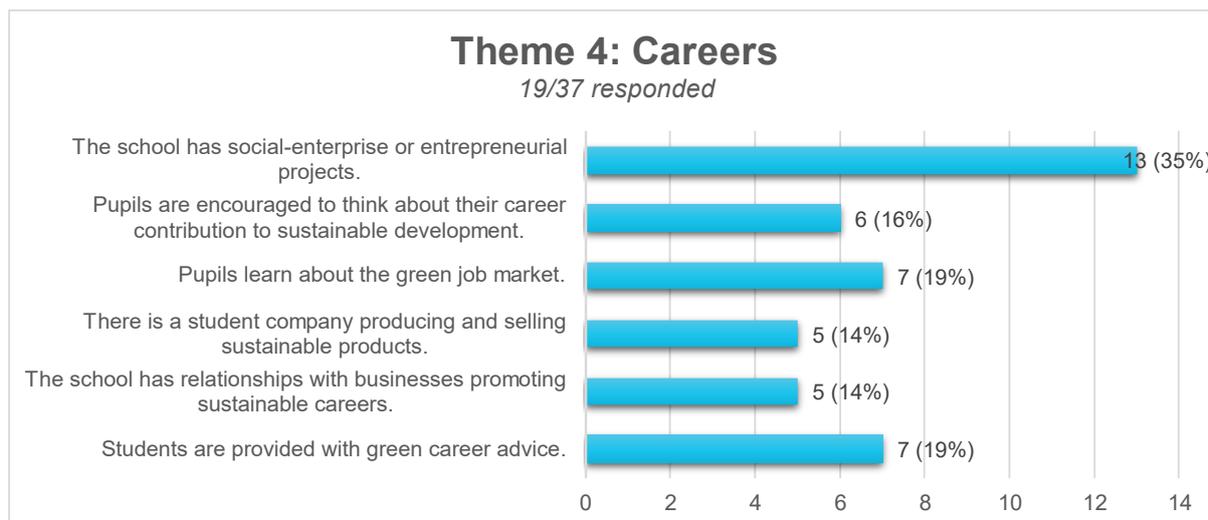


Theme 4: Careers

35% of responding schools have social-enterprise or entrepreneurial projects whilst 68% of responding schools said they would like a more bespoke green-careers advisory service. Further opportunities exist to:

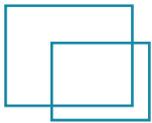
- Provide students with green career advice.
- Build relationships between schools and businesses promoting sustainable careers.
- Set-up and encourage student companies to produce and sell sustainable products.
- Teach pupils about the green job market.
- Encourage pupils to think about their career contributions to sustainable development.

Only 23% of respondents said their school has partnerships with local businesses providing internship opportunities to students.



COMMENTS FROM PARTICIPATING SCHOOLS

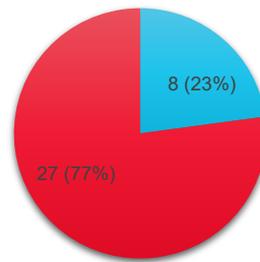
Held a Sustainability Careers Forum attended by students from 12 local schools in 2019; new head of careers very keen to embed sustainability throughout advice & events; lots of former pupils working in sustainability and come back to give talks; student-run secondhand clothing store.



For the next three questions asked to schools, we have only counted the responses given by secondary schools – primary schools don't tend to have careers services.

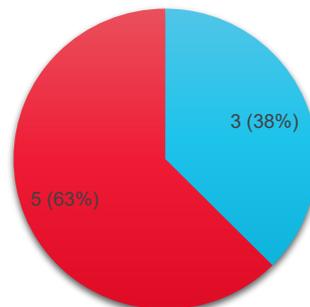
Do the schools have partnerships with local businesses providing internship opportunities to students?

35/37 responded



■ Yes ■ No

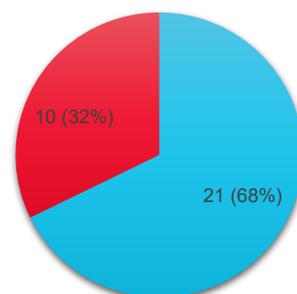
If yes, are any of these sustainability and/or climate change focussed?



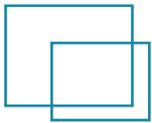
■ Yes ■ No

Would schools like a more bespoke green-careers advisory service?

31/37 responded

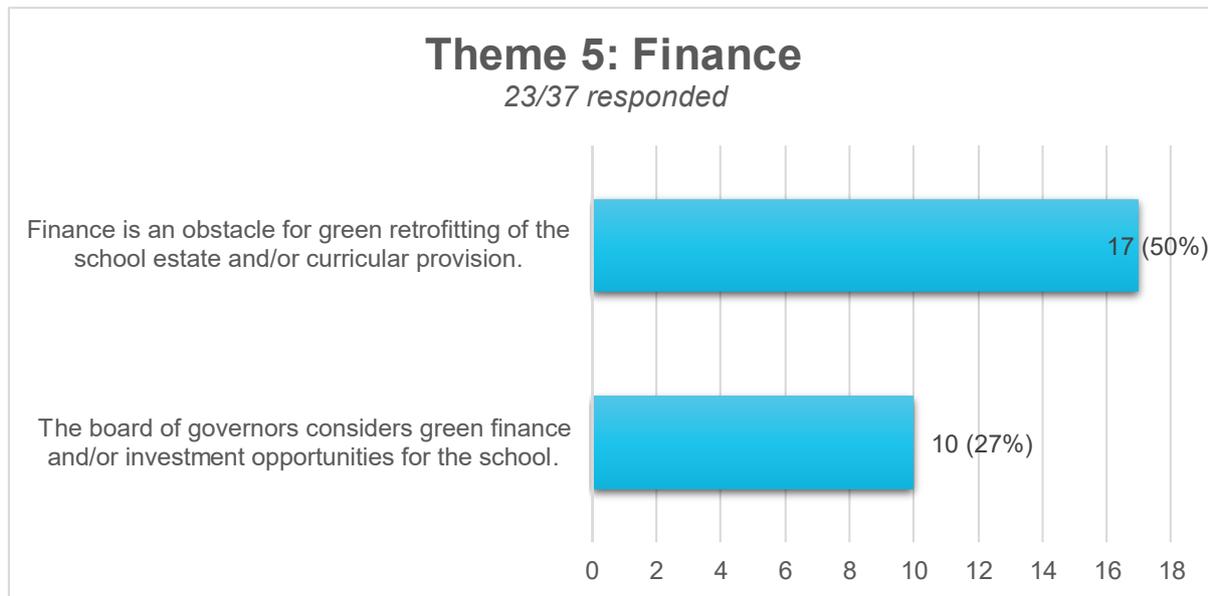


■ Yes ■ No



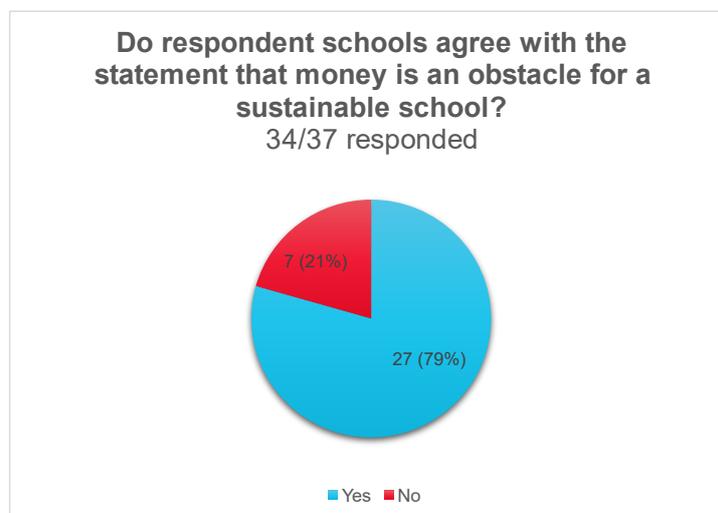
Theme 5: Finance

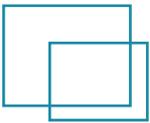
79% of responding schools agreed with the statement that money is an obstacle for a sustainable school whilst only 27% said their board of governors considers green finance and/or investment opportunities for their schools. 50% said finance is an obstacle for green retrofitting of school estates and/or curricular provisions.



COMMENTS FROM PARTICIPATING SCHOOLS

Ran an ethical banking workshop for students & staff with SOS-UK (all Year 12s will do this term); looking into school banking provider at the moment.





If schools answered “Yes” to the question “Do you agree with the statement that money is an obstacle for a sustainable school?”, we asked them why?

When projects put out to tender for best value, sustainability options are often considerably more expensive.

Using locally and sustainably sourced food is very expensive.

Green energy providers are more expensive than the one we currently use.

Unfortunately working in a state school environment we simply do not have the funding. I am the school's first sustainability lead so everything needs to be changed and started off. I was told that my budget was £0. Every choice has to revolve around money and sadly it is often the less sustainable option which is cheaper. Everything involves the need for some sort of budget, even the smallest things such as buying recycling bins or seeds for children to plant in school, requires money which we just do not have. I have managed to apply for funding and grants however this takes a lot of time and effort and may not be fruitful. This is obviously incredibly difficult to do while teaching full time, as we cannot afford to have someone cover me so that I can take time out of class to focus on our sustainability mission. Choices such as getting sustainably caught fish and eco cleaning products would be very easy changes if we had the money to do so. Obviously teaching the children about climate change and the importance of behaving sustainably is free. However, children learn from our actions more than our words and we simply cannot afford to physically show them a school that is making the sustainable changes that we are suggesting.

The school has not financially prioritised sustainability, and this has become more of an issue since the pandemic.

The building is old and retrofitting would cost a lot of money.

We would love to switch to greener alternatives to bin bags etc but the costs are prohibitive.

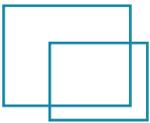
Although a lot of the work that is being done is behavioural change, the initial funding for big impact projects (mainly focussing on energy reduction initiatives) is not there. State schools have the potential to apply for government grants which are not available to the independent sector and therefore it has been a major obstacle to carrying out major retro fitting or PV projects for example.

It's not an entire obstacle, but in terms of improving energy use in particular, it definitely is (eg insulation, solar panels, etc)

Old building would need a lot of refitting to be more sustainable.

Money for school building was drastically cut about 10 years ago - rather than receiving £30k a year we now have about £6k

School budgets are at an all time low, having been reduced by 8% in real terms.



Changing supplies from plastic to reusable or eco friendly products takes time and money.

Costs in the short term.

To an extent, however, if it was a priority for the school then the money would be made available.

We would love to install energy meters which could be accessed by the children. Our school applied via Camden for a grant to make it more energy efficient but it was rejected. If we had the money we would install a ground source heat pump and solar panels.

It is perceived to be an obstacle and so is, even though many sustainable measures are cost saving e.g. energy reduction, re-use of materials & resources, more local school trips.

These are often expensive projects that would require funding that is otherwise set aside for maintenance or day-to-day operations.

This is a Grade II listed Victorian building and any adaptations are problematic and possibly expensive.

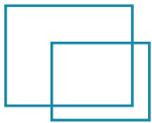
The building is old and the cost is high. Sourcing finance is difficult.

As an old premises from the early 1940s the big changes to the fabric of the buildings that would be required are too costly.

Several of the projects (such as solar panels and switching to a green energy supplier) have large upfront costs that independent schools get little support with.

Initial capital costs.

I have run a business and sustainability course for Year 12s since 2018 and will teach a 3-hour climate & sustainability course to all Year 12s in the summer term. Main school INSET included climate/sustainability. I am now employed 1.5 days/week just to work on climate/sustainability/environmental education so hoping to make significant progress this year. Now Covid impacts have abated, the whole school is very on board with embedding throughout the curriculum, co-curriculum and operations, and keen to do in a meaningful and impactful way avoiding greenwashing or fiddling around the edges. Main issue is staff (and student to some extent) time and headspace as everyone still having to fit this in around existing requirements and pressure.



End of survey: Further Comments from Responding Schools

Planning considerations (e.g. listed building status/conservation area) are sometime a barrier.

My school's leadership has not made adequate time or money available to make a good job of the sustainability agenda. Top down leadership is key to long term success in this area. Getting Heads and Governors to see this as a priority is very difficult.

These are really good ideas for things that we could be doing as a school. I know lots are from Green Flag, but I'd love all of the things on the form in one document to tick off!

It is a continual process and we aim to do better!

We re-designed our whole school curriculum two years ago to ensure all year groups are learning about different topics related to the environment and sustainability, which I am responsible for ensuring it is delivered in an engaging manner. We have a whole library in our school dedicated to books with links to the environment. Environmental education and outdoor learning are at the heart of our school and everything we do.

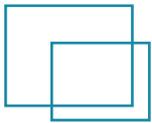
We would like more information about local conservation schemes and about green careers.

The more collaboration the better!!!

We said our roads are unsafe, but we have done a considerable amount of work to improve this with pavement widening, reduced car access, publicising zebra crossings and the lollipop officer, however we are on a busy, fast moving road.

Roe Green Juniors has lessons built into the curriculum to support children in understanding the impact of Climate Change. I am also on the committee for Brent's Climate Emergency and the way forward for Brent's schools.

As a Gold Rights Respecting School, sustainability and climate action are at the core of our ethos. We teach a curriculum which focusses on the SDG's and their impact both locally and globally. Each year we take part in STEAM projects which challenge and explore sustainable topics and give us opportunities to build links with business and develop legacy projects for our school. We take part in the World's Largest Lesson every year and our work on this has been shared globally including in the DfID report to the UN in the progress of the SDG's. We won the Camden Best Sustainable School Initiative which recognises schools that have reduced the impact of their operations, raised sustainability awareness and engaged with the wider school community in 2019. We were the first school in Camden to ban the use of single use plastic bottles as part of the OneLess ZSL campaign. We also successfully campaigned to have a water fountain installed in Kentish Town as part of the Team London Ambassadors programme. We introduced Meat Free Mondays in 2017 following a project on sustainable farming and food production. We work closely with the Skip garden in Camden and have installed a skip garden in our playground which the children plant and care for.



Results Summary

The London Schools Climate Action Map survey will be repeated every year for the next 10 years. This will enable us to map how schools are engaging with climate action and sustainability over time, as well as develop our own networks with schools, to ensure we engage with as many schools as possible. In its first year, 37 schools completed the survey.

In particular, it is important that SEND schools and Pupil Referral Units/Alternative Provision schools are included in the survey – we need to be engaging with every school, and not just those who already have established climate/eco teams.

We found the most effective way of engaging schools with the survey was through partner networks, such as UKSSN, as sustainability leads at schools hear directly about the survey. Unfortunately, this means that mostly schools who are involved already with climate action at their schools complete the survey, so our results are not representative of all schools, but do offer a valuable insight, particularly the areas where there are further opportunities for schools on climate and sustainability actions.

It is clear that schools want to engage in climate/eco-related initiatives and increase the sustainability of their schools, however many face barriers to these goals, with 79% of schools agreeing with the statement that money is an obstacle for a sustainable school. With only 14% of responding schools' Board of Governors having a sustainability lead or committee, only 16% having a sustainability and/or climate change mandate and 27% saying their Board of Governors considers green finance and/or investment opportunities for the school, there are opportunities for school leadership to put climate change and sustainability firmly on the agenda.

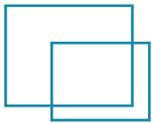
Only 14% of responding schools said they see water as a risk in terms of flooding and drought. 85% don't follow the GLA's guidance on adaptation for schools, but almost every responding school wanted to learn more. With a fifth of London schools susceptible to flooding, it is important that schools and their leadership considers adaptation and the risk to their school and school community⁵.



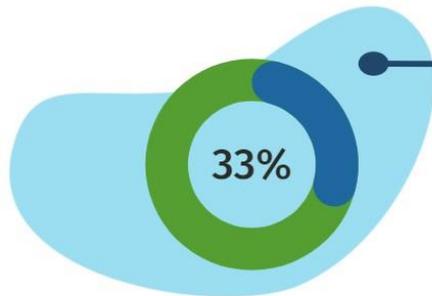
Theme 5: Finance

79% of schools who completed the survey say money is an obstacle for a sustainable school.

⁵ ["Climate crisis: fifth of London schools now susceptible to flooding", The Guardian](#)



Only one in three responding schools have mental health and eco-anxiety specific considerations in their sustainability and/or climate change communications or materials. With the rise in young people anxious about climate change, it is imperative that schools are engaging with these considerations with their students.



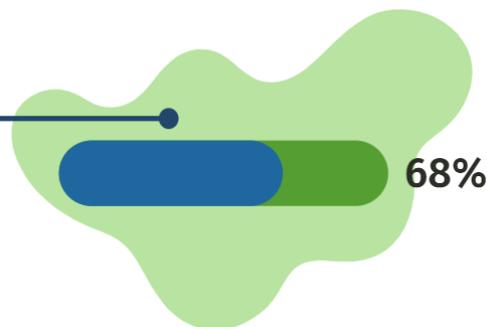
Theme 2: Curriculum

33% of schools who completed the survey have mental health & eco-anxiety specific considerations in the schools' sustainability and/or climate change communications or materials.

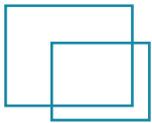
It is clear from the responses that schools would benefit from collaborations with organisations offering green career advice. Just 19% of schools responded saying their students are provided with green career advice but 68% of schools said they would like a more bespoke green-careers advisory service.

Theme 4: Careers

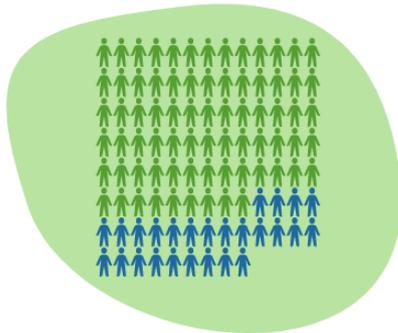
68% of schools who completed the survey would like a more bespoke green-careers advisory service.



Our survey results revealed many positive actions schools are taking on climate action and sustainability, with almost three quarters saying they have student-led groups on sustainability, climate change and/or air pollution.



Theme 3: Community



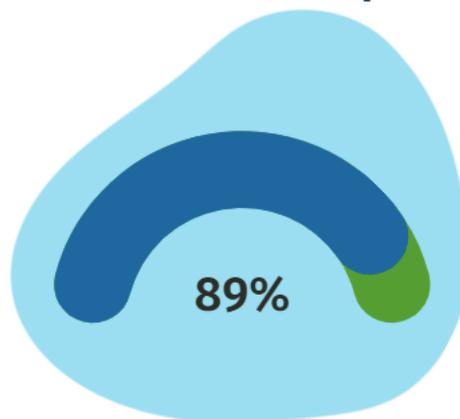
74% of responding schools said they have student-led groups on sustainability, climate change and/or air pollution.

95% of responding schools said that students learn about human impacts on the environment (e.g. waste & litter, air pollution, water pollution) and 68% have installed infrastructure that helps reduce energy consumption (e.g. low energy light bulbs, double/triple glazed windows, motion sensor lighting, low energy appliances), although installing these and retrofitting older buildings are not always affordable for many schools whose resources are already stretched. Vegetarian/vegan foods are available at 97% of the responding schools, and 89% have installed recycling facilities. 95% of schools said their classes visit different habitats outside of

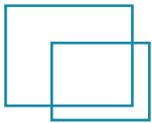
the school grounds (e.g. forests, beaches, rivers) and 73% of schools fundraise for local and/or international charities.

Going forward, we will be encouraging all 3500 of London's schools to participate in our 2022 survey to be released at the start of London Climate Action Week (25 June – 3 July 2022). A first-of-its-kind, the Map will help to overcome barriers schools face by identifying opportunities for collaboration between schools and industries/organisations engaged in sustainability/climate-change initiatives.

Theme 1: Campus



89% of responding schools have installed recycling facilities.



ANNEX

School Climate Action Map survey

Many thanks for taking the time to fill out this form. The purpose of the survey is to get a quick sketch of the range of sustainability and climate change activities going on in schools across London and is designed to be filled out quickly. If you would like to give us further information, please do so in the boxes supplied.

This survey is a key action from the **Schools Climate Summit** (29 June 2021) hosted by **London Climate Action Week** (26 June - 4 July 2021).

London Climate Action Week (LCAW): www.londonclimateactionweek.org

Schools Climate Summit: <http://www.londonsustainableschools.org/london-climate-action-week-2021.html>

The full survey results will be released as a report in partnership with the Greater London Authority (GLA) during the first week of COP26 (31 October - 12 November 2021).

The survey will ask questions relating to 5 themes that will be an important focus of the LCAW Schools Climate Summit. These themes are the 4 'C's and the 1 'F': Campus, Curriculum, Community, Careers and Finance.

The purpose of the Schools Climate Summit is to bring together London's school sector as a major force for climate action. London has an ambitious climate agenda and schools have a vital role to play in delivering it. While individual school efforts are inspiring, only a sectoral approach can create impact at scale. The LCAW Schools Climate Summit calls on London's 3500 schools to **think like a system & act as a sector**.

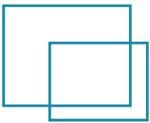
At the heart of LCAW are the Sustainable Development Goals with their motto "Leave No One Behind". We wish to ensure all of London's diverse schools are represented: state schools, independent schools, special schools, faith schools, alternative provision schools/pupil referral units and international schools.

School Details

Please provide the following information.

1. School Name _____

2. School URN (Unique Reference Number)



3. School Postcode

4. Pupil Age Range

Check all that apply.

Primary

Secondary

Sixth Form

Other: _____

5. Type of school. Please tick whichever options apply. If 'other', please state what type of school you are.

Check all that apply.

State school

Independent school

Faith school

Special school

Alternative provision/pupil referral unit

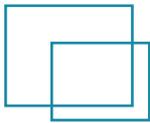
International school

Other: _____

6. Please provide your full name.

7. Please provide your designation within the school.

8. Please provide your email address.



Theme

1:

Campus

This section asks about the Campus and relates to the schools estate using the following topics - food, energy, water, waste, and land use (FEWWL).

Food

9. Please select any of the following options that apply to the school.

Check all that apply.

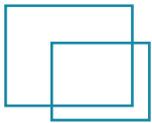
- The school has a garden which grows food.
- The school connects leftover food with people in need.
- The school has water fountains and/or reusable water bottles.
- Healthy options are encouraged for school dinners and break-times.
- Fish used in school meals is caught sustainably.
- Vegetarian/vegan foods are available at the school.
- The school uses reusable cutlery.

Other: _____

10. What percentage of pupils receive free school meals?

Mark only one oval.

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%



Energy

11. Please select any of the following options that apply to the school.

Check all that apply.

- The school is on a green energy tariff.
 - The school runs or participates in campaigns to reduce energy consumption and/or tracks its carbon footprint.
 - The school has installed infrastructure that helps reduce energy consumption (e.g. low energy light bulbs, double/triple glazed windows, motion sensor lighting, low energy appliances).
 - School grounds have renewable energy sources (e.g. wind turbine, solar panel).
 - Pupils have access to the energy meter and can monitor usage.
- Other: _____

Water

12. Please select any of the following options that apply to the school.

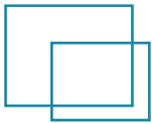
Check all that apply.

- The school has installed water saving devices.
 - The school participates in or runs water saving campaigns and/or monitors its water footprint.
 - Plants are watered using waste water.
 - Pupils have access to the water meter and can monitor usage.
 - The school sees water as a risk in terms of flooding and drought.
- Other: _____

13. Does the school follow the Greater London Authority's (GLA) guidance on adaptation for schools?

Mark only one oval.

- Yes
- No



Waste

14. If not, would the school be interested in learning more?

Mark only one oval.

Yes

No

15. Please select any of the following options that apply to the school.

Check all that apply.

The school runs or participates in campaigns on refuse, reduce, reuse, repair and recycle.

The school has installed recycling facilities.

The school has installed food waste infrastructure such as a compost bin.

The school participates in regular litter picks.

The school participates in local community clean up activities (e.g. park, beach, river).

The school has banned single-use plastics.

The school uses environmentally friendly cleaning products.

The school has a policy of avoiding using printed sheets where possible.

The school uses recycled books or other equipment.

Other: _____

Land-Use

16. Please select any of the following options that apply to the school.

Check all that apply.

The school has plants in containers and/or planting beds.

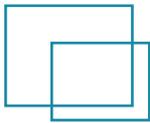
The school has an area for wildlife or conservation inside the school grounds or has adopted one outside the school grounds.

Pupils grow and look after plants in the school.

The school has a dry, safe place to store bicycles and scooters.

The school has a natural area to work or play in.

Other: _____



Theme 2: Curriculum

17. Please select any of the following options that apply to the school.

Check all that apply.

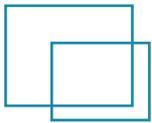
- Classes visit different habitats outside of the school grounds (e.g. forests, beaches, rivers).
- Pupils learn about the Sustainable Development Goals or related age-appropriate materials.
- Pupils learn about climate change and the Paris Agreement or related age-appropriate materials.
- Pupils learn about the green economy and sustainable financial systems.
- Pupils learn about global threats to biodiversity and the importance of conservation.
- Pupils learn about energy saving and its importance in relation to the environment.
- Pupils learn about the benefits of a healthy lifestyle and how this benefits the environment.
- Pupils learn about human impacts on the environment (e.g. waste and litter, air pollution, water pollution).
- Pupils learn about the importance of refuse, reduce, reuse, repair and recycle.
- Pupils have the opportunity to learn to ride bicycles or scooters safely.
- Pupils have (non-PE or sports related) lessons outside within the school grounds.
- Outdoor learning and play is a core feature of the school curriculum.

Other: _____

18. Are there mental health and eco-anxiety specific considerations in your sustainability and/or climate change communications or materials?

Mark only one oval.

- Yes
- No



19. If yes, can you provide details?

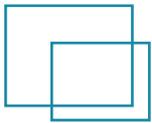
Theme 3: Community

20. Is this school involved with any of the following sustainability initiatives?

Check all that apply.

- Eco-Schools
- Outdoor Classroom Day
- London National Park City
- Let's Go Zero
- Backyard Nature
- London Schools Eco-Network
- Teach The Future
- Green Up Your Act
- Hopes Sustainability
- London Sustainable Schools Forum
- Transform Our World
- Clean Air Day

Other: _____



21. Please select any of the following options that apply to the school

Check all that apply.

- The board of governors have a sustainability and/or climate change mandate.
- The board of governors have a sustainability (or equivalent) lead or committee.
- The head teacher has a sustainability and/or climate change mandate.
- The school has a dedicated sustainability and/or climate change officer/member of staff.
- The school is engaged with organisations (e.g. local authority, local/international schools, businesses) on sustainability and/or climate/air quality initiatives.
- The school has partnerships with other schools and universities around the world.
- The school has a Model United Nations (MUN) society.
- The school is involved with a community garden.
- The school has a web page/blog on climate change or other environmental issues.
- The school has participated in a national observation project (e.g. RSPB Big Garden Bird Watch, Big Butterfly Count).
- The school fundraises for local and/or international charities.
- Roads outside the school are safe (e.g. they have zebra crossings, lollipop people, traffic lights, yellow zigzags).

Other: _____

Theme 4: Careers

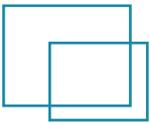
22. Are there student-led groups on sustainability, climate change and/or air pollution?

Mark only one oval.

Yes

No

23. If yes, can you tell us more? e.g. is the group affiliated with the UK Student Climate Network (UKSCN), have you undertaken any sustainability/climate projects etc.



24. Please select any of the following options that apply to the school.

Check all that apply.

- Students are provided with green career advice.
- The school has relationships with businesses promoting sustainable careers.
- There is a student company producing and selling sustainable products.
- Pupils learn about the green job market.
- Pupils are encouraged to think about their career contribution to sustainable development.
- The school has social-enterprise or entrepreneurial projects.

Other: _____

25. Does the school have partnerships with local businesses providing internship opportunities to students?

Mark only one oval.

- Yes
- No

26. If yes, are any of these sustainability and/or climate change focussed?

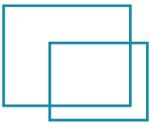
Mark only one oval.

- Yes
- No

27. Would you like a more bespoke green-careers advisory service?

Mark only one oval.

- Yes
- No



Theme 5: Finance

28. Please select any of the following options that apply to the school.

Check all that apply.

The board of governors considers green finance and/or investment opportunities for the school.

Finance is an obstacle for green retrofitting of the school estate and/or curricular provision.

Other: _____

29. Would you agree with the statement that money is an obstacle for a sustainable school?

Mark only one oval.

Yes

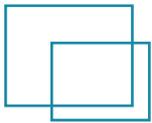
No

30. If yes, why?

**Further
Details**

If there is any further information you would like to provide about sustainability and/or climate change activities your school is involved with, please do so in this section.

31. Is there anything you would like to add?



London
Climate
Action
Week -
Schools
Climate
Summit

As part of the London Climate Action Week (LCAW) Schools Climate Summit (29th June), there were 'deep-dive' online sessions and workshops with expert leads into the following summit themes: Campus, Curriculum, Community, Careers and Finance (the 4 'C's and 1 'F'). Recordings of the sessions are available, please see the London Climate Action Week YouTube channel for these.

32. Please tick the themes the school would like to find out more about.

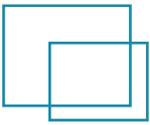
Check all that apply.

- Campus
- Curriculum
- Community
- Careers
- Finance

33. Would your school like to participate in future Schools Climate Summits and receive further information?

Mark only one oval.

- Yes
- No



Thank you for taking part in this survey! Your time and effort are greatly appreciated and will help provide a more comprehensive view of action in schools across London.

Please check out @london_climate and @climate_london for more information on London Climate Action Week and the Schools Climate Summit for ways your school can be involved!

If you have any questions or comments, kindly send them to helen.gent@globelegislators.org.

London Climate Action Week (LCAW): www.londonclimateactionweek.org

Schools Climate Summit: <http://www.londonsustainableschools.org/london-climate-action-week-2021.html>

Please note that some of the questions are adapted from the Eco-Schools Environmental Review (<https://www.eco-schools.org.uk/primary-pathway/seven-steps/environmental-review/>). We would like to thank Eco-Schools for making such valuable materials available for all.

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