



Part of the



Climate Action Plan

Climate Action Plan

Gainford & Ingleton CofE Primaries

1 year plan Spring 2025 – 2026

Carbon baseline: 55 & 69 tCO₂e Calculation: Jan 2025



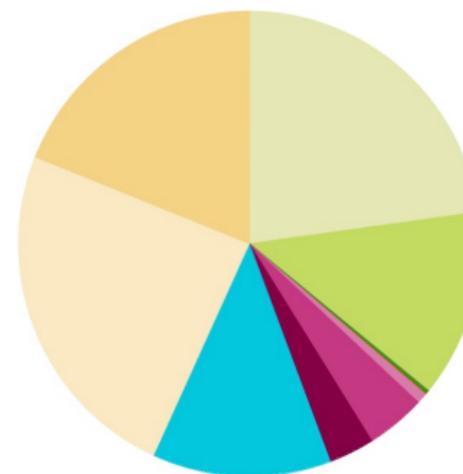
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Gainford

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 55.04 tonnes co₂e* per year

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	Fuel Usage	12.5	23%
	Electricity Usage	7.2	13%
	Waste Usage	0	0%
	Water Usage	0.1	<1%
Transport	Vehicles	0	0%
	School Trips	0.4	<1%
	Student Commutes	2.3	4%
	Staff Commutes	1.7	3%
Food & Drink	Meals	6.9	13%
Purchases	Spending	13.3	24%
	Uniforms	10.6	19%



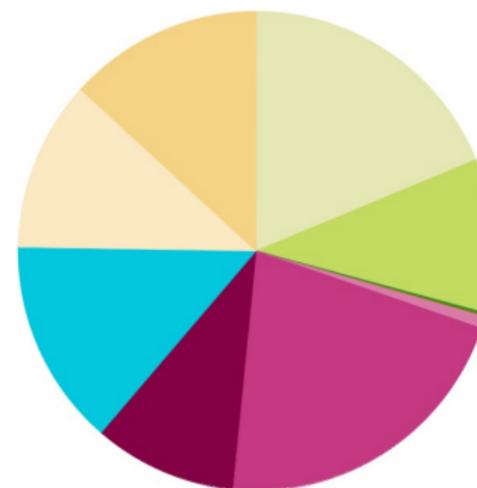
**t co₂e' or 'co₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

Ingleton

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 69.14 tonnes co₂e* per year

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	Fuel Usage	13	19%
	Electricity Usage	7.2	10%
	Waste Usage	0	0%
	Water Usage	0.1	<1%
Transport	Vehicles	0	0%
	School Trips	0.6	<1%
	Student Commutes	14.8	21%
	Staff Commutes	6.7	10%
Food & Drink	Meals	9.6	14%
Purchases	Spending	8	12%
	Uniforms	9.2	13%



*'t co₂e' or 'co₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Sign up to the Let's Go Zero campaign</p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p>	<p>Start: Jan 25 Review: May 25</p>	<p>Karen</p>		<p>Done</p>
<p>Calculate your school's carbon footprint using Count Your Carbon ★</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting.</p>	<p>Start: Jan 25 Review: May 25</p>	<p>Julie</p>		<p>Done</p>
<p>Sign up to the Sustainability Support for Education</p> <p>A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.</p>	<p>Start: May 25 Review: Dec 25</p>	<p>TBC</p>	<p>School based sustainability lead to sign up when confirmed</p>	

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Monitor energy use on a regular basis through platforms such as Energy Sparks</p> <p>Sign up to Energy Sparks. This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.</p>	<p>Start: May 25 Review: Sep 25</p>	<p>Julie, John</p>	<p>There has been an ongoing fault with the meters since Sept 2024. John has been in touch with Durham energy team on a number of occasions. They have escalated but no resolution as of 19/12/25.</p> <p>Gas meter fitted 16/01/26 but not yet functional (DCC investigating). The electric meter is due to be replaced on 11/03/2026.</p> <p>Karen to contact OASES about ECO2 Smart Schools SLA classroom offer.</p>	

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Clean PV solar panels and investigate the output and condition (Gainford)</p> <p>Decide whether the Solar for Schools maintenance package is worthwhile or if Trust and existing suppliers are able to fulfil.</p>	<p>Start: May 25 Review: Sep 25</p>	<p>Julie</p>	<p>Waiting for roof work to be initiated. Will be cleaned when demounted.</p> <p>Fixed wiring report done 2025 – Julie to check PV panels status within that and the FIT documentation.</p>	<p>In progress</p>
<p>Investigate plastic curtain for corridors</p> <p>Reduce heat loss in winter when doors are left open at break time for toilet access.</p>	<p>Start: Sep 25 Review: Dec 25</p>	<p>Julie, Neil</p>	<p>Curtains reinstated at Ingleton. Gainford needed emergency light moving to enable rail to be fitted.</p>	<p>Done</p>

<p>★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE.</p>	<p>Start: Jan 26 Review: Mar 26</p>	<p>Julie, Neil, John</p>	<p>Following installation of new heating system Review school heating timings Energy Sparks</p> <p>Gainford: Durham County Council now remotely controls new boiler. Julie to ask for confirmation of temps, timings and holidays.</p>	
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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. (using efficiency ratings to guide purchases)</p> <p>Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. choosing only appliances that are the highest efficiency rating for that product.</p>	<p>Start: May 25 Review: July 25</p>	<p>Julie, Karen</p>		<p>In progress</p>
<p>Switch to recycled or sustainably sourced paper</p> <p>Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) or recycled paper to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.</p>	<p>Start: May 25 Review: July 25</p>	<p>Julie</p>	<p>Didn't get on with unbleached recycled paper, now using sustainably sourced bleached paper via procurement organisation</p>	<p>Done</p>
<p>Incentivise acquiring uniform through the uniform exchange</p> <p>This is a scheme where families can exchange good-condition school uniforms/equipment, that would otherwise end up in landfill or unused.</p>	<p>Start: May 25 Review: Sep 25</p>	<p>John</p>	<p>Gainford PTA have started to use Uniformerly: https://uniformerly.co.uk/listing-category/gainford-cofe-primary-school-dl2-3dr/</p>	<p>In progress</p>

			Rail will be put out at parents' evening.	
Incentivise donations to the uniform exchange This requires communication to the wider school community and putting systems in place to get uniform from school leavers.	Start: May 25 Review: July 25	John, Beth	Promote donations at end of term through newsletter and social media	Done

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies	Start: May 25 Review: Sep 25	Karen, John	John has Belly Bugs materials already.	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Provide cycle proficiency lessons in school e.g. Bikeability Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up.	Start: May 25 Review: July 25	Julie	Check when Gainford can have a Bikeability session.	
Provide bicycle shelters Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear.	Start: May 25 Review: July 25	Julie, Neil	Investigate possible locations at Gainford. Rack open in front of HT office. Quotations too high to use Sport Premium.	Stalled

<p>Introduce a salary sacrifice scheme for EVs</p> <p>A salary sacrifice scheme is an employee benefit that allows your team to access a range of electric vehicles at no upfront cost.</p>	<p>Start: May 25 Review: July 25</p>	<p>Julie</p>	<p>Investigate the possibility through DNDLT. DfE have stopped new approvals for MATs using this route.</p>	<p>Stalled</p>
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Label bins clearly</p> <p>Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or Wastebusters have signs and resources designed for primary age and you can access food waste bin labels on Guardians of Grub.</p>	<p>Start: May 25 Review: Sep 25</p>	<p>Michelle, Emma</p>	<p>Ask School Councils to take the lead.</p>	
<p>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom.</p> <p>Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly.</p>	<p>Start: May 25 Review: Sep 25</p>	<p>Julie</p>	<p>Identify appropriate, portable food waste bins for playgrounds.</p>	

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Write a heatwave policy that addresses areas such as school dress code, passive ventilation</p>	<p>Start: May 25 Review: July 25</p>	<p>Karen</p>	<p>Review and harmonise existing policies and documents for Gainford.</p>	

<p>measures, PE lessons and slip slap slop campaigns</p> <p>Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short term, medium term and long term measures.</p>			John to review.	
<p>Subscribe to receive the UK Health Security Heat Health Alert</p> <p>Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert service. Familiarise your staff with updated DfE guidance on hot weather.</p>	<p>Start: May 25 Review: July 25</p>	Julie		Done

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Check water meter for leaks</p> <p>Access a water audit from your water supplier, or use this resource to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p>	<p>Start: May 25 Review: Sep 25</p>	Neil		Done
<p>Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider</p> <p>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides and more.</p>	<p>Start: May 25 Review: July 25</p>	Karen	Northumbrian Water currently offer free audits and efficiency measures through the Big Blue Eco Booster Wave program.	

3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Enrol with The Nature Park (NENP) ★</p> <p>The NENP aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.</p>	<p>Start: May 25 Review: July 25</p>	<p>John, Emma, Michelle</p>	<p>Site boundaries recorded and initial mapping done at both Ingleton and Gainford with Jane from the Nature Park.</p>	<p>In progress</p>
<p>Have pupils carry out wildlife surveys</p> <p>Conduct wildlife surveys and habitat mapping using the NENP resources or take part in activities such as the Big Birdwatch with the RSPB.</p>	<p>Start: May 25 Review: July 25</p>	<p>John, Emma, Michelle</p>		

4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Set up a sustainability working group including PTA</p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.</p>	<p>Start: May 25 Review: Dec 25</p>	<p>John</p>	<p>Investigate work across both schools</p>	

<p>Appoint a sustainability lead with sufficient PPA and support</p> <p>Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.</p>	<p>Start: May 25 Review: Dec 25</p>	<p>Karen</p>	<p>Identify appropriate lead from teaching staff</p> <p>Karen to take on role.</p>	<p>Done</p>
<p>Appoint a sustainability focused Governor</p> <p>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.</p>	<p>Start: Jan 25 Review: May 25</p>	<p>John</p>		<p>Done</p>
<p>Set up a sustainability award for students or classes</p> <p>Create an Eco Award as part of the Eco Club's work, either as an end-of-year celebration or a weekly/ half termly award, e.g. for the class who do the most recycling/ turn off lights and screens most consistently.</p>	<p>Start: Sep 25 Review: Feb 26</p>	<p>Michelle, Emma</p>		

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Complete a curriculum audit & incorporate sustainability</p> <p>Teach the Future have amazing resources on how to link the curriculum to sustainability! MoEE also has very helpful resources on this.</p>	<p>Start: July 25 Review: Dec 25</p>	<p>Rachel, Becca, Lucy</p>	<p>Our City, our world conceptual milestones and key vocabulary</p>	
<p>Survey staff on how they feel about teaching sustainability issues</p> <p>Survey staff on how they feel about teaching sustainability. Ask them to rate their knowledge and confidence about the causes and effects of climate change.</p>	<p>Start: May 25 Review: July 25</p>	<p>Karen</p>	<p>Template survey available here</p>	

<p>Share best practice and ideas internally</p> <p>Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads.</p>	<p>Start: Sep 25 Review: Dec 25</p>	<p>Karen</p>		
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GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.</p>	<p>Start: Sep 25 Review: July 26</p>	<p>Rachel</p>	<p>Contact at Newcastle Uni is climateambassadors.ne@newcastle.ac.uk</p>	
<p>Include green skills as part of career guidance</p> <p>Integrate green skills and career pathways in school career fairs.</p>	<p>Start: Sep 25 Review: July 26</p>	<p>Rachel</p>	<p>Incorporate into PSHE</p>	



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