What is sustainability?

‘meeting the needs of the present without compromising the ability of future generations to meet their own needs’

For practical ideas, examples of activities and curriculum links please visit the Early Years Sustainable Hub at Early Years Sustainable Hub | ENSFC where you can also find more information on the 17 Sustainable Development Goals

Highfield Nursery School – Climate Action Plan 2026-2027

Environmental Pillar

What is working well?	Established annual planting programme in the nursery garden, established a composting system to accommodate all leaf litter and kitchen/snack waste on site. Wormery established in the nursery garden Established story curriculum linked to nature connection and the seasons. Regular visits to BLT allotment

What is our focus for this year?	How will we achieve this?	Associated costs/budget code?	Who will lead on this	What will success look like?	Stakeholders involvement?
To establish a nursery growing in the nursery garden SDG 2, SDG 3, SDG 4, SDG 11, SDG12, SDG 13, SDG 15	Children and staff join together to develop a calendar of growing over the school year. Children co-creators in the plan and support with planting, maintenance, watering and harvesting	Seeds and bulbs for planting to be part of current budget allocations. Community notices for pots and next year, compost and leaf litter will be produced on site composting system.	Helen Norman and Angie Draper	Constant supply of produce and soft fruit plants grown and distributed across the local community. Donations of excess produce outside the front door of nursery for parents to take home	Children, Parents/grandparents Local community BLT allotment to support

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Teach 'soil literacy' across the nursery SDG 2, SDG 3, SDG 4, SDG 15	Room leaders to integrate into the curriculum, supported by the Sustainability Leads	No cost Current class budgets to be used to buy any classroom resources needed	Room leads	Staff, children and parents are using everyday language to discuss soil	Staff, children, parents, governors, local community
Children's Centre: Sustainability will be integral in the planning for all group sessions SDG 4, SDG 3, SDG 5, SDG 10, SDG 12	The Children's Centre pledge to use sustainable resources for all sessions with families. This will be highlighted in a new section on planning documents	No cost – any resources to be bought from current CC resources budget	All Children's Centre staff	Sustainability will be a thread running through all Children's Centre groups and activities	Staff, families, children, governors
Social					
What is working well?	Highfield Hands Day – one Saturday per term, families invited into the centre. Range of activities including those linked to sustainability. Litter picking in the local community. Random acts of kindness, linked with the Friendly Bench and BLT				
What is our focus for this year?	**How will we achieve this?**	**Associated costs/budget code?**	**Who will lead on this**	**What will success look like?**	**Stakeholders involvement?**
Sustainable Development Goals SDG 3 SDG 4 SDG 5 SDG 10 SDG 11 SDG 16	To embed the 17 SDGs into everyday pedagogy. Particular focus for each strand of the CAP is given to the goals listed in our focus for the year. Room leads to add an SDG to each weeks planning as the focus	No cost	Whole setting approach	Children engaging in discussions and posing relevant questions and considering solutions. This is listening to children, hearing them, respecting them and	Staff, children, parents, governors, local community

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	goal. Each room to display the 17 SDGs in child friendly language poster			supporting their self-determination.	
Highfield Eco Team SDG 4, SDG 5, SDG 8, SDG 10, SDG 11, SDG 12, SDG 13	Children in the after-school club to audit the school at least once each half term to check the school is keeping on track with its sustainability pledges. Checking bins – have the right things gone into the correct bin? Checking the composting to see how soil is progressing, checking for green hands at sockets and light switches, checking lights are turned off. Checking the nursery garden is watered and cared for	No cost	Angie Draper and the after-school club staff	Reduced number of lights left on, less incidences of rubbish in the incorrect bins, children speaking about what they have found and sharing with the rest of their class	Children Feedback to parents at collection.
The Children's Centre will include conversations about sustainability in all groups SDG 4, SDG 10, SDG 11	Children's Centre groups will include discussions about sustainability	No cost	Children's Centre team	Children and families can talk about sustainability and demonstrate changes they have made to the CC team. This will be included on all Advisory Board meetings to highlight and exemplify	Children, families and staff and governors
Economic					
What is working well?	Lighting upgrade to all lights across the centre to LED lights (July 2024). All food purchased locally for lunches and snack where possible.				

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	Kays Green grocers delivers fruit and veg. Cooks liaise directly to ensure local, seasonal fruit and veg for school menus and snacks Switch to turkey mince from beef mince for school lunches. Local butcher delivers to school Fish sourced from Felixstowe fishmongers and delivered directly to school Removal of the laminator from everyday use within the nursery				
What is our focus for this year?	**How will we achieve this?**	**Associated costs/budget code?**	**Who will lead on this**	**What will success look like?**	**Stakeholders involvement?**
Reducing the use of paper within the classrooms SDG 3, SDG 4, SDG 9, SDG 12, SDG 13, SDG 15	Using up scrap paper, cutting paper into smaller sheets for children to use for drawing, mark making and painting, encouraging children to use both sides of the paper	No additional budget needed	Ruth Coleman	Less waste paper, children talking about and demonstrating using both sides of the paper	Everyone who uses the centre
Walking Wednesday SDG 3, SDG 4, SDG 7, SDG 10, SDG 11, SDG 12, SDG 13, SDG 15	Re-launch Walking Wednesday – Encourage families who usually come to nursery in the car to walk on a Wednesday. If walking the whole route from home is too far, park further away from the school and walk, scoot or cycle the last part of the journey. Do an audit and make a graph to see which modes of transport are used the most frequently. Pose questions about potential link to renewable energy, SDG 7, ask if children have seen any electric cars/buses- how would they know? Do their parents drive an electric car? Do they charge from home?	No cost	All staff, room leaders to build into curriculum	Reduced number of cars outside nursery, reduced air pollution. More children walking, scooting and cycling to school and talking about the benefits of walking	Children, All parents to be involved

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Sustainable nappy starter pack loan SDG 1, SDG 3, SDG 4, SDG 7, SDG 10,	The Children’s Centre will have a starter pack of reusable nappies to loan to families and discuss the use at groups.	Reusable nappy pack has been donated to the centre. No additional budget needed	All Children’s Centre staff. Nursery staff to signpost new parents	Increased number of families choosing reusable nappies, continued access to the nappy starter pack loan	Staff, parents, children

