

St Joseph's Pre-school's Climate Action Plan (CAP)

Leadership, Policy and Strategy - how can we reduce emissions and support our children to be part of the transition to net zero?				
Action	Why are we doing this?	Who is involved?	Useful info/links	Progress updates
Appoint a Sustainability Lead	To encourage us all to make the project happen, and to develop their own interests and leadership skills.	<i>This can be any member of staff provided that they are given the support and time by the manager/committee</i>		Natalie Clark appointed
Develop a sustainability policy and write a climate action plan	To remind us what we need to do.	<i>Kirsty Coupe with input from the Sustainability Lead</i>	<ul style="list-style-type: none"> • Count Your Carbon calculator; • produce a carbon reduction plan • PATA's Climate & Sustainability policy 	<ul style="list-style-type: none"> • policy written & ratified (12 Dec 2025); • climate action plan updated (25 Nov 25); • climate reduction plan produced (25 Nov 25). • Section on website created & parents/carers & Committee sent link (18 Dec 2025)
Appoint one of the Committee to oversee the Pre-school's policy/strategy/plan strategically	To allow things to happen at a strategic level, and for accountability. The DfE requirement is for a Sustainability Lead	<i>Chair of Committee</i>	Questions for Committees	Agreed at 19 June 2025 Committee Meeting that the Chair would take up the strategic role
Share your vision/plan with parents/families and the wider community	You never know who also has an interest/expertise who might offer to help!			
Eco Schools Green Flag – an award given to education settings who complete the Eco Schools programme	A way to acknowledge, reward and celebrate the ecological achievements of the setting	Agreement needed from Committee	Eco Schools Green Flag	<ul style="list-style-type: none"> • Investigate whether the setting could do this from Sept 26. • Current cost £200+VAT. • Annual renewal at same cost.

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Decarbonisation – how can we reduce emissions and support our children to be part of the transition to net zero?				
Action	Why are we doing this?	Who is involved?	Useful info/links	Progress updates
Use the Carbon calculator from Count your carbon to assess carbon use within the setting	Finding ways to reduce carbon use, and potential cost savings	<i>Kirsty Coupe with help from SBM, Pre-school staff and children</i>	https://calculator.countyourcarbon.org/	Calculation run 5 Nov 25
Develop a Carbon Reduction Plan – using the Carbon Footprint report as the base	Identify a series of actions (max 10) which we plan to implement over the next 1-3 years	<i>Kirsty Coupe with input from NC and NFP</i>		Produced (25 Nov 25)
Review waste generation and encourage reuse and recycling	Compliance with legislation	<i>Sustainability Lead with involvement of Pre-school staff and children</i>	https://www.gov.uk/guidance/simpler-recycling-workplace-recycling-in-england	Reviewed Oct/Nov 25
Review food waste/composting	Reduce waste	<i>Sustainability Lead with involvement of Pre-school staff and children</i>		Checked with School. Discouraged use of compost bin due to close vicinity of rats.
Review how staff and children travel to setting		<i>Kirsty Coupe – questionnaire to be sent out.</i>		one page questionnaire sent out to parents/carers 30 Sept 25. Results fed into “Count your carbon” calculator
Review energy efficiency	Reduce costs	<i>Sustainability Lead with involvement of Pre-school staff and children</i>	Could be low energy lightbulbs, better heating/insulation, look at grants for solar panels, reduce heat loss/gain e.g through solar wrap: https://www.evowrap.co.uk/window-film/solar-control-window-film/	Review fluorescent tubes
Undertake a Self-led Energy Audit	Identify areas that Pre-school can influence	<i>Natalie Clark with input from Natalie Finn-Powers and Kirsty Coupe</i>	from www.countyourcarbon.org website.	completed 18 Nov 2025

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Action	Why are we doing this?	Who is involved?	Useful info/links	Progress updates
consider purchasing locally sourced products	eg. from FaceBook Market Place etc	<i>Natalie Finn-Power</i>		
Introduce a traffic light system on lights and device	Identify which appliances and electronics can be switched off rather than left on standby.	<i>Natalie Clark supported by EY team</i>		EY team to discuss. Ask SBM for agreement re lights.
Consider the repairability of goods rather than purchasing new	Can you easily source replacement parts for items considering being purchased? Are there trades locally who would be available to help?	<i>Natalie Finn-Powers</i>		
Increased warranties on goods procured	Check if you can purchase extended warranties and what they cover – is it cost effective to buy this cover?	<i>Natalie Finn-Powers</i>		
Consider buying refurbished products and furniture	EG: from Ebay or FaceBook Market Place	<i>Natalie Finn-Powers</i>		
Incorporate circularity in purchasing habits	Look at ways to continually use resources. EG: purchasing items from settings that are closing	<i>Natalie Finn-Powers</i>		

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Biodiversity – how can we enhance biodiversity, improve air quality and increase access to and connection with nature?				
Action	Why are we doing this?	Who is involved?	Useful info/links	Progress updates
Register for National Education Nature Parks		<i>Sustainability Lead, involving Pre-school staff and children</i>	https://www.educationnaturepark.org.uk/	Registered Sept 25
Use National Education Nature Parks resources to engage children in mapping biodiversity	to determine which of the 8 habitat categories we have on site and in how many separate area. Enable discussion with and amongst the children	<i>Sustainability Lead, involving Pre-school staff and children</i>	https://www.educationnaturepark.org.uk	<ul style="list-style-type: none"> • Mapping completed 10 Dec 2025 • Site boundary on the Nature Park map to be created • Use flowchart resources to identify the exact habitat the Pre-school has.
Consider ways to increase biodiversity across the site	to encourage wildlife into the outside area and discuss them with the children	<i>Sustainability Lead, Lead Practitioner and Treasury Administrator</i>		<ul style="list-style-type: none"> • Additional raised beds to be installed allowing growing of vegetables, edible flowers, herbs and wildflowers to encourage wildlife.
Consider if there are other local areas where these activities could be completed/encouraged		<i>Sustainability Lead, Lead Practitioner and Treasury Administrator</i>		
Ask families to map biodiversity at home?		<i>Sustainability Lead, Lead Practitioner and children</i>		
Use bio-degradable cleaning products	discourage the use of damaging chemicals	<i>Natalie Finn-Powers</i>		

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Adaptation and Resilience – how can we adapt our building and system to prepare for the effects of climate change?				
Action	Why are we doing this?	Who is involved?	Useful info/link	Progress updates
Assess any incidents caused by weather e.g. closure for extreme wind/heat	To help us understand and mitigate risks.	Management/committee		Review of 3.9 Emergency/Temporary Closure due to heat (Summer 2025)
Consider the settings Major Incident plan and other policies related to closures or incidents and whether these cover weather incidents.	Having a plan in place helps everyone to understand their role in responding and makes it easier to deal with issues.	<i>Kirsty Coupe with input from Committee and Natalie Finn-Powers</i>	Major Incident Plan (see PATA Member's Area) Policies	<ul style="list-style-type: none"> • 1.12.4 Critical Incident currently under review. • Business Continuity Plan reviewed and updated (Nov 25)
Consider what small adaptations can be made on a regular basis to improve resilience – e.g. small changes to make outside space more useable if the building is often too hot, or ways of using outside even if there is more frequent rain.	Small regular changes can mean that we are better prepared for big weather events.	<i>Natalie Finn-Powers supported by EY team</i>		<ul style="list-style-type: none"> • Covered area at rear of building – regularly checked to ensure in good order, ie. no leaks. • <i>Fake grass and concrete area to make the outside accessible in most weather conditions. Area can be prone to flooding.</i>
Investigate the local climate and what it might look like in future	(I moved this down the list because it feels like quite a big ask?)	Staff? Management/committee?		<ul style="list-style-type: none"> • <i>There are litter pickers in the village bus stop provided by the council.</i>

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Climate Education and Green Skills – how can we prepare students for a world impacted by climate change through education & practice?				
Action	Why are we doing this?	Who is involved?	Useful info/links	Progress updates
Review where nature, climate change and sustainability are covered in the curriculum and enhance this if necessary	Helping the children learn about these areas will encourage them to embed good practices in their future lives and may inspire a future career in this area	All EY staff		<ul style="list-style-type: none"> • Two more raised beds planned in area where willow tunnel was. • <i>Curriculum links- Understanding the World</i>
Review staff knowledge on climate change and sustainability and find CPD training if needed	Boosting staff skills and confidence will help them to see opportunities to educate on this area	Natalie Clark to lead		
Make sure that all learning opportunities are used to help the children to understand climate change and sustainability	We are already doing a lot of work in this area but making sure we are clear with the children will embed that knowledge and build their confidence.	All EY staff	www.bywaters.co.uk – sustainability key dates calendar Learning resources available via www.ltl.org.uk ¹ & “My Nature Play”	<ul style="list-style-type: none"> • application to “My Nature Play” on hold until outside area has been improved.

Associated Policies and Procedures

- 3.10 Sustainability and Climate Change

¹ A UK-based charity working to enhance outdoor learning and play for children