



# Climate Action Plan

## Statement

Early years settings are expected to play an active roll in addressing climate change by implementing sustainability practices and integrating climate education into their curriculum.

This includes designating a sustainability lead, creating a Climate Action Plan (CAP) and engaging children, staff and families in environmental initiatives.

## Aims

- To operate in a way that minimises our negative environmental impact and promotes positive environmental benefits, for current and future generations.
- To create a culture of a sustainability where environmental responsibility is valued and practiced by everyone.
- To support children to learn about environment and sustainable issues and practices and foster respect and care for the living and non-living environment
- To achieve our aims, we will practice the principles of the 3Rs: reduce – re-use – re-cycle. We prioritise reducing and re-using first and will re-cycle where this isn't possible. We practice the 3Rs by:
  1. **Reducing** waste where possible by thinking about what we buy and how we use it. We will consider our carbon footprint when purchasing materials and will shop locally whenever possible.
  2. **Reusing** - we will look at our resources and plan to re-use them where possible,
  3. **Recycle** when reducing and reusing are not possible, we will recycle as much of our waste as we can.

## Curriculum

We promote a holistic, open-ended curriculum which provides opportunities for developing children's understanding and appreciation of the environment. Through our curriculum we aim to encourage children to develop sustainable practices and become environmentally conscious citizens. This involves teaching them about the importance of protecting the planet, conserving resources and promoting a healthy and equitable society.

Some of the ways we do this include:

- Providing opportunities for children to experience the natural environment through materials such as wood, stone and re-cycled materials.

- Providing opportunities for connecting with the natural environment, such as forest school, outdoor play, gardening, going on nature walks and learning about plants and animals in the local area.
- Having a visible and accessible recycling area and encouraging children to actively take part in the settings recycling.
- Growing and nurturing plants with children and helping them learn about the food cycle by growing, harvesting and cooking food.
- Exploring environmental issues through conversations, play and open-ended activities, encouraging children to think critically, problem-solve and come up with creative solutions.
- Developing a climate action plan to help us to implement sustainability practices in all areas of our work.

### **Climate Action Plan Overview**

In St Bonaventure's Pre-school our sustainability lead is **Helen Ordish**. Helen will hold the responsibility for implementing, monitoring and updating our CAP, as well as the engagement of our settings community in our planned actions.

We understand that the most successful plans will be co-produced by our team so there is an understanding and buy-in to achieve our planned outcomes and we will take a whole setting approach when developing our CAP.

Helen will seek support from the [Climate Ambassador Programme](#) and utilise resources from the [Sustainability Support for Education](#) and the [National Education Nature Park](#).

Our CAP outlines the specific actions we will take to reduce our environmental impact and build climate resilience. We will do this by:

- Integrating climate education into our curriculum
- Offering practical experiences to participate in climate related activities such as gardening and recycling
- Engaging stakeholders in our plans; children, families, staff and management committee, and our wider community.

The key focus areas for our action plan will be:

- [Decarbonisation](#)
- [Adaption and Resilience](#)
- [Biodiversity](#)
- [Climate Education and Green Skills](#)

**Decarbonisation**

Our Vision is to reduce the settings carbon footprint through managing waste by reusing and recycling.

**Adaption and resilience**

Our vision is to make the setting more resilient to impacts of climate change and extreme weather conditions.

**Biodiversity**

Our vision is to enhance our outdoor space to protect and encourage nature in and around our Pre-school.

**Climate Education**

Our vision is to embed climate learning in everyday activities and our curriculum, to support staff and children to understand climate change and take positive action.

**We will review our CAP on a 6-monthly basis**

By taking these steps as specified in our CAP, St Bonaventure’s Pre-school can contribute to a more sustainable future for the children in our care and the wider community.



As a setting we have already implemented some sustainability measures, and we will build on these changes and successes when developing our CAP going forward.

| Action   | Benefit / Impact   |
|--|--|
| We have a food bin and staff and children are encouraged to put any food waste into the separate bin.  | We are contributing to the reduction of green house gas emissions and helping to battle land fill site space issues. |
| We have a sensor lighting that turns off when spaces are not in use to reduce electricity consumption. | Electricity consumption is reduced, and we are more energy efficient in our room.                                    |

|   |                                |
|---|--------------------------------|
| We communicate electronically as much as possible to decrease use of paper and encourage parents to respond electronically too. | Our paper usage has decreased. |
|---|--------------------------------|

|   |
|---|
| <b>Decarbonisation</b>  |
| Our vision is to reduce the settings carbon footprint through managing waste by reusing and recycling |

| Action   | Responsibility and Key Stakeholders            | Timescale  |             | Information and/or resources required  | Target / Measure   | Progress (to be updated at regular review points)   |
|--|--|------------|-------------|--|--|---|
|  |  | Start Date | Review Date |  |  |   |
| Recycling – introduce paper and plastic recycling bins in the Pre-school room. | - Staff<br>- School Site Manager<br>- Children | Jan 26     | April 26    | Recycling bins   | To stop sending paper and plastic to landfill.<br><br>To educate the children about the importance of and then play an active role in recycling. | W/c 12 <sup>th</sup> Jan 26 – children are supervised at lunch time to place plastic containers in a specific bucket ready to be washed and recycled. |
| Buy and set up a wormery   | - Staff<br>- Children                          | Feb 26     | Jul 26      | Useful links<br><br><a href="#">Wiggly Wigglers - Composting, Worms, Birdfood and more</a> | To produce compost for our garden to help grow our plants and vegetables.<br><br>Contribute to the reduction of food waste,                      |   |

|   |         |                             |                                |  |   |  |
|---|---------|-----------------------------|--------------------------------|--|---|--|
|   |         |                             |                                |  | so less waste ends up in the landfill.  |  |
| Termly visits to the Scrap Store to replenish resources | - Staff | <u>Start Date</u><br>Jan 26 | <u>Review Date</u><br>April 26 |  | To reduce our carbon footprint by reducing the amount of deliveries we receive.<br><br>To divert reusable waste away from landfill. |  |

### Adaption and Resilience

Our vision is to make the setting more resilient to impacts of climate change and extreme weather.

| <b>Action</b>  | <b>Responsibility and Key Stakeholders</b> | <b>Timescale</b>            |                                | <b>Information and/or resources required</b> | <b>Target / Measure</b>  | <b>Progress (to be updated at regular review points)</b> |
|--|--|-----------------------------|--------------------------------|--|--|--|
| Assess climate and weather risks   | - Management Team<br><br>- Primary School  | <u>Start Date</u><br>Jan 26 | <u>Review Date</u><br>April 26 | Critical Incident Policy                     | Review our Critical Incident Policy and ensure that any identified risks are incorporated into our critical incident plan. |  |
| Think about and make adjustments during hot weather to prevent over-heating. | Staff<br><br>Primary School                | <u>Start Date</u><br>Feb 26 | <u>Review Date</u><br>May 26   |  | To keep the building cool during hot weather conditions.   |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Buy and install blinds at windows.                |  |  |  |  | Ensuring both children's and staffs health and well-being. |  |
| Investigate free-standing air-conditioning units. |  |  |  |  |  |  |

### Biodiversity

Our vision is to enhance our outdoor space to protect and encourage nature in and around our setting

| Action  | Responsibility and Key Stakeholders | Timescale         |                    | Information and/or resources required | Target / Measure   | Progress (to be updated at regular review points) |
|---|-------------------------------------|-------------------|--------------------|---------------------------------------|--|---|
|   |                                     | <u>Start Date</u> | <u>Review Date</u> |                                       |  |   |
| Talk to children about the importance of insects and pollinators.   | - Staff<br>- Children               | April 26          | June 26            |                                       | Children learn about and can answer questions about pollinators and the importance of insects.   |   |
| Expand our green space and introduce wildlife friendly spaces e.g. bug hotels, natural resources, pollinating flowers.<br><br>Provide planters and pots to grow flowers, herbs and veg. | - Staff<br>- Children               | March 26          | May 26             |                                       | To help children learn and understand the importance of insects and pollinators.<br><br>To provide children with the opportunity to participate in outdoor |   |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | activities, and how to grow and take care of plants. |  |
|--|--|--|--|--|--|--|

**Climate Education**

Our vision is to embed climate learning in everyday activities and our curriculum to support staff and children to understand climate change and take positive action.

| Action  | Responsibility and Key Stakeholders | Timescale  |             | Information and/or resources required                 | Target / Measure  | Progress (to be updated at regular review points) |
|---|-------------------------------------|------------|-------------|---|---|---|
|   |                                     | Start Date | Review Date |   |   |   |
| Book staff onto CPD training about Climate and Sustainability and then to feedback to the rest of the team. | - Management<br>Team<br>- Staff     | Jan 26     | April 26    | Will check BEY site and BAND for any training courses | Staff will learn more ways to implement climate education into our curriculum and foster learning and development for the children. |   |

