

## 6.1 Environmental Sustainability

### Policy statement

St. Michael's Community Nursery actively promotes environmental sustainability. We seek to educate ourselves, our children and our families on what sustainability means and how to respect our planet and care for the world we live in.

We are committed to protecting our planet for the next generations to the best of our ability by reducing the use of plastics; cutting down on waste by reducing, reusing and recycling (the 3Rs) and minimising food waste.

Children have the opportunity at St. Michael's Community Nursery to learn about and understand sustainability and environmental issues. They will observe adults' modelling 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.

The 4 key pillars that represent aspects of addressing climate change are:

- Decarbonisation
- Biodiversity
- Climate Education
- Resilience and adaption

Our eco-sustainability lead who is the Climate Champion for our setting is: Lizzie Stemp

### Procedures

#### Decarbonisation

- Cutting down on waste by reducing, reusing and recycling through, for example, second hand uniform sales, follow local recycling schemes, accept and use appropriate preloved resources, food waste composting.
- Reduce plastic waste by finding and using sustainable alternatives and encouraging families / staff to use reusable lunch and drinks containers in lunch boxes.

- Seek to select environmentally sustainable products when purchasing replacement resources and sundries such as cleaning products and energy saving lightbulbs.
- Buy milk in large bottles not individual cartons.
- Use plastic-free baby wipes.
- Source sustainable alternatives to craft materials such as refillable glue sticks, recycle and use recycled materials for art and creative activities.
- We support children to experience the natural environment through natural materials.

Our activities to reduce utility usage:

- Encourage sustainable transport to and from the provision. Bicycle racks have been installed to support staff to cycle.
- We shop locally where possible.
- Turn lights off when leaving the building.
- Installation of solar panels.
- Use of water in play is moderate and appropriate for learning. We recycle water from water play to water plants.

## **Biodiversity**

- Engage with flora and fauna, fostering children's empathy with nature through exploration.
- Regular Forest School sessions which foster a love of nature, eco systems and a lifelong positive attitude towards wildlife and the environment.
- Educate children to dispose of litter appropriately.
- Care for the setting environment indoors and out.
- Discover the importance of wildlife to the environment and eco system.
- Use natural resources.

## **Climate education**

- Weaving environment and climate topics into the EYFS areas of learning and encouraging parents to engage with sustainability topics at home, for example newsletter 'Woodland Wonder'.

- Sharing books, stories and songs with the children on nature and the environment.

### **Resilience and adaption**

- Dynamic review of all aspects of our setting's environment to assess what sustainability and climate adaptions can be made, for example, reducing water usage during a hosepipe ban.
- Actively considering the risk of extreme weather events on our children, families and provision, for example closing the garden in high winds.

### **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>

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