



Overview of the DfE Sustainability & Climate Change Strategy

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Welcome



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Facilitator

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CE EAST MIDLANDS
AWARDS 2023



Bespoke Sustainability INSET
training

Carbon Literacy training

Embedding sustainability in the
curriculum

Decarbonising Governance &
Culture

Decarbonising Buildings

Workshop Outline

- Background to sustainability and climate change
- Key areas of the DfE Sustainability and Climate Change Strategy
- Creating the conditions for successful outcomes:

Culture

- Decarbonising your Culture
- Embedding in the Curriculum

Governance

- Representation
- Risk Management
- Business Continuity Planning

Before we start ...

How well do you understand climate change?

How motivated are you to reduce climate change?

Do you believe your school can benefit by reducing climate change?

Each of these activities contributes more than 2 million tonnes of CO₂e **per year**, but which has the highest annual emissions?



A New Coal Mine



The Cloud & World's Data Centre



The Football World Cup



Cryptocurrencies



The Cloud & World's Data Centre

160m tonnes CO₂e



Cryptocurrencies

68m tonnes CO₂e



A New Coal Mine

8.4m tonnes CO₂e



The Football World Cup

2.2m tonnes CO₂e



Key Terms



Sustainability

“Meeting the needs of the present without compromising the ability of future generations to meet their own needs” (UN Brundtland Commission, 1987)

Environmental, Social
and Governance
Framework

Used to assess practices
and performance

ESG

**Climate
Change**

Large-scale, long-
term shift in the
planet’s weather
patterns and average
temperatures

?

No carbon emissions
are created

**Zero
Carbon**

**Carbon
Neutral**

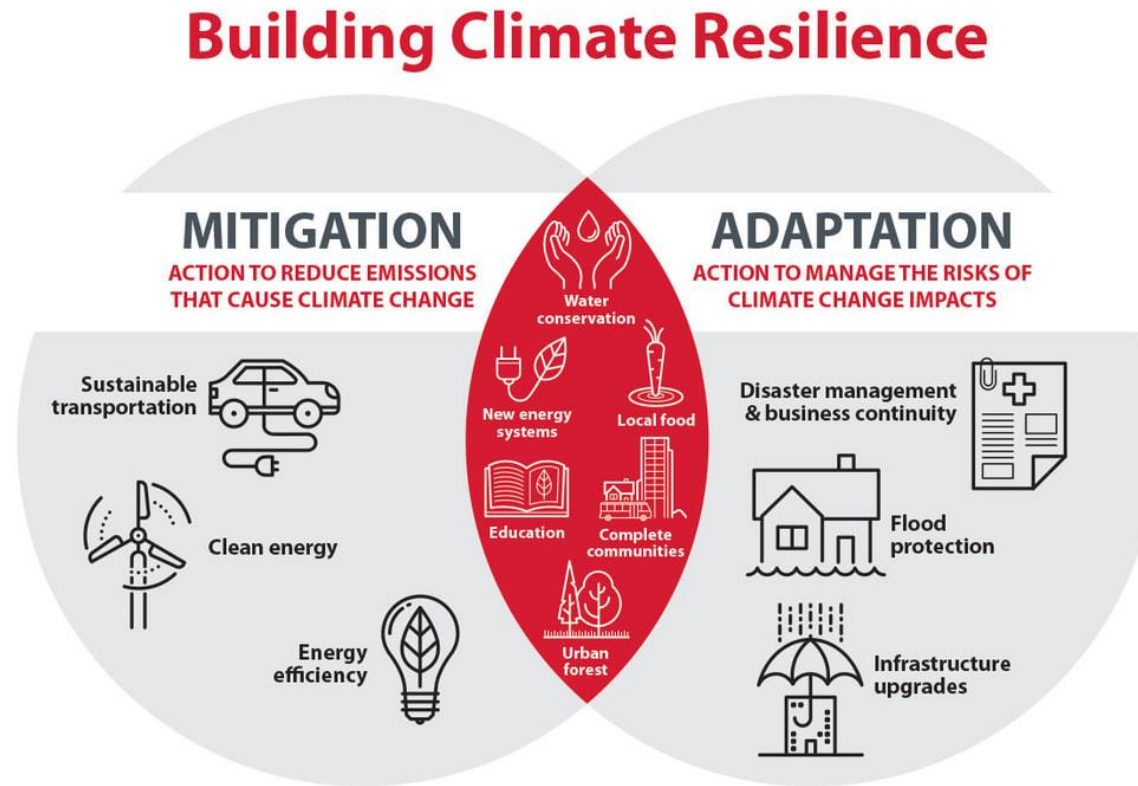
Calculate emissions
and compensate for
what has been
produced

Offsetting

**Net
Zero**

Balancing out / cancelling emissions
Amount produced no more than that removed

The goal is to
avoid
significant
human
interference
with the
climate system



The goal is to
reduce our
vulnerability
to the harmful
effects of
climate
change



SUSTAINABLE DEVELOPMENT GOALS



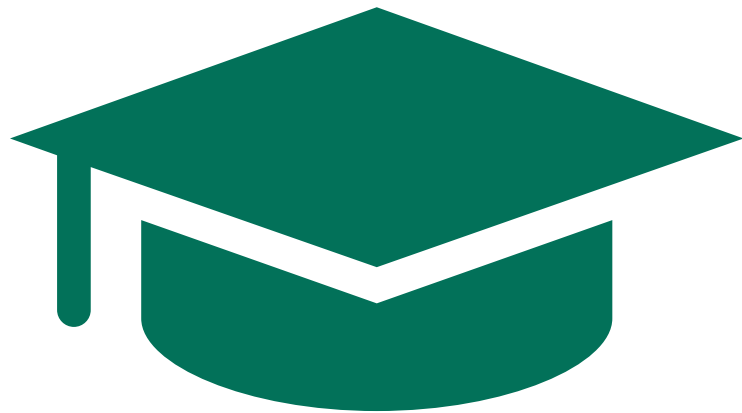


DfE Strategy

Key Areas of Interest

Action Areas:

- Climate Education
- Green Skills & Careers
- Education Estates & Digital Infrastructure
- Operations & Supply Chains
- International
- Leadership Engagement and Next Steps



Action Area 1: Climate Education

- The Natural Environment
- Teaching support
- Learning in the Natural Environment
- Political Impartiality



Action Area 2: Green Skills & Careers

- Net Zero Strategy
- Additional Support for Green Jobs & Skills
- Support & Guidance for Green Careers



Action Area 3: Education Estates & Digital Infrastructure

- New Buildings & New Blocks
- Existing Estates
- Resilience & Adaptation, Access to Nature & Environment Conditions
- Heating Solutions
- Water Strategy
- Reporting Frameworks, Processes & Targets



Action Area 4: Operations and Supply Chains

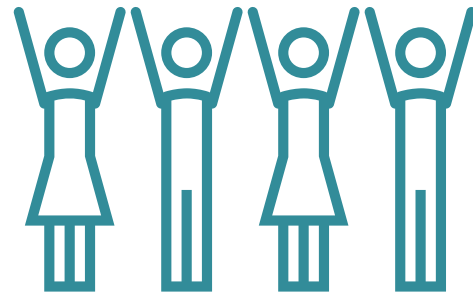
- The Circular Economy & Waste Reduction
- Carbon Literacy Training
- Good Estate Management for Schools Guidance Updates
- Alignment with DEFRA's Resources & Waste Strategy

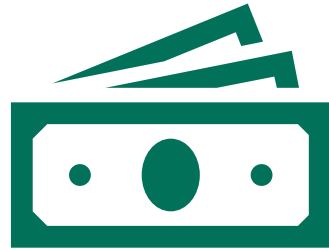


Action Area 5: International

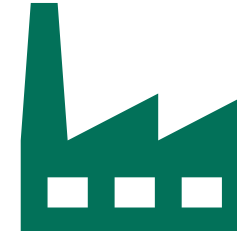
- Champion Education & Learning on a Global Stage
- Inspire, Share & Learn
- Trade & Exports
- International Initiatives

Leadership Engagement & Next Steps





UK government legislation to meet net zero by 2050 – the UK is the first country to set **legally binding carbon budgets**- placing a restriction on the total amount of greenhouse gases the UK can emit over a 5-year period
pg. 6

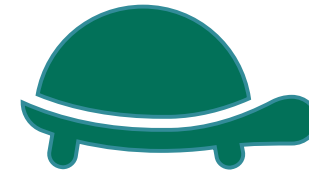


In the latest, Carbon Budget 6, the UK **legislated to reduce emissions by 78% by 2035** compared to 1990 levels
pg. 6



Within the Environment Act (2021) - government will set **statutory targets for air quality, biodiversity, water, resource efficiency and waste reduction**

pg. 6



And a new target to reverse the decline in species abundance by the end of 2030; **strengthening the biodiversity duty on public authorities, including the DfE**

pg. 6



New buildings designed
for a **2°C rise** in av.
global temperatures
and future-proofed for
a **4°C rise**

pg. 31



Wherever possible we will
facilitate **autonomy** and foster
innovation

pg. 13



The Business Case

Legislation

Efficiency

**Business
Continuity**

Reputation

**How will implementing the
strategy benefit your
school?**

**League Table
Position**

Ethics

Differentiation

**Recruitment
& Retention**



Culture

slido



How adaptable is your school / leadership to change?

ⓘ Start presenting to display the poll results on this slide.

Decarbonising Your School Culture



Institutional attitude towards sustainability and climate change?
On a par with financial & safeguarding?



Stakeholder relationships?



Pace of change?



Transparent / Co-created / Simple



Lead by example?



Pushbacks?



Governance

Representation

The sector has seen the greatest impact & success in developing & delivering a whole-setting approach to sustainability and climate change when there is **co-ordination and leadership of activity at a local level** – with the **support of senior leadership teams and governors** (p.7)

- Governor Level
- KPIs for Senior Leadership & Pastoral / Curriculum Leads
- Student Committee
- Sustainability Basics & Carbon Literacy training
- Needs to be ubiquitous:
 - CPD / incentives

Risk Management & Business Continuity



Where does energy efficiency and climate change mitigation sit within your risk register?



Measures included in risk assessments?



Extreme weather event responses included in business continuity planning?



Horizon scanning with insurers?

“The expected growth in physical risk exposures and insurance claims due to climate change will increase risk-based premium levels over time, potentially impairing the mid- to long-term affordability and availability of insurance products with coverage against climate-related hazards”.

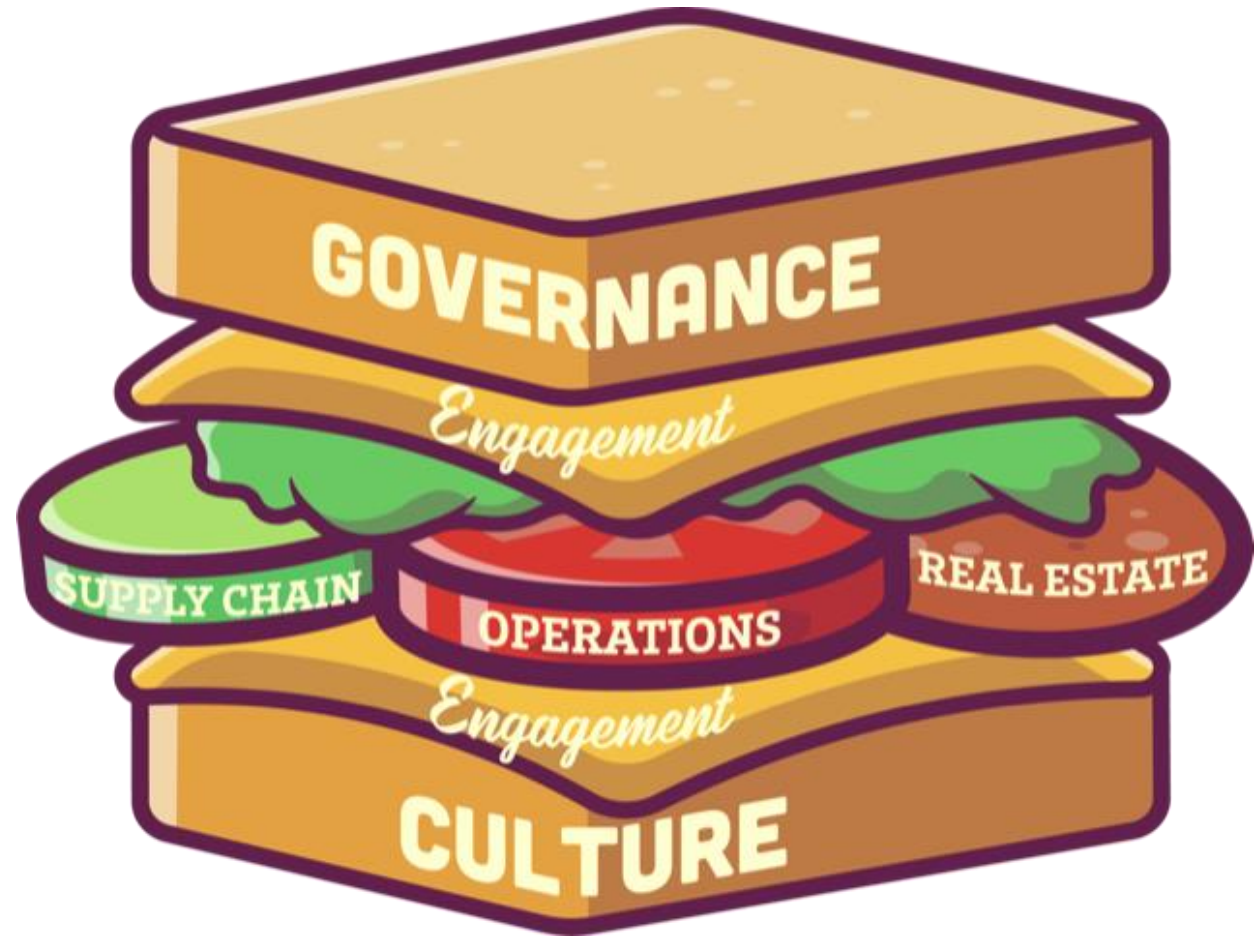


eiopa

European Insurance and
Occupational Pensions Authority

The Sustainability Sandwich

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**Accurate
not Perfect**



**Progress not
Perfection**



**Those who say it
cannot be done
should not interrupt
those of us who are
doing it**



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