DCSF Sustainable Development Action Plan 2010-2012

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Chapter 1: Introduction

About this plan
1. This Sustainable Development Action Plan (SDAP) from the Department for Children, Schools and Families is intended to cover the period April 2010 to March 2012. It follows and builds on the work outlined in our current SDAP Brighter Futures, Greener Lives\(^1\) (2008) and earlier SDAPs\(^2\) from the Department of Education and Skills. This plan incorporates the Department’s Carbon Reduction Delivery Plan and the Departmental Adaptation Plan – both of which are requirements that Government set out in the *Low Carbon Transition Plan*.\(^3\) Carbon reduction and adaptation are critical issues for sustainable development within the UK and globally, and so we are putting these plans at the heart of the Department’s action to ensure a sustainable future for children.

2. The SDAP covers the whole of the Department’s remit, from policy and the work we do to lead the system of agencies and local authorities supporting schools and children’s services to the way we operate our buildings. The plan is not a statement of our core business, but of how we deliver our core business to support the Government’s commitment to sustainable global development.

3. Inevitably, the SDAP gives an overview of the work planned. It is underpinned by a more detailed delivery framework that sets out what we intend to achieve by themes that closely mirror the Every Child Matters outcomes, to clearly demonstrate how sustainable development supports delivery of core Departmental business. The four sustainability themes cover wellbeing, education and skills, value for money (VFM) and low carbon, and equity. Chapter 2 will describe them more fully, including detailing Departmental commitments under each theme, and set out how they complement the Every Child Matters outcomes: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

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\(^3\) *Sustainable development action plan for Education and Skills* (2003)

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4. Although the SDAP is not a statement of our core business, the actions that deliver sustainable development are core business and reflected in programme and project plans in all areas of the Department’s work. The delivery framework will not be a separate plan but a living document that brings together ongoing monitoring and evaluation data from a range of the Department’s activity that supports sustainable development. The SDAP delivery framework will be reviewed and updated on our website: http://www.dcsf.gov.uk/. The SDAP and its delivery framework will be regularly monitored and reported both internally through a Sustainable Development Programme Board and through corporate performance reporting to the Departmental Board, and to the Sustainable Development Commission (details of how we will monitor and report on progress will be covered in Chapter 6).

The UK strategy on sustainable development

5. In 2005, the Government responded to increasing concerns over climate change, unsustainable consumption, loss of natural resources and quality of life in communities with Securing the Future: delivering UK sustainable development strategy4 (2005). The Government’s strategy is based on the internationally accepted Brundtland definition of sustainable development: “development which meets the needs of the present without compromising the ability of future generations to meet their own needs”.

6. Five key principles were laid down in the strategy and these continue to provide the basis for sustainable development (SD) policy in the UK. These principles are:

- living within environmental limits;
- ensuring a strong healthy and just society;
- achieving a sustainable economy;
- using sound science responsibly; and
- promoting good governance.

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4 http://www.defra.gov.uk/sustainable/government/publications/uk-strategy/
The first two of these set out the goal for sustainable global development, and the other three are the means by which we will achieve them. For a policy to be considered fully sustainable it must respect all five principles.

7. The strategy also set out four shared priorities for immediate action across the UK. These were:
   - climate change and energy;
   - sustainable consumption and production;
   - natural resource protection and environmental enhancement; and
   - sustainable communities and a fairer world.

8. Finally, the UK strategy committed departments to preparing sustainable development action plans (SDAPs) based on the strategy's contents, and reporting on progress in 2006 and regularly thereafter. The Sustainable Development Commission (SDC) monitors and reports on the quality of departments' SDAPs. Reporting directly to the Prime Minister, it is the Government's independent advisory body and watchdog for sustainable development.
SDAP history – focus of Brighter Futures, Greener Lives

9. The Department’s most recent SDAP, Brighter Futures, Greener Lives, described how we would fulfil our obligations to deliver Government policy in relation to children and their families in a way that was in harmony with sustainable development. We have achieved an enormous amount in the last two years, as we will set out in Chapter 5, our review of progress across the two years of the last SDAP period. One of the strengths of Brighter Futures, Greener Lives was that it focused on how the Department’s policies could contribute to delivering the five principles and four priorities set out above. It recognised that it was not within the Department’s remit to deliver all of these objectives in equal measure; instead it identified where the most appropriate contribution could be made, whilst still enhancing delivery of core Departmental business – Every Child Matters and The Children’s Plan.

The DCSF sustainable development objectives

10. Our last SDAP emphasised the role of the Department as the strategic leader of services for children and young people. Because of this, the three objectives in the SDAP were ambitious and tactical, driving a system-wide change that enabled us to deliver our Children’s Plan in line with sustainable development:

- leading change in the system – achieving our goals for children and in doing so ensuring sustainable development;

- leading by example; and

- empowering and educating young people for life in a sustainable world.

11. We have made significant progress over the last two years in meeting these objectives, and the strategic challenge they set out has become even more of a priority in today’s world. We have therefore decided that our action on sustainable development should continue to be focused on these three objectives. There remains much to do to achieve the necessary system change.
that will support today’s young people in a sustainable society, and also enable them to lead a sustainable society in the future.

12. Some examples of work we have achieved under each objective are briefly set out below, although Chapter 5 sets out the successes of *Brighter Futures, Greener Lives* in greater detail.

**Leading the system**

- All Non-Departmental Public Bodies (NDPBs) are required through their remit letters to embed sustainable development in delivery of their business, and are expected to produce their own SDAPs.
- Sustainable Schools: we have made good progress with our ambition that all schools should be Sustainable Schools by 2020, with an increasing number of primary, secondary and special needs schools engaged. Our National Framework and wide range of resources on the Sustainable Schools website are supported by a Government Office Network, and local authorities (LA) are increasingly promoting Sustainable Schools – helped by LA guidance that clearly articulates the link between sustainable development and better outcomes for children.
- The Department is in the forefront of work across government to develop a carbon management strategy for its public sector.

**Leading by example**

- We cannot successfully lead the system without operating sustainably ourselves. Our progress against the Sustainable Operation of the Government Estate targets has been good and we have already met some targets and are on track for most, though we need to improve our performance in reducing carbon emissions from business travel. Although our estate is small (four headquarters buildings) we are conscious that we need to constantly drive improvement of our own sustainable practice if we are to expect schools and children’s services to do likewise.
- It is increasingly clear that the impact of behaviour on operations – energy use, waste disposal, etc. – is critical to the optimum performance of buildings. We have instituted a Green Champions Network to raise awareness of these issues amongst all staff across all four of our sites.
• We promote sustainability through the Department’s purchasing of goods and services. Our professional procurement staff have sustainable development as a personal objective and are trained on sustainable development issues. Our media and publications contract has been recognised as a leading example of sustainable procurement.

Empowering and educating children and young people

• Young Activists: from September 2008 – March 2010, we worked with four third-sector partners and the Sustainable Development Commission to set up a programme to encourage young people to become activists for sustainable development. The four projects worked with young people to raise their awareness of the factors affecting sustainable development and empowered them to promote sustainable development, both locally and globally.

• Children’s Statement on Climate Change: in summer 2009, 1500 children and young people contributed to this Statement following a nationwide survey asking them what worried them about climate change. It was presented to Ministers and given to UK delegates of the UN Climate Change Conference in Copenhagen.
The structure of the SDAP

13. In the lifetime of the last SDAP, the profile of sustainable development, as well as general understanding of the factors affecting it, has grown – both in the Department and more widely across the country. As a nation, our awareness of diminishing natural resources is greater than even a few years ago. The United Nations Copenhagen Conference on Climate Change (December 2009) has been the catalyst for debate not only on the need to reduce carbon by taking mitigating action; but also to support developing countries in adaptation to climate change and to develop low carbon economies.

14. This new SDAP includes separate chapters on carbon reduction and adaptation, as well as the following chapter on our wider sustainable development priorities. We intend to show how sustainable development is both enabled by, and enhances, the Department’s core business of improving standards in education, improving children’s health, wellbeing and safety, and ensuring young people gain the knowledge and skills they need to access employment and a successful future.
Chapter 2: Sustainable Development Action Plan

Mapping our Department’s three sustainable development objectives against other aims

1. In Chapter 1, we explained how we have decided to maintain our three strategic objectives as a focus over the next Sustainable Development Action Plan (SDAP) reporting period, 2010-12:
   - leading change in the system – achieving our goals for children and in doing so ensuring sustainable development;
   - leading by example; and
   - empowering and educating young people for life in a sustainable world.

2. These objectives have been mapped against a range of Departmental and Government-wide objectives in Annex 1, showing how they support and enhance delivery of our core agenda and at the same time align with the Government’s sustainable development principles.

How our four themes will enable us to deliver our three objectives, whilst enabling delivery of the Department’s core business – Every Child Matters

3. Over the last two years, we have been building the capacity of policy teams across all areas of the Department’s work to embed sustainable development within delivery of their policies. Each directorate has had a sustainable development delivery plan which has enabled us to monitor progress. However, it has become increasingly clear that common themes link sustainable development across the Department, and grouping work under these themes offers a more coherent way of grouping our sustainable development actions. In future, rather than have separate directorate-level plans, we have developed a delivery framework with four cross-cutting themes to draw together our sustainable development objectives. The four themes are wellbeing, education and skills, equity, and value for money and low carbon (VFM). Furthermore, as well as helping policy teams understand how their individual policy fits into a broader theme that is achieved through the delivery of several policies, it will also help them see their work in the context of more than one
4. Delivering our SDAP objectives through cross-cutting themes enables us to reflect the five Every Child Matters (ECM) outcomes: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being; but also to go wider to ensure that long term environmental sustainability is taken into account. For example, value for money links to ‘achieving economic wellbeing’, but also reflects the pragmatic need in the current economic climate to save money in a way that counts the cost now but also considers the cost for future generations. For this reason, the VFM theme encompasses efficiency linked to carbon reduction, sustainable procurement and whole-life costing of goods.

5. In line with sustainability principles, our work also promotes the concept of intergenerational equity: the principle of equity between children and young people alive today and the children and young people (and adults) of future generations, both here and in other countries. As the Department responsible for children’s wellbeing, we are actively concerned about improving children’s future health and prosperity and must resist actions which might degrade their environment.

6. The following picture shows how the four themes help to deliver the three strategic objectives:
7. Our delivery framework incorporates the policies that have already made a contribution to embedding sustainable development, such as the Play Strategy, the National Framework for Sustainable Schools and positive activities for young people. Reframing our areas of work in terms of themes will help policy teams understand how their work feeds into wider departmental objectives, and presents a more coherent picture to our stakeholders. It will also help us to identify any significant gaps, and provide a focus for new work. For
example, having the central theme of equity emphasises the importance of intergenerational fairness and **we will work to ensure that we have a strong set of commitments around equity.**

8. Our current and future areas of work are set out below. To help visualise what differences these themes would bring by 2030, if they were implemented, a short scenario is set out under each theme using the Jones family, who comprise of a mother (Martha), a father (David), and two children: Daisy (aged 14) and Simon (aged 7).

**Wellbeing** *(linked to Every Child Matters outcomes being healthy, staying safe, making a positive contribution, and the ‘enjoying’ element of enjoying and achieving)*

9. Wellbeing is defined in the Department by the five Every Child Matters outcomes:5

- be healthy;
- stay safe;
- make a positive contribution;
- achieve and enjoy; and
- achieve economic wellbeing.

10. Research suggests that previously, the Department’s policies have addressed the economic and social aspects of sustainable development more successfully than the environmental.6 However, people – and particularly children and young people – are strongly affected by their environment. The places we live need to be healthy and capable of sustaining our requirements. For example, the ECM outcome ‘be healthy’ is not just about increasing exercise levels in children and young people or encouraging healthy eating; it is about how noise and air pollution negatively affect their health; and how access to green space can alleviate mental stress and improve concentration, as well as encouraging active play, walking and cycling. When considering possible policies or programmes for children, young people, and families, we should

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5 Section 10, Children Act 2004  
consider the symbiotic relationship between wellbeing and the environment.\textsuperscript{7} This includes acknowledging that poorer children and families are more likely to live in densely populated areas, often near or on busy roads, and are therefore more likely to be more exposed to pollution; and that a greater proportion of the socio-economically disadvantaged come from a minority ethnic community.

11. Striving for wellbeing is not only an issue for children and young people in England. It is a global issue and priority – everyone has the right to wellbeing. It is also an inter-generational issue. We must ensure that future generations are able to meet their needs and enjoy wellbeing. So, for the Department this means considering how our initiatives may adversely affect different individuals and groups, both in England and overseas, as well as the environmental burden those initiatives may have on future generations.

12. For the Department, our work on social, emotional and environmental wellbeing will focus on the following areas:
   - children’s health and wellbeing;
   - child friendly places and communities;
   - healthy lifestyles, including tackling obesity; and
   - families policy.

13. We will:
   - **promote joint working across policy teams** (play, health, obesity, families and safe-guarding) so they work with other government departments\textsuperscript{8} to create increased opportunities for children to play, walk and cycle, with access to green space and safe, accessible and welcoming public spaces for families and children;
   - **work with other government departments to continue developing child-friendly communities** as set out in the Play Strategy and highlighted in the Children’s Plan so that all children live, learn and play in places which support achievement of the five Every Child Matters

\textsuperscript{7} \url{http://randd.defra.gov.uk/Document.aspx?Document=SD12007_4607_EXE.pdf}

\textsuperscript{8} Department of Health, Department for Communities and Local Government, Department for Transport, Department for the Environment, Food and Rural Affairs, and the Department for Culture, Media and Sport
outcomes;

• build community cohesion through various strands of work relating to positive activities for young people;

• encourage and support all Children's Centre providers to improve energy and water efficiency, reduce carbon emissions, implement better waste management, minimise motorised travel by both staff and service users, and act as beacons promoting healthy and sustainable behaviours in their communities, and pursue a similar approach with other capital programmes; and

• provide Government Offices, Children’s Trust partners, and local authorities with data to support their work with local planning and transport partners to improve the places children live, learn and play. This includes resourcing development of models and toolkits to involve children and young people in shaping their neighbourhoods through developing models such as Open House Young Planners and the Commission for Architecture and the Built Environment’s (CABE) Space shaper 14-19 years.

Vision

It’s Saturday morning, so David and Simon are walking to the local park for football coaching. David runs Simon’s football group along with some other local Dads, and they have a great time together. Afterwards, Simon even gets to play in the natural playground within the park. Martha and Daisy are going to help out at the local old people’s home. They have been going since Daisy was small, so many of the residents are her good friends. This afternoon, the Jones’s may ride their bicycles to the local farm, as Simon is doing a school project on biodiversity. He’s also looking forward to playing his new computer game when he gets back, and has downloaded a film to watch with Martha before going to bed.

Daisy can’t wait for tonight. She is meeting her friends at the local youth club. Sometimes they like to hang out and chat, but this week there is an International Youth night and young people from the neighbourhood are bringing food from their parents’ homelands. Daisy and her friends will taste each other’s dishes
and learn about the diverse cultures that make up her community.

**Education and skills** *(linked to Every Child Matters outcomes enjoying and achieving, and making a positive contribution)*

14. The future holds many opportunities for children and young people, but also many uncertainties and challenges. These challenges (such as climate change, global poverty and obesity) result from our current lifestyles and model of development that have not previously taken into account the pressures being placed on the Earth’s natural resources. The Department’s role is to lead the system, so that children and young people acquire the knowledge and skills throughout their childhood to adapt to and overcome these challenges to live healthy, productive, and successful lives in the world they will inherit.

15. To lead the system in empowering and educating children and young people, we will:

- **continue our work with Qualifications and Curriculum Development Agency (QCDA) to ensure that sustainable development and climate change are appropriately included in the school curriculum and in Diplomas.** We know that studying sustainable development is highly motivational for young people. Furthermore, our entire education system will need to adapt over the coming generation, to ensure children and young people are equipped with the skills to enable them to find employment and contribute to meeting the new challenges of a changing world;

- **continue to endorse the excellent work the National College is driving on leadership of sustainable schools,** and we will work with other partners to ensure all teachers and the children and young people’s workforce understand the imperative of sustainable development, equipping our children and young people with the knowledge and skills to live sustainably;

- **work with OFSTED so that they recognise sustainable schools for their good practice in a more consistent manner;**

- **disseminate evidence of the impact of sustainable schools on school improvement and children’s wellbeing;**
• enable sustainable schools to share their good practice through Inside Knowledge visits and through existing Government Office networks; and
• promote an understanding with young people about their role and impact in society today with regard to the environment and community, and how they can create change, such as through the Youth of Today programme.

Vision
It’s Monday morning. Simon joins a walking bus to his primary school that goes past the end of his road, and Daisy cycles two miles along designated safe cycle paths to her secondary school. Simon’s school has a wetland area, an outside classroom, a solar water heater and it harvests rainwater for use in the school garden and for toilet flushing. A tree-planting project last year sparked a wider interest in biodiversity and in time, the saplings planted in the school grounds will grow into a mature, dramatic woodland. The school provides an educational hub for the local area and has formed an adult learning project with Daisy’s school. Simon loves his school’s partnership with a primary school in Kenya. He can watch elephants roaming around their school grounds on the webcam. Satellite technology means one of the Kenyan classes can join his maths lessons via the large video screen every Thursday. Simon prefers maths, but he enjoyed using language creatively in his English lessons when he described his own tree-planting project to Mwai, his Kenyan online-pal. He then used this work to develop a PowerPoint presentation in ICT describing how the tree-planting project would benefit the whole community and provide shaded areas for play.

Daisy’s school currently has a technology and environment week which is helping to establish a shared understanding of, and responsibility for, sustainability throughout the school. Learning activities are focusing on improving the local environment and cover a wide range of skills, including problem solving, reflection, innovation, risk management and creativity. Daisy is keeping a learning diary throughout the week, recording what she has learnt and the skills she has used. She finds learning outside the classroom helps motivate her as she is able to engage in real-life issues.
Equity (linked to Every Child Matters outcome enjoying and achieving, but also providing the extra ‘future’ dimension of sustainable development to ECM)

16. Equity is the central ethical principle behind sustainable development, and should be at the heart of all our work. Put simply, equity means that:

- every person’s basic needs are met; \(^9\)
- burdens (such as environmental impacts, crime, financial) and rewards (such as community resources and leisure opportunities) are fairly spread; and
- everyone has access to employment opportunities.

Equity extends not only to all members of our society, but to all citizens of the world now and in future generations.

17. To promote the principle of equity across our three sustainable objectives, we will:

- weave the principle of equity through all guidance on policy development and delivery on the Department’s Making Policy tool, including ensuring that this work complements the Equalities Impact Assessment by the end of 2010;

- develop impact assessments for each theme by the end of 2010 to increase understanding in policy teams of how our initiatives affect different individuals and groups, both in the UK and overseas, as well as the environmental impact those initiatives may have on future generations;

- promote and disseminate the tools and resources developed through our Young Activists Programme as well as the lessons learnt from the pilot phase, so that young people from a range of backgrounds can be educated and empowered about sustainable development at a local and global level by March 2011;

- work with British Standards Institute to assist them in creating a standard for sustainable communities;

- ensure that all Children’s Trust partners have access to guidance and resources on the environmental determinants of child health.

and wellbeing, and are aware of the need to represent the children's requirements of place in local strategic planning and delivery;

- ensure that in the development of the national child poverty strategy and local authority guidance, the Child Poverty Unit will consider the current and future implications of climate change on vulnerable families, including risks to homes from flooding such as implications on insurance, increasing energy and food costs and employment opportunities, and ensure local areas have the information and guidance to produce effective local strategies and to create effective local partnerships to bring about the necessary changes at a local level.; and

- embed the concept of intergenerational equity and securing children and young people’s futures across all the Department’s policies, to secure commitments from policy teams that explicitly recognises this opportunity.

Vision
The Jones family have a small garden but Martha wanted the children to understand how food grows, so she signed them up to the communal allotment scheme. Once a week, they work alongside their neighbours to produce organic food. This is fairly distributed as crops are harvested to provide cheap and healthy food for families with limited gardens. Martha was initially surprised to see how much the children enjoyed eating the fruit and vegetables, but realised they were proud of having grown it. Resources are much scarcer than they were even a generation ago, so it is normal for the Jones to buy recycled goods, belong to clubs for sharing items such as baby equipment, toys or clothes, and keep waste to an absolute minimum.

Martha and David are happy to let Simon play outside the house with his friends because it is a Home Zone, which means pedestrians take priority over cars. It’s also a safe, friendly neighbourhood where people know and respect each other. Anti-social behaviour is quickly spotted and crime rates are low. Playing outside also keeps Simon and his friends fit, makes them more inventive in the games they devise, and helps them take responsibility and discover limits. In her free time, Daisy likes to meet her friends either online in safe chat rooms or at the local shopping mall. At their school’s technology and environment week, they
learnt about the Sea Level Refugee Centre in town and they have just decided to hold an event to raise awareness and funds. Daisy and her friends learn to campaign for good causes at school, and know how to run a project and who to involve. They have learnt that by using the right approach, they can make a difference and influence people’s attitudes.

Value for Money and low carbon (VFM) (linked to Every Child Matters outcome achieving economic well-being)

18. Over the lifetime of this SDAP, public sector spending will be considerably limited in comparison to the more recent past. We must gain the maximum value for money while still delivering world class programmes, initiatives, and policies. But VFM is about more than this. It is about determining the true value of the proposed programme, initiative, policy, or procured goods or services. This means thinking about more than the economic cost (price). It means considering the cost to the environment (use of resources, carbon emissions, noise, pollution) and people (both financial and intangible, like time and quality of life), and weighing these against the expected positive social impact for children, young people and families. We have linked low carbon to VFM because getting the best value for money, as opposed to choosing the cheapest option, can often result in lower carbon emissions. For example, investing in insulation or sustainable energy systems (such as solar thermal / photovoltaic panels, or biomass heating) can recoup the initial investment and continue to provide savings into the future.

19. We will lead the system and lead by example through promoting VFM and low carbon by:

- working closely with organisations representing business managers and governors to ensure they are enabled to make decisions which are best value both short term and long term. Moving to whole life costing will improve the efficiency and sustainability of schools and other facilities for children’s services;
- continuing to use the National Framework for Sustainable Schools to enable schools to use the operation of their campus to support children’s learning about sustainable development and the need to
tackle waste and use natural resources carefully;

- **continuing to build the OPEN e-procurement service for schools.** We want to help schools to make decisions on purchases that are both ethical and reduce emissions and other environmental impacts along supply chains. **We intend that by 2015, all goods offered on OPEN will meet high environmental and social performance standards.** In this way, sustainable choices will be assured for schools using OPEN; and

- **continuing our work with BECTA to improve the sustainability of ICT purchases and operation.** This should lead to lower energy in use, reduced emissions and ethically assured purchases.

Our Departmental Adaptation Plan (Chapter 3) and Carbon Reduction Delivery Plan (Chapter 4) also contribute to this theme.

**Vision**

David and Martha began married life in a house on a flood plain. After being flooded, they moved to a new estate down south before Simon was born. They find it very hot in summer without air conditioning, but this is mitigated by the stone floors and shutters. Their rain barrel fills up in winter, when it rains a lot, and keeps the garden watered in summer. They invested in a high efficiency boiler powered from a renewable energy source and installed high grade insulation, so their heating bills are very low.

David runs the local Children’s Centre, and he knows that people’s behaviour is fundamental to the efficient running of a building. At home and at work, he ensures those around him are committed to using energy and resources responsibly, as well as keeping waste to a minimum. In the recent refurbishment of the Children’s Centre, closed loop goods such as recycled carpeting and ICT were sourced, so that materials are reused in a ‘closed loop’ cycle rather than being thrown away.

The Jones’s often holiday in the UK and are exploring it one corner at a time. They travel by train. Last year, they took the ferry to France and are hoping to go by high speed train to Italy sometime. Martha likes to visit her sister in New
Zealand every few years, so Martha and David have applied for special ‘long haul leave’. People go on long haul flights less frequently but for longer periods of time, cutting down overall carbon emissions and giving David and Martha the chance for a well-earned long rest.

**Governance and monitoring**

20. In 2006, we established a Sustainable Development Programme Board (SDPB) to monitor and steer the overarching programme of sustainable development across the Department. Termly meetings have been chaired by the director general of Corporate Services or the lead director for sustainable development. The Board is composed of senior managers from each directorate, as well as a representative from the Sustainable Development Commission (SDC), the Office of Government Commerce (OGC) and Partnerships from Schools (PfS), as one of our lead delivery partners.

21. With the introduction of carbon budgets, and the need to monitor how the Carbon Reduction Delivery and the Climate Change Adaptation plans are being implemented across the Department, we have decided to change the frequency and focus of SDPB meetings. Rather than having three meetings a year to monitor the progress of delivery plans, we will have four meetings: two will look at climate change issues, and alternate with two meetings to look at how the wider sustainable development delivery framework is being implemented. This will allow the work on carbon and adaptation to remain within the wider agenda of sustainable development. The director general of Corporate Services will continue to chair the SDPB, and is the Senior Reporting Officer (SRO) for the Departmental carbon budget and adaptation to ensure cohesion across the whole agenda.

22. Following the logic of cross-cutting themes, and wishing to embed sustainable development even more closely in directorates’ central planning, we propose using the delivery framework in paragraph 6 to identify the sections of relevant plans, reporting mechanisms and performance indicators that already exist at directorate-level, and ask teams to report progress to us at the same time that they would normally provide management information for other
purposes. This will reduce burdensome reporting requirements for busy teams, and ensure we have up to date information. We will work with teams to ensure that sustainable development continues to be increasingly mainstreamed in their work, and that they include relevant and outcome-focused indicators on the four themes in their central planning cycles, and in the personal job objectives of senior managers.

**Working with the Sustainable Development Commission**

23. We anticipate that our close working relationship with the SDC will continue to evolve over the lifetime of this SDAP. By 2012, we expect that sound understanding of how our mainstream policy development and delivery can be underpinned by sustainable development in the Department. At this point, SDC support for capacity building in the Department will no longer be required but we will continue to look to SDC for advice and challenge. Over the next two years, we will be in a transitional arrangement whereby our SDC advisers change their role from building capacity at policy team level to working on cross-departmental issues and supporting inter-departmental good practice sharing.

**Making Policy**

24. The Department has developed a four part framework to give support and guidance on all aspects of making and delivering policy, and sustainable development plays a key part in this tool. The four steps are:
25. Each part of the model has a number of steps, describing what policy makers need to do and who they should involve, with on-line guidance, good practice examples, case-studies and tools. The importance of sustainable development, carbon emissions reduction and adaptation in the development and delivery of the Department’s policies is built in to this model and will ensure that policy development takes proper account of them.

26. As part of our work to build capacity in policy teams on sustainable development, we are developing a series of sustainable development impact assessments for each theme of our delivery framework to be included on Making Policy. These will explain how sustainable development results in better outcomes across our policy spectrum by asking a series of questions relating to children and families, young people and education.

**Working with others for change**

27. Many of the Department’s policies are dependent on working with colleagues in other government departments and our partner organisations and stakeholders. We do this as a matter of course, but certain policies have a particular sustainable development relevance, such as those relating to health, play, obesity, travel to school and skills, and we will ensure that this is taken into account in developing new work with partners.
28. The Department has a particularly close relationship with its non-departmental public bodies (NDPBs) and the annual remit letter from the Secretary of State requires each NDPB to produce a Sustainable Development Action plan covering both their policy delivery and their operations. The role of the NDPBs is crucial in delivering system change as lack of action by NDPBs could be construed by stakeholders as lack of commitment to sustainable development.

29. In comparison to other government departments, our staff numbers and estate are small. However, we are able to make a significant contribution to meeting the climate challenge through leading change across the children’s sector, including schools, local authorities and delivery partners. Although the Department officially holds the carbon budget, action on reducing carbon emissions will be taken at all levels in the system. We will publish a Carbon Management Strategy for the School Sector in spring 2010 following the consultation which we carried out last year. The strategy will set out Government commitment and proposals for action in all parts of the school system.

Young Activists for Sustainable Development
30. From summer 2008 – spring 2010, we worked with four third-sector partners to set up a programme to encourage young people to become activists for sustainable development. The four partners – We Are What We Do, the National Children’s Bureau, Groundwork and Envision each undertook projects that worked with young people to raise their awareness of the factors affecting sustainable development, and empowered them to lead change at a local and global level. Over the next SDAP period, we will be working to evaluate the results and disseminate the findings, tools and resources from the programme so that they can be used widely by organisations working with young people in a range of circumstances.

Sustainable Operation of the Government Estate (SOGE)
31. We have made good progress to improve the sustainable operation of our estates (reported in Chapter 5) but there remain key areas for us to focus on with
this new action plan. In particular, we need to greatly reduce our carbon emissions from business travel and are revising our staff travel guidance to drive this forward. We are making good progress in meeting the standards of the Sustainable Procurement Flexible Framework,\textsuperscript{10} with a target to reach level 5 by December 2010. In addition, we will prepare for reporting on the new more challenging SOGE targets, building on the good environmental management practice established with ISO14001 certification. We also intend to test a model for reporting on sustainability within the Departmental Annual Report.

\textsuperscript{10} UK Government Sustainable Procurement Action Plan 2007 (page 44): \url{http://www.defra.gov.uk/sustainable/government/gov/estates/targets.htm}
### Annex 1

#### Table 1: SDAP objectives mapped against Departmental and Government-wide objectives,\(^{11}\) showing how they support and enhance delivery of our core agenda whilst underpinning the Government's sustainable development principles

<table>
<thead>
<tr>
<th>5 Key Principles</th>
<th>Public Service Agreements</th>
<th>Depart'l Strategic Objectives</th>
<th>National Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading change in the system</td>
<td>KP1: environmental limits</td>
<td>PSA9: child poverty</td>
<td>ALL 7 DSOs</td>
</tr>
<tr>
<td>PSA10: raising standards for all CYP</td>
<td>PSA11: narrowing the gap</td>
<td>PSA12: health and wellbeing</td>
<td>NI 50: children’s emotional health</td>
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<td>PSA13: safety</td>
<td>PSA14: path to success</td>
<td>PSA18: health and wb for all</td>
<td>NI52: school lunch take-up</td>
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<td>PSA27: climate change</td>
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<td>NI 57: PE/sport participation</td>
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<td>PSA28: healthy natural environment</td>
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<td>NI 22: parents control children</td>
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<td>NI 48: road traffic accidents / mortality</td>
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<td>NI 69: bullying</td>
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<td></td>
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<td>NI 86: secondary schools behaviour</td>
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<td>NI 88: extended schools</td>
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<td>NI 110: participation in positive activities</td>
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<td>NI 11: exclusions</td>
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<td>NI 78: 5 GCSEs</td>
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<td>NI 116: poverty</td>
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<td>NI 117: NEETs</td>
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<td>NI 148: care leavers NEET</td>
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<td>NI 185: CO2 reduction from LA ops</td>
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<td>NI 186: CO2 emissions reductions by LA area</td>
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<td>NI 188: adaptation</td>
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<td>NI 198: children’s travel to school</td>
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<td></td>
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<td></td>
<td>NI 199: CYP satisfaction – parks / play areas</td>
</tr>
</tbody>
</table>

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\(^{11}\) Note: for the full wording of these objectives, see Annex 1 on page XXX.
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

These objectives also meet all five Every Child Matters outcomes and all four Securing the Future priorities.
Annex 2: cross-government and Departmental indicators and objectives relating to sustainable development

**Five key principles (KPs) – basis for sustainable development (SD) policy in the UK:**
- KP1 Living within environmental limits;
- KP2 Ensuring a strong healthy and just society;
- KP3 Achieving a sustainable economy;
- KP4 Using sound science responsibly; and
- KP5 Promoting good governance.

**4 Securing the Future Priorities (SFPs)**
Four shared priorities for immediate action across the UK. These were:
- SFP1 Climate change and energy;
- SFP2 Sustainable consumption and production;
- SFP3 Natural resource protection and environmental enhancement; and
- SFP4 Sustainable communities and a fairer world.

**PSAs our work in DCSF on sustainable development directly promotes and supports**

**PSAs - Fairness and opportunity for all**
- PSA 9 Halve the number of children in poverty by 2010-11, on the way to eradicating child poverty by 2020
- PSA 10 Raise the educational achievement of all children and young people
- PSA 11 Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers

**PSA- A better quality of life**
- PSA 12 Improve the health and wellbeing of children and young people
- PSA 13 Improve children and young people’s safety
- PSA 14 Increase the number of children and young people on the path to success
- PSA 18 Promote better health and wellbeing for all
- PSA 21 – Build more cohesive, empowered and active communities.
- PSA 22 Deliver a successful Olympic Games and Paralympics Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport
- PSA 23 Make communities safer

**PSAs - A more secure, fair and environmentally sustainable world**
- PSA 27 Lead the global effort to avoid dangerous climate change
- PSA 28 Secure a healthy natural environment for today and the future
PSAs we promote with other government departments (not included in the chart)
PSAs - Help people and businesses come through the downturn sooner and stronger, supporting long-term economic growth and prosperity
PSA 2 Improve the skills of the population, on the way to ensuring a world-class skills base by 2020
PSA 4 Promote world class science and innovation in the UK
PSA 5 Deliver reliable and efficient transport networks that support economic growth
PSA 20 Increase long term housing supply and affordability

PSAs - Fairness and opportunity for all
PSA 15 Address the disadvantage that individuals experience because of their gender, race, disability, age, sexual orientation, religion or belief

PSA- A better quality of life
PSA 17 Tackle poverty and promote greater independence and wellbeing in later life
PSA 19 Ensure better care for all

PSAs - A more secure, fair and environmentally sustainable world
PSA 29 Reduce poverty in poorer countries through quicker progress towards the Millennium Development Goals

PSAs - Stronger communities
PSA 21 Build more cohesive, empowered and active communities
PSA 23 Make communities safer

NOT RELEVANT (BUT ARE THERE ANY THAT WE SHOULD BE PROMOTING ON BEHALF OF CHILDREN WITH OGDs?)
PSA 1 Raise the productivity of the UK economy
PSA 3 Ensure controlled, fair migration that protects the public and contributes to economic growth
PSA 6 Deliver the conditions for business success in the UK
PSA 7 Improve the economic performance of all English regions and reduce the gap in economic growth rates between regions
PSA 8 Maximise employment opportunity for all
PSA 16 Increase the proportion of socially excluded adults in settled accommodation and employment, education or training
PSA 24 Deliver a more effective, transparent and responsive Criminal Justice System for victims and the public
PSA 25 Reduce the harm caused by Alcohol and Drugs
PSA 26 Reduce the risk to the UK and its interests overseas from international terrorism
PSA 30 Reduce the impact of conflict through enhanced UK and international efforts
Departmental Strategic Objectives (DSOs)
DSO 1: Secure the wellbeing and health of children and young people.
DSO 2: Safeguard the young and vulnerable.
DSO 3: Achieve world class standards in education.
DSO 4: Close the gap in educational achievement for children from disadvantaged backgrounds.
DSO 5: Ensure young people are participating and achieving their potential to 18 and beyond.
DSO 6: Keep children and young people on the path to success.
DSO 7: Lead and manage the system.

National Indicators – not an exhaustive list, but the most relevant are included

Children and Young People
Be Healthy
NI 50 Emotional health of children
NI 52 Take up of school lunches
NI 55 Obesity among primary age children in Reception Year
NI 56 Obesity among primary school age children in year 6
NI 57 Children & Young People’s participation in high-quality PE and sport

Stay Safe
NI 22 Perceptions of parents taking responsibility for the behaviour of their children in the area
NI 48 Children killed or seriously injured in road traffic accidents
NI 69 Children who have experienced bullying

Enjoy & Achieve
NI 86 Secondary schools judged as having good or outstanding standards of behaviour
NI 88 Number of Extended Schools

Make a Positive Contribution
NI 110 Young people’s participation in positive activities
NI 114 Rate of permanent exclusions from school

Achieving economic well-being
NI 78 Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths
NI 116 Number of children in low income households
NI 117 Reduce the percentage of 16-18 year olds not in education, employment of training (NEET)
NI 148 Care leavers in employment, education or training

Environmental Sustainability
NI 185 CO2 reduction from Local Authority operations
NI 186 Per capita CO2 emissions in the Local Authority area
NI 188 Planning to Adapt to Climate Change
NI 198 Children travelling to school – mode of travel usually used
NI 199 Children and young people’s satisfaction with parks and play areas

5 Every Child Matters Outcomes
ECM 1 Being healthy
ECM 2 Staying safe
ECM 3 Enjoying and achieving
ECM 4 Making a positive contribution
ECM 5 Achieving economic well-being
Chapter 3: Climate Change Adaptation Plan

1. Climate change has the potential to significantly disrupt the delivery of children’s services, with subsequent negative effects on children’s education and wider wellbeing. In doing so, climate change is likely to have a negative impacts on four of the Department’s Departmental Strategic Objectives (DSOs), as follows:

   - Securing the wellbeing and health of children and young people - DSO 1;
   - Safeguard the young and vulnerable - DSO 2;
   - Achieve world class standards in education - DSO 3;
   - Close the gap in educational achievement for children from disadvantaged backgrounds - DSO 4;

and therefore constitutes a major medium to long term risk to our Departmental objectives and the delivery of our core business.

2. The level of risk to our objectives is linked to the extent and speed with which greenhouse gas emissions are cut through national and international action. However we know that some impact is inevitable as a result of the emissions already in the atmosphere and that increased temperatures, flooding and the wider global effects of climate change will all impact on the delivery of services.

3. For those managing and delivering services, climate change will also create new responsibilities in ensuring that children and young people do not suffer harm while in their care or in receipt of services.

4. The UK Climate Impacts Programme (UKCIP) provides probabilistic information on the projected climatic changes facing the UK. This adaptation plan responds to the latest UKCP09 projections, including the more extreme climatic scenarios facing the UK. This adaptation plan focuses on the actions that we will take over the next two years to address climate change risks, but sets these actions in the context of longer term considerations and strategy.
Governance and reporting

5. The governance arrangements for climate change adaptation are set out at Chapter 2 (paragraph 20-22) of the SDAP.

6. The national Adapting to Climate Change (ACC) programme will coordinate an annual report to Cabinet and will publish an annual update on the ACC website. We will provide updates to ACC. Updates will comprise a self-assessment of progress against actions and milestones, with a refresh of planned actions where new priorities have been identified during the year.

Adaptation priorities

7. Because climate change has the potential to have multiple impacts on public services and service users, a large number of agencies are now engaged in adaptation planning. In producing this adaptation plan, we have focused on those priorities that it is imperative that the Department addresses, recognising that other bodies will also assist children’s services organisations - whether it be through preventing flooding, or by maintaining energy and water supplies.

8. We consider there to be four key climate change impacts that may necessitate a robust response from the Department:

- potential overheating in schools as a result of increased temperatures;
- flooding;
- changing migration patterns impacting upon longer term service delivery;
- increased costs of good and services, and implications for child poverty.
Overheating from increased temperatures

9. The UKCP09 projections show us that under a medium-high emissions scenario (greenhouse gases are not cut severely in near future), the increase in mean temperature over the south-east of the UK by the 2080’s is projected to be +3.9 °C (+2.0 to +6.5 °C)\(^{12}\) in summer, and under a high emissions scenario, the central estimate of increase in summer mean daily maximum temperature in London is 6.7°C.

10. Hot spells (periods with daily maximum temperatures higher than 25 °C) are projected to be prolonged on average by up to ten days in Central and Southern England, and by up to five days over the rest of the UK\(^{13}\).

11. There is insufficient data at the current time to accurately determine the impact of these temperatures on the indoor school environment. However modelling by ARUP\(^{14}\) does suggest that it is likely that mechanical cooling will be needed from 2050 onwards in London schools, while a UKCIP case study of a 1960s school indicates that 23% of hours will see the school over 28 °C in 2050s, with peak temperatures of 43 °C\(^{15}\).

12. One modelling study by the University of Exeter\(^{16}\) has also considered 28 variants on a model of a school and 10 different climate change scenarios. The results show that all scenarios will experience overheating by 2080.

13. Even without robust data, the potential implications of significantly higher temperatures in schools present a clear rationale for addressing the overheating of buildings as the principle adaptation priority for the Department. The potential impacts include:

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12 Projections provided are the 50% probability level followed by the 10-90% range.


14 Beating the Heat: Keeping the UK cool in a warming climate. UKCIP Briefing Report, 2005


• schools and other children’s services buildings needing to be shut for periods to avoid putting children, parents and staff’s health at risk;

• children’s learning and behaviour being adversely affected by increased temperatures;

• teacher performance being affected;

• mechanical or electrical ventilation being required, increasing carbon emissions that create climate change;

• a greater risk of food poisoning from food stored during warmer temperatures.

14. Our immediate response to the risk of overheating will be to:

• secure evidence of the current extent and severity of user discomfort in schools from buildings being too warm. The assessment will identify the common causes and any common contributory shortcomings in the design of buildings;

• determine the appropriate measures to reduce overheating and opportunities for improving the design of external areas, so that they better suit their environments and provide for climate change; 17

• encourage incorporation of appropriate measures to reduce overheating in new and refurbished buildings benefitting from existing capital programmes, through production of guidance and demonstration sites;

• give consideration to the adaptation measures that should be secured through capital programmes;

• determine the evidence for how overheating impacts upon child learning and behaviour.

15. We will take this work forwards in collaboration with the cross-government

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17 BECTA has been asked by the Department to explore ways in which energy usage from ICT can be reduced across the schools estate. Any measures adopted are also likely to offer benefits in terms of reducing overheating, as well as making cost savings.
project on adapting the built environment and will develop a holistic strategy for overheating that considers both buildings and non-buildings-based solutions to avoiding unacceptable outcomes from overheating.

16. Over the medium and longer term, we will need to:

- evaluate the implementation of the strategy to ensure its effectiveness;
- monitor temperatures in the school estate so as to inform the need for any change in strategy in light of realised temperatures.

17. As temperatures rise, we will also consider the need to update guidelines to meet health concerns (e.g. adopting sun policy or hot day policies, for example see e.g. at http://www.tvusd.k12.ca.us/hotdayguidelines, revising existing heat wave guidance,\(^\text{18}\) and guidance on food hygiene).

Issues relating to flooding

18. Current evidence suggests that certain floods, such as spring floods related to snow melt are likely to become less frequent, whereas those directly linked to sustained autumn and winter rainfall are likely to become more frequent. It is also likely that the frequency of heavy precipitation will increase\(^\text{19}\).

19. Currently 2,358 schools in England are in flood risk areas\(^\text{20}\) as shown below, with 441 of these in London (14 per cent of all schools in London)\(^\text{21}\).

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\(^{18}\) http://www.teachernet.gov.uk/docbank/index.cfm?id=12669


\(^{20}\) www.direct.gov.uk/en/Nl1/Newsroom/DG_178773

\(^{21}\) Mayor of London (2008), The London Climate Change Adaptation Strategy: Draft Report

35
20. There are no centrally held figures on the total costs of the schools flooded during June and July 2007, but the Audit Commission (AC) notes that 853 suffered damage, and of the 500 of these audited for an AC 2007 report\(^2\), repairs cost £38 million. The Association of British Insurers (ABI) puts the cost of the 2007 floods at £3 billion, with 135,000 claims from householders, 35,000 from businesses and 20,000 for damage to vehicles.

21. In the case of most schools, responsibility for securing adequate insurance lies with the local authority, although in the case of academies, the school itself will secure insurance. We want all schools to be adequately insured against the risks posed by climate change.

22. The UK insurance markets are well developed for dealing with extreme

\(^2\) Audit Commission (2007), *Staying Afloat- Financing Emergencies*
weather events like flooding and wind storms, which are two of the main climate risks. As climate changes and past weather records become less useful indicators, the insurance industry will have to develop new ways to assess risk while encouraging those at risk to adapt. At the same time, the industry will have to develop new products. Future industry development to insure a wider range of climate impacts may require co-operation between industry and Government to ensure efficiency and that coverage remains widely available.

23. The Government has been working with the Association of British Insurers to encourage greater uptake of property-level flood protection measures and resilient repair of properties after a flood - both important adaptations for preparing the country’s housing stock for the impacts of increased flood risk. A renewed Statement of Principles ensures that commercial insurance from flood risk is widely available and keeps the risk of compensating the majority of those affected by flooding in the private sector.

The location of schools

24. In terms of the location of schools, we recognise that it is the responsibility of a number of agencies to ensure that new school locations are appropriate. Local planning authorities in England must consult the Environment Agency (EA) on planning applications where the proposed school is at any risk from flooding. Developers must also provide a Flood Risk Assessment (FRA) to show that their development proposals comply with planning policy on flooding. The EA may object to planning applications and should planning authorities choose to grant planning permission against EA recommendations, the DEFRA Secretary of State will have notice of this and may ‘call-in’ the decision.

25. We, and our non departmental public body Partnership for Schools (PfS) are content with these arrangements as a safeguard against choosing inappropriate locations for schools, but we will liaise with the EA on any emerging implications for the choice of school sites arising from the consideration of future climate data. PfS will also highlight innovative approaches to flood risks in case studies in the public arena.

Examinations
26. Finally, we recognise that flooding can have considerable impact on children and young people’s preparation for and on the delivery of public examinations. Ofqual, the English exams regulator, and its equivalent bodies already have in place a “Contingency Plan for the Examination System in England, Wales and Northern Ireland”\textsuperscript{23}, which is regularly reviewed. Individual awarding bodies hold aligned contingency plans. Collectively, these plans aim to secure the integrity of the examination system and ensure any disruption is minimised. To ensure that the system continues to respond well to flooding, DCSF will ask Ofqual - as part of its wider oversight of the examination system - to continue to monitor the effectiveness of its contingency arrangements.

27. The Joint Council for Qualifications (JCQ) has published common guidelines for the GCSE, A Level and Diploma awarding bodies, “Access Arrangements, Reasonable Adjustments and Special Consideration”\textsuperscript{24}. This guidance sets out the circumstances under which students affected by certain adverse circumstances (such as acute flooding preventing access to examinations, or destroying coursework) might benefit from special consideration. DCSF will ensure that JCQ takes into account research relating to the impacts of flooding when considering changes to its guidelines.

**Impact of migration on service delivery**

28. Direct cause and effect relationships between climate change and migration are difficult to establish. The factors motivating any decision to migrate are complex and difficult to forecast. The Department of Energy and Climate Chance and the Home Office are therefore sponsoring a project by Foresight, in the Government Office for Science, to look at global migration due to environmental change. This will provide the Government with a better understanding of the long term impacts on migration and the challenges and opportunities it could bring and how these might be addressed.

29. Although there is great uncertainty, there is a clear possibility that climate change could lead to increased global migration. Any long term potential impacts on the UK population, either from inwards or outwards migration, will be

\textsuperscript{23} See: [www.ofqual.gov.uk/2325.aspx](http://www.ofqual.gov.uk/2325.aspx)

\textsuperscript{24} See: [www.jcq.org.uk/exams_office/access_arrangements/regulationsandguidance/](http://www.jcq.org.uk/exams_office/access_arrangements/regulationsandguidance/)
taken into account in Foresight’s planning. We do not intend to develop any planned response within the 2 year lifespan of this current plan. However we will review the need for planning in light of the findings of the global migration project being conducted by Foresight.

**Child poverty**

30. Climate change, in combination with other factors, may have an impact on child poverty in a number of ways, including:

- rising food costs resulting from: a global loss of productive land from climate change impact; the use of land for bio-fuels rather than food; increased food demand from a fast-rising global population; and from increased meat production to feed populations in emerging economies driving up other agricultural commodity prices;

- increased energy costs resulting from consumers bearing investment costs of the new low carbon energy sector infrastructure;

- rising cost of existing energy sources; and

- rising insurance costs leaving some households unable to insure against flood risks and other hazards.

31. All of these will feed through to the living standards of families with children and increase the chance of children suffering material deprivation. We will work with the Child Poverty Unit and other government departments, including the Department for Work and Pensions to scope the potential impacts and consider how these factors impact on the commitment to eradicate child poverty and the government’s child poverty strategy.
Building capacity and engagement

32. Climate change adaptation is becoming a more important issue for the Department, and we need to build capacity in step with the emerging implications of climate change.

Strengthening leadership

33. Governance arrangements for adaptation have been determined, and are set out in Chapter 2 (paragraphs 20-22). The DCSF Board is concerned about the impact of climate change and will, through the SRO, consider the need for adaptation in order to continue delivering against our objectives.

34. The Department’s Sustainable Development Unit will continue to build adaptation awareness within the Department, focusing on the policy teams with greatest opportunity to contribute to adaptation strategy.

Process

35. Through our evidence gathering, we are actively assessing the level of risk climate change presents to the Department’s aims and objectives. Climate related risks will be formally entered in the relevant elements of the Department’s risk management framework in line with the evidence established.

36. We need to consider early on in the policy development process how we are ensuring that decisions which have long term impacts are fit for a future climate. We will incorporate these considerations within the existing policy development and appraisal by incorporating the advice and tools outlined in the Green Book supplementary guidance on adaptation, and completing the adaptation component of the ‘Wider Environmental Issues’ specific impact test in impact assessments.

People & Partnerships

DCSF Policy Teams

37. Our cross-Departmental programme of work on sustainable development is set out in Chapter 2. Adaptation planning will be strengthened within the

25 http://www.hm-treasury.gov.uk/data_greenbook_supguidance.htm#Adaptation_to_Climate_Change
Department through the engagement of policy teams with responsibilities relevant to aspects of adaptation policy, including:

- **Pupil Safety and School Security Team** - taking an overarching lead on contingency planning;

- **Central Capital Unit and Partnerships for Schools** - will lead on developing and disseminating guidance and information to support the design of buildings that are resilient to climate change. They will also secure the delivery of adaptation demonstrator sites and ensuring that key findings regarding appropriate adaptation design are reflected in new build and refurbishment measures achieved through our capital programmes; and

- **Child Poverty Unit** - focusing on the impact of climate change on poverty.

38. The Department’s Sustainable Development Unit will engage with policy teams with responsibility for pupil attainment, so as to ensure that the impacts of climate change on learning and behaviour are fully understood, and that they have ownership of related risks.

39. More broadly, we will engage with a number of partners in developing and delivering adaptation policy. We will review the role of NDPBs in regard to adaptation over 2010-2012, playing particular attention to the need to build workforce understanding of adaptation requirements.

*Local and Regional Partners*

40. Children’s Services adaptation delivery involves a number of parties. Local authorities have a central role in terms of area adaptation strategy, buildings adaptation, and contingency planning. As service delivery agents, schools and local authorities will have a direct impact on adaptation of children’s services, while Government Offices (GO) and Regional Improvement and Efficiency Partnerships (REIPs) can also assist authorities in developing their approach to adaptation at a local and regional level.

41. We will develop a dialogue with local and regional partners in order to ensure that we:

- identify the respective local, regional and national roles in ensuring that
children’s services provided or commissioned by the local authority are not compromised by overheating within buildings;

- benefit from local adaptation expertise and knowledge in developing our policy and products;

- understand delivery risks to effective children’s services adaptation;

- are able to facilitate the dissemination of best practice in effective local and regional approaches to securing action on climate change adaptation in children’s services.

42. We will therefore seek to establish a partnership arrangement with a GO region - consisting of the GO and a number of local authorities and schools within the region to achieve this purpose.

Other government departments (OGDs)

43. We will:

- ensure that our interests are represented in adaptation planning undertaken by other government departments (e.g. national transport planning);

- work on policy and strategy where climate change adaptation requires a joint response;

- share research findings and other information that is of use more broadly across government. We will also consider undertaking joint research with other government departments where this is likely to result in a better product and improved value for money;

- engage in cross-government activity under the Adapting to Climate Change Programme;

- work with the Government’s lead department on climate change adaptation, the Department for Environment, Food and Rural Affairs, to secure international evidence on approaches to service delivery in higher temperatures.
44. Chapter 2 of this SDAP sets out how the curriculum encompasses sustainable development - including climate change related factors. To support teachers in bringing adaptation into curriculum, we will make available on the sustainable schools website\(^{26}\) any suitable adaptation learning resources that become known to us - either directly, or through the Government Office sustainable schools network.

**The DCSF estate**

45. We have four headquarters buildings: in London, Runcorn, Sheffield and Darlington. We are at an early stage of planning to adapt our estate to climate change, with lead roles identified within the Sustainable Development and Facilities Management teams. For each of our four buildings, we will be reviewing our current level of preparedness for climate change, assessing the risk to our estate and developing a comprehensive action plan to address the risks. We have achieved ISO14001: 2004 accreditation of our Environmental Management System (EMS). We will encapsulate the methodology and requirements for embedding adaptation within a procedure of the EMS. Monitoring and reporting of this work will occur as part of our delivery of Sustainable Operation in the Government Estate. We currently assess our position as level 0 on the proposed Adaptation Indicator.

46. We will be moving out of our existing buildings in Sheffield (summer 2010) and Darlington (spring 2012) to occupy buildings with much improved environmental efficiency. The contracts for these new premises have included the need to take adaptation to climate change into account in the building and design specifications, and for Darlington, we have developed a Sustainability Charter to help deliver a Building Research Establishment Environmental Assessment Method (BREEAM) *excellent* rating, with aspirations to achieve an *outstanding* rating. The building will also be designed to achieve a B rated Display Energy Certificate that should increase to A-rating if we achieve a BREEAM *outstanding rating*.

\(^{26}\) [http://www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)
47. The Sheffield building is an existing speculative development which was initially designed to a BREEAM Very Good rating. However, we are substantially upgrading the building as part of our fit out to incorporate additional sustainability features such as rainwater harvesting, PV panels and power saving technology. This should result in a BREEAM Excellent rating and a DEC C performance in occupation.

48. As described in Chapter 2, we already require all our NDPBs to have a SDAP that sets out the actions the organisation is taking to embed sustainable development practice in both its operations and policy delivery. We expect that NDPBs’ SDAPs will include addressing what the organisation is doing to promote both climate change mitigation action and adaptation, and we will be working with our NDPBs to support them.
## Adaptation actions and milestones

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Action</th>
<th>Lead team</th>
<th>Date start</th>
<th>Target date for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased temperatures</td>
<td>Commission and manage research from AECOM</td>
<td>Partnerships for Schools</td>
<td>Dec 09</td>
<td>March 10</td>
</tr>
<tr>
<td>We will secure evidence of the current extent and severity of user discomfort in schools from buildings being too warm. The assessment will identify the common causes and any common contributory shortcomings in the design of buildings. We will determine the appropriate measures to reduce overheating and opportunities for improving the design of external areas, so that they better suit their environments and provide for climate change.</td>
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<tr>
<td>We will encourage incorporation of appropriate measures to reduce overheating in new and refurbished buildings benefitting from existing capital programmes, through production of guidance and demonstration sites.</td>
<td>Guidance to be commissioned as part of contract with AECOM. Demonstration projects, starting in 2010-11, subject to programming constraints, with publication of interim feedback at the start of the construction phase and final feedback reports following post occupancy evaluation.</td>
<td>Partnerships for Schools</td>
<td>Dec 09</td>
<td>Mar 10</td>
</tr>
<tr>
<td>We will give consideration to the adaptation</td>
<td>Negotiated process from March -</td>
<td>DCSF</td>
<td>March 2010</td>
<td>October 2010</td>
</tr>
</tbody>
</table>
measures that should be secured through capital programmes. Dec 2010. Sustainable Development Unit

We will determine the evidence for how overheating impacts upon child learning and behaviour. DCSF to scope the extent to which its information requirements are shared or aligned with those of other Government Departments (OGDs).

DCSF will independently, or with OGD’s, commission a literature review of existing evidence. Depending on the results from the review, also commission primary research. DCSF Sustainable Development Unit April 2010 March 2012

We will develop a holistic strategy for overheating that considers both buildings and non buildings-based solutions to avoiding unacceptable outcomes from overheating Strategy to draw on capital research and human impacts evaluation. Strategy will also potentially take into scope options and analysis of changing the operation delivery of education.

DCSF Sustainable Development Unit April 2010 March 2012 DCSF Central Capital Unit
We will work with the Child Poverty Unit and other government departments, including the Department for Work and Pensions to consider how climate change impacts on the commitment to eradicate child poverty and the government’s child poverty strategy.

<table>
<thead>
<tr>
<th>Partnerships or Schools</th>
<th>Child Poverty Unit</th>
<th>April 2010</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPU to consider climate change research findings within strategy and delivery plan, including the Child Poverty Strategy, due March 2011.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We will liaise with the Environment Agency on any emerging implications for the choice of school sites arising from the consideration of future climate data. PfS will also highlight innovative approaches to flood risks in case studies in the public arena.

<table>
<thead>
<tr>
<th>Partnerships or Schools</th>
<th>Ongoing</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>As read.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We will develop a dialogue with local and regional partners.

<table>
<thead>
<tr>
<th>DCSF to seek a partner region</th>
<th>DCSF Sustainable Development Unit</th>
<th>Q1, 2010-11</th>
<th>Ongoing</th>
</tr>
</thead>
</table>

We will make available on the sustainable schools website any suitable adaptation learning resources that become known to us - either directly, or through the Government Office sustainable schools network.

<table>
<thead>
<tr>
<th>Sustainable Development Unit</th>
<th>Ongoing</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>As read</td>
<td></td>
<td></td>
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</tbody>
</table>

For each of our four buildings, we will be reviewing our current level of preparedness for climate change, assessing the risk to our estate, and developing and implementing a

<table>
<thead>
<tr>
<th>DCSF Estates and Facilities Management</th>
<th>Jan 2010</th>
<th>March 2012</th>
</tr>
</thead>
</table>
comprehensive action plan to address the risks.

We have achieved ISO14001: 2004 accreditation of our Environmental Management System (EMS). We will encapsulate the methodology and requirements for embedding adaptation within a procedure of the EMS.

DCSF Sustainable Development Unit

Jan 2010  Mar 2011

As read

DCSF Estates and Facilities Management

DCSF Sustainable Development Unit
Chapter 4: Carbon Reduction Delivery Plan

1. This Carbon Reduction Delivery Plan sets out measures that we will take to meet the carbon budget allocated to the DCSF, covering emissions from those sources for which the Department has responsibility within Government. It addresses all greenhouse gases\(^{27}\) and uses the term ‘carbon’ as shorthand to reference to these gases. The plan covers the current and next two carbon budget periods through to 2022.

2. This plan will be regularly updated as our climate change mitigation strategy evolves and to take into account our rate of progress in reducing emissions. The plan should therefore be understood to represent the start of a journey towards a lower carbon future for children’s services.

3. **We will also publish a separate Carbon Management Strategy for the Schools Sector in 2010.** There will be overlap between this plan and the school sector document. However, the latter will provide the schools sector with a more detailed and tailored strategy, and will respond directly to the DCSF consultation *Towards a Schools Carbon Management Plan* (closed November 09).

**Carbon Budgets**

4. The Climate Change Act 2008 commits the UK Government to achieving an 80 per cent reduction on 1990 greenhouse gas emission levels by 2050. National interim targets of a 34 per cent cut by 2020 have also been agreed.

5. To help the Government stay on track to meet these targets, a series of ‘carbon budgets’ are being introduced.

6. By using data on past greenhouse gas emission levels to establish a baseline, and by setting future targets for a reduction against those baselines, it is then possible to generate a series of reducing ‘carbon budgets’ or emission

\(^{27}\) carbon dioxide (CO\(_2\)), methane (CH\(_4\)), nitrous oxide (N\(_2\)O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), sulphur hexafluoride (SF\(_6\)).

![Graph showing carbon budgets]

7. The UK carbon budget is therefore a cap on the total quantity of greenhouse gas emissions emitted in the UK over a specified time, set in tonnes of carbon dioxide equivalent (CO$_2$e).

8. Each sector of the UK economy is being provided with a share of the UK budget. Where emissions rise in one sector, we will have to achieve corresponding falls in another.

9. Accountability for contributing to emissions reduction within each of the sectors is shared between several departments, each receiving a slice of the overall sector share in proportion to its ability to influence the sector. The combination of these sector slices makes up a department’s own individual carbon budget (Departmental Carbon Budget (DCB)).

10. Our first DCB, for the five year period up to the end of the 2012 calendar year, is shown in Table A below. It includes the greenhouse gas emissions from the use of energy across the maintained school estate in England – including nursery, primary, secondary and special schools.

Table A

---

28 A summary of departmental carbon budgets can be found in Annex B (pages 215-219) of the UK Low Carbon Transition Plan.
<table>
<thead>
<tr>
<th>Economic sectors</th>
<th>Percentage share</th>
<th>Greenhouse gases (MtCO₂e) – budget period 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>1%</td>
<td>6</td>
</tr>
<tr>
<td>Agriculture, forestry and land management</td>
<td>2%</td>
<td>5</td>
</tr>
<tr>
<td>Public sector (school building energy)&lt;sup&gt;29&lt;/sup&gt;</td>
<td>100%</td>
<td>19.7</td>
</tr>
<tr>
<td>Public sector (DCSF own estate and operations)</td>
<td>100%</td>
<td>0.07</td>
</tr>
<tr>
<td>Total budget period 1 (MtCO₂e)</td>
<td>30.77</td>
<td></td>
</tr>
</tbody>
</table>

11. Our second carbon budget covering 2013 - 2017 will be enlarged to include an expanded public sector that contains emissions from the energy used in sixth form colleges as well as other children’s services buildings, e.g. integrated youth support and Children’s Centres. It will also need to cover schools’ own business travel and potentially that of local authority children’s services.

12. It has not been possible to incorporate these services in the first budget due to a lack of baseline data. However, once measurement issues have been resolved, we will capture a wider band of emissions under the DCB, and the second budget will therefore grow in scope.

13. This plan is based on the current scope of the SOGE targets and the department's current carbon budget, which includes the office estate, and owned administrative transport emissions. As the details of the new SOGE framework are built into the carbon budget allocation from Carbon Budget period 2 (2013) onwards, we will work across our estate and wider departmental family to ensure that we monitor and report against, and then meet the broader and more challenging targets.

14. These reductions in public sector carbon emissions will also deliver

<sup>29</sup> Schools building energy was not included in the DCSF’s DCB as published in the *UK Low Carbon Transition Plan*. 
financial savings, contributing to Government's aim of releasing £300M in energy bill savings by 2012/13 through greater energy efficiency. The CRDP is expected to be reviewed and updated in the next 18 months in order to present changes to the Department's targets for reducing emissions from its own estate and operations, and correspondingly, its share of the public sector Carbon Budget. We will also revise the set of measures being planned to secure both carbon and financial savings from our estate.

**Target setting**

**Energy use in school buildings**

15. We are committed to ensuring that greenhouse gas emissions from the children's services sector fall dramatically, and believe that children's services should play a leading role within the public sector in moving to a low carbon future.

16. For this reason, **we have adopted a challenging overarching target for the reduction of greenhouse gas emissions resulting from energy use in schools – a 42 per cent reduction by 2020.** This is to be set against a 1990 baseline, and because energy usage has grown significantly since 1990, a 42 per cent reduction on 1990, means a 53 per cent reduction on current emissions from energy use in school buildings (see diagram below showing schools greenhouse gas emissions between 1990 and 2006. The data shows that while schools overall carbon footprint increased by 9.2 per cent over the period shown, emissions from energy consumption grew by 24 per cent).

17. While this target is ambitious compared to levels of ambition set for the UK as a whole, we believe that it can be achieved through the measures outlined below. It should be noted however, that it is not our intention to passport this national target to every school. It is not realistic to expect all schools to achieve the same levels of energy efficiency. We will, however, ensure that sufficient levers and support are in place to secure the necessary emissions reduction from the school estate.
Energy use in non-school buildings

18. We will agree an emissions reduction target for non-school children’s services buildings for the purposes of the second carbon budget (2013–2017). The target will by necessity be set against a more recent baseline than 1990, as some of these buildings were not in existence in 1990 (e.g. Children’s Centres) and because of a lack of data on energy use in previous years.

Transport and agriculture, forestry and land management

19. The UK Low Carbon Transition Plan set out a small, but significant role for the Department in supporting greenhouse gas emissions reduction in two important areas: the transport sector and the farming and land use sectors.

20. Children’s services are considered important to the travel sector, not least because of the emissions caused by children and young people’s travel to, and between, schools, colleges and other services. Schools and other services such as early years also create land and farming related emissions through their procurement of food and other goods. The role of schools in teaching about
both sustainable travel and sustainable food options is considered of real importance to medium and longer term emissions reduction in these sectors.

**National level governance**

21. The monitoring and governance arrangements for the Department’s carbon budget, the Climate Change Adaptation Plan and our broader sustainable development work is set out in Chapter 2 (paragraph 20-22). To summarise briefly, the senior responsible officer (SRO) for the budget will be the director general for Corporate Services. The SRO will be responsible for ensuring that the Department stays within its assigned carbon budget, and specifically will:

- ensure that carbon reduction planning is adequate;
- ensure that carbon reduction is adequately funded; and
- monitor progress, and report to the DCSF management board on progress against milestones and indicators.

22. The Department’s Permanent Secretary has also determined that each of our three policy directorates should appoint a carbon lead at director level who will hold responsibility for ensuring that:

- each of our policy directorate’s policies and programme make a sufficient contribution to meeting the DCB;
- all relevant policies undergo adequate carbon impact assessments;
- the results of carbon impact assessments are fed through to the SRO to enable the carbon implications to be considered within light of the DCB allocation. In the case of transport and agriculture, forestry and land management related emissions, the results of impact assessments will also need to be fed through to the Department of Transport and Department for Environment, Food and Rural Affairs in their capacity as lead Departments for these areas.

23. The Sustainable Development Programme Board is charged with supporting the SRO in publishing our Carbon Reduction Delivery Plan;
monitoring progress against the Delivery Plan; reviewing the adequacy of our carbon management arrangements; and developing any subsequent measures to address shortfalls in performance in cutting emissions.

**National level co-ordination**

24. We are already engaged with a number of other government departments and key national partners in reducing carbon emissions in the children’s services sector. **We will:**

- liaise with both the Department for Transport and the Department for Environment, Food and Rural Affairs in regard to how we can support them in reducing emissions from the overall UK transport and agriculture, forestry and land management sectors;

- engage with the Department of Health and Department of Transport in promoting children’s active travel to school;

- work with our Non-Departmental Public Bodies to ensure they are assisting the Department and the wider children’s services sector in achieving reduction in carbon emissions. The contribution of the following agencies will have real importance in this regard:

  - Partnerships for Schools (PfS);
  - Young People’s Learning Agency;
  - British Educational Communications and Technology Agency (BECTA);
  - School Food Trust;
  - National College for Leadership of Schools and Children’s Services; and
  - Children’s Workforce Development Council.

- work with the Government Office network, Regional Improvement and Efficiency Partnerships (REIPs) and Together for Children to identify how carbon reduction can be better reflected as a strategic priority within children’s trusts; how the DCSF carbon reduction strategy
should align with regional and local approaches to carbon reduction; and to identify how carbon reduction in children’s services can be assisted at the regional level through dissemination of best practice and learning; and

- continue to engage with the third sector to ensure that it is enabled to support schools and local authority children’s services in their efforts to reduce emissions.

25. We are also keen to explore the potential for private sector engagement in reducing energy demand in schools and children’s services. The Centre of Excellence in Sustainable Procurement (CESP) at the Office of Government Commerce is already exploring a number of models for private sector engagement in carbon reduction within the government estate, while DECC and HMT are considering commercial models by which carbon reduction can be secured within the wider public sector. **We plan to contribute to this work, and will respond to any identified opportunities to employ value for money commercial models within the school sector and within wider children services.**

**Improving co-ordination**

26. A number of agencies are already engaged either directly with schools, or through local authorities, in seeking to reduce schools’ carbon emissions. While this focus on schools is extremely encouraging, there is a danger that without co-ordination, these efforts will not reach their full potential, and may cause confusion at the local level.

27. **We will therefore work with key national delivery partners, including, but not restricted to, the Carbon Trust, Salix, the Local Government Association, and the Department for Energy and Climate Change to put in place co-ordination arrangements that ensure that available resources achieve maximum impact and provide coherent support for schools.** Co-ordination is likely to entail organisations working to an outline delivery
framework, with a strong focus on coherent communication with schools.

**Policies and actions to achieve carbon reduction**

28. While the Department’s carbon budget provides a specific focus on carbon emission reduction within children’s services, there are a number of existing policy measures that already incentivise emission reduction across a range of services, including children’s services.

29. We will ensure that our approach to reducing emissions aligns with, and is coherent with existing measures, including:

- the Carbon Reduction Commitment;
- Local Area Agreements and the National Indicator Set - especially NI 185, 186, and 198; and
- the National Framework for Sustainable Schools. With Sustainable Schools, we have already created a comprehensive framework through which schools can embed sustainable development in their ethos and way of working. Our ambition is that all schools should be sustainable schools by 2020;

and that the approach effectively promotes action at all levels.

30. Achieving a 53 per cent real terms cut in greenhouse gas emission levels from energy used in school buildings by 2020 will require a sustained and dedicated focus from the Department and the children’s services sector.

**Capital programmes**

31. The Department’s capital funding constitutes the main mechanism through which we can secure carbon reduction. Modelling suggests that as currently planned, Building Schools for the Future and Primary Capital Programmes are capable of securing a 44 per cent emission reduction by 2020 through both new build and refurbishments - although this is dependent on buildings realising the efficiencies anticipated at design stage.
32. The Department also recognises the significant potential to achieve cost efficient carbon reduction through retrofitting buildings with energy efficiency measures and plans to commission more detailed analysis of the cost-benefits of this approach.

33. Meeting our carbon targets will require a fundamental review of how our capital programmes can be shaped so as to offer cost-effective approaches to securing large scale emissions reductions - in line with our carbon reduction target. To this end, we will:

   • work with Partnerships for Schools (PfS) and the Department for Energy and Climate Change to determine an overarching capital strategy to reduce carbon emissions in schools and 6th form colleges; while also
   
   • identifying specific requirements to include within the capital programmes to support energy reduction in schools and in the local authority buildings which children and young people’s services use.

34. We expect to consult with local authorities and schools concerning capital funding and carbon over the 2010-11 financial year.

35. We will be reviewing our approach to delivering capital programmes, but we consider there to be three aspects of carbon reduction on which the Department is able to make immediate commitments.

   (a) Carbon standards

36. The Department already sets high standards for carbon efficiency in its new build programmes. For example, within the Building Schools for the Future programme, new build secondary schools are required to meet carbon emissions standards 60 per cent lower than those required by 2002 building regulations.

37. On the advice of its Zero Carbon Task Force, the Department has
provisionally agreed - subject to funding availability - to go further and introduce a higher standard for new build from 2013 of 10kgCO₂/m². This is equivalent to an 80 per cent reduction on 2002 building standards.

38. **To help ensure consistency of approach, from 2012 the Department will adopt a preference for the application of school carbon efficiency standards across all its new build programmes.** In practice, the extent to which this can be achieved will depend on whether there are co-funders and their own adopted standards, and the extent to which the Department is able to determine building specifications. The Department will however seek to ensure that high carbon efficiency standards are pursued, with the ambition of matching or bettering new schools standards.

(b) **Behaviour change**

39. Making buildings more energy efficient is essential to carbon reduction, but there is also a wide body of evidence to suggest that energy efficiencies in the order of 5 to 20 percent can be achieved through changes in the behaviour of building occupants. We also know that poor use and management of buildings can undermine the planned effect of their energy efficient design. It is therefore essential that we address building user behaviours as well as the buildings themselves.

40. **PfS will therefore develop a Post Occupancy Evaluation (POE) process for all schools within BSF and a methodology for in-depth energy study which it applies annually to a sample of schools.**

41. **We will also work with partners to establish key elements to drive behaviour change, including:**

- sufficient incentives;
- sufficient school and service level capacity and understanding to enable change; and
• presenting schools with well structured and coherent options through which they can reduce their energy use, while providing feedback for schools on their progress and that of their peers.

42. There is a good deal of literature showing that when people have easy access to information on their energy use, demand falls. We have therefore invited all publicly funded schools in England to apply for a free display meter.\(^{30}\)

43. We will also put in place measures to ensure that schools can see how their energy use compares to other schools within their area - enabling broad judgements to be made regarding levels of efficiency and savings potential.

(c) Building capacity

44. There are a number of areas in which the Department and PfS will need to build understanding and capacity in order to respond to the challenge of meeting carbon budgets:

• we will investigate the retrofit measures that are required to reduce emissions from the buildings used by children and young people’s services other than schools;

• PfS will identify and monitor the outcomes of research into new low carbon energy sources that can be adopted for buildings, and work with suppliers to keep abreast of developments in the market for low carbon products.

45. PfS will also work to build local capacity through:

• developing the role of the Client Design Adviser to ensure that carbon minimisation is satisfactorily addressed at the earliest stages of school (and other) building projects and is safeguarded throughout the design and construction and into the operation of

\(^{30}\) See http://www.energydisplaymeter.co.uk/
buildings;

- developing guidance on the options for low and zero carbon energy supplies that can be applied to schools of different sizes in various locations, having regard to the opportunities discussed in the recent consultation on permitted development rights for small-scale renewable energy technologies installed in non-domestic buildings.\(^{31}\)

**Information and communications technologies (ICT)**

46. We will help the sector reduce emissions associated with ICT. ICT has become central to the way that children and young people learn in our schools and to how our schools are managed. We need to seize the opportunities presented by ICT – for greater interactivity and participation, and for increasing the efficiency of school administration.

47. At the same time we need to recognise that by increasing the electricity used in our schools, ICT creates additional emissions. **For this reason, we have asked Becta to develop proposals as to how we can reduce carbon reduction from ICT use and how ICT can facilitate carbon reduction more broadly.** Becta will also:

- engage with the ICT industry to agree specific requirements for the energy/carbon performance of ICT services in schools;

- consider the development of an energy rating system that applies to schools ICT services;

- refresh their functional requirements, technical specifications and standards to reduce the energy requirements of ICT services and ensure that their accreditation processes and procurement of ICT are based on these criteria;

- work with the ICT industry to develop a methodology to measure the actual operational energy performance of ICT service providers;

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\(^{31}\) ‘Permitted development rights for small scale renewable and low carbon energy technologies, and electric vehicle charging infrastructure’ (November 2009)
• develop tools and guidance on energy efficient ICT;

• develop ICT technicians' professional qualifications which support energy conservation and power management.

National travel sector

48. Under the Government’s carbon budgeting arrangements, a national transport sector share of the UK carbon budget has been defined. The transport sector share of the UK carbon budget is 648 MtCo2 in the first carbon budget period (2008-12). The Department for Transport (DFT) has a 76 per cent share of the sector emissions, with the rest divided between several other Government Departments. DCSF holds a 1 per cent stake. Effectively this means that the Department for Transport will lead measures and progress in reducing carbon emissions from the overall transport sector32, with DCSF playing an important supporting role in relation to travel associated with schools and other children and young people’s services.

49. We will continue to work with DfT to define our contribution to enabling the UK to meet its transport sector carbon reduction requirements, but at the current time we envisage contributing through the following measures:

(a) The introduction of robust carbon impact assessment

50. In most cases our policies will have only limited impact on travel emissions. However, where policies make fundamental changes to travel requirements, it will be important to formally assess their carbon impact and consider the implications of the policy on the Government’s ability to meet its nation travel sector carbon budget.

51. We will therefore work with other Departments to develop a tailored and proportionate methodology that will enable policy teams to include transport emissions within the scope of their impact assessment.

(b) Reducing the need for travel

52. We will reduce the need for travel in a number of ways:

- by ensuring that new schools are well sited so as to minimise the need for vehicle travel;

- by exploring and developing the means through which ICT can remove the need for travel through use of broadband connectivity negating the need for face-to-face contact, and through reducing the need for on-site maintenance and commercial visits to schools;

- by investing £23m to support sustainable travel in the most rural areas for pupils accessing the 14-19 curriculum;

- by providing parents with high quality impartial information to support their applications for school places. We will ask local authorities to ensure that all parents routinely receive information on options for home-school travel when considering schools, particularly disadvantaged parents whose aspiration we encourage. This information should promote sustainable travel options and their corresponding benefits, so that parents are better informed of these benefits when applying for school places.

(c) Helping to create a culture of sustainable travel

53. In 2003 the DCSF and DFT jointly published Travelling to School - an Action Plan, which set out a series of measures for schools, local authorities and central Government to take in order to promote healthier and more sustainable travel options on the home to school journey. One of the key elements of the action plan is School Travel Advisers (STAs) working with schools in the development of School Travel Plans (STPs). As of March 2009, 81 per cent of schools have a plan.

54. School Travel Advisors have been supported through the National Travel to School Initiative since 2003. The Initiative is currently being evaluated and
both departments will consider their response, taking into account the resources available following the next spending review in 2010.

55. We currently collect data on pupil mode of travel through the School Census. **We will make this information available on an annual basis and in comparison form, with a view to enabling schools and local authorities to see how individual school pupil mode of travel compares to that of neighbouring schools.** We believe that this form of comparison could be important in helping schools and local authorities to see where there has been progress in changing mode of transport away from the car, and thereby facilitate learning at the local level. It should also help local authorities to develop strategies to promote sustainable travel.

**(d) Transport planning**

56. The Education and Inspections Act 2006 places a general duty on local authorities (LAs) to promote the use of sustainable travel and transport. In doing so, LAs are required to publish a Sustainable Modes of Travel Strategy (SMoSTS) on their web site by 31 August each year and we provide £4 million per annum to support this duty. In producing SMoTS, local authorities are required to:

- assess the travel and transport needs of children and young people;
- audit their infrastructure to support sustainable school travel;
- identify what needs to be done to help more children travel to school/learning sustainably.

57. **We will continue to work with DfT to review national progress on sustainable travel.** We will also consider the implications for children’s travel arising from the Department of Health and Communities and Local Government’s commissioned assessment of the effectiveness of the local delivery of health, well-being and social care outcomes from a spatial perspective.

**(e) Facilities**

58. As part of the pre-conditions for the Building Schools for the Future
programme, PfS assesses planning for school cycle parking facilities. PfS also require that local authorities provide a map of the local context demonstrating the links between schools and public facilities, and showing cycle networks and relevant public transport routes. **PfS will continue to challenge local authorities to provide excellent active travel facilities and access through this design gateway procedure, and will continue to use the influence of the BSF programme to reduce pupils' need for car travel.**

59. Through our Play Strategy, we are providing £235m to deliver up to 3,500 new or refurbished, free play areas and 30 staffed adventure playgrounds by 2011. We expect all local authorities, as they roll-out the play capital investment, to work with partners to help ensure that routes to and from play sites are safe for children, and that these routes provide opportunities for active travel by walking or cycling wherever possible.

**Agriculture, forestry and land management sector**

60. We have been allocated 2 per cent of the agriculture, forestry and land management sector share of the UK Carbon Budget. The Department for Environment, Food and Rural Affairs leads on this at national level and has to date concentrated on core agricultural supply-side issues rather than those relating to consumer demand for agricultural goods. Our contribution to carbon reduction proposals for this sector remain relatively under-developed, although we anticipate that it will quickly develop over the first carbon budget period.

61. Given our early stage in planning, it is not possible to set out firm proposals. However, we anticipate supporting emissions reduction from this sector through:

- our curriculum-based activity with children;
- the promotion of the National Framework for Sustainable Schools;
- our work to promote sustainable procurement; and
- future promotion of the Healthy Food Mark - currently under development by the Department for Environment, Food and Rural Affairs, and the Department for Health.
Broader strategy

Climate Change in education

62. While action to reduce carbon emissions from buildings and travel is essential, the most significant role for the children’s sector in meeting the threat posed by climate change will be its role in shaping children and young people’s understanding of climate issues and inspiring a commitment to take responsible action. This role falls principally to those who work in early years, schools and colleges, but others such as youth workers also have an important role to play.

63. Sustainable development and climate change are already established in the school curriculum. The secondary curriculum programmes of study in geography, citizenship, science and design and technology all address aspects of sustainable development. Sustainable development is also a cross-curriculum dimension, and as such, is a unifying theme that helps learners make sense of the world and their place in it. Sustainable development - including climate change mitigation - can therefore be integrated across subjects, and embedded in the routines, events and ethos of a school.

64. We will work with the National College for Leadership of Schools and Children’s Services and the Training and Development Agency to ensure that school staff and children’s services leaders themselves understand the issues, and that guidance and materials supporting school staff are updated and relevant. The National College already includes content on this issue in the National Professional Qualification for Headship and its School Business Management programmes. It has also published a toolkit for school leaders (Valuing our Future, National College) and has undertaken extensive research into the leadership of sustainable schools - http://www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/leading-change/key-initiatives/sustainable-schools.htm.

65. DCSF, with Government Offices, will also continue to promote the National Framework for Sustainable Schools, enabling schools to integrate sustainable development principles and practices into their educational activity
as well as their organisational and business management.

**Procurement**

66. DCSF will seek to reduce carbon emissions through vigorously promoting a sustainable procurement strategy. Details of this will be set out in the Carbon Management Strategy for the schools sector mentioned at paragraph 3.

**DCSF estate and operations**

67. We have a relatively small estate compared to other government departments and to our public sector. However, *Leading by example* has been one of our SDAP strategic objectives since 2008 and sustainable operation of our estate is a very important way of achieving that. The Department has made strong progress against the existing Sustainable Operation of the Government Estate (SOGE) targets\(^33\). We have made a significant reduction in CO\(_2\) emissions from the estate having reduced 32.6 per cent against the baseline, and exceeded the 2010–2011 target. Our current and projected progress on reducing carbon emissions from our road vehicles is insufficient to meet the 2010–2011 target. **We need to further reduce our carbon emissions from this source and will be revising our travel policy to enable us to improve performance.**

**Measuring progress**

68. Measuring progress against our carbon budget is complex and entails a number of separate measures. Each of these measures relates to different elements of the carbon budget as shown in the table below.

<table>
<thead>
<tr>
<th>Carbon budget element</th>
<th>Measure</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>Along with other government departments with a carbon stake in the national transport sector, progress on reducing transport emissions will be measured against the indicator pyramid set out in School Census (Annual)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sector</th>
<th>Contribution</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry and land management sector</td>
<td>Progress will be measured according to the Indicator Pyramid proposed by DEFRA. Our indicator contribution is yet to be fully defined, but is likely to centre on the adoption by schools of the emerging Healthier Food Mark, currently under development by DEFRA and DH.</td>
<td>DEFRA data</td>
</tr>
<tr>
<td>Public sector (school building energy)</td>
<td>Greenhouse gas emissions from fossil fuel energy use by schools.</td>
<td>Energy data on schools held within NI185 data returns(^\text{34}). (Annual)</td>
</tr>
<tr>
<td>Public sector (DCSF own estate and operations)</td>
<td>Progress against the Sustainable Operation of the Government Estate targets.</td>
<td>DCSF MI (Annual)</td>
</tr>
</tbody>
</table>

69. Progress against the actions set out in this plan will be monitored through the Department’s Sustainable Development Action Plan reporting process.

70. While it will be vital to evaluate progress in actual emissions, and planned

\(^{34}\) DCSF is currently exploring the potential and limitations of using NI 185 data. DCSF also collects data on energy expenditure in schools, although this data is less useful than that provided by NI185, as it does not break down according to energy type. Under the Carbon Reduction Commitment local authorities are legally required to collect data on energy use in buildings, including schools.
measures, it will also be important to review over time whether the sector delivery arrangements for carbon reduction are maximising opportunities for emission reduction.

71. To this end, and towards the end of the current budget period, we will review with partners - including the Local Government Association, the Department for Communities and Local Government, and the Department for Energy and Climate Change - the adequacy of the established incentives and sector arrangements for carbon reduction, and whether any new measures are needed so as to meet carbon budget requirements. This review will need to reflect the fact that by 2013, DCSF will also hold challenging carbon reduction targets for local authority children and young people’s services, including children’s centres.