



## **Sustainability Action Plan**

The following action plan builds on our ***Environmental Sustainability Policy***

### **Introduction**

This *Sustainability Action Plan* sets out why we are acting now, what we will do, and how our day-to-day practice will support children, families and staff to live more sustainably. As an early years setting we have a responsibility both to minimise our environmental impact (energy, waste, water and resources) and to give children positive, age-appropriate experiences that build lifelong attitudes and skills for caring for the natural world.

### **Why we are doing this**

- To protect children's present and future wellbeing: climate change and environmental degradation affect health, safety and learning — preparing children to understand and respond to these challenges is part of our duty of care.
- To reduce our carbon and resource footprint by improving how we use energy, manage waste and source materials — contributing to national targets for reducing emissions.
- To meet national policy expectations and legal frameworks that increasingly expect education settings to plan for environmental sustainability and resilience. This ensures we are acting in line with government strategy and legislative requirements.

- To embed sustainability into children’s learning and the EYFS: early experiences shape attitudes — the Early Years curriculum and sector guidance encourage education for sustainability so children learn through play, nature, and everyday routines.

### **How this links to national policy and legislation**

- Department for Education guidance and the national *Climate & Sustainability Strategy for education* set expectations that early years settings should develop sustainable leadership, reduce emissions across the estate and teach children about the environment. Our plan supports those expectations by creating measurable actions for both learning and operations.
- The *Environment Act 2021* and the *UK’s 25 Year Environment Plan* provide the legal and strategic context (targets for environmental improvement, waste and resource management, and air/water quality) that underpin our local actions to reduce waste, improve resource efficiency and improve our outdoor environment.

### **Our commitment**

We commit to embedding sustainability into everyday nursery life: small, consistent changes to practice and pedagogy that protect the environment, improve children’s wellbeing and meet national expectations. We will review this plan termly, celebrate progress with staff and families, and adapt our actions as guidance and legislation evolve.

### **What to expect in this plan**

This document sets out actions across five linked areas:

1. **Leadership and change management** – embedding real change through a wholistic approach.
2. **Education** - providing age-appropriate experiences, outdoor play, nature connection and involvement in simple projects (recycling, growing, energy awareness).

3. **Buildings and Infrastructure** - energy and water use, purchasing and waste reduction, and maintenance choices that reduce impact.
4. **Outdoor environment and nature** – connecting children with nature
5. **Partnerships with families and communities** - working with families, local schools and community groups to multiply impact and model sustainable behaviours.

## 1. Leadership and change management

The leadership and management will adopt a whole and holistic approach to embedding sustainability into our setting.

Action	Responsibility	Deadline	RAG	Comments / Evidence
1.1 Nominate a member of staff to champion climate and sustainability, while, making it clear it is everyone's responsibility	Setting Managers	February half term		'Sustainability Lead' CVN: LBK Cinnamon Brow:
1.2 Add Sustainability and climate as a standing agenda item for all team meetings, ensuring it is a constant feature of the setting and allowing staff to engage and own positive changes.	Setting Managers	January onwards		
1.3 Where feasible, promote virtual meetings to reduce travel-related emissions and keep staff on-site.	Senior Management Team	January onwards		

## 2. Education

Action	Responsibility	Deadline	RAG	Comments
2.1 Embed the 17 Sustainability Development Goals into lesson /	CVN: Setting Teacher	At least one activity to be		

session plans. See appendix for ideas. Add sustainability-related experiences into weekly planning (e.g. recycling, gardening).	LBK: Setting Manager	included in weekly plans		
2.2 Educate children on portion control and waste reduction to minimise food wastage during meal times	All	January onwards		
2.3 Educate children on water wastage	All	January onwards		

### 3. Buildings and Infrastructure

Action	Responsibility	Deadline	RAG	Comments
3.1 Reduce waste and increase recycling: Introduce labelled recycling bins in all rooms; train staff/children; monitor weekly.	Business Support Manager	September 2025		Termly: Review
3.2 Reduce single-use plastics. Replace disposable items (aprons, wipes, cups) with reusable options where safe.	Setting Manager	Summer Term		
3.3 Improve energy efficiency: 1. Switch to LED bulbs; 2. ensure lights/heating turned off when not needed; 3. carry out “energy walks”	Owner Business Manager to add to ‘Close Ticklist’  Sustainability Champion	February half term		

3.4 Improve energy efficiency: Ensure all electrical equipment is switched off of an evening. Add to closing checklist Take a baseline of usage from energy bills and monitor annually (factoring in season changes).	Business Manager to add to 'close down protocol'  Business Manager	February half term		Baseline of energy consumption:
3.5 Reduce the amount of laminating. Does it need laminating? Has the full sheet been utilised fully with minimum waste? E.g Can photo frames be used?	All - Sustainability Champion	February half term		To be discussed at team meeting when draft plan is tabled.
3.6 Reduce the amount of printing: 1. Continue with digital communications via the Famly App as opposed to letters and newsletters 2. Consider – does this need printing?	All	December 2025		Measure – paper and ink consumption. Baseline:
3.7 Reduce water usage: 1. Install water-saving devices if possible; 2. Teach children to use taps responsibly (see action 2.3)	Owner  All	Summer Term		
3.8 Increase use of natural resources indoors/outdoors. Source natural loose parts; reduce plastic resources. Pebbles, pinecones, wooden items.	Setting Manager / Setting Teacher	Spring		
3.9 Introduce composting. Create compost bin; train staff and children to add fruit/veg waste. Use for planting.	Owner	Spring		

3.10 Consider setting up rainwater harvesting system for use in planting/gardening area. Ensure safe installation, access and monitoring.	Owner	Spring		
3.11 Install Bike Rack for staff / families	Owner	February half term		
3.12 Eco friendly materials. When renovating or building new facilities, use sustainable materials that have minimal environmental impact	Owner	Ongoing		Examples:

#### 4. Outdoor environment and nature

Action	Responsibility	Deadline	RAG	Comments
4.1 Grow plants and vegetables. 1. Plant herbs/veg with children; 2. create watering rota. 3. Sign up to Pot Plants	Setting Manager Setting Teacher Owner	Spring		
4.2 Forest School sessions	Setting Manager	On-going		CVN: Monday and Wednesday sessions
4.3 Create a green space for children to relax and learn, contributing to mental health and wellbeing while promoting diversity	Owner	Spring		

#### 5. Partnerships with families and communities

Action	Responsibility	Deadline	RAG	Comments
5.1 Recycle: Ask parents to donate used uniforms and offer to new	Sustainability Lead / Setting Manager	Summer term		

parents. Have available on funding form evenings.				
5.2 Transport: Establish 'Walk to School Wednesdays' to reduce the use of transportation. Offer rewards to those who walk/cycle or park further away.		Spring		
5.3 Share plans, sessions and progress on social media	Business Manager	Once plan is approved share highlights. Then termly updates.		
5.4 Share sustainability tips with parents	Sustainability Lead (Family and Facebook)	Termly		
5.5 Launch an initiative each term such as, purchasing litter pickers and loan them out to families to improve the local area	Sustainability Lead	Termly		

### Useful Links

*DfE Sustainability Leadership & Climate Action Guidance (England)* — explains expectations for having a sustainability lead and action plan. [GOV.UK](https://www.gov.uk/government/publications/sustainability-leadership-and-climate-action-guidance/sustainability-leadership-and-climate-action-guidance)

## Appendix 1

This Appendix supports section 2.0 *Education* of the Action Plan and is broken down into 3 sections:

### 1.1 Early Years Examples

### 1.2 Baby room Examples

### 1.3 Breakfast, Afterschool and Holiday Club Examples

## 1.1 Early Years Examples

These ideas have been shared by Everton Nursery School and Family Centre's Early Years Sustainable Hub:

<https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg2-ensfc> and are based on the 17 Sustainable Development Goals found in UNESCO: An early childhood education for sustainability resource that embeds the Sustainable Development Goals and STEM into pedagogical practice: <https://www.child-up.eu/wp-content/uploads/2022/02/early-years-sustainability-resource22.pdf>

Sustainable Development Goals	Activity examples	Example Text	Source	
1. No Poverty	<ol style="list-style-type: none"><li>1. Ask the children in your setting to bring in a small toy or book (s) they no longer use</li><li>2. Lay all the toys out on a table and each child can choose one new toy or book to take home.</li><li>3. Take a group of children to the local charity shop to donate any leftover toys</li></ol>	<i>Charlie's House</i> by Reviva	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg1-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg1-ensfc</a>	



2. Zero hunger	<ol style="list-style-type: none"> <li>1. Plant garlic, potatoes, carrots, or beetroot (grow in the ground).</li> <li>2. Plant broad beans, lettuce, herbs such as lemonbalm, rosemary or mint (in a pot) (grow above ground).</li> <li>3. Plant a fruit tree. Share the harvest with your families and use for cooking in the setting.</li> </ol>	<i>Oliver's Vegetables</i> by Vivian French	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg2-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg2-ensfc</a>	
3 Good health and well-being	<ol style="list-style-type: none"> <li>1. Mindful breathing - <a href="https://www.youtube.com/watch?v=IlbBI-BT9c4">https://www.youtube.com/watch?v=IlbBI-BT9c4</a> Plan it into the week so children are able to develop mindful breathing.</li> <li>2. Ask all of the children to lie down and play Puff the Magic Dragon. <a href="https://www.youtube.com/watch?v=IRRLQOmleN4">https://www.youtube.com/watch?v=IRRLQOmleN4</a>. Use voiles/scarves to waft over the children. The children keep their hands and feet on the ground and let the scarves caress their face and bodies</li> </ol>	<i>Puff the magic dragon</i> by Peter Yarrow	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg3-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg3-ensfc</a>	
4 Quality Education	<ol style="list-style-type: none"> <li>1. Use your role play area to represent different jobs through the year. It could be a shop, café, optician or hospital. Try to represent some of the jobs of families attending your setting</li> <li>2. Ask the local PCSO if they can bring a police car to visit your setting</li> </ol>	<i>So Much</i> by Trish Cooke	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg4-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg4-ensfc</a>	

5 Gender Equality	1. Who is in your family? Build a house from cardboard boxes. Who is allowed in the house? Can people be banned from coming into your house? Why?	<i>This is Our House</i> by Michael Rosen	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg5-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg5-ensfc</a>	
6. Clean Water and Sanitation	<p>Toothbrushing</p> <ol style="list-style-type: none"> <li>1. Do you turn the tap off when brushing your teeth?</li> <li>2. Put a cup of water in a box and tell the children you have the most precious item in the world in your box. Let the children guess, ask questions and give clues along the way.</li> <li>3. Talk to the children about toothbrushing and measure out 18 cups of water. This is how much water is wasted if you leave the water running when you brush your teeth. Can all children pledge to turn off the tap?</li> </ol>	<i>10 Things I can do to help my world</i> by Melanie Walsh	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg6-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg6-ensfc</a>	
7 Affordable and clean energy	<p>Printing Green Hands</p> <ol style="list-style-type: none"> <li>1 Ask the children to print green hands to cut them out. Walk around the setting and ask the children to find the light switches. Fasten a green handprint next to each light switch to remind the last person out of the room to turn out the light.</li> <li>2. Did you know it takes 200 years for a laminated sheet to decompose to microplastic. Don't laminate the green</li> </ol>	<i>Emperors Egg</i> by Martin Jenkins	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg7-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg7-ensfc</a>	

	hands – just replace them when they get tatty.			
8 Decent Work and Economic Growth	<p>Roleplay Bakers Shop</p> <ol style="list-style-type: none"> <li>1. Set up a bakers shop role play. You could make current buns from salt dough to sell in the bakers shop. Use real pennies in the till to help children to understand the exchange of money for goods. Walk to the local bakers shop and buy bread, again give the children money to budget and spend in the shop,</li> <li>2. Sing 5 Currant Buns, exchanging the buns for a penny.</li> </ol>	<i>Peter Rabbit</i> by Beatrix Potter	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg8-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg8-ensfc</a>	
9 Industry, innovation and infrastructure	<p>Traffic survey</p> <ol style="list-style-type: none"> <li>1. Find a spot outside your setting to count the different types of transport that drive past. The children can use their own marks to record different vehicles in their own way. Groups of children can work together to watch, and record the vehicles.</li> <li>2. Whilst on the walk look for different manhole covers in the street. How are they different? What is underneath?</li> </ol>	<i>Look inside things that go</i> by Rob Lloyd Jones	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg9-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg9-ensfc</a>	
10 Reduce inequalities	<p>Rights and responsibilities</p> <p>Tell the children they have the Right to Play. However, alongside that right are lots of responsibilities. Can the children think</p>	<i>Cleversticks</i> by Bernard Ashley	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg10-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg10-ensfc</a>	

	of some responsibilities? For example, to share, to tidy up, to look after the toys.			
11 Sustainable Cities and communities	<p>How do you travel to nursery?</p> <ol style="list-style-type: none"> <li>1. Ask the children how they travel to nursery. Make a tally chart where they can record how they travelled with their own marks.</li> <li>2. Introduce Walking Wednesday or Wheels on Wednesday – ask everyone to make a special effort to walk to nursery or use their bike or scooter (remembering a helmet).</li> <li>3. If you live too far away, park a little further from nursery and walk the last part of the journey.</li> </ol>	<i>We all go travelling by</i> by Sheena Roberts	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg11-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg11-ensfc</a>	Link to Partnership with Families and Communities
12 Responsible Consumption and Production	<p>Check the label on a packet of strawberries. Were they grown in the UK? How far have they travelled? What fruit can you buy that has been grown locally?</p>	<i>Oliver's Fruit Salad</i> by Vivian French	<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg12-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg12-ensfc</a>	
13 Climate Action	<p>Litter pickers</p> <ol style="list-style-type: none"> <li>1. Buy a set of litter pickers to loan out to families. Ask parents/carers to take photos and share on social media / child's learning journey.</li> <li>2. What are the local issues close to your settings? Is it litter, traffic congestions or something else? Help the children to write a letter to your local MP.</li> </ol>	<i>Dear Greenpeace</i> by Simon James	<a href="https://www.evertonnurseryschoolandfamilycentre.org/copy-of-eysh-sdg-12">https://www.evertonnurseryschoolandfamilycentre.org/copy-of-eysh-sdg-12</a>	Link to Partnership with Families and Communities

14 Life Below Water	<p>Mackerel</p> <p>Visit a fishmongers and buy a whole mackerel. Add to a tuff tray and spend time with groups of children to observe the features of a mackerel, including the gills, scales and fins. Then start to dissect the mackerel to look inside the fish too.</p>	<p>Somebody Swallowed Stanley by Sarah Roberts</p>	<p><a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg14-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg14-ensfc</a></p>	
15 Life on Land	<p>Soil as a living organism</p> <p>Healthy soils are teeming with life, from microscopic bacteria and fungi to mammals like moles and voles. Can we find worms in the soil at nursery? What is their role? Build a wormery and add snack waste and leaves, then watch the worms get busy.</p> <p><a href="https://www.bing.com/videos/riverview/relatedvideo?q=how%20to%20build%20an%20easy%20wormery&amp;mid=809D36A8B94FBDCD89A8809D36A8B94FBDCD89A8&amp;ajaxhist=0">https://www.bing.com/videos/riverview/relatedvideo?q=how%20to%20build%20an%20easy%20wormery&amp;mid=809D36A8B94FBDCD89A8809D36A8B94FBDCD89A8&amp;ajaxhist=0</a></p>	<p>Five Little Men in a Flying Saucer</p>	<p><a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg15-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg15-ensfc</a></p>	
16 Peace, Justice and Strong Institutions	<p>Voting</p> <p>Use voting to decide what stories to use each day. Ask two children to hold up a book in different parts of the classroom. Then ask the children to stand next to the book they would like to hear at story-time. Count the children and the book with the most vote wins.</p>	<p>Pocket book of children's rights</p> <p><a href="https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/pocket-book-of-rights/">https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/pocket-book-of-rights/</a></p>	<p><a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg16-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg16-ensfc</a></p>	

17 Partnerships for the Goals	Write your climate action plan in partnership with your team and local stakeholders, including parents and children. Share your actions and progress in the newsletter and include the child's voice wherever possible.		<a href="https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg17-ensfc">https://www.evertonnurseryschoolandfamilycentre.org/eyshsdg17-ensfc</a>	This document
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## 1.2 Baby Room Examples

Use natural, safe, resources for exploratory and sensory play

Outdoor play each day, including quiet time.

## 1.3 Breakfast, Afterschool and Holiday Club Examples

Ask the children for ideas

Children hold an election for Eco Warriors

Make links and support the Primary School's Sustainability Plan and climate action initiative

Awareness campaigns

Plant trees, plants and vegetables

Create bug houses

Litter picking

Create art with recycled materials (group in same materials so they can be recycled again)