

Matrix to Assess Crime and Disorder Impacts

	Positive Impact	Negative Impact	Mitigation Measure (for negative impacts)
Reduces the opportunity to commit crime			Not Applicable
Builds resilience and safeguards young people and vulnerable adults from exploitation			Not Applicable
Supports attitudinal behaviour change to reduce violence and crime			Not Applicable
Creates an environment where people feel safe			Not Applicable
Builds the resilience of a crime hot-spot			Not Applicable

Matrix to Assess Health and Wellbeing Impacts

Marmot Principles	No impact / Not applicable	Positive impact	Negative impact	Mitigation measure (for negative impacts)	
Give every child the best start in life Please detail any ways in which the proposal improves outcomes in the early years of life, particularly for those in the most deprived communities.		Continuing to deliver high quality school places contributes positively to local communities			
Enable all children, young people and adults to maximise their capabilities and have control over their lives Experiences during childhood and into early adulthood continue to impact people throughout their lives, affecting employment opportunities, lifetime earnings and health. Please detail any ways in which the proposal improves outcomes in this stage of life, particularly for those in the most deprived communities.		Continued investment in the school's estate provides local infrastructure that supports residents in maximising their opportunities			
Create fair employment and good work for all	Not Applicable				

Matrix to Assess Sustainability Implications – Schools Capital Programme 2025 - 2029

Marmot Principles	No impact / Not applicable	Positive impact	Negative impact	Mitigation measure (for negative impacts)	
Unemployment and poor-quality work harm health and contribute to health inequalities. Please detail any way in which your proposal supports access to good employment for local residents, particularly those not currently accessing the jobs market.					
Ensure a healthy standard of living for all Poverty damages health in many ways, from reducing access to healthy and nutritious food and good quality, sufficiently warm housing, to directly causing physiological stress and harming physical health. Please detail ways in which your proposal will support access to a healthy standard of living, particularly those most likely to experience poverty.	Not Applicable				
Create and develop healthy and sustainable places and communities Healthy and sustainable places support good mental and physical health by enabling and encouraging healthy, active and socially engaged lifestyles. Such places feature access to good quality, affordable housing, safe urban and green spaces, opportunities for active travel and a range of opportunities		There are commitments on the Council regarding planning liabilities associated to Section 106 or Section 278 works			

Matrix to Assess Sustainability Implications – Schools Capital Programme 2025 - 2029

Marmot Principles	No impact / Not applicable	Positive impact	Negative impact	Mitigation measure (for negative impacts)	
for social interaction. Please detail any ways in which your proposal will create healthier places for residents to live in, focusing on those in the most deprived parts of the borough.					
Strengthen the role and impact of ill health prevention Preventing ill health is beneficial for the population and the economy and vital for reducing demand for NHS services. Examples of ill-health prevention approaches include those that prevent smoking, drug and alcohol misuse or social isolation. Please detail any ways in which your proposal will prevent behaviours or situations that lead to health conditions developing, particularly for those in the most deprived communities.	Not Applicable				

Matrix to Assess Climate Emergency and Sustainability Impacts

	Positive impact	Negative impact	Mitigation measure (for negative impacts)	Opportunity to raise awareness and encourage behaviour change
Sustainability Standards & Accreditation: Please detail any sustainability standards or principals the proposal will be designed to meet, including relevant certifications schemes such as BREEAM, HQM, etc. or whether there are Environmental Management Systems in place.	Minimum BREEAM Very Good strived for during project development, in line with Planning requirements.	Can be harder to achieve BREEAM on projects utilising existing buildings, dependent on condition and typology.	Working with Planning to apply bespoke models where appropriate.	
Energy and Carbon Please detail any impacts on energy consumption, including energy efficiency measures proposed, opportunities for renewable energy generation, and how proposals meet carbon or energy reduction targets.	Proposals will comply with London Plan targets. This will require a minimum of 35% on site carbon reduction against Building Regulations with remainder to zero carbon offset through capital contributions towards the Council's Carbon Offset Fund. 15% reduction to be	Energy consumption generated by the construction process and sourcing of materials. Increased energy consumption due to the additional numbers of pupils (consequence of population increase) that the expanded school will	Encourage the contractor to minimise energy use during the construction period and use materials with low embodied carbon content. Encourage users to conserve energy through working with Climate Outreach Officers and education.	Encourage pupils to conserve energy and to become energy champions. Soft landing approach: the contractor to provide return visits following hand over to fine tune the system controls; check energy meter consumptions against targets and ensure that the buildings are operating as designed. Provide training and support

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	achieved by reducing energy demand through design and specification of building fabric and services installations. Proposals will apply the energy hierarchy principles, Be Lean, Be Clean, Be Green. New services and modifications to existing mechanical services to meet (as a minimum) BB97, CIBSE, Part L2A (new build), Part L2B (remodelling areas) requirements in respect to energy conservation. LED lighting with controls to be installed. All new plant &	accommodate. Mechanical ventilation to toilets, kitchenettes and internal occupied spaces due to increased running costs.	Extend existing heating system to new where possible (and where efficient). Any new plant to be energy efficient and sustainable. Energy conservation, metering and monitoring to be included.	to the schools to ensure it uses the buildings efficiently.

Matrix to Assess Sustainability Implications – Schools Capital Programme 2025 - 2029

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	systems will be energy efficient New extensions / blocks to be naturally ventilated if possible. Concerns re: air quality will entail a site-specific solution, e.g. Mechanical Ventilation with Heat Recovery. Consideration of renewable energy, including PV Panels as part of early design process. All new extensions / new builds will be constructed to modern standards with an air leakage rate that will not exceed 5m³/h/m³ at 50Pa and will meet planning policy			

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	requirements where applicable.			
Water Efficiency Please detail any impacts on water consumption, including any measures to reduce mains water use.	Water efficiency measures will be installed in refurbishment and new build schemes e.g. percussive taps and water efficient dual flush toilets. Sustainable drainage is a key consideration, particularly where there are opportunities to use rainwater over mains water. Water butts will be considered as part of sustainable drainage on projects, including rainwater planters to slow down rainwater runoff. Greywater harvesting to be considered	There will be increased site use of water due to intensification of site occupation.	Maximise water efficiency measures in schemes, together with school campaigns (once occupied) to reduce water use. Include SUDS to reduce surface water run-off and allow for use of rainwater on site (reducing mains water consumption), and flood mitigation measures for schools in flood risk areas, e.g. reduce run off using rainwater planters before discharge into including public sewer.	Encourage pupils to conserve water and to become water conservation champions. The contractor could provide training and support to the school to ensure it uses the buildings efficiently.

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	where possible.			
Climate Change Adaptation & Resilience Please outline any measures to mitigate and / or adapt to climate change effects including flooding (e.g., through use of SUDS), overheating, water scarcity.	New projects to consider measures to meet changing climate, including good orientation and shading for overheating, appropriate permeable surfaces for draining to reduce surface water run-off and flooding. Planting to be low maintenance and drought resistant.	Initial impact of construction through embodied energy linked to activities and materials. Energy consumption of cooling technologies.	Strive for net zero in operation and/or consider carbon offsetting initiatives. Use passive, green measures (e.g. planting and shading) before active measures (e.g. active cooling)	Ensuring building users are aware of how the building is designed to function – e.g. shutting blinds and opening windows during summer and operating energy controls efficiently.
Biodiversity and Green Infrastructure Please detail any effects on biodiversity and natural habitats, including green spaces, trees, rivers, and streams. Detail if proposals disturb or enhance wildlife and habitats. Please also state any measures to support and increase	Projects will incorporate greening and biodiversity measures (such as tree planting, green roofs, ground planting, bird and bat boxes etc.), giving consideration to	Project specific, some schemes may result in the removal of plant species such as trees in order to develop sites where this is required.	BNG will act as the appropriate baseline pre-development and will be a measure of ensuring appropriate additional planting is implemented as part of any development.	Working with schools and outreach officers to encourage biodiversity and planting on school sites, links to community through gardening groups and similar where school sites allow.

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biodiversity and urban greening.	Planning Biodiversity Net Gain (BNG) requirements, on a site-specific basis and in conjunction with the Planning Design team.			
Pollution and Air Quality Please detail any impacts and improvements on pollution levels, such as air pollution, water pollution, and ground contamination, and any mitigation measures.	Existing and new buildings to be naturally ventilated where possible. Mechanical Ventilation with Heat Recovery to be considered where this cannot be achieved, e.g. in areas of poor air quality. New build: Stack ventilation to be considered. Increased tree planting and on-site greening to be incorporated where this can be facilitated. Consideration of renewable (and non-combustible) energy	Air pollution generated by the construction process. Potential increase in traffic from the school run due to increased pupil numbers.	Surveys to be instigated with the Air Quality Officer to establish what approach gives the best outcomes. Where mechanical ventilation is required, systems shall include for energy reclaim facilities to pre-heat incoming air. Non-combustible heating such as air source heat pumps to be prioritised.	Project Managers to support the schools in developing sustainable travel plans with support from Highways. Contractor to report efficiency and emissions of all new systems at end of programme.

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	where suitable.		Encourage contractor to use construction methods and machinery that minimise air pollution. Mechanical ventilation installed to toilets, kitchenettes and internal occupied spaces. Work with schools to implement sustainable modes of transport utilising the school travel plan as a driver for change, and to reduce parking spaces, to include considerations for EV charging, enhanced cycle storage and low traffic neighbourhoods (subject to	

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			consultation).	
Waste and Resources Please detail any impacts on waste and resources from the proposal, including any measures to reduce waste and improve recycling / re-use, as well as measures to ensure the sustainable sourcing of materials.	Reduction of waste through use of sustainable, durable materials in construction. The selected main contractor will engage with waste recycling specialists aligned to meet the local and national recycling and sustainable targets as published by WRAP and others as well as targets required through planning policy.	Waste generated by the construction process.	Design proposals will optimise adaptation and refurbishment of existing assets to meet new requirements, thus using fewer resources. The contractor will be required to produce a site waste management plan and will be encouraged to use recycled materials as part of the construction. The contractor's waste output will be part of	Integrate recycling opportunities in the building and on site and in the management of the new buildings. Engagement with pupils through the contractor's Schools Liaison Officers.

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	Opportunity to review and improve the onsite operational waste management and recycling facilities with each project proposal through better holistic design.		the monthly progress reporting strategy. Opportunity to investigate modern methods of construction to reduce waste from the construction process. Ensure adaptability is incorporated into the design so building elements can be easily removed/ altered allowing for future alterations and flexibility.	

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Sustainable Transport Please detail any impacts on transport, including travel required to deliver any services proposed. Please detail any measures proposed to discourage car use, reduce vehicular mileage, and encourage walking, cycling and use of public transport or 'greener' forms of vehicular transport if vehicles are necessary.	Ensuring facilities provided are to serve local communities, including ensuring school expansions serve immediate population. Work with Highways to identify associated highways based works and consideration of school streets.	Short term need for heavy goods vehicles and plant in constructing facilities. Potential impact on accessibility for some members of the community where roads are closed to traffic. Potentially increased car journeys from the school run.	Consideration of permits or designated spaces for identified cases. Working with Highways to instigate appropriate travel plans and help to reduce motorised transport to school.	Working with Highways to instigate appropriate travel plans and help to reduce motorised transport to school.

Commentary on any differences in financial costings for climate change mitigation / adaptation measures including energy efficiency and potential external grant sources

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Introducing sustainable technology will come with additional capital cost and internal and external grants will be considered based on availability as these are often time limited.

Regarding the capital repairs programme, consideration is given to enhanced specification, e.g. through additional roof insulation or better glazing, but this is subject to cost and programme in each circumstance.

Potential “whole life costing” savings i.e., whether any increased initial investment will deliver running cost savings over lifetime.

Lifecycle costings are considered as part of project viability. Better quality buildings will be more energy efficient which can lead to overall savings, but new technology can cost more to run (difference between current prices of electricity and gas) and can cost more to maintain over a piece of equipment’s lifecycle. This will again be considered on a project-by-project basis and doesn’t negate the savings in carbon achieved and whilst cost and carbon reduction are not mutually exclusive, there will be times where carbon savings can be achieved but running costs will be higher.