Aberdeenshire
C O U N C I L   **A**   **Education and Children's Services**

**REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE –
17 MARCH 2022**

CARBON BUDGET SIX-MONTHLY UPDATE

1   Executive Summary/Recommendations

1.1   The report presents the Education and Children's Services Carbon Budget six-monthly update. This update is required to be brought to both the Education and Children's Services Committee and Sustainability Committee following the decision of Aberdeenshire Council on 18 March 2020 (Item 10).

1.2   **The Education and Children's Services Committee is recommended to:**

1.2.1   Consider and comment on the Education and Children's Services Carbon Budget six-monthly update, as attached in Appendix 1 and the development of the Education and Children's Services Sustainability and Climate Change Strategy;

1.2.2   Determine any further actions required by the Director of Education and Children's Services with regard to the Education and Children's Services Carbon Budget;

1.2.3   Note the ongoing responsibility of each Director to secure their reduction targets as set out in the Carbon Budget and to report progress at six-monthly to the relevant Policy Committees and to the Sustainability Committee; and

1.2.4   Approve the investigation and implementation of sponsorship by businesses to support the provision of resources (recycling stations and reusable drinks containers for pupils) to deliver the carbon budget reductions set for Education and Children's Services.

2.   Decision-Making Route

2.1   All Directors are required to submit Carbon Budget six-monthly updates to their relevant Policy Committees and additionally to the Sustainability Committee following the decision of Aberdeenshire Council on 18 March 2020, Item 10, Carbon Budget 2020-21.

3   Discussion

3.1   The Carbon Budget was set at the meeting of Aberdeenshire Council on 4 March 2021. For Education and Children's Services the target for carbon reduction for 2020/21 was set at 570 tCO2e, the Council's overall target is 5000. At the same meeting each Service was instructed to develop a Carbon Reduction Plan, setting out how their Directorate will reach 75% emissions reduction by 2030 and Net Zero by 2045, and present this to their relevant Policy Committee by 31 October 2021.

3.2   **Appendix 1** highlights proposed projects that had been identified for progression during 2020/21 in Live Life Aberdeenshire (LLA) and Education. Ongoing considerable difficulty has been experienced in progressing these carbon reduction solutions during the Covid-19 pandemic. These projects have not progressed fully as planned due to not only the significant amount of time taken with the ongoing response to the Covid-19 pandemic in Education and Children's Services, but the continued need for ventilation which is impacting the energy use in schools. The replacement of current ovens with more energy efficient ovens and the replacement sterilising sinks with dishwashers has been impacted due to the lack of financial resources. This has led to a shortfall in the carbon reduction.

3.3   Work has continued on the development of an Education and Children's Services Climate Change and Sustainability Strategy and a short -term action plan for the service to ensure sustainable practices become eventually embedded in the day-to-day work of the service. A static copy of the document is seen in **Appendix 2**. The digital interactive version is found in this link.

3.4   One key element of the carbon reduction strategy is the recording of pupil climate change ambitions and the inclusion of their ideas. Discussions with pupil groups took place, starting in September and their ideas have been included in the strategy document. Work is also ongoing with pupils and staff within Education for the development and implementation of strategy specific to schools.

3.5   The ongoing work with pupils and staff in schools includes:

- developing strategies for the inclusion of Learning for Sustainability in the curriculum,
- developing a strategy document specifically for primary pupils,
- developing the strategy and governance for delivering Learning for Sustainability in schools,
- waste management in school: food recycling in all school areas, general waste reduction, recycling and reusing, litter management, reduction in the volume of paper used,
- use of sustainable resources,
- green space management,
- pupil projects in this area.

3.6   Pupils are important members of the school community. Education and Children's Services recognises that climate change will have a considerable impact on all aspects of their lives. Pupil groups continue to be consulted and represented in the discussions surrounding the developing Waste Strategy for Schools. This is the first area for development from the strategy and meetings are taking place with pupil groups to gather their ideas and thoughts on the development of the strategy.

3.7   Catering Services is looking at how food waste and recycling are managed in school dining spaces to establish a more uniform approach to recycling. In line with the implementation of the Environmental Protection (Single-use Plastic Products) (Scotland) Regulations 2021 which comes into force on 1 June 2022

catering colleagues have been working towards the standard set in the single use plastic legislation and are now fully compliant.

3.8   The aspirations of pupils and the collation of their ideas on ways to effect behavioural change is very much needed to support the development of strategies to reduce the carbon budget. However, the scale of our joint ambitions far outstrips the scale of the current budget investment in Sustainability to achieve the much needed reduction in the carbon figures.

For example:
- to provide the recycling facilities needed internally and externally at all schools in Aberdeenshire with the recycling stations only seen in the newest academy in Inverurie the cost is approximately £1,200,000. Budget will potentially be needed in addition to this with the impending updated waste strategy to collect separated recycling of paper, plastic and metal instead of mixed recycling;
- the cost of providing each pupil with a steel water bottle to encourage the use of reusable drinks containers and reduce the amount of plastic bottle waste the cost is in the region of £100,000;
- to provide software to support the management of energy in schools after a trial period is £68,000 per year.

3.9   To support the implementation of carbon budget reduction strategies we would like to ask approval for the investigation and engagement of potential sponsorship from companies based locally in Aberdeenshire to support the funding of sustainable practices. For example, the sponsorship of recycling stations in schools and water bottles for pupils with the company names of those employers who have supported the initiatives listed on the resources. It is hoped this engagement would also support the links with local employers and promote the development of sustainable practices more widely.

3.10   Work continues with ECO Schools, and Aberdeenshire Council's Green Space officers for a new land management regime to be established and surveying all school sites is starting to support discussions with school staff and pupils to identify areas for utility cutting for sports and play, biodiversity areas and re-wilding areas to form carbon sinks. A project to supply heritage apple trees to all schools where space is available is underway and being led by Green Spaces officers.

3.11   To support work in Learning for Sustainability (LfS) in schools in Aberdeenshire two groups have been set up with representation from senior leaders in schools with an interest in LfS, one focusing on Policy and Guidance the other on CLPL and Training.

3.12   The CLPL (Career Long Professional Learning) and Training group designed and ran a session on an introduction to LfS hosted by a Faculty Head at Kemnay Academy. It was well received by the 56 attendees and will be repeated in March 2022. A survey on CLPL needs in LfS was completed and this will be used to plan future CLPL and training. Sharing good practice in LfS sessions have also been created and will soon be advertised. These will provide ongoing support to primary and secondary practitioners on developing LfS in their schools and for senior leaders in creating a whole school approach

to LfS. CLPL Sessions have also been organised through the Montgomery Development Centre to support a number of aspects of LfS such as Fair Trade, Water and Sanitation, an introduction to LfS and a session on Children's Rights and the UNCRC. At the next meeting discussions regarding holding an LfS conference in September 2022 to showcase the work in LfS in Aberdeenshire and highlight the resources that Aberdeenshire staff can access to support their LfS journey will be undertaken. The CLPL and Training group have a TeamSpace which all teachers can access and national and local information is posted there as well as resources that may be of interest.

3.13 We have been working with colleagues in the Energy Team to explore methods of increasing energy management in schools. Software options have been explored to assist with this. However, due to the ongoing pandemic it is not expected during this session that a reduction in the amount of energy used can be recorded due to the continued need for increased ventilation in school buildings, and the work required to promote and embed this project will be carried forward. This will be explored further for the session 2022/3.

3.14 As previously reported a carbon budget saving has been recorded as a direct impact of remote working of central support staff in Education and Children's Services. Figures collated for the Governance & Empowerment Team showed a 43.5 tCO2e saving over the course of the year for the team. This information was shared with colleagues in the Virtual Working Environment Reference Group to support strategy discussions on the council's efforts to reduce the impact of its actions on climate change. We await information regarding the future strategy to see how this will impact our carbon budget figure in the future.

4 Council Priorities, Implications and Risk

4.1 The following Council Priorities are relevant to this report.

Pillar	Priority
Our People	Education Health & Wellbeing
The carbon budget report impacts on the ongoing health and wellbeing of our staff and pupils – either directly through the ability to see themselves as part of the solution to climate change or indirectly through support from ECS officer in the developing of strategies to increase the carbon budget reductions on the facilities they use and the promotion of behaviour that will have a wider impact on the carbon budget reductions within Aberdeenshire as a whole.	
Our Environment	Infrastructure Resilient Communities
The report reflects the impact we have as a directorate on our environment. Our plans for the long-term reduction in our carbon budget will have a positive impact on our environment if the required investment is forthcoming to achieve the results possible from changes to waste and energy management strategies and the sustainable development of our green spaces.	
Our Economy	Economy & Enterprise Estate Modernisation

> The carbon budget report and the strategies it refers to have a direct impact on our economy in the long term with the development of circular economy strategies, the reduction in waste and increase of reuse strategies across the Authority.

Underpinning the Priorities are a number of key principles. They are: right people, right places, right time; responsible finances; climate and sustainability; Community Planning Partnership Local Outcome Improvement Plans; human rights and public protection; tackling poverty and inequalities; digital infrastructure and economy.

4.2 The table below shows whether risks and implications apply if the recommendations are agreed.

Subject	Yes	No	N/A
Financial	X		
Staffing		X	
Equalities and Fairer Duty Scotland		X	
Children and Young People's Rights and Wellbeing	IIA attached as Appendix 3		
Climate Change and Sustainability	IIA attached as Appendix 3		
Health and Wellbeing		X	
Town Centre First		X	

4.3 The financial implications are complex. In the short to medium term the costs of undertaking work required to support the reduction in the carbon budget will be significant. In the longer term the costs of not undertaking the action required to start changing behaviour and culture could be significantly more following the impact of higher temperatures and the impact this will have on our local environment and infrastructure. The financial implications of meeting Carbon Budget targets are substantial and will need to be addressed on an individual action or project basis. Implications will need to be identified for the organisation as a whole so that they can inform the Council's Medium-Term Financial Strategy to ensure affordability and also across the Council's corporate and informed approach.

4.4 An integrated impact assessment has been carried out as part of the development of the proposals set out above. It is included as **Appendix 3** and

- the following impacts have been identified which cannot be fully mitigated as explained:-

Assessment Area	Impact Area	Details and Mitigations
Sustainability & Climate Change	Consumption of energy	Current pandemic and mitigation to reduce the likelihood of transmission of the Covid-19 virus of increasing ventilation in schools, partly through the opening of windows has a significant negative impact on the energy

		consumed in all buildings where staff and pupils are present. In order to reduce the spread of virus windows need to be opened to increase ventilation and heating has to be increased to allow teaching spaces to be habitable
	Energy Efficiency	Current increase in ventilation reduces the ability of school leaders to incorporate energy efficiency practices in schools through the opening of windows and increase in heating to counter the reduction in temperatures in teaching spaces. Heating has to be increased when windows are open to enable curriculum delivery to pupils and education provision to continue

- there are positive impacts as follows:

Assessment Area	Impact Area	Impact
Children's Rights and Wellbeing	Included	The strategy detailed in the ECS Carbon Budget Report allows for children and young people to feel responsible for their own self-management of the waste they produce in school by providing the resources to dispose of waste in a sustainable way
	Responsible	Responsible members of community by behaviour adding positive effect to carbon reduction
Sustainability & Climate Change	Quality of environment	Work undertaken by Green Space officers with school leaders will help support the local environment in school outside spaces to improve the management of green spaces
	Wildlife and biodiversity	The work of Green Space officers with school leaders will help increase wildlife and biodiversity areas in school outside spaces
	Circular economy transition	Current work of the ECS Catering Team promotes the transition to more sustainable procurement practices. Officers are developing their own strategies and work continues in this area with colleagues from the procurement team.
	Waste and circularity	The development of a waste strategy will have a positive impact on the amount of general waste and recycling removed from schools.

4.5 The following Risks have been identified as relevant to this matter on a Corporate Level:

The following Risks have been identified as relevant to the Carbon Budget on a Corporate Level:

- Risk ID ACORP010 as it relates to environmental challenges and Risk ID ACORP006 as it relates to reputation management within the <u>Corporate Risk Register.</u>

 The following Risks have been identified as relevant to the Carbon Budget on a Strategic Level:

- Risk ID ISSR004 as it relates to Climate Change in the <u>Directorate Risk Registers</u>.

5   Scheme of Governance

5.1   The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report and are satisfied that the report complies with the <u>Scheme of Governance</u> and relevant legislation.

5.2   The Committee is able to consider this item in terms of Section E.1.1 and E.6.1 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to the scrutiny of the implementation of the Carbon Budget for services withing the remit of the Committee.

Laurence Findlay
Director of Education and Children's Services

Report prepared by Karen Tucker, Team Manager, Education and Children's Services
Date 08 February 2022

List of Appendices:

Appendix 1 - Education and Children's Services Carbon Budget six-monthly update
Appendix 2 - Education and Children's Services Climate Change and Sustainability Strategy
Appendix 3 - Integrated Impact Assessment

Aberdeenshire
C O U N C I L   **Education and Children's Services**

Appendix 1 – Education and Children's Services Carbon Budget six-monthly update

Summary of Carbon Budget Monitoring 2021/22	EDUCATION AND CHILDREN'S SERVICES								
	Base Budget	May-21 Forecast	Aug-21 Forecast	Nov-21 Forecast	Feb-22 Forecast	Forecast Savings			
						Better than Budget	Worse than Budget	Net Variance	Comments
	2021/22	2021/22	2021/22	2021/22	2021/22				
	tCO2e	tCO2e	tCO2e	tCO2e	tCO2e	tCO2e	tCO2e	tCO2e	
Education and Children's Services									
Princh-print from home	TBC	TBC	TBC						Users will be able to print to library printers (and subsequently all Live Life Aberdeenshire facilities) from home. This is expected to reduce the number of home printers and cartridges for the occasional printing that people might have. Payment will be online.
Library Return Bins	TBC	TBC	TBC						Library Service is installing return bins in some localities where there is not a library provision. This will allow residents to return resources without using their car to drive to the nearest library.
Lockers/smallest library	TBC	TBC	TBC						Library Service to install digital library lockers in some localities. This will provide customers with an easy return and pick-up point for their reserved items. Due to an improvement in the Library Management Systems for external connectivity these items may be replaced in other services such as supermarkets and

									train stations, allowing for more interaction during a journey for another reason.
Digital services?	**60**	60	20							Following the success of digital services during COVID-19 pandemic the Library Service will continue to improve and increase access to all our digital services. This reduces the need for travel.
General waste reduction and increased recycling on school sites	TBC	TBC	TBC							Education and Children's Services is committed to work with colleagues in Waste Management to reduce the waste for general collection and increase recycling. Covid-19 has impacted on the amount of general waste due to additional cleaning and this work will determine the Service's ability to reduce general waste.
Joint approach with energy team for management of energy usage	TBC	TBC	TBC							Education and Children's Services is committed to develop practices to review energy use and start working on behavioural change in conjunction with the Energy Team who are able to support with the provision of usage data.
Commitment to start incorporating 'circular economy' principles in procurement as part of strategy	TBC	TBC	TBC							Education and Children's Services is committed to start incorporating the consideration of sustainability in procurement. The Catering Team has undertaken this commitment in procurements added to the Procurement Plan 2021/2 for the purchase of fruit, vegetables and frozen foods. The carbon budget reduction will be investigated once the procurement is in place.

Appendix 2

EDUCATION & CHILDREN'S SERVICES CLIMATE CHANGE & SUSTAINABILITY AMBITIONS AND OUR FUTURE STRATEGY

Aberdeenshire Council's Education and Children's Services team acknowledges the world faces a climate challenge directly linked to human activity. It is our responsibility to provide leadership and guidance in order to move to a more sustainable and low carbon future. But we can't do that without you.

We recognise our action, or inaction will impact future generations and we embrace our social responsibility to become part of the solution and reduce our carbon budget. We are committed to working towards a carbon free society by reducing our emissions by 75% (against our 2010/11 baseline) by 2030 and become Net Zero by 2045.

TIMEFRAME FOR ACTION FOR OUR SUSTAINABLE FUTURE STRATEGY

Our ambitions are to be achieved by 2025

The strategy is a positive, forward-looking outcome based approach focusing on what type of Education & Children's Services we want in the future. Scotland's climate is already changing and therefore adaptive actions need to be undertaken now in light of the global climate change challenge.

UK Temperature changes from 1884-2020

#showyourstripes

CARBON BUDGET REDUCTION & SUSTAINABILITY AREAS

Energy

Behavioural Change

Waste

Green & Open Spaces

Digital Technology

Transport

Learning Estates

Sustainable Procurement

Click here -> to join our Engagement Hub or Pupil Area ->

UN Sustainable Development Goals

Scotland's National Performance Framework National Outcomes

Climate Change Adaptation Outcomes

Vision

Click here -> to find out how our strategy links to these important documents:

UN Sustainable Development Goals

Scotland's Performance Framework National Outcomes

Climate Ready Scotland – Second Scottish Climate Change Adaptation Programme 2019-2024

Aberdeenshire Council

Integrated Impact Assessment

IIA ECS Carbon Budget Report 0322

Assessment ID	IIA-000463
Lead Author	Karen Tucker
Additional Authors	Mike Kennedy
Service Reviewers	Gillian Milne
Subject Matter Experts	Claudia Cowie, Lynne Gravener, Christine McLennan
Approved By	Anne Marie Davies Macleod
Approved On	Tuesday February 15, 2022
Publication Date	Monday March 07, 2022

1. Overview

This document has been generated from information entered into the Integrated Impact Assessment system.

IIA ECS Carbon Budget Report for ECS Committee 17 March 2022

During screening 4 of 10 questions indicated that detailed assessments were required, the screening questions and their answers are listed in the next section. This led to 3 out of 5 detailed impact assessments being completed. The assessments required are:

- Childrens' Rights and Wellbeing
- Equalities and Fairer Scotland Duty
- Sustainability and Climate Change

In total there are 6 positive impacts as part of this activity. There are 4 negative impacts, of these negative impacts, 0 have been mitigated and 4 cannot be mitigated satisfactorily.

A detailed action plan with 4 points has been provided.

This assessment has been approved by annemarie.daviesmacleod@aberdeenshire.gov.uk.

The remainder of this document sets out the details of all completed impact assessments.

2. Screening

Could your activity / proposal / policy cause an impact in one (or more) of the identified town centres?	No
Would this activity / proposal / policy have consequences for the health and wellbeing of the population in the affected communities?	No
Does the activity / proposal / policy have the potential to affect greenhouse gas emissions (CO2e) in the Council or community and / or the procurement, use or disposal of physical resources?	Yes
Does the activity / proposal / policy have the potential to affect the resilience to extreme weather events and/or a changing climate of Aberdeenshire Council or community?	No
Does the activity / proposal / policy have the potential to affect the environment, wildlife or biodiversity?	Yes
Does the activity / proposal / policy have an impact on people and / or groups with protected characteristics?	No
Is this activity / proposal / policy of strategic importance for the council?	Yes
Does this activity / proposal / policy reduce inequality of outcome?	No
Does this activity / proposal / policy have an impact on children / young people's rights?	No
Does this activity / proposal / policy have an impact on children / young people's wellbeing?	Yes

3. Impact Assessments

Children's Rights and Wellbeing	No Negative Impacts Identified
Climate Change and Sustainability	No Negative Impacts Can Be Mitigated
Equalities and Fairer Scotland Duty	No Negative Impacts Identified
Health Inequalities	Not Required
Town Centre's First	Not Required

4. Childrens' Rights and Wellbeing Impact Assessment

4.1. Wellbeing Indicators

Indicator	Positive	Neutral	Negative	Unknown
Safe		Yes		
Healthy		Yes		
Achieving		Yes		
Nurtured		Yes		
Active		Yes		
Respected		Yes		
Responsible	Yes			
Included	Yes			

4.2. Rights Indicators

UNCRC Indicators upheld by this activity / proposal / policy	Article 3 - Best interests of the child Article 6 - Life, survival and development

4.3. Positive Impacts

Impact Area	Impact
Included	The strategy detailed in the ECS Carbon Budget Report allows for children and young people to feel responsible for their own self-management of the waste they produce in school by providing the resources to dispose of waste in a sustainable way.
Responsible	Responsible members of community by behaviour adding positive effect to carbon reduction

4.4. Evidence

Type	Source	It says?	It Means?
Internal Consultation	Meetings with children and young people	Children from ECO groups in schools and individual children who are representatives on the Pupil Council have advised in discussions that they see one of the key areas for reducing the carbon budget in schools is increasing recycling and reducing general waste.	It means they are engage with the strategy to effect behavioural change in schools in order to help reduce climate change and have a positive impact on their own futures.

4.5. Accounting for the Views of Children and Young People

Children and young people are being included in discussions to shape strategy and policy. They will be included in the ECS Team and involved in ongoing communications regarding the launch

of the strategy and projects going forward concerning sustainability and climate change.

4.6. Promoting the Wellbeing of Children and Young People
The strategy supports the wellbeing of children and young people by starting the work needed to have an impact on behavioural change, not only in schools but within the community in order to help protect the environment they are growing up in.

4.7. Upholding Children and Young People's Rights
Children and young people's views and ideas are central to the developments within the ECS Climate Change and Sustainability Strategy. It is essential their ideas of how we can reduce the carbon budget are included in the report for the schools they attend to also engage with the revised procedures needed in this area.

4.8. Overall Outcome
No Negative Impacts Identified.

The development of a strategy to affect behavioural change to reduce the carbon budget can only have a positive impact of the children and young people who attend our settings.

5. Equalities and Fairer Scotland Duty Impact Assessment

5.1. Protected Groups

Indicator	Positive	Neutral	Negative	Unknown
Age (Younger)		Yes		
Age (Older)		Yes		
Disability		Yes		
Race		Yes		
Religion or Belief		Yes		
Sex		Yes		
Pregnancy and Maternity		Yes		
Sexual Orientation		Yes		
Gender Reassignment		Yes		
Marriage or Civil Partnership		Yes		

5.2. Socio-economic Groups

Indicator	Positive	Neutral	Negative	Unknown
Low income		Yes		
Low wealth		Yes		
Material deprivation		Yes		
Area deprivation		Yes		
Socioeconomic background		Yes		

5.3. Evidence

Type	Source	It says?	It Means?
Internal Data	strategy document	Reducing waste, developing Learning for Sustainability curriculum has no impact on equalities or fairer duty Scotland. There is equal impact across all users and staff in educational settings.	No impact.

5.4. Engagement with affected groups

meetings with staff and pupils in schools

5.5. Ensuring engagement with protected groups

Through engagement with school staff and CLD

5.6. Evidence of engagement

Meetings have been held face to face in schools, and online to engage with pupils from various groups - ECO Schools, Pupil Council, Environmental Science groups and Sustainability champions. Meetings have taken place separately with staffing groups across all stages of education delivery to support the development of resources and gathering of views to include in the strategy documents.

5.7. Overall Outcome

No Negative Impacts Identified.

Area of work affects all individuals in schools in the same ways.

5.8. Improving Relations

working collaboratively, development of Hub area for sharing of good news stories, meetings online and face to face.

5.9. Opportunities of Equality

All pupils and staff can be involved with this project irrespective of backgrounds, race, gender, abilities, income.

6. Sustainability and Climate Change Impact Assessment

6.1. Emissions and Resources

Indicator	Positive	Neutral	Negative	Unknown
Consumption of energy			Yes	
Energy efficiency			Yes	
Energy source		Yes		
Low carbon transition		Yes		
Consumption of physical resources		Yes		
Waste and circularity	Yes			
Circular economy transition	Yes			
Economic and social transition		Yes		

6.2. Biodiversity and Resilience

Indicator	Positive	Neutral	Negative	Unknown
Quality of environment	Yes			
Quantity of environment		Yes		
Wildlife and biodiversity	Yes			
Infrastructure resilience		Yes		
Council resilience		Yes		
Community resilience		Yes		
Adaptation		Yes		

6.3. Positive Impacts

Impact Area	Impact
Quality of environment	Work undertaken by Green Space officers with school leaders will help support the local environment in school outside spaces to improve the management of green spaces.
Wildlife and biodiversity	The work of Green Space officers with school leaders will help increase wildlife and biodiversity areas in school outside spaces.
Circular economy transition	Current work of the ECS Catering Team promotes the transition to more sustainable procurement practices. Officers are developing their own strategies and work continues in this area with colleagues from the procurement team.
Waste and circularity	The development of a waste strategy will have a positive impact on the amount of general waste and recycling removed from schools.

6.4. Negative Impacts and Mitigations

Impact Area	Details and Mitigation

Impact Area	Details and Mitigation	
Consumption of energy	Current pandemic and mitigation to reduce the likelihood of transmission of the Covid-19 virus of increasing ventilation in schools, partly through the opening of windows has a significant negative impact on the energy consumed in all buildings where staff and pupils are present.	
	Can be mitigated	No
	Justification	In order to reduce the spread of virus windows need to be opened to increase ventilation and heating has to be increased to allow teaching spaces to be habitable.
Consumption of energy	Current pandemic and mitigation to reduce the likelihood of transmission of the Covid-19 virus of increasing ventilation in schools, partly through the opening of windows has a significant negative impact on the energy consumed in all buildings where staff and pupils are present.	
	Can be mitigated	No
	Justification	In order to reduce the spread of virus windows need to be opened to increase ventilation and heating has to be increased to allow teaching spaces to be habitable
Energy efficiency	Current increase in ventilation reduces the ability of school leaders to incorporate energy efficiency practices in schools through the opening of windows and increase in heating to counter the reduction in temperatures in teaching spaces.	
	Can be mitigated	No
	Justification	Heating has to be increased when windows are open to enable curriculum delivery to pupils and education provision to continue.
Energy efficiency	Current increase in ventilation reduces the ability of school leaders to incorporate energy efficiency practices in schools through the opening of windows and increase in heating to counter the reduction in temperatures in teaching spaces.	
	Can be mitigated	No
	Justification	Heating has to be increased when windows are open to enable curriculum delivery to pupils and education provision to continue.

6.5. Evidence

Type	Source	It says?	It Means?
External Data	Scottish Government Reducing Covid-19 in Schools advice	Advice given regarding ventilation in schools	Windows have to be open to increase ventilation as required on a site by site assessment at the discretion of each school head teacher.

6.6. Overall Outcome

No Negative Impacts Can Be Mitigated.

Following Scottish Government advice ventilation has to be a mitigation to reduce the spread of Covid-19. This Covid-19 mitigation has a negative impact on the school's ability to engage with measures to reduce energy use in schools at this time.

Despite the current negative impact of the energy strategy not being fully developed and rolled out at this time it is hoped we will be in a more positive position at the start of the next session to be able to start this aspect of the ECS Climate Change and Sustainability Strategy,

7. Action Plan

Planned Action	Details	
Development of the ECS Climate Change Strategy document for primary pupils.	**Lead Officer**	Peter Wood
	Repeating Activity	No
	Planned Start	Monday November 01, 2021
	Planned Finish	Friday July 01, 2022
	Expected Outcome	Document for primary pupil audience developed with colleagues in primary schools.
	Resource Implications	Communication for primary pupils detailing the strategy to address climate change and sustainability in schools.
Development of waste management strategy in Education, including general and recycling, reuse, reduction in the use of paper, litter management.	**Lead Officer**	Mike Kennedy
	Repeating Activity	No
	Planned Start	Monday January 10, 2022
	Planned Finish	Friday December 23, 2022
	Expected Outcome	strategy developed and implementation date agreed.
	Resource Implications	Resource implications will be established as project develops.
Development of the strategy and governance for the delivery of the programme of work for Learning for Sustainability into the curriculum across all schools .	**Lead Officer**	Peter Wood
	Repeating Activity	No
	Planned Start	Monday November 01, 2021
	Planned Finish	Friday December 23, 2022
	Expected Outcome	Strategy and governance developed.
	Resource Implications	resource implications will be developed as project progresses.
Development of a programme delivering guidance and resources for the development of Learning for Sustainability curriculum in schools.	**Lead Officer**	Christine McLennan
	Repeating Activity	No
	Planned Start	Monday November 01, 2021
	Planned Finish	Friday July 01, 2022
	Expected Outcome	The ongoing development of LfS in schools.
	Resource Implications	Resource implications will be known as work develops in schools.