

Buckles and Bows Pre-School Sustainability and Climate Action Plan

We are committed to complying with the Department for Education (DfE) requirement to move our early years setting towards **net zero by 2050**. This means:

- Reducing our carbon footprint.
- Embedding sustainability within the curriculum.
- Engaging parents and carers in this aim.
- Working with the local community.

We are working towards the Government's sustainability aims by:

- Including elements of the **UN Sustainable Development Goals (2015)** in our curriculum.
- Spending time outside every day, learning about the weather, seasonal changes, planting, and growing.
- Teaching children how to monitor our carbon footprint within the setting.
- Engaging parents in their children's sustainability curriculum.
- Working with colleagues to support local community projects.

We recognise that we have a bigger role to play in the Government's aim to reach net zero by 2050. We want to:

- Further improve our curriculum.
- Reduce our carbon footprint further, challenging ourselves through **termly reflection** and planning future projects.
- Review how well we share information with parents and strengthen engagement.

The DfE requires early years providers to produce a **Sustainability and Climate Action Plan** covering four main areas of provision:

1. **Decarbonisation**
2. **Adaptation and Resilience**
3. **Biodiversity**
4. **Climate Education and Green Careers**

In addition, our plan reflects the **three pillars of sustainability: environmental, social, and economic**.

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1. Decarbonisation

We are committed to reducing carbon emissions by, for example:

- **Energy efficiency**
 - Use energy wisely (turn lights/appliances off) – Look into changing lighting or looking at LED bulbs for strip lights?
 - Turning off lights when leaving rooms.
 - Turning off electrical points when not in use.
 - **Reducing heating**
 - As a free flow learning nursery, heating is kept to a minimum indoors.
 - Parents and carers are encouraged to dress children in warm clothing and waterproofs.
 - Staff also wear outdoor clothing suitable for the season.
 - Heating appliances are not used in warmer weather.
 - **Reducing waste and recycling**
 - Children take home lunchtime recycling.
 - Parents recycle packaging at home.
 - Parents are encouraged to provide lunches in reusable tubs.
 - **Travel and carbon monitoring**
 - Take part in the annual Walk to School Week, organised by the Living Streets charity – add to our calendar May 20th-25th
 - Monitor and record children's journeys to school and share results with parents to encourage sustainable choices
 - Children's journeys are monitored and shared with parents.
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2. Adaptation and Resilience

We are committed to reducing risks from climate change through:

- **Teaching children about the world around them** using nature, science, planting, and growing food.
 - **Gardening** that nurture and teach children about plants.
 - **Stories and age-appropriate resources** to explore climate, weather, and the natural world.
 - **Spending time in nature every day**, supporting free-flow play and outdoor learning.
 - **Protecting wildlife** through bird feeders, mini-beast hotels, and bee hydration stations.
 - **Environmentally friendly routines**, such as labelled bins, recycling, and reducing food waste.
 - **Water management**, including reusable bottles, turning off taps, reusing play water, and collecting rainwater.
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3. Biodiversity

We are committed to promoting biodiversity through:

- Continue our butterfly project, where children grow and release butterflies each year.
 - Set up a pond and discuss pond life.
 - Teach children about bees and the importance of pollinators, with hands-on experiences
 - Set up bee hydration station
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4. Climate Education and Green Careers

We are committed to educating children about climate change and future green opportunities by:

- Building staff knowledge of climate change to share in age-appropriate ways.
 - Embedding **STEM learning** (Science, Technology, Engineering and Maths) in our curriculum.
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The Three Pillars of Sustainability

The Environmental Pillar

- **Aim:** Caring for our planet and learning about the impact of our choices.
 - **EYFS Link:** *Understanding the World.*
 - **Practice in our setting:**
 - Daily outdoor play in natural environments.
 - Gardening and wildlife projects.
 - Reducing waste, recycling, and saving water.
 - STEM activities exploring environmental issues.
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The Social Pillar

- **Aim:** Promoting fairness, equality, wellbeing, and community.
 - **EYFS Link:** *Personal, Social and Emotional Development; Communication & Language.*
 - **Practice in our setting:**
 - Inclusive access for all children, regardless of background or learning needs.
 - Supporting staff wellbeing and promoting equity for children, families, and staff.
 - Building harmonious relationships and community engagement.
 - Celebrating diversity and ensuring all families feel valued in sustainability projects.
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The Economic Pillar

- **Aim:** Building a fair, resilient, and sustainable nursery model.
- **EYFS Link:** *Mathematics; Understanding the World.*
- **Practice in our setting:**
 - Ensuring all children access **high-quality early education** to reduce educational disadvantage.

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- Running a **value-led model** fostering staff wellbeing, ecological sustainability, and strong finances.
 - As a **not-for-profit organisation**, surplus is reinvested into:
 - Nursery places for children.
 - Training and professional development for staff.
 - Support for staff families.
 - Paying fair salaries, offering pensions, benefits, and career development.
 - Promoting responsible resource use (e.g. reusable tubs and bottles).
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Conclusion

By weaving together environmental, social, and economic sustainability with our climate action goals, we are:

- **Modelling best practice** for children, families, and staff.
- Rooting our work in EYFS values of enabling environments, positive relationships, and learning through play.

Signed on behalf of the pre-school.....

A handwritten signature in black ink, appearing to be "M. Ouel", is written over the signature line.

Position within group.....CHAIRPERSON

Latest Review date.....10TH November 2025