



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.



## 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.
  - 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.

Buckles and Bows nominated Sustainability Lead is our Chairperson Mike Quinlan



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

Position within group.....CHAIRPERSON

Latest Review date.....10<sup>TH</sup> November 2025