

**Nazeing Pre-School, c/o Nazeing Primary School, Hyde Mead, Nazeing. EN9 2HS**

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Sustainability Policy - Climate Action Plan

The [sustainability and climate change strategy for education](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems) states: “By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan”. This includes early year’s settings, schools, multi-academy trusts, colleges, and universities.   
We are committed to complying with the DfE requirement to move our early years setting towards net zero by 2050. This means reducing our carbon footprint, embedding sustainability in the curriculum, engaging parents in this aim and working with the local community.   
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, We want to reduce our carbon footprint even more and we will challenge ourselves to improve our sustainability through reflection and planning future projects and we want to review how well we share information with parents and improve engagement.

As part of the DfE net zero aims by 2050, The DfE states that early years providers need to write a climate action plan. DfE states that our climate action plan should cover 4 main areas of provision:   
• Decarbonisation.  
• Adaptation and resilience.  
• Biodiversity.  
• Climate education and green careers.

**Policy Statement**

Nazeing Pre-School understand sustainability involves integrating environmental responsibility into early years education by teaching children to care for the environment, reduce waste, and conserve resources. At Nazeing Pre-School this includes hands-on activities like gardening, exploring nature, and using recycled materials, as well as adopting sustainable practices within the setting, such as promoting active travel and energy consciousness. Our goal is to foster a generation of environmentally aware children and families who understand their role in protecting the planet and ensuring a sustainable future.

**Climate Action Plan**

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| Areas of provision | Our contributions and aims |
| Decarbonisation | * Becoming more energy efficient by turning off lights when we leave the room or able to use natural light, closing doors where automatic lighting exists, turning off electrical points when not in use. * When inside we will aim to keep heating appliances to a minimum, and continue to encourage parents and carers to dress their children in additional warm clothing during the colder months, heating appliances are not used in warmer weather. * Reducing waste and recycling.  We will continue to encourage the children to help us reduce waste by taking home their lunchtime recycling; we will encourage parents to support this plan and to recycle packaging at home. * Monitoring and reducing the use of carbon emissions. We have families that already walk to school. We will aim to encourage more families to walk to school where possible using tapestry to promote a walk to school day. |
| Adaptation and resilience | * We have started to grow our own fruit and vegetables, which offers the children a rich learning experience particularly in knowledge and understanding of the world, through science experiments, planting and growing food, nurturing the seedlings and plants. We have a number of age related stories about the world we live in, and use these as part of the curriculum for information and stories. * Spending time in nature, using our rainbow garden and school field which surrounds us. We also aim to take the children on walks in the local community. * Protecting wildlife in our garden and the local community. * Through play and learning we teach the children about the wider environment, and their local communities. * Environmentally friendly routines. We have clear labelled bins for waste and recycling. Our children know that their lunchtime packaging needs to go home in their lunchboxes for recycling. We encourage the children to think about and maintain a clean environment, especially after playing outside, after toilet and before meal times. At snack time we try to reduce food waste by encouraging the children to only take what they are going to eat. * We have a box for recycled material that the children can use and explore at the craft table ‘junk modelling’. * Managing water and teaching the children to reduce water wastage. The children bring to school their own reusable water bottles, we teach the children to turn off taps, and discuss how water is a precious resource. Our children love water play and it has been recommended in the EYFS that children experience it as part of their learning. When a water tray is being tap filled we will keep it to a minimum, being mindful of water waste, this will be explained to the children and learnt through their play. We aim to re-use water from water play, for washing outdoor play equipment and watering plants. A long term aim will be to collect rain in designated container, to use instead of tap water in the garden. |
| Biodiversity | * At pre-school we enjoy growing and releasing butterflies, it is a very popular part of our curriculum. * We aim to have a summer growing incentive where children will grow a plant at pre-school and are encouraged to nurture them over the summer holidays at home. |
| Climate education and green careers | * Learning more about climate change so we can share the information with the children. * Including science, technology, engineering and maths (STEM) learning in our curriculum. * Incorporating activities which teach children about nature and the natural world. |

**Targets for Action Plan**

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| Focus targets | How we will meet this target | Outcomes |
| Biodiversity contribution | We aim to have a summer growing incentive where children will grow a plant at pre-school and are encouraged to nurture them over the summer holidays at home. |  |
| Decarbonisation | We will aim to encourage more families to walk to school where possible Using tapestry to promote a walk to school day.  Review- |  |
| Decarbonisation | Aim to turn off lights when we leave the room or able to use natural light, closing doors where automatic lighting exists, and turning off electrical points when not in use. |  |
| Adaptation and resilience | We aim will be to collect rain in a designated container, to use instead of tap water in the garden. |  |

By September 2025, the Department for Educations expects all schools to appoint a Sustainability Lead to coordinate climate action efforts.

The role includes:

• developing and implementing the school’s climate action plan

• to engage staff, students, and the wider school community in sustainability initiatives

• to stay informed about local and national sustainability resources, training, and policies

• to connect with networks and attend events to share knowledge and gain support.

Nazeing Pre-School Sustainability Lead is **Claire Weir**

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| This policy was adopted by | | NAZEING PRE-SCHOOL | *(name of provider)* |
| On | | September 2025 | *(date)* |
| Date to be reviewed | | September 2026 | *(date)* |
| Signed on behalf of the provider | | Nicky Mainwaring | |
| Name of signatory | | Emma Hughes | |
| Role of signatory (e.g. chair, director or owner) | Chairperson | | |