

Linking education setting statutory documents and approaches to Climate Action Plans

Exploration and Reflection Activity

1. **Cut out** the ‘policy heading’ slips and ‘policy links’ cards.
2. **Organise the cards with corresponding slips.** Some matches might be straight forward; others might be more tentative. *Try to have at least one card matched with each policy, but it is fine if some policy headings have no link cards at all. It is your interpretation of the links based on your discussions that is important.*
3. **Cut out** the ‘Climate action’ cards.

You’ll notice they have letter codes on each. They stand for the pillars of a climate action plan:

(G) = General (B) = Biodiversity (D) = Decarbonisation
(A) = Adaption & Resilience (C) = Climate Education & Green Careers

4. **Sort the action cards with into the policy headings to where you see fit.**
5. The ‘links’ card is your match to a policy, and so similar wording could be written into that particular policy, and the matched action cards is what can be written into your CAP with wording that links to the corresponding policy. *For example, for your Behaviour Policy, you could:*

New text in policy: “Assess and plan for potential behavioural impacts during Met Office heat advisories particularly on SEND pupils. Plans could include...”

Action in CAP: “Analyse climate impacts on vulnerable groups, e.g. potential for increased unregulated behaviour during hot weather (new section of Behaviour Policy re: behaviour in times of heat stress)”

6. For each of the ‘checklists’, reflect on suggested actions that could go in your CAP and linked to a policy. ‘N/A’ is an action which is not relevant to your setting or would be impossible to implement. “We do” are actions you already do and can be referenced in policies. “Should do” are achievable, “Aspirational” would be challenging but highly impactful if achieved.

TOP TIP! Put the actions you *already do* into your CAP – note that you are already achieve this as a setting and your next step is to embed it into a relevant policy – therefore effectively making it a ‘statutory’ action.

Activity created by Kit Marie Rackley (Schools Climate Hub Coordinator, University of East Anglia Tyndall Centre for Climate Change Research). First version created July 2025. For INTERNAL USE ONLY, please do not share without consent as both process and content is subject to updates based on constant evaluation and research. This document is intended as a guide and does not constitute legal advice or consultation. UEA take no responsibility for decisions or changes to policy as a result of engaging with this document.

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Safeguarding Policy

Curriculum Policy

Health & Safety and
Operations Policies

Behaviour Policy

Careers Guidance Policy

Public Sector Equality Duty
(PSED) Objectives

SEND Policy



Assess environmental hazards (e.g., flooding, overheating) in risk assessments

Address disproportionate impacts of environmental risks on vulnerable pupils

[Equality Act 2010, s.149](#)

Embed teaching about climate change, sustainability and ecosystems throughout the curriculum

Ensure outdoor learning is accessible to pupils with SEND

[National Curriculum](#)

[Special educational needs and disability code of practice: 0 to 25 years Statutory guidance: Special educational provision in schools](#)

Promote sustainable travel choices to reduce congestion/pollution

Train staff on emerging welfare issues (e.g., climate anxiety)

[Keeping children safe in education 2024: Mental Health](#)

Minimise environmental impact of estate management

Publish annual progress on sustainability objectives (e.g., carbon reduction)

[Good Estate Management: Sustainability of your estate](#)

[School output specification Technical annex 2J: sustainability](#)

Provide encounters with employers in growth sectors (e.g., green tech)

Develop pupils' understanding of responsible resource use

[Careers guidance and access for education and training providers: GB5](#)

[National Curriculum](#)



Establish pupil-led eco-committees to drive sustainability projects (G)	Conduct flood risk assessments and update emergency plans (A)
Create wildlife corridors (e.g., hedgerows, ponds) in school grounds (B)	Integrate climate science into Science/Geography curricula (C)
Install solar panels and smart energy meters (D)	Partner with local green employers for career workshops (C)
Implement "no-idling zones" to reduce vehicle emissions (D/A)	Plant shade trees to cool playgrounds during heatwaves (B/A)
Set up a "green skills" after-school club (e.g., gardening, repair workshops) (C)	Launch energy-saving campaigns with pupil energy monitors (D)



<p>Develop drought-resistant landscaping to conserve water (A/B)</p>	<p>Create climate anxiety support resources for students (G)</p>
<p>Install air quality monitors around school grounds (A)</p>	<p>Introduce meat-free days in school meals to reduce carbon footprint (D)</p>
<p>Establish a school "swap shop" for reusable uniforms/equipment (G/D)</p>	<p>Engage with the National Education Nature Park citizen science programme and embed it across the curriculum (B/C)</p>
<p>Train DSLs on climate-related domestic risks (e.g., fuel poverty) (A)</p>	<p>Invite sustainability professionals for talks etc (e.g. request Climate Ambassadors via STEM Learning)</p>
<p>Analyse climate impacts on vulnerable groups (A)</p>	<p>Reward sustainable behaviour (e.g., bike/walk badges, eco-house points etc) (G)</p>

Safeguarding Policy Checklist

(Statutory Base: Keeping Children Safe in Education - KCSIE)

	N/A	We do	Should do	High aspiration
Conduct flood risk assessments and update emergency plans				
Install air quality monitors around school grounds				
Develop heatwave protocols for playgrounds/classrooms				
Create extreme weather response kits (e.g., cooling packs, flood barriers)				
Map safe walking routes away from high-pollution roads				
Train staff on climate anxiety identification and support				
Establish mental health first aiders for eco-distress				
Integrate air pollution alerts into school closure decisions				
Audit building safety for climate resilience (e.g., roof stability in storms)				
Partner with local authorities on community emergency planning				
Add climate risks to Single Central Record (SCR) monitoring				
Provide sun safety education and UV-protection zones				
Ensure water fountains are accessible during heat events				
Test emergency communications (e.g., flood warnings via parent apps)				
Review safeguarding policies annually for new climate risks (e.g., wildfires)				
Designate climate-safe spaces for vulnerable pupils during disruptions				
Train DSLs on climate-related domestic risks (e.g., fuel poverty)				
Incorporate food/water security into pastoral support plans				
Develop pupil-led safety patrols for environmental hazards				
Publish climate risk appendix in safeguarding policy				

Curriculum Policy Checklist

(Statutory Base: National Curriculum + RSHE Guidance)

	N/A	We do	Should do	High aspiration
Engage with the National Education Nature Park citizen science programme and embed it across the curriculum				
Create "green skills" clubs (e.g., gardening, renewable tech)				
Dedicate 1 term/year to sustainability themes across subjects				
Teach resource conservation via Maths (e.g., energy data analysis)				
Integrate climate justice in Citizenship/PSHE				
Develop climate-focused literature units (e.g., eco-poetry)				
Launch DT projects with upcycled materials				
Calculate carbon footprints in Computing lessons				
Host annual sustainability fairs with pupil exhibitions				
Link outdoor learning to biodiversity curricula				
Invite climate scientists for guest lectures				
Require sustainability criteria in art/music performances				
Map curriculum to UN Sustainable Development Goals				
Establish uniform/equipment swap shops as real-world economics				
Integrate food sustainability into Food Tech (e.g., meat-free recipes)				
Create "climate diaries" for cross-disciplinary reflection				
Develop digital literacy on eco-misinformation				
Partner with local eco-projects for fieldwork				
Embed indigenous ecological knowledge in Humanities				
Audit curriculum annually for DfE strategy alignment				

Health & Safety and Operations Policies Checklist

(Statutory Base: Health & Safety at Work Act 1974,
Good estate management for schools)

	N/A	We do	Should do	High aspiration
Utilise the Sustainable Support for Education online platform				
Implement no-idling zones for vehicles				
Switch to LED lighting with motion sensors				
Conduct energy audits termly				
Use drought-resistant landscaping				
Install rainwater harvesting systems				
Request support from a Let's Go Zero Climate Action Advisor				
Create shaded areas with green roofs/walls				
Establish EV charging points				
Source 100% renewable energy				
Introduce meat-free days in catering				
Eliminate single-use plastics in canteens				
Set up composting stations				
Use non-toxic cleaning products				
Implement paperless admin systems				
Prioritise FSC-certified materials				
Install bike shelters/showers for staff/pupils				
Monitor indoor air quality in classrooms				
Develop green procurement standards				
Publish decarbonisation roadmap with annual target				

Behaviour Policy Checklist

(Statutory Base: DfE Behaviour Guidance)

	N/A	We do	Should do	High aspiration
Reward sustainable behaviour (e.g., bike/walk badges, eco-house points etc)				
Enforce "waste-free lunch" incentives				
Embed "switch-off" routines for lights/devices				
Introduce carbon literacy certificates				
Support pupil eco-committees with decision-making power				
Ban single-use plastic bottles				
Create "green points" house system				
Implement "litter-picking" duties				
Model sustainable behaviour in staff code				
Develop digital citizenship for eco-advocacy				
Host inter-school climate challenges				
Integrate sustainability into anti-bullying programmes				
Establish "repair café" culture for damaged items				
Recognise energy-saving monitors				
Promote water conservation habits				
Include eco-standards in homework policies				
Celebrate biodiversity guardians				
Facilitate "climate debate clubs"				
Link behaviour rewards to eco-charities				
Require sustainability pledges at enrolment				

PSED Objectives Checklist

(Statutory Base: Equality Act 2010, Public Sector Equality Duty: guidance for public authorities)

	N/A	We do	Should do	High aspiration
Analyse climate impacts on vulnerable groups				
Prioritise cooling/heating upgrades if setting serves deprived areas				
Co-design green spaces with SEND/pupil premium pupils				
Subsidise sustainable uniforms for low-income families				
Ensure climate education resources in EAL formats				
Audit travel policies for accessibility				
Fundraise for solar panels in global partner schools				
Champion diverse voices in sustainability leadership				
Address food insecurity through school gardens				
Track participation in eco-activities by pupil group				
Adapt emergency plans for disabilities				
Partner with environmental justice charities				
Provide free reusable period products				
Offer subsidised cycling proficiency				
Publish disaggregated data on climate engagement				
Review policies through equity lens				
Host community climate justice forums				
Invest in bilingual eco-resources				
Support youth climate strikes inclusively				
Set equity-focused CAP targets (e.g., "100% SEND access to nature areas")				

SEND Policy Checklist

(Statutory Base: SEND Code of Practice)

	N/A	We do	Should do	High aspiration
Ensure accessible wildlife gardens (e.g., raised beds, sensory paths)				
Adapt outdoor learning for physical needs				
Create shaded rest zones for medical conditions				
Develop sensory climate resources (e.g., tactile weather models)				
Train staff on eco-therapy benefits				
Design quiet green spaces for neurodiverse pupils				
Adapt emergency drills for mobility needs				
Appoint SEND sustainability champions				
Provide assistive tech for environmental monitoring				
Include SEND pupils in eco-committees				
Use visual aids for sustainability routines				
Partner with special farms/gardens				
Customise climate anxiety support				
Ensure inclusive transport for eco-trips				
Audit CAP actions for SEND accessibility				
Create "calm kits" for extreme weather stress				
Develop hydroponic gardens at wheelchair height				
Use Makaton signs for environmental vocabulary				
Offer therapeutic horticulture programmes				
Produce easy-read CAP documents				