Bishop Sutton Pre-School and Forest Club

Charity Registration Number 1172849

11 Environmental Sustainability Policy and Climate Action Plan

Environmental sustainability policy was adopted by Bishop Sutton Pre-school and Forest Club on **12th January 2026**.

The Department for Education (DfE) strategy states that: *'By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan'*. The 4 key pillars that represent aspects of addressing climate change to foster a sustainable future are:

- Decarbonisation
- Biodiversity
- Climate education and green careers goals
- Resilience and adaptation

For Bishop Sutton Preschool, these pillars inform our activities in terms of:

Decarbonisation:	Our activities to reduce plastic use
	Our activities to reduce utility usage
	Encouraging sustainable transport to and from the provision
Biodiversity:	Fostering children's empathy with nature through exploration
	Engaging with flora and fauna in the setting and outings to local community spaces
Climate education:	Sharing books, stories and songs with the children on nature and the environment
	Weaving environment and climate topics into the EYFS areas of learning
	Encouraging parents to engage with sustainability topics at home

Resilience and adaption: Reviewing all aspects of our setting's environment to assess what sustainability and climate adaptations can be made

Actively considering the risk of extreme weather events on our children, families and provision

Aim

Bishop Sutton Pre-School actively promotes environmental sustainability.

Our eco-sustainability lead who is the Climate Champion for our setting is: Kate Miller

Changing perspectives – at Bishop Sutton Pre-School we will:

- Educate ourselves, our children and our families on what sustainability means and how to respect our planet.
- Weave sustainability into our daily lives and decisions – ask ourselves could this be done in a more sustainable way.
- Display our sustainability policy and educate and inform others on the steps that we are taking.

Objectives

At Bishop Sutton Pre-School we are committed to protecting our planet for the next generations to the best of our ability by:

- Reducing the use of plastics – in particular single use plastics (SUPs) in our everyday lives.
- Cutting down on waste by reducing, reusing and recycling (the 3Rs).
- Minimising food waste.
- Caring for the world we live in.
- Changing perspectives and developing understanding in ourselves, our families and our children.

At Bishop Sutton Pre-School we support children to learn about sustainability - to respect and care for both the living and non-living environment.

Children have the opportunity at Bishop Sutton Pre-School to learn about and understand sustainability and environmental issues. They will observe adults' model sustainable practices, learn about the world around them and how to protect it. Together we will support the children to develop positive attitudes and values about sustainable practices.

Our curriculum encourages children to explore ideas and practices that promote environmental sustainability and to understand the interdependence between people and the environment.

Climate Action Plan

The aim of a Climate Action Plan for Bishop Sutton Preschool and Forest Club is to integrate environmental and social responsibility into our practice, helping children to feel a connection to the environment and learn about the impact of their actions.

This plan considers the physical environment but also incorporates what we include in the curriculum, how we can adapt and become resilient as a setting, and how we engage the wider community to encourage sustainability.

1. Vision and Purpose

Bishop Sutton Pre-School is committed to protecting the environment and supporting children to develop respect for the natural world. This Climate Action Plan sets out clear, realistic steps to reduce our environmental impact, support sustainability, and educate children, staff and families about climate-friendly practices. The plan aligns with the Early Years Foundation Stage (EYFS), supporting learning through Understanding the World, Personal, Social and Emotional Development, and Physical Development.

2. Key Principles

- Act in ways that are age-appropriate, practical and inclusive
- Reduce our carbon footprint wherever possible
- Embed sustainability into daily routines and learning
- Work in partnership with families, the local community and suppliers

- Review progress regularly and celebrate successes

3. Short-Term Aims (0–12 months)

Focus: Awareness, quick solutions and behaviour change

Energy and Resources

- Switch off lights, screens and electrical equipment when not in use
- Replace bulbs with energy-efficient LED lighting where possible
- Use natural light and ventilation whenever appropriate

Waste Reduction

- Continue recycling of paper, cardboard and plastics
- Being conscious of using single-use items and reduce where possible (e.g. wipes, nappy sacks, plastic aprons, gloves, disposable craft materials).
- Encouraging families / staff to use reusable lunch and drinks containers in lunch boxes
- Encourage reuse of materials for creative activities and use recycling items
- Finish old plastic glitter and only buy biodegradable glitter in future
- Encourage families to contribute to the food bank donation box if they are able.

Food and Catering

- Reduce food waste through careful portioning and planning.
- We offer a variety of fruit, vegetable and dairy for snacks. We do not provide meat.
- Continue to compost food waste
- Buy milk in large bottles not individual cartons

Learning and Curriculum

- Provide age-appropriate learning about nature, weather and caring for the environment
- Use natural resources such as water with care – ensure taps are turned off and any leaks fixed. Recycle water from water play by using it to water plants
- Use stories, songs and outdoor play to explore sustainability themes

- Encourage children to take responsibility (e.g. tidying, recycling, protecting plants and animals)
- Look for resources that are not just plastic representations when real alternatives are available.
- Support children to experience the natural environment through natural materials.

Staff and Families

- Share simple sustainability tips with families via newsletters or noticeboards
- Regularly discuss sustainability at Staff Meetings, all staff are encouraged to put forward ideas
- Include sustainability commitment in our Prospectus, website and staff Job Descriptions
- Encourage families to donate pre-loved clothes, books and toys to charity shops, refugee support groups or to the setting.
- Encourage staff and families to walk, cycle or scoot to Preschool where possible
- Make donated, preloved Pre-School uniform sweatshirts available to new families

4. Medium-Term Aims (1–3 years)

Focus: Embedding sustainability and improving infrastructure

Energy and Buildings

- Monitor energy and water usage and identify areas for reduction
- Install water-saving devices if possible (e.g. tap aerators, water butts)
- Discuss with landlord whether renewable energy options could be explored (e.g. green energy tariffs)

Waste and Procurement

- Review suppliers to prioritise eco-friendly, local and sustainable products. When purchasing new resources, we look for natural rather than plastic.
- Investigate regular waste collection service
- Reduce paper use by increasing digital communication with families and think twice about printing
- Use sustainable cleaning products if possible

Outdoor Environment

- Continue to develop outdoor spaces that support biodiversity (e.g. planting, bug hotels, bird feeders)

- Grow fruit, vegetables or herbs with children
- Increase outdoor learning opportunities throughout the year

Learning and Staff Development

- Embed sustainability across planning and observations
- Provide staff training through discussion at meetings and inset days on sustainable practice
- Celebrate national events such as Earth Day and World Environment Day

Community Engagement

- Work with local organisations, schools or councils on environmental projects
- Encourage families to share sustainability ideas and practices

5. Long-Term Aims (3–5+ years)

Focus: Long-lasting impact and leadership

Carbon Reduction and Sustainability

- Significantly reduce the setting's carbon footprint in discussion with the landlord
- Work towards recognised sustainability or eco-school style awards

Culture and Leadership

- Ensure sustainability is part of the setting's ethos and policies
- Regularly review and update the Climate Action Plan

Education and Legacy

- Support children to develop lifelong care and responsibility for the environment
- Act as a role model for families and the wider community
- Share good practice with other early years settings

6. Monitoring and Review

- Progress reviewed annually by the managers in consultation with the staff team
- Actions adapted based on feedback, resources and new guidance

- Achievements shared with children, families and staff

7. Commitment

We recognise that small actions, taken consistently, can make a meaningful difference. Through this Climate Action Plan, we commit to ongoing improvement, education and collaboration to help protect our planet for current and future generations.

References

The Department for Education's Sustainability and climate change strategy:

https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems

This policy was adopted by	Bishop Sutton Pre-school & Forest Club
On	12th January 2026
Amended on	
Date to be reviewed	AGM 2026
Signed on behalf of the Management Committee	*Sarah Short*
Name of signatory	Sarah Short
Role of signatory	Chair of the Committee
Signed on behalf of the Staff	*Penny Rowlands*
Name of signatory	Penny Rowlands

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Role of signatory	Joint Manager