



# Edinburgh Primary School

## Climate Charter

At Edinburgh Primary School, we recognise that large, man-made, international climate change events are having a severe detrimental effect on our planet. We acknowledge that global temperatures are rising faster than nature is able to adapt. We see this at a local level in the form of warmer summers, milder winters and an increase in the incidence of localised flash-flooding.

As a community, we are committed to reducing our impact on our environment. We aim to equip our young people with the knowledge to understand how and why the climate is changing, the skills to reduce their carbon footprint and build a sustainable life, and the emotional resilience to manage an uncertain future.

In order to achieve this, we will:

- engage with pupil voice through the school council, to ensure that the aims and ambitions of the Charter are driven by the concerns and ideas of our young people;
- embed understanding of the climate emergency and the concept of global justice into all aspects of school life;
- ensure all children learn about the causes and consequences of climate change in a structured and engaging way;
- reduce the carbon footprint of the school and seek ways to make day-to-day operations more sustainable;
- improve the biodiversity of the school grounds.

These objectives are the basis for our Climate Action Plan.

In addition, we are cognisant of the fact that the climate emergency is having a significant impact on the mental health of our young people. In a recent survey<sup>1</sup>, 60% of 16-25 year olds approached said they felt 'very worried' or 'extremely worried' about climate change, while three-quarters of respondents said they thought the future was 'frightening'. Two-thirds reported feelings of sadness, fear and anxiety, and many felt anger, despair, grief and shame - as well as hope.

This threat to the mental health of our young people is something we seek to address by embedding a commitment to a healthy and sustainable future across the school community through both our school values and our wellbeing values:

1. Hickman, C et al (2021) 'Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey.'  
Available at: <https://researchportal.bath.ac.uk/en/publications/climate-anxiety-in-children-and-young-people-and-their-beliefs-ab> (Accessed: 16 March 2024).

- Kindness – we care for ourselves, each other and all the other people, plants and animals we encounter in our daily lives;
- Honesty – we are honest about the threat posed by climate change, and the things we can do to mitigate it, whilst always being mindful of the anxiety that this may cause;
- Resilience – we are committed to doing all that we can to ensure a safe and healthy future for the planet. We support each other to take constructive action as a salve to the despair climate change may engender;
- Respect – we recognise that the choices we make and the actions we take each day have consequences which are cumulative and far-reaching. Therefore, we will strive to conduct ourselves in a way that is respectful to each other and the planet;
- Positivity – despite the enormous challenge posed by climate change, we work together to seek ways to take positive steps towards a sustainable future.

### Our wellbeing values

- Connect – we recognise that we are connected to each other and our environment in many different ways. This drives us to make positive individual changes knowing that they are for the benefit of all;
- Keep learning – we encourage everyone in our community to be curious about the natural world. We seek opportunities to extend the knowledge and understanding of our young people in relation to all aspects of climate change, placing particular emphasis on the constructive ways it can be mitigated;
- Be active - everyone in our community is encouraged to participate in creating, achieving and evaluating the goals of our climate action plan;
- Take notice – in the classroom and throughout our school, we encourage our young people to take notice of the natural world, to marvel at the richness and diversity of life, and to recognise the tremendous capacity for both species and habitats to adapt to change;
- Give – reducing the carbon footprint of our school will require considerable time and effort. All contributions to achieving the goals of the climate action plan are encouraged and welcomed.

The Climate Action Plan will consider eight key themes: curriculum and sustainability; buildings and energy; water; food; circular economy; transport; climate justice; nature and resilience. Everyone in the school community can play their part in delivering change. Actions are therefore divided into four groups: pupils; teachers; senior leadership and governors; Business Manager and Estate Manager.

Delivery of the Climate Action Plan will be lead by:

The School Council

The School Council Lead: John Pearson

School Business Manager: Annette House

Lead Governor: Fiona Fairmaner

The Climate Action Plan was developed in partnership by the Edinburgh Primary School pupils (through the School Council) teachers, leadership and governors in 2024. It will be reviewed and updated annually.