

**PREMISES ADVICE FOR CE VA SCHOOL
GOVERNING BOARDS AND HEAD TEACHERS
IN THE DIOCESE OF EXETER**

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PREMISES ADVICE PACK – FOREWORD



One of the things I enjoy most about my job is visiting the schools, academies and colleges of the Diocese. Our church schools and academies are one of the great strengths of the Church of England and are rightly known both for their educational excellence and for their distinctive Christian ethos.

I am always delighted when I am invited to open new premises. They are occasions of excitement and optimism as a school community moves into a new chapter in its life. The provision of suitable buildings and good facilities is important because they help create the context for the education of young people. I am very aware of the effort, knowledge and skill that is needed to deliver a successful building project.

Property and premises matters represent one of the biggest challenges for governing boards. Technical procedures, legislation, funding issues, programming and the inevitable disruption to the academic community during building work all have a huge impact on the life of a school or academy.

The Diocese of Exeter is determined to support and assist voluntary aided schools and academies to meet these challenges. We have developed an education surveying team within the Diocesan Property Services Department specifically to deliver an efficient service whilst trying to minimise disruption. This Premises Advice Pack has been developed by the department as the key support and reference document to provide you with advice in relation to the majority of premises issues that are likely to occur. The document is available via the Diocese of Exeter website, and all future updates will be available online as well. The Property Services Department will inform you of revisions and updates by e-mail. Less high-tech information sources are also available, with a surveyor only a phone call away.

Our parishes, chaplaincies and schools form a network of Christian service to the children and young people of Devon. Appropriate procedures, technical solutions and legislative compliance are essential, and their purpose is to help create the best possible environment for the education and spiritual development of our children and young people. We are in the business of human flourishing and we want every child to reach his or her full potential.

Working together in the love of God we can accomplish great things.

The Right Reverend Robert Atwell
Bishop of Exeter

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1.0 INTRODUCTION

1.1 The Document

- 1.1.1 This document aims to assist CE VA school Governing Boards and head teachers in the Diocese of Exeter in understanding and controlling building works projects and premises issues at their school. This guide has been prepared by the Diocese of Exeter Property Services Department and brings together, in one document, the various information sources relating to VA school building issues, identifies the roles and responsibilities of the many parties to VA schools building projects and aims to provide guidance and advice on delivering successful building projects at the school.
- 1.1.2 The document is arranged in a 'folder format' to enable updating on a regular basis as legislative, funding and procedural changes occur in the future. This information is correct at the time of issue and updates to this document will be posted on the Diocese of Exeter website. Therefore, please check the website www.exeter.anglican.org and update the hard copy on a regular basis. The **School Buildings and Premises** section on the website is to be found under **Schools** on the main menu. Please then click on the **VA Schools** link.
- 1.1.3 We would ask that this document is kept alongside your LA Premises guidance documents which should contain your school's Asset Management Plan, Asbestos Register, Legionella guidance and general building services advice and guidance. Alongside these should also be kept your Accessibility Plan and Disability Equality Scheme, Fire Risk Assessment and Plan, Security Risk Assessment and Plan and your own School Development Plan (Building Works). The DfE issues a Condition Data Collection Report to each school which provides a 'high' level summary of the key condition issues at the school; the report is renewed (approx) every 5 years.
- Further premises advice for schools is provided by the DfE at;
<https://www.gov.uk/guidance/good-estate-management-for-schools>
- 1.1.4 Terms used in this document in relation to guidance should be interpreted as follows:
- Must:** A requirement of legislation or regulation
Recommend: The Governing Board should have a clear reason and written justification if not complying with this action.
Advise: Best Practice
- 1.1.5 If you have any suggestions for improving or adding to the information provided, or require any clarification please contact Richard Power, Diocesan Surveyor (Education) on e-mail address richard.power@exeter.anglican.org

1.2

SCHOOLS PREMISES ISSUES - CONTACT LIST

Role	Name	Tel:	e-mail	Notes
Diocese of Exeter				
Diocesan Surveyor (Education)	Richard Power	01392 294952	richard.power@exeter.anglican.org	
Diocesan Surveyor (Education)	Luke Mitchell	01392 294952	luke.mitchell@exeter.anglican.org	
Schools Project Funding Officer	Laurelie Gifford	01392 294952	laurelie.gifford@exeter.anglican.org	
Property Services Administrator	Harry Tear	01392 294952	harry.tear@exeter.anglican.org	
LA – Maintenance Agreement Contacts				
LA Capital / Built Environment Team Officer				
Consultants				

SCHOOLS PREMISES ISSUES - CONTACT LIST

Role	Name	Tel:	e-mail	Notes
Maintenance Contractors				
Emergency Call Out Contractors				
If you smell Gas	National Gas Grid	0800 111 999		
Key Holders				

2.0 SUPPORT DOCUMENTATION

- 2.0.1 The following documentation is essential in identifying building works issues at your school and providing guidance on procedures, funding and responsibilities.

2.1 **Asset Management Plans (AMP)**

- 2.1.1 Every maintained School has been provided with Asset Management Plan (AMP) documentation by the LA. This is the justification document against which the premises needs of the school are assessed and grant funds allocated. It is essential therefore that the information is accurate at all times.
- 2.1.2 The AMP data was originally prepared by the LA to record the condition, suitability and sufficiency of the school accommodation at that time, but the responsibility for maintaining this information and keeping it up-to-date lies with the school. Schools in Devon County Council LA area will have major review of the AMP data undertaken approx every five years by NPS. Schools in Plymouth and Torbay LA areas will need to keep the condition data updated themselves by appointing a suitable consultant (e.g. Building Surveyor) to inspect and report (*recommended on a 5 year basis*).
- 2.1.3 The format and appearance of the AMP documentation differs between LAs but all are structured in three parts;
- 2.1.4 Condition Survey – This document records the condition of the building fabric at the school, identifying the remedial works required and giving an indication of suggested programme and budget.
- 2.1.5 Suitability Survey – This document assesses the suitability of rooms/spaces at the school for the use for which it is intended. Issues of spatial unsuitability, inadequate lighting/ventilation levels, health and safety issues, etc., should be recorded.
- 2.1.6 Sufficiency Survey (also known as Net Capacity Assessment) – This section of the AMP assesses if there is sufficient space in the school for the numbers of children on roll/planned. This 'Net Capacity' figure is recorded as the number of pupils which can be adequately accommodated within the space available. If the Net Capacity figure is less than the number of pupils on roll it indicates that extension of the school accommodation can be justified. If there are fewer pupils in the school than the Net Capacity figure quoted, then there is sufficient space in the school, even though it may be poorly arranged. Schools in Devon LA area have this information updated by Devon County Council when advised of changes to the room spatial arrangements or use. Guidance was issued by DfE in 2002 regarding the calculation of net capacity <https://webarchive.nationalarchives.gov.uk/20040118061401/http://www.dfes.gov.uk/netcapacity/>
- 2.1.7 The AMP surveys are supported by dimensional data usually in the form of a line drawing showing the layout of the school and a schedule of accommodation with associated areas. This spatial information should be kept up to date and the room uses and areas cross-referred to the Sufficiency Survey and modified to accord with the reality at the school. It is important to note that room uses can have a significant impact on the final Net Capacity figure recorded in the Sufficiency Survey.
- 2.1.8 The specific condition and priority coding/grading and layout of each LAs AMP format is explained in the Asset Management Plan itself, and it is essential that school governors and the relevant school staff familiarise themselves with this vital document.

- 2.1.9 The Condition and Suitability Survey should include all the capital works building issues you have at your school. If it does not, the AMP data requires updating.

2.2 DfE Condition Data Collection (CDC) Reports

- 2.2.1 A review of education funding was undertaken in 2011 (*The James Review*) <https://www.education.gov.uk/consultations/downloadableDocs/James%20Reviewpdf.pdf> which included a recommendation that capital should be awarded based on condition need and there was a requirement for a consistent view of the condition of England's school estate. This resulted in a national Property Data Survey (PDS) of school buildings by a team of private-practice surveyors with the survey reports issued in 2014. The process is planned to be repeated every 5 years and now known as the Condition Data Collection (CDC).
- 2.2.2 The information contained in the survey reports is 'high level' and of limited practical use at school level but gives an indication of the condition of building fabric. The principal use of the information is in providing justification for capital funds from the DfE to the Treasury and then the allocation of capital grant (through Local Authority Areas) based on the average condition need of schools in that area and for the prioritisation of projects under the Schools Building Programme.
- 2.2.3 Schools built recently or are included on the DfE's school rebuilding programmes were not surveyed.
- 2.2.4 The initial CDC programme ran from 2017 to 2019, with the second (CDC2) running from 2021 to 2025. Just like its predecessor programme, it aims to collect high level data as to the condition of the school buildings but, in addition, it also seeks to collect information on how the buildings are managed, particularly in terms of statutory compliance. <https://www.gov.uk/guidance/condition-data-collection-2-cdc2-programme> Schools will be given notice prior to their survey inspection and a Preliminary Virtual Meeting will take place before the survey inspection in order to clarify details about the site and buildings ahead of the inspection.
- 2.2.5 The Diocese will provide written consent to the surveyors instructed by DfE to enable them to undertake the survey inspections at the relevant school. The consent is on behalf of the Site Trustee owners of the church school.

2.3 Asbestos Risk Assessment and Register

- 2.3.1 Asbestos is chemically inert and its presence in a building does not necessarily indicate a hazard to health. Asbestos only poses a risk to health if it is disturbed and asbestos fibres are released into the air, outside of an asbestos-removal-controlled environment.
- 2.3.2 The *Control of Asbestos Regulations 2012* requires the management of asbestos by the owners/those responsible for the premises; (the *Duty Holder*). In a VA school this responsibility is split between the Governing Board of the school (with regards to the strategy and policy and monitoring that such policies are being enacted in the school, and capital funding) and the head teacher (with regards to the day-to-day management of the school policies, and normal school leadership decisions, including revenue budget control).

- 2.3.3 The 'management' of asbestos requires the knowledge of where the asbestos is located, an assessment of its condition and if it should be removed, encapsulated or identified and managed. The legislation also requires a procedure to be implemented for the regular inspection and assessment of its condition over time. It also requires that the 'Duty Holder' ensures the safety of the building's occupants throughout the management of asbestos.
- 2.3.4 All schools have an asbestos Management Survey which has been provided by the LA. This should be kept with the school's Asset Management Plan as part of a larger school Premises Manual.
- 2.3.5 Building works that disturb the building fabric **must** have a separate detailed Refurbishment and Demolition Asbestos Survey undertaken. This inevitably will have cost and programme implications for building work projects at schools unless provision for the survey is included and programmed within the contract documentation. The school **must** provide copies of their Asbestos Management Survey and Refurbishment and Demolition Asbestos Survey to the attention of their project consultants at the earliest possible stage of the project briefing process.
- 2.3.6 All persons undertaking any repair, maintenance or building works in the school **must** be provided with a copy of the Asbestos Survey (Register) so they are fully aware of the available knowledge regarding asbestos in the building. If work involves disturbing asbestos you **must** seek specialist advice prior to proceeding. With only a few exceptions (see <http://www.hse.gov.uk/asbestos/essentials/index.htm>) the removal of asbestos **must**, by law, be carried out by an approved, licensed and authorised asbestos removal contractor and the work is notifiable to the Health and Safety Executive.
- 2.3.7 Devon County Council has issued a series of Asbestos Control and Management Forms which, if followed will ensure VA school Governing Boards will have complied with their legal obligations in the control and management of asbestos on the school premises during building works. **Form ASB1 must be completed for all maintenance or building works on the school site.** Copies are included in Appendix B. The forms are as follows;

- Form ASB1 – To be completed by the Duty Holder (the person instructing/in control of the building/works) **before any works** are carried out to the building. This relates to both Capital Works (over £2,000 value and using a consultant) and small maintenance works (works below £2,000 and instructed by the school/head teacher / business manager etc). This ASB1 Form records the identity of the Duty Holder and the works to be undertaken; it requires reference to the Asbestos Register and requires consideration of the remedial works to be undertaken dependant upon the asbestos risk in existence.

The Governing Board **must** implement a procedure to ensure compliance with the relevant legislation. Without such documentary evidence that the Governing Board and *Duty* Holder have undertaken all reasonable precautions in managing the asbestos on the site then prosecution could result, particularly should there be an unauthorised release of asbestos fibres (during building or maintenance works). Therefore, we strongly **recommend** that Form ASBA1 is completed for all maintenance or building works on the school site.

- Form ASB2 – This form is used to record all routine/scheduled inspections of Asbestos Containing Materials at the school. Some LAs offer the routine inspection of ACM's as a Service Level Agreement package that schools can purchase. Otherwise, the asbestos materials must be inspected for signs of damage on an annual basis, or as advised in the Asbestos Register, or following any known impact/damage, and the inspection recorded.

Devon LA includes the routine inspection of Asbestos Containing Materials as part of the VA Promise SLA scheme.

Torbay LA includes the routine inspection of Asbestos Containing Materials as part of their SLA scheme offered to schools.

Plymouth LA does not offer a SLA service to schools for the routine inspection of Asbestos Containing Materials and therefore schools **must** make their own arrangements.

- Form ASB3 – If during the building works, asbestos materials are discovered which are not recorded in the Asbestos Register, this Form should be completed and returned to whoever updates your Asbestos Register (*to Andrew Shaw at NPS if in Devon LA*) to enable them to update and re-issue the Asbestos Register. In addition, if asbestos materials are removed as part of the works (and in accordance with HSE requirements), then this should also be recorded in the school's Asbestos Register.

Plymouth LA does not update and reissue the Asbestos Register and therefore it is the school's responsibility to update the register in such a way that it is clearly understandable by any third-party reader.

- Guidance Note ASB4 – In the event of an unplanned release of asbestos fibres the guidance note events **must** be followed. This will minimise any exposure to risk by the occupiers, instigate remedial works and inform the necessary authorities. There will be significant cost implications in the safe disposal of the asbestos and decontamination of the area and there may be legal implications for the Duty Holder if the proper procedures (as detailed in Form ASB1) have not been followed.
- Form ASB5 – This form (or one containing the same level of information) must be issued within 7 days of an unplanned release of asbestos fibres.

- 2.3.8 Asbestos Forms ASB1 to ASB5 are included in Appendix B. **The Diocese of Exeter strongly advise all VA schools (even those in Torbay and Plymouth LAs) to follow this guidance and make use of the relevant Forms so as to protect their legal position and ensure the health and safety of pupils, staff and visitors to the building.**
- 2.3.9 Plymouth City has a wider Asbestos Policy to be followed by schools in Plymouth LA;
<https://www.whatdotheyknow.com/request/370516/response/909649/attach/2/Plymouth%20City%20Council%20Asbestos%20Policy.pdf> together with a HSE guidance link <http://www.hse.gov.uk/services/education/asbestos.htm>
- 2.3.10 In addition, and for completeness re the *Control of Asbestos Regulations 2012* we **strongly recommend** that you complete the Asbestos Management Plan template in Appendix B and maintain this as the basis of your Asbestos Management Plan and to which the Asbestos Register and the update forms and information should be added/appended. We are concerned that the Asbestos Register (together with the update forms) alone does not deliver the complete requirement of an Asbestos Management Plan under the requirement of the Regulations.
- 2.3.11 The Governing Board **must** ensure that appropriate asbestos awareness training is provided (at Governor and relevant Employee levels) and with specific more detailed training for the relevant 'Duty Holders'. and for premises managers/caretakers and who are more likely to come into contact with asbestos during their work.

- 2.3.12 The Health and Safety Executive has published an Asbestos Management Checklist for Schools <http://www.hse.gov.uk/services/education/asbestos-checklist.pdf> and has a link to *Frequently Asked Questions* about asbestos in schools <http://www.hse.gov.uk/services/education/asbestos-faqs.htm>. The DfE has also guidance at <https://www.gov.uk/government/publications/asbestos-management-in-schools--2>
- 2.3.13 The *Duty Holder* needs to ensure that a copy of the Asbestos Register is included with the documentation for 'roll call' during evacuation of the building in case of fire or other such emergency. This is to ensure the Fire Brigade and other emergency services have access to information about the presence and location of asbestos which will inform how they access the building and undertake their duties.
- 2.3.14 The DfE has developed an Asbestos Management Assurance Process (AMAP) aimed at enhancing scrutiny on the responsible bodies who manage asbestos in schools. <https://www.gov.uk/government/publications/asbestos-management-assurance-process-amap-user-guide>. The AMAP process requires the school to enter online the details of how asbestos is controlled at their schools and this information is approved by the Responsible Body (the Governing Board) ahead of it being submitted to the DfE/ESFA. The information was last submitted in 2018.

2.4 **Legionella Inspection Risk Assessments and Logbook**

- 2.4.1 Water hygiene legislation requires compliance with Health & Safety Commission *Approved Code of Practice & Guidance (L8)* to reduce the risk of Legionella infection in water systems in buildings. Failure to comply may leave the Duty Holder (being the operators of the building or those in control of the building), liable to prosecution should an incident occur.
- 2.4.2 The Approved Code of Practice specifies that a person(s) be appointed to take managerial responsibility and to provide supervision for the implementation of precautions. This appointed 'responsible person' should be a manager or have similar status and sufficient authority, competence and knowledge of the installation to ensure that all operational procedures are carried out in a timely and effective manner. The Governing Board and Head Teacher (in partnership) need to identify who that 'responsible person' should be in your school; this is the Duty Holder.
- 2.4.3 The Approved Code of Practice also specifies that a risk assessment of the system should be undertaken, remedial works/systems implemented to prevent and control the risks, and the responsible person must manage and monitor the system. Appropriate records must be kept (ideally in the form of a logbook) on site for a period of (say) 5 years and these records should include details of responsibilities, findings of risk assessments, the written scheme for managing the risk, and any checks/inspections/monitoring carried out. These records should be available for inspection at any time.
- 2.4.4 Typical requirements of checks/inspections/monitoring will include:
Weekly
 Flushing little used outlets (or consider removing outlets) and associated pipework which are not used within a 7-day period. *Flushing is to ensure that any stagnant water is replaced.* Ensure special consideration during holiday shutdown periods.

The weekly flushing can be arranged at school level (through dedicated members of staff) and with all checks/flushing diligently recorded and held within a logbook.

Monthly

Temperature checks must be undertaken at sentinel outlets to ensure that cold water is below 20°C within 2 minutes or hot water is above 50°C within 1 minute of use respectively. *Remedial action **must** be taken to adjust the water temperatures within the required parameters.*

With the appropriate training and diligent record keeping some schools may choose to arrange the monthly temperature checks themselves, using dedicated members of staff.

Quarterly

Check and clean showerheads as required

With the appropriate training and diligent record keeping some schools may choose to arrange the cleaning of the shower heads themselves.

6 Monthly, Annual and Other Checks

It is the school's responsibility to ensure that all other identified inspections are carried out. The inspections **must** include all water tanks and other hot and cold water storage systems and are undertaken as part of a programme of six and twelve monthly checks as detailed in the risk assessment. These inspections **must** be undertaken by qualified persons (and therefore NOT by dedicated members of staff that some schools might have trained for the weekly and monthly checks).

We **recommend** that schools enter into a contract with a specialist service provider for the inspection and servicing of water systems at the school in accordance with the *Approved Code of Practice L8* with all inspections / issues recorded within the faults log.

If the water system is adapted or changed at any time

Such works may affect the site risk assessment and therefore the Risk Assessment **must** be reviewed / updated. Your Plumber and anyone else who may adapt the water systems at the school should have a detailed understanding of *Approved Coded of Practice L8*

Training

Provide adequate training for the Duty Holder and any other legionella management personnel at the school/academy.

Record findings

In the formal logbook.

- 2.4.5 Further guidance can be found on HSE website
<http://www.hse.gov.uk/legionnaires/index.htm>

2.5 Accessibility Plan and Disability Equality Scheme

- 2.5.1 The Disability Discrimination Act 1995 introduced a new Duty that required schools to take a more proactive approach to promoting disability equality and eliminating discrimination in 2005 (Part 5A). A key part of this duty is the development of a Disability Equality Scheme (DES) for the school.
- 2.5.2 The Equality Act 2010 replaced most of the Disability Discrimination Act 1995, as from 1 October 2010. However, the Disability Equality Duty, as originally identified in the DDA, continues to apply and **must** be complied with. The school's approach and compliance can be formalised in a Disability Equality Scheme which should include a Disability Accessibility Plan – see *Appendix D for details*.
- 2.5.3 A model Disability Equality Scheme template that you may wish to look at can be found on the Warwickshire County Council website at:
<https://www.warwickshire.gov.uk/schoolsdisabilityequality>

- 2.5.4 An academy/school **must** consider the physical restrictions of the site and building as part of its Disability Equality Scheme and Accessibility Plan. An Access Survey will help inform of the physical access issues that exist and identify opportunities for reducing these issues via capital work projects and management processes: we **recommend** that schools/academies have an Access Survey prepared. Torbay LA has (in past years) undertaken an Access Survey at all schools and provided them with a report. The schools in Devon and Plymouth need to undertake their own Access Survey to identify the important premises issues.

2.6 **School's Fire Risk Assessment**

- 2.6.1 Detailed information regarding Fire Safety at schools can be found through the following website:
<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/a0010980/fire-safety-for-schools>
- 2.6.2 The relevant *Building Regulations* Approved Document relating to fire is *Approved Document B (Fire Safety) 2006 Edition* (and subsequent amendments). Schools fall into *Purpose Group 5 – Assembly and Recreation*. New building works will therefore be assessed for compliance with fire safety. However, building works undertaken in the past (prior to 2006) may not, as they were excluded under some earlier Building Regulations. It is essential therefore not to assume that existing construction and installations comply with current Building Regulations (with regards to fire safety).
- 2.6.3 The *Regulatory Reform (Fire Safety) Order 2005* came into force on 1st October 2006 and requires that any person who has some level of control in the premises must take reasonable steps to reduce the risk from fire and make sure people can escape if there is a fire. In a VA school the responsible persons would principally be the Governing Board (policy, risk assessment, finance, resources, review, etc) and Head Teacher (day-to-day management). The risks can be identified and assessed by undertaking a Fire Safety Maintenance Inspection and preparing a Fire Risk Assessment. Specific guidance for undertaking a Fire Risk Assessment at school is available at <http://www.communities.gov.uk/publications/fire/firesafetyrisk6>
- 2.6.4 The purpose of a Fire Risk Assessment is;
- To identify the fire hazards
 - To identify the people at risk
 - To evaluate the risks
 - To undertake remedial works/practices to remove, reduce or protect from the risk
 - To record your findings, inform, instruct and train relevant people
 - To review the risk assessment regularly
- 2.6.5 A risk assessment **must** be undertaken (at least) annually and prior to any proposed changes to the building, change of room uses or introduction of new users (extended services) or significant changes in pupil numbers.
- 2.6.6 A sample Fire Safety Maintenance Checklist and Fire Risk Assessment form/template is included in Appendix C. *Please note that the Checklist in Appendix C is only a guide and the Checklist should be developed and adapted to suit the particular premises under review. Individual LAs may also have suggested template models that you may wish to use instead.*
- 2.6.7 Much of the Fire Safety Maintenance Inspection and Fire Risk Assessment can be undertaken by the school but certain aspects (relating to adequacy of fire alarm systems, fire compartmentalisation, etc) may require the expertise of a building surveyor or other property professional.

- 2.6.8 Plymouth LA provides in their Site Control Logbook a Fire Safety Maintenance Checklist to enable the management of checks and testing to ensure fire safety.
- 2.6.9 The *Duty Holder* needs to ensure that a copy of the Asbestos Register is included with the documentation for 'roll call' removed from the building during evacuation in case of fire or other such emergency. This is to ensure the Fire Brigade and other emergency services have access to information about the presence and location of asbestos which will inform how they access the building and undertake their duties.

2.7 Display Energy Certificate and Advisory Report

- 2.7.1 All public buildings over 250m² (including schools) must display a certificate [Display Energy Certificate (DEC)] giving details of annual energy consumption, assessed on a rating from A to G, where A is the most energy efficient and G the least. This will have to be displayed in a prominent place that is visible to any visiting members of the public. The Display Energy Certificate (DEC) is to be accompanied by an Advisory Report which recommends ways to improve the building's energy performance, although this does not have to be on display.
- 2.7.2 A Display Energy Certificate shows how a buildings energy use performs against a benchmark and is based on the building's actual annual energy consumption.
- 2.7.3 For buildings with a useful area of over 1,000m² the DEC must be renewed each year. The Advisory Report can last up to 7 years before it too will need to be updated.
- 2.7.4 For buildings with a useful area of between 250m² and 1,000m² the DEC and the Advisory Report are valid for 10 years.
- 2.7.5 The DEC and Advisory Report must be prepared by an accredited energy assessor although the initial data collection and assessment can, and should be, undertaken by the school to ensure the dates for the display of the Display Energy Certificate are met.
- 2.7.6 Failure to display a certificate is punishable by a fine of £500 and failure to have an advisory report by a fine of £1,000, with compliance enforced by LA Trading Standards.
- 2.7.7 The responsibility for the preparation of the DEC lies with the Governing Board of the school however Local Authorities have support in this regard;
- Torbay LA has arranged a SLA agreement (No.8 – Display Energy Certificate) and invited schools to subscribe.
 - NPS (Norse Group) offer a service to all schools (irrespective of location).
- 2.7.8 The CLG website also has additional information and can be found at;
<http://www.communities.gov.uk/publications/planningandbuilding/displayenergycertificates>
and
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/452481/DEC_Guidance_rev_July_2015_.pdf

2.8 Security Risks Assessment

- 2.8.1 See Section 8.5

2.9 The Blue Book (DFE VA capital funding guidance) – Funding for Premises Related Works at VA Schools in England

<https://dera.ioe.ac.uk/1920/>

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00027-2011>

- 2.9.1 This guidance provides detailed information on grant funding procedures at VA schools. The latest update is February 2011 and does not reflect many aspects of the current VA funding process. Please contact the Diocesan Officers for clarification of any elements of the document if you are unsure.

2.10 VASIS (DfE Voluntary Aided Schools Information System)

- 2.10.1 The DfE record capital financial information on-line through VASIS; this enables the Diocese to monitor claims on SCA and National Grant Programme funded projects.

- 2.10.2 **Devolved Formula Capital allocations and commitments are no longer recorded on VASIS** following DFC funding changes from 1st April 2006.

2.11 Statement of DFC Grant held by the Diocese for Individual VA Schools

- 2.11.1 All Primary schools in the Diocese have mandated for their DFC funds to be held in a Bank Account at the Diocese. All schools in the scheme can access their own school's DFC allocation, commitment on-line through the Diocesan website at <http://www.exeter.anglican.org/schools/dfc-banking-scheme-log/> or through the diocesan website address and then clicking on **Schools** and then **Statement of DFC Grant by school**. The details are password protected, with the details held by the head teacher at each school. *Please contact a Diocesan Officer on 01392 294952 if you have mislaid your password.*

3.0 FUNDING OF SCHOOLS BUILDINGS WORKS

3.1 Revenue Works

- 3.1.1 At VA schools, all building and maintenance works under £2,000 value are 'revenue works' and are instructed and funded direct by the school at 100% cost, using school budget.
- 3.1.2 The Diocese does not have to be consulted about revenue works undertaken by the school however Diocesan Surveyors are available for advice. We would always request that you consult with the Diocese if any proposed works have fire escape/protection, asbestos or health and safety implications.

3.2 VA Capital Works

- 3.2.1 Building works above £2,000 (capital works) may attract 90% DfE grant funding, subject to approval. All capital works attracting DfE grant requires the Governing Board of the school and the Diocese to comply with legislation (Diocesan Board of Education Measure 2021) – See Section 5.2 for detail.
- 3.2.2 Capital monies (at 90%) are made available by the DfE for Governing Boards to address building issues identified in the school's Asset Management Plan and for ICT hardware. All capital building works projects at VA schools therefore require a 10% Governor's contribution.

If you are considering a capital works project you must contact the Diocese, irrespective of how the project is to be financed. A Diocesan Surveyor will advise you of the correct procedures to ensure compliance.

Devolved Formula Capital (DFC)

- 3.2.3 Every school is allocated DFC monies annually. The sum allocated to the school is generally based upon pupil numbers. The monies are passed to the school Governing Board or their nominated agent (the Diocese) each year.
- 3.2.4 Funds are accessed by developing projects in accordance with DfE guidance and all relevant legislation (technical and financial), through Diocesan project procedures which comply with the requirements of the Diocesan Board of Education Measure 2021 and will meet the requirements of the DfE end of year audit of DFC expenditure. **If you have a project you wish to develop please contact a Diocesan Surveyor on 01392 294952 as early as possible and they will guide you through the process.**

- 3.2.5 If, in a single financial year, the school does not use that year's DFC allocation it rolls into the next year. This can happen for two years but if at the end of the third year the first year's monies have not been accessed, then the DfE recover the first year's allocation by withholding it from the next DFC allocation. This is known as the '3 year rule'. There are circumstances where DFC can be held over into the fourth year but in any event the Diocesan Officers will aim to identify monies vulnerable under the '3 year rule' and will aim to advise the individual schools accordingly.

SCA (Schools Condition Allocation)

- 3.2.6 The DfE makes available additional capital grant monies to VA schools, to be co-ordinated through the Diocese, and principally for projects which are too large to fund through the school's DFC provision. Prior to 2021, this funding grant was known as LCVAP (Local Authority Co-ordinated Voluntary Aided Programme) and was administered through the LA working with the Diocese. However, as from 2021 the new SCA (Schools Condition Allocation) has replaced LCVAP and it no longer involves the Local Authorities. SCA is fully implemented by Dioceses working with VA schools.
- 3.2.7 The DfE requires robust justification criteria and processes to be in place at Dioceses for the allocation of SCA Grant, and which are subject to regular audit. The information required from schools in order to enable the processes for SCA grant allocation is achieved through the development and updating of the Schools Premises Development Plan (see Section 4.0).
- 3.2.8 Each year, usually in early-December, the Diocese will invite schools to submit applications for the SCA grant funding of their priority capital works projects for the following financial year, for consideration. The application will require the completion of an SCA Application Form (which also requires a series of confirmations pertaining to health and safety at the school), and to submit their School Premises Development Plan which will indicate the works in the context of the wider plan at the school and the project priority. The Diocesan Officers meet to discuss the applications and then rank the projects against the DfE Guidance and Diocesan justification criteria and the estimated SCA allocation budget. This agreed programme is then submitted to Exeter Diocesan Board of Education for ratifying before the outcomes are advised to the individual schools. When the DfE announces the SCA allocations then the successful projects are advised to the DfE.
- 3.2.8 The SCA grant funds are passported by the DfE to the Diocese who settle the approved project invoices as the schemes are progressed. Payments and process are audited through DfE's accounting and QA procedures.

3.3 Value Added Tax

- 3.3.1 VAT is payable on all capital works (Governing Board responsibility) projects at VA schools unless they are zero-rated or reduce-rated due to the type of works (e.g. disabled access improvements or if is a new build or annexe for a 'relevant charitable purpose' as described in Notice 708).
See;
http://customs.hmrc.gov.uk/channelsPortalWebApp/channelsPortalWebApp.portal?_nfpb=true&_pageLabel=pageLibrary_PublicNoticesAndInfoSheets&propertyType=document&columns=1&id=HMCE_CL_000513#
- 3.3.2 For those school buildings that were constructed with zero VAT rating, any non-school use that exceeds 5% of the occupation/time/income allowed under the HMRC Notice for the first 10-year period may run the risk of having to repay the VAT on the construction costs. Please contact Diocesan Officers (01392 294952) when considering any lettings or holiday clubs etc for the first 10 years in buildings constructed with the benefit of zero VAT rating.

3.4 **Other Grant Funding**

BASIC NEED

- 3.4.1 Capital grant addressing Basic Need (for new pupil places due to local demographic change) is administered by Local Authorities. Funding is usually at 100% grant (*with no GB 10% contribution*). VAT implications are dependent on the individual circumstances and building contract. Please contact Diocesan Officers regarding Basic Need or if contact by Local Authority regarding the growth of the school.

PSDS (*Public Sector Decarbonisation Scheme*)

- 3.4.2 The Government (through the Department for Business, Energy and Industrial Strategy and working with SALIX) has, in 2020 and 2021, invited applications for capital grant funds to undertake schemes at schools and other public sector buildings which replace existing heating systems that uses fossil fuels (oil and gas) and replace them with a low carbon heating alternative (typically ground or air source heat pumps). The funding criteria is quite restrictive and the 'window' for applications is fairly short once the invitation for online applications is announced, and therefore schools that may wish to make applications as part of any future year's PSDS programme would need to develop the technical support information 'at risk' beforehand. See link for the details and criteria for the 2021 scheme (PSDS 2) https://www.salixfinance.co.uk/Phase_2_PSDS and PSDS 3 delivery [Delivering the Phase 3 Public Sector Decarbonisation Scheme | Salix Finance](#)

3.5 **Buildings Insurance**

- 3.5.1 Insurance information for VA Schools can be found on the Diocesan Website at <http://www.exeter.anglican.org/schools/buildings-premises/va-schools/> and scrolling down to '***Insurance***'.
- 3.5.2 VA schools building insurance covers both the Governing Board of the School and the Trustee Owners of the school. The policy is provided by Ecclesiastical Insurance.
- 3.5.3 VA schools' building insurance policy with Ecclesiastical Insurance provides 100% cover for a claim but with a 'policy excess' of £1,000. In most claims situations there is additional capital works undertaken by the school and therefore much of the 'policy excess' cost can be rolled into the overall scheme and therefore pressures on the revenue budget can be significantly reduced. Diocesan Surveyors can advise as to the most cost-effective solution for any individual scenario.

4.0 SCHOOL PREMISES DEVELOPMENT PLANS - A SUGGESTED STRATEGY

4.1 Requirement

4.1.1 Just as all schools have a School Education Development Plan for assessing, monitoring and improving educational and operational delivery at the school, so every VA school should have a School Premises Development Plan to assess, monitor and improve the school's built environment. This document provides an essential tool for the Governing Board in providing a safe, comfortable, and pleasant learning and working environment for the benefit of pupils and staff, and visitors.

4.1.2 The importance of the School Premises Development Plan has been 'brought into sharp focus' with the Government's recent change from LCVAP capital grant funding (which was coordinated by the Local Authorities), to SCA capital grant administered through the Dioceses. The DfE now specifically requires Dioceses to ensure clear evidence-based allocation of capital grant, based on specific criteria, and which can be examined and audited by the DfE upon request. The evidence, justification, and the prioritisation of capital works in the context of the schools' premises need are best captured through a Schools Premises Development Plan prepared by the party that is responsible for and is most familiar with the school building – the Governing Board (supported by the senior leadership at the school).

4.2 Essential Elements of a School Premises Development Plan

4.2.1 The document has three key elements:

- Premises Vision Document

This summarises the Governing Board's vision for maintaining, improving and developing the premises. Typically, it would be quite short – maybe only a paragraph or two long.

Following that would be....

- Premises Strategy Document

This details how the Governing Board/school is going about delivering the Vision and should explain:

- the Governing Board's responsibility in VA premises and capital matters;
- the governance structure for monitoring and strategically planning this area of their responsibility;
- the process and mechanisms for the identification and prioritisation of the capital works;
- the roles of different staff members in supporting the Governing Board and in the delivery;
- the engagement with the Diocesan Surveyors for technical support and applications for capital grant funds;
- the appointment of professional consultants to develop the design, specification and administer the contract and for compliance with Construction Design and Management Regulations and ensuring statutory compliance (Building Regulations, Planning etc);
- obtaining DBE consent for capital works in accordance with the DBE Measure 2021;
- the funding the Governing Board contribution;
- the methods/process of reviewing and updating the premises information/data so that the Governing Board is making decisions based on the most up to date information.

Then finally, the

- School Premises Development Plan Schedule

4.3 Information Sources to Prepare the Premises Development Plan Schedule

4.3.1 The information required to prepare a detailed Premises Development Plan Schedule for Building / Premises issues is identified in Section 2;

- *Asset Management Plan (Condition, Suitability and Sufficiency Surveys),*
- *DfE Condition Data Collection Reports*
- *Asbestos Risk Assessment and Register,*
- *Legionella Risk Assessment and Inspection Logbook,*
- *Accessibility Plan & Disability Equality Scheme,*
- *Fire Risk Assessment*
- *Security Risk Assessment*
- *Display Energy Certificate Advisory Report*

along with the School's Development Plan (Educational Issues), OfSTED reports and SIAMS Inspection reports, and current Building Services Inspection, Maintenance and Servicing records.

4.4 Process for preparing the School Premises Development Plan Schedule

4.4.1 The development of the School Premises Development Plan should always be undertaken by the Governing Board Buildings/Premises Committee members, working alongside the Head Teacher and with other governors/staff members as required.

4.4.2 The information obtained from the various information sources should be represented in the School Premises Development Plan. Many issues will be represented in the various information sources but with a different 'focus', *e.g. an undersized Hall may be noted just as such in the AMP Suitability Survey, it may have been identified as being unable to deliver the PE curriculum in the OfSTED report, the school may not be able to hold full school worship (SIAMS report) and other associated educational issues may have been identified in the remainder of the School Development Plan.*

4.4.3 A well-structured School Premises Development Plan Schedule should be easy to read, flexible, easily modified and enable planning in the short term, medium term and long term. Ideally, the remedial works should be shown in detail for Years 1 - 5 with the future works programme for years 5 - 10 then grouped together. The schedule should identify resources to address the issues as well as the issues themselves to enable realistic planning and budget control.

4.4.4 The School Premises Development Plan Schedule is a 'live' document, and the Schedule is ideally prepared using an easily accessible and editable digital format. The simple *Microsoft Excel* or a similar spreadsheet package is adequate for most needs.

4.4.5 The School Premises Development Plan should be reference/discussed at each relevant Governing Board / committee meeting with any modifications made to reflect the current issues, priorities and resources at the school (and with the updates and justifications recorded in the Governor's minutes).

4.5

School Premises Development Plan Schedule (Example Layout)*School name***School Premises Development Plan Schedule - Planned Programme of Capital Works**

Updated: (date)

Element / Works / Issues	Comments	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28 – 2031/32
AMP Condition							
<u>Roofs</u>							
Renew rainwater goods		£800					
Renew roof covering over ICT Suite			£4,000				
DfE Condition Data Collection							
<u>Elevations</u>							
Decorate Window Frames	3 year redecoration cycle			£1,000			
Decorate fascias	3 year redecoration cycle	£400			£4,050		
AMP Suitability							
<u>ICT Suite - Undersized</u>	Also identified in Ofsted report						
Extend ICT Suite			£40,000				
Library – Undersized. Convert store and extend						£25,000	

School Premises Development Plan Schedule (Example Layout)

(Continued)

Element / Works / Issues	Comments	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28 – 2032/33
Asbestos Survey							
<u>Kitchen Ceiling Tiles</u>							
Remove and renew ceiling	Undertake in summer holiday			£4,000			
Legionella Logbook							
Remove dead leg pipework	Legionella risk	£500					
Accessibility Plan & Disability Equality Scheme							
Disabled Toilet – None. Install new toilet	Pupil with specific needs joining school in 2020/21	£19,000					
Fire Risk Assessment							
Security Survey							
Display Energy Certificate Advisory Report							
Remedial Works advised in Plant Maintenance/Servicing Reports							

School Premises Development Plan Schedule (Example Layout)

(Continued)

Element / Works / Issues	Comments	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28 – 2032/33
Ofsted Reports							
Inadequate ICT provision	See AMP Suitability						
SIAMS Report							
Development Plan: Education							
Purchase new computers			£5,000				
<u>Costs</u>							
	Total Estimated Building Costs	£20,700	£49,000	£5,000	£4,050	£25,000	£0
	Professional Fees at 15%	£3,105	£7,350	£750	£608	£3,750	£0
	VAT at 20%	£4,761	£11,270	£1,150	£932	£5,750	£0
	Estimated Project Cost	£28,566	£67,620	£6,900	£5,589	£34,500	£0
<u>Funding</u>							
DFC allocation in current and future years See Diocese Website www.exeter.anglican.org	<i>School / School Building and Premises / Statement of DFC Grant By School and enter figures manually (estimating future year allocations)</i>	£8,500	£9,000	£9,000	£10,000	£10,000	£50,000
DFC carried forward from past years		£25,000	£4,934	£3,934	£6,034	£10,445	£5,445
<u>Total DFC Available</u>		£33,500	£13,934	£12,934	£16,034	£20,445	£55,445

Check updates at www.exeter.anglican.org

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School Premises Development Plan Schedule (Example Layout)

(Continued)

Element / Works / Issues	Comments	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28 – 2032/33
	Estimated Project Cost	£28,566	£67,620	£6,900	£5,589	£34,500	£0
DFC Contribution to Project	figure to be entered manually	£28,566	£10,000	£6,900	£5,589	£15,000	£4,830
<i>DFC Remaining following contribution to projects</i>		<i>£4,934</i>	<i>£3,934</i>	<i>£6,034</i>	<i>£10,445</i>	<i>£5,445</i>	<i>£50,615</i>
Other Contribution sources		£0	£0	£0	£0	£0	£0
-							
<u>Total Project Funding (excl SCA)</u>		£28,566	£10,000	£6,900	£5,589	£15,000	£4,830
<u>SCA Grant Requirement</u>	<i>Discuss early with Diocese and submit SCA application in appropriate year</i>	£0	£57,620	£0	£0	£19,500	£0
<u>Governing Board Contribution at 10%</u>	<i>Plan GB contribution funding in advance</i>	£2,857	£6,762	£690	£559	£3,450	£483

An Excel Spreadsheet is available for downloading and alteration to suit school's specific details on Schools Buildings section of website
<http://www.exeter.anglican.org/schools/buildings-premises/va-schools/>

4.5 **Sustainable Schools**

The Churches commitment to sustainability

- 4.5.1 The General Synod of the Church of England agreed a motion in February 2020 to work towards 'net zero' carbon emissions by 2030 in all parts of the Church.
<https://www.churchofengland.org/news-and-media/news-and-statements/general-synod-sets-2030-net-zero-carbon-target>
- 4.5.2 As a central part of all parishes and mission communities, Church of England schools have an important role to play in achieving these objectives.
- 4.5.3 School buildings have a considerable impact on the environment (they account for about 14% of public sector carbon emissions). The Diocese is committed to ensuring that the benefits of good school building design can be harnessed, whilst the negative environmental impacts are minimised.

DfE desire for sustainable schools

- 4.5.4 *"The Department for Education is committed to sustainable development and believes it is important to prepare young people for the future. Our approach is based on the belief that schools perform better when they take responsibility for their own improvement. We want schools to make their own judgements on how sustainable development should be reflected in their ethos, day-to-day operations and through education for sustainable development. Those judgements should be based on sound knowledge and local needs."*
- 4.5.5 The DfE has published 'top tips' for sustainability in schools
<https://www.gov.uk/government/publications/top-tips-for-sustainability-in-schools>
and guidance for sustainability in estate management
<https://www.gov.uk/guidance/good-estate-management-for-schools/performance-management-and-sustainability>

What can you do to make your school buildings more sustainable?

- 4.5.6 For information and ideas see;
<http://www.education.gov.uk/schools/toolsandinitiatives/sustainabledevelopment/a0070736/what-is-sustainable-development>
- 4.5.7 Capital grant funding is available through the Public Sector Decarbonation Scheme (PSDS) for the removal of heating systems that burn fossil fuels and replacing them with ground/air source heat pumps (see Section 3.4.2). However, except for the PSDS scheme, there is no new / additional funding to improve sustainability at schools. If proposed works are below £2,000 value it would have to be funded from revenue sources or donations. Works exceeding £2,000 value may be eligible for capital funding (using your DFC) with procedures and processes as for any other capital works project; please contact the Diocesan Surveyor in the first instance.

Photovoltaic Solar Panels on School Roofs

- 4.5.8 If you are considering a PV Solar Installation, please contact Richard Power on 01392 294952 richard.power@exeter.anglican.org to discuss, well before any engagement with a sales / installation company. There are issues of Trustees consent, maintenance and liabilities to 3rd parties to consider and depending on the system being considered.

Recommended further reading

- <http://www.eco-schools.org.uk/> 4 – for information on becoming part of an international eco-school community.
- www.globalactionplan.org.uk – for help in setting up Action Teams at your school.
- <https://www.greenschoolsproject.org.uk/> - the Green school project at school with resources for pupils and teachers

5.0 UNDERTAKING A CAPITAL BUILDING WORKS PROJECT

5.1 The Governing Board/School's Role & Responsibilities

General

- 5.1.1 The Governing Board of a VA school is responsible for the maintenance and development of their school buildings/site with the exception of school playing fields (and buildings on them specifically related to the use of the playing field) which remains LA responsibility. The Governing Board are assisted by the Diocese, the LA and the DfE.

DBE Measure 2021

- 5.1.2 The Governing Board of Church Schools and the Diocese must comply with legislation when capital building works projects are undertaken at the school. The legislation is the Diocesan Board of Education Measure 2021. The relevant sections of the legislation pertaining to premises matters at church schools are Sections 8(4) – (5) inclusive.

8 Consent

- (1) The governing body of a voluntary school which is a church school must obtain the consent of the DBE before publishing proposals under section 19 of the Education and Inspections Act 2006 for a change of category to foundation school.
 - (2) The governing body of a foundation school which is a church school must obtain the consent of the DBE before publishing proposals under that section for a change in the instrument of government which would result in the majority of governors being foundation governors.
 - (3) The governing body of a voluntary or foundation school which is a church school must obtain the consent of the DBE before applying for an Academy order under section 3 of the Academies Act 2010.
 - (4) The governing body or (in the case of an Academy) the proprietor of a church school which is on land in which a freehold or leasehold interest is held on trust for the purposes of a church school must obtain the consent of the DBE before entering into an agreement or arrangement in connection with an alteration to or repair of the premises of the school.
 - (5) The duty under subsection (4) does not apply if the estimated cost of the alteration or repair is less than such amount as the DBE may from time to time determine.
 - (6) Where the giving of consent under this section is to be considered at a meeting of the DBE, the following persons may attend the part of the meeting dealing with the consideration of that matter—
 - (a) the head teacher of the school concerned,
 - (b) the chair of the governing body or board of directors (as the case may be), and
 - (c) one or two other persons (or such greater number as the DBE may allow) nominated by the governing body or the board of directors.
 - (7) Where a person who is entitled to attend a meeting of the DBE in reliance on subsection (6)(a) or (b) is unable to do so, the person may nominate another person to attend the meeting in his or her place.
- 5.1.3 The Governing Board of a Church school **must** therefore contact a Diocesan Surveyor to discuss a proposed project prior to consulting any other external body. The Diocesan Surveyor will then advise the processes and procedures to be followed by the Governing Board to assist them in complying with legislation, DfE procedures and general construction matters in developing the scheme.
- 5.1.4 Statutory Guidance for School Governors confirms that individual governors are protected from personal liability (and are insured accordingly) provided that the Governing Board act honestly, reasonably and in good faith. It is essential therefore, that the Governing Board act within the law and follow professional advice and guidance if they are not to risk being held liable for the outcome of decisions made. The Diocese of Exeter employs Chartered Building Surveyors (with the requisite Professional Indemnity Insurance) and an Accountant to provide that guidance and advice to VA school Governors in the Diocese.
- 5.1.5 The Governing Board of the school is the client (or Employer) for any building works at a school. It is therefore the responsibility of the Governing Board to appoint professional consultants (entering into contractual agreements with them), to comply with the Construction (Design & Management) Regulations 2015 (CDM), to adequately brief professional consultants, to make decisions during all stages of the project, to arrange funding for the works, to enter into a formal contract with the building contractor for the works, to comply with DfE procedures and to pay the contractor and consultants.

5.2 The Diocese's Role, Responsibilities and Services

General

- 5.2.1 The Diocesan Board of Education works in partnership with the LAs to support CE VA & VC schools. At VA schools, the responsibility for premises issues (with the exception of playing fields) lies with the Governing Board of the school rather than with the LA (which is the arrangement at VC and Community schools).
- 5.2.2 To support VA Governing Bodies meet their legal responsibilities, the Diocesan Property Services Department (PSD) provides the professional expertise for the Diocesan Board of Education and works direct with the schools. The DBE/PSD also work in partnership with the LA and have a close working relationship with the DfE.

Services Provided to VA Schools by the Diocese of Exeter

- 5.2.3 The following services are currently provided by the Diocesan Property Services Department (PSD) to schools/Governing Boards subscribing to the Diocesan DFC Banking Scheme (see Section 2.11), as requested / required.
- a) *General Premises Advice to VA schools* – Schools/Governors can contact Diocesan Surveyors/Diocesan Schools Capital Funding Officer to discuss any premises or capital funding issues at their school. Surveyors will visit schools if required.
 - b) *Considering Capital Works Projects and Providing Written Approval in accordance with DBE Measure 2021* – All capital works projects must comply with legislation governing the relationship between CE Dioceses and VA School Governing Boards. The Diocese of Exeter has developed procedures which when followed ensures both Governing Boards and the Diocese will meet their legal duties. – see Section 5.1 of this Advice Pack regarding the duties of a Governing Board.
 - c) *Operating a DFC Banking Scheme for VA Schools with Internet access* – The Diocese operate a service to enable school's DFC to be held by the Diocese on their behalf, and with password-protected on-line access for schools to access their grant allocation figures.
 - d) *Allocation and co-ordination of annual DfE SCA funding* – Diocesan Officers work to establish funds available, and allocate, these as appropriate to ensure the maximum and best-structured opportunities for grant funding for school building projects across the whole VA sector.
 - e) *Representing VA schools in development of programmes such as Schools Rebuilding Programme, etc* - Working alongside the relevant LA, ESFA and other partner providers and stakeholders.
 - f) *Representing VA schools at Local and National Government Level* – The Diocesan Officers liaise with Local Authorities, the DfE and the National Society in addressing building and capital funding issues affecting VA schools.
 - g) *Technical Updates and Guidance to Governors and Head Teachers* – DBE/PSD may arrange seminars or provide bespoke training to school governors and head teachers throughout the Diocese reporting on current school building issues. PSD also provides guidance to schools and governors on any changes in premises issues and capital funding throughout the year.

- h) *Building Projects: Monitoring of Consultant's Performance* – The Diocese has developed systems and procedures to promote good practice and high levels of service by consultants employed on VA schools projects. This aims to ensure VA schools are adequately supported through capital building projects by the consultants they appoint.
- i) *Grant Funding Advice* - Where requested, Diocesan Surveyors will advise as to grant funding opportunities.
- j) *Payment of Invoices for DfE Approved Costs throughout a Project* – The Diocese undertakes to pay all invoices pertaining to approved grant-funded projects and recover these funds (90%) through the DfE grant. In this way the Diocesan service protects a Governing Board financially against the possibility of late payment when they enter into a building contract.
- k) *Assisting Consultants in resolving DfE Funding Issues* - In circumstances where construction / project costs exceed the approved DfE grant sum for genuine reasons, the Diocese may provide a bridge-funding service (where funding permits and as approved by the DBE), settling contractors invoices (and thereby protecting the Governing Board under the building contract) until 'additional costs' claims are prepared by the consultants and considered by the DfE. The Diocese will also co-ordinate these additional cost claims to the DfE.
- l) *Assisting Governing Boards in obtaining legal advice on Building Contractual Issues* – The Diocese will support Governing Boards in any legal disputes which arise where the Governing Board have followed the advice provided by the Diocese.
- m) *Gifts and funding facilities to Governing Boards* – The DBE will consider requests for funding facilities to help manage the Governors' contribution to projects where essential works are required but where Governors' funds are not immediately available, dependent on the financial position of the Diocese.
- n) *Land Transfer/Purchase/Disposal* – Diocesan Officers can assist schools with land transfer and purchases. Services include liaison with Trustees, solicitors, LAs and other associated agencies.
- o) *Asset Management Plan Advice* – Diocesan Surveyors will advise Governing Boards regarding Asset Management Plan issues when requested. More detailed Asset Management Planning advice will be subject to a separate instruction and additional professional fee through EDPS Ltd.
- p) *Work with LAs in developing Service Level Agreements for VA Schools (VA Promise, SLAs, etc)* – Diocesan Officers work with individual LAs to assist them in developing maintenance/serving packages for building services and statutory inspections etc to assist with the legal and health and safety responsibilities of CE VA school Governing Boards.
- q) *Co-ordinating Schools Buildings Insurance* – Diocesan Officers facilitate and co-ordinate building insurance for CE VA schools, maintain relevant buildings data, arrange initial payment of premiums and co-ordinate the recovery of premiums from schools (at no charge to the schools and mindful of the FSA Regulations). The Diocese also monitors the advising of Insurers of building works projects at individual schools.
- r) *Co-ordination of VA schools premises issues through LA* - In close collaboration with the DBE, the Property Services Department are responsible for the compilation and submission of all supporting documentation for projects requiring approvals of LA, as required.

- s) *Providing Premises Advice to Schools regarding Nurseries / Pre Schools / Community Use etc on school sites* - Diocesan Officers will assist schools providing premises advice and liaising with the Trustees, the LA, solicitors and private providers. Development of Transfer of Control Agreements or other leases will be subject to a separate instruction to EDPS and legal advisers and will be subject to separate professional fees
- t) *Assisting VC and Community Schools with Change of Category to VA status* - In collaboration with the Director of Education, advising Governing Boards of the implications for building and maintenance works of their proposed change to VA status, to enable fully informed decisions to be made.
- u) *Advising as to implications of entering a Federation or in conversion to Academy Status* - In collaboration with the Director of Education, advising Governing Boards of the implications pertaining to buildings and maintenance so as to enable fully informed decisions to be made by the Governing Board. Premises issues forming part of an Academy conversion process and will be subject to a separate instruction and professional fee with EDPS Ltd as part of the conversion process.
- v) *Reacting to Unexpected / Disastrous Occurrences involving Building Premises* – Providing practical, financial and moral support to the whole school community as required.
- w) *Developing Practical Links with Other Religious Faiths / Traditions* – Close co-operation on educational and premises issues can achieve better solutions for all, and at better value, and will help foster good ecumenical relations.

Funding of Diocesan Services

- 5.2.4 Historically, the Diocese of Exeter made an annual charge to VA schools for their premises services. The charge to the schools in past years took the form of a single annual payment. This sum did not reflect the amount of access required for Diocesan services by any particular school, and it also required 100% funding from school budget. This system has changed.
- 5.2.5 Instead of this single annual payment, the fees for Diocesan PSD services are now linked to capital works projects undertaken at schools by EDPS Ltd (which is a subsidiary of the Diocesan Board of Finance Ltd). Project Administration at 2% of the contract value is charged by EDPS Ltd as part of the professional fee on all capital building works projects (included as part of the DfE grant application/allocation). Funding in this way ensures the minimum financial impact on schools with only 10% of the monies requiring direct funding from the school revenue budget / fundraising with the remaining 90% provided from the capital grant programme. This 2% project administration charge will be for the following services (items previously detailed and explained in section 5.2.3 above);

Considering capital works projects and providing written consent in accordance with DBE Measure 2021.

Grant funding advice.

Payment of invoices throughout a project.

Assisting Consultants in DfE funding issues.

- 5.2.6 This funding of services via the schools' capital building works projects assists in enabling the Diocese to provide the full range of other services to VA schools as listed and explained in section 5.2.3, above. *(Note: advice and assistance in Academy conversion is subject to an additional fee as part of the conversion process).*
- 5.2.7 EDPS Ltd can also offer VA schools a full design and contract administration service for capital building works projects, (operating as a consultant to the school), all in accordance with section 5.3 below.

5.3 The Professional Consultant's Role & Responsibilities

General

- 5.3.1 In almost all circumstances it is essential that a school Governing Board seek professional advice when undertaking capital building works projects at the school. A Diocesan Surveyor will be able to advise if you are unsure if a consultant is required and will advise regarding the relevant specialisms. The Diocese will also be able to provide details of those consultants who have signed up to the '*Scope of Services Agreement*' with the Diocese.

Scope of Services Agreement

- 5.3.2 In many circumstances, individual professional institution's standard instruction documentation does not co-ordinate well with the DfE funding procedures and is not sufficiently flexible to accommodate the complexities of the VA schools' procedures. Historically this has caused problems in the Diocese of Exeter, particularly where the detailed repercussions of these issues have not been fully identified prior to formal instruction.
- 5.3.3 The Diocese of Exeter has developed a document which provides a detailed link between VA school building works and the standard appointment documentation of the main consultant professional institutions. This '*Scope of Services Agreement*' document details the procedures and the level of service required of each consultant when working on VA school building projects in this Diocese.
- 5.3.4 Although consultants sign a document to say they will follow the procedures identified in the *Scope of Services Agreement*, it is not a legal contract. A VA school Governing Board will still need to enter into a legal contract with the consultant for their services, and who have committed to undertake their role following the Scope of Services Agreement procedures.
- 5.3.5 The Diocese of Exeter holds a list of those consultants who have agreed to follow the *Scope of Services Agreement* procedures. When Governing Boards consult with the Diocesan Officers as part of the DBE Measure procedures, guidance can be given regarding the suitability of specific consultants.

Consultants Role & Responsibilities

- 5.3.7 A consultant is appointed by the Governing Board of the school to undertake the services as instructed. They are employed by the Governing Board, and they enter into a legally-binding contract.
- 5.3.8 Those consultants who have signed up to the *Scope of Services Agreement* with the Diocese have agreed to undertake their services for school Governing Boards in a specific manner, tailored to the DfE VA funding system.
- 5.3.9 A school's Governing Board wishing to appoint a consultant who has not signed the *Scope of Service Agreement* must discuss this proposal with the Diocesan Surveyor prior to any appointment. If suitable for the instruction, the consultant will then be invited to enter into the terms of the *Scope of Services Agreement*.

Appointing a Professional 'Friend of the School'

- 5.3.10 It is essential all professional appointments are made formally. The appointment of a Governor, parent or 'friend' as the consultant professional in a local community can result in problems for the school community if the project does not proceed well.
- 5.3.11 In considering any professional consultant appointment, the Diocese advises that a Governing Board must be certain that they would be comfortable to address contractual issues exactly the same with the 'friend of the school' as any other consultant e.g. to take legal action against them if necessary. If this is not the case, then they should not be appointed.
- 5.3.12 As with all other consultants working on capital building projects at VA schools in the Diocese of Exeter, the consultant should have a minimum £2,000,000 Professional Indemnity insurance cover and follow the procedures identified in the *Scope of Services Agreement*. This protects the interests of the school, Governing Board and Diocese.

5.4 The Building Contractor's Role and Responsibilities

- 5.4.1 The Building Contractor is employed by the Governing Board of the school to undertake the works as agreed. This forms a binding legal contract. A Governing Board should never instruct capital building works without DBE consent (as is required by the Diocesan Board of Education Measure 2021) and following advice from a Diocesan Property Services Department Surveyor.
- 5.4.2 The more specific and detailed information a client can provide to a contractor (usually through their consultant), the greater quality, programme and cost certainty and control will be possible. Detailed drawings, specification of works, tendering and cost analysis, contract administration etc are therefore vitally important.

5.5 Schools/Governors Administering Capital Works Projects

(without professional consultant appointment)

- 5.5.1 There are only a few circumstances in which the DBE would support Governing Boards who may wish to develop capital works projects without the appointment of a professional consultant. These are either;
- Building works of a very simple and/or minor nature (e.g. small scale internal decorations that can be accessed without needing to work at height),
 - Specialist works of a simple nature (e.g. playground line markings)
 - ICT equipment purchases (in which the school is assumed to take advice from the system maintenance team or IT co-ordinator at the school).
- 5.5.2 It is essential that all capital works projects are discussed with a Diocesan Surveyor before progressing with any design/quotations or the like. DBE approval for the scheme is still required under the *Diocesan Board of Education Measure 2021* legislation and all procedures as expected of consultants to deliver the project in accordance with Diocesan and DfE procedures would also need to be followed. All building works (and including the kind of small scale works detailed above) also must comply with the requirements of the Construction (Design and Management) Regulations 2015.

5.5.3 In circumstance where the Governing Board may decide not to appoint a consultant to progress the project they take on all associated responsibilities (which may be wider than just the Client responsibilities):

- a) Health and Safety - acting in accordance with requirements of the Construction (Design & Management) Regulations 2015. See guidance on <http://www.hse.gov.uk/pubns/indg411.pdf> (commercial client)

The client responsibilities under the CDM 2015 regulations include;

- Appointing the right people at the right time - including the appointment of the Principal Designer (in writing) and a Principal Contractor ensuring that they are qualified and adequately resourced to carry out the work.

Please Note: In most circumstances if a Principal Designer is not formally appointed then the person or organisation instructing the works automatically takes on that role. Almost certainly the person at the school instructing the works will not be qualified or be insured to take on this function and therefore we strongly advise that a separate Principal Designer is appointed even if the Governing Board progress simple projects themselves and the Governing Board liaise with the Diocesan Surveyor as early as possible about this appointment.

- Ensuring there are arrangements in place for managing and organising the project.
- Allowing adequate time.
- Providing information to the designer and the contractor.
- Communicating with the designer and building contractor.
- Ensuring adequate welfare facilities on site.
- Ensuring a Construction Phase Plan is in place.
- Retaining the Health and Safety File.
- Protecting members of the public including school employees, visitors and children.
- Ensuring the works are designed correctly.
- Notifying construction projects to the HSE if required.

Should the Governing Board take on the running of the project they also take on these responsibilities and liabilities identified, along with:

- b) Contract Administration (with all appropriate documentation)
- c) Associated legal and financial liabilities.

5.5.4 Governors must note that Governing Board insurances that indemnify them whilst acting as a Governing Board (corporate) rely on them acting within the law. Such insurances could be compromised and individual Governors could expose themselves to personal financial risk by inadvertently operating outside the law in the delivery of a capital works project (and in particular with regard to Health and Safety legislation). Any approved consultant appointed by a Governing Board will have Professional Indemnity Insurance (PII) to recover the costs of any negligent error on their part; the Governing Board has no such PII insurance cover.

5.5.5 In circumstances where Governors administer capital works contracts themselves and their actions or lack of knowledge results in Diocesan Surveyors or finance officers expending greater time to resolve issues than would normally be expected of a project administered by a professional consultant, then EDPS Ltd reserves the right to charge an additional fee for the time expended on a time-charge basis at the rate of £85/hr plus VAT.

5.5.6 In circumstances where Governors administer capital works contracts themselves and the final account is greater than the capital funding allowance there is no guarantee that additional capital grant funding will be allocated to the project over and above the school's available DFC. In such circumstances the school will have to fund from revenue or other sources.

5.5.7 In circumstances in which the size and complexity of the project is viewed by the Diocesan Surveyors to pose too great a risk to the Governing Board for them to administer the contract themselves, then the Diocesan Surveyor will advise the DBE that approval should not be given. Without DBE Consent under the *DBE Measure 2021* then the works cannot proceed.

6.0 SCHOOL'S PROGRAMMING OF BUILDING WORKS PROJECTS

6.1 Using the Schools Premises Development Plan for Planning Projects

- 6.1.1 A detailed Schools Premises Development Plan Schedule (see Section 4.5 for example) will enable a School's Governing Board to prepare a programme of building projects well in advance of the works.

6.2 Notification of Plans for Capital Building Projects to the Diocese

- 6.2.1 Even the smallest capital works project may take approx 12 weeks to progress from instruction of a consultant to the commencement of works on site. Larger and more complex projects can take many years and Diocesan Officers should be consulted as far in advance as possible, particularly where SCA or other DfE grant is required to fund the project.
- 6.2.2 It is essential that schools advise the Diocese at least one full school term prior to the programmed start date of any project using devolved formula capital (DFC) monies, so the projects can be adequately programmed.
- 6.2.3 It is also essential that schools advise the Diocese in the December of each year (latest) of any requirement for SCA funding for projects in the forthcoming financial year. The requests can then be considered and prioritised in meetings with the LAs in the following month before being advised to DfE at the end of the current financial year.

7.0 SERVICING & MAINTENANCE OF VA SCHOOL BUILDINGS

7.1 Responsibilities

- 7.1.1 The funding arrangements for premises related works at Voluntary Aided (VA) schools has been the subject of amendment through the Regulatory Reform Act 2001, which came into force in March 2002. The changes mean that VA schools now have a statutory duty to perform certain tasks that were previously undertaken by the LA. As a result of delegation and 'Fair Funding', schools now have responsibility (and revenue funding) for all those elements of building maintenance covered by statute. It is important to ensure that your school has made adequate arrangements to meet these responsibilities.

7.2 Building Services - Statutory and Essential Inspections

- 7.2.1 A school Governing Board's legal duties include the testing of certain plant and equipment. Schools must arrange for the servicing and testing to be undertaken at the appropriate time and frequency. Any organisation chosen to undertake the works must be recognised by an appropriate industry standards body to ensure the safe maintenance and management through competent, trained, and qualified operatives and contractors. In addition, a record should be kept of all the statutory servicing undertaken.

- 7.2.2 The following plant and services require **weekly** testing and inspection;

a) Fire Alarm/Detection System

Note: this is to be undertaken by the responsible person/user at the school and as detailed below;

- i) Every week, a manual call point should be operated during normal working hours. It should be confirmed that the control equipment is capable of processing a fire alarm signal and providing an output to fire alarm sounders, and to ensure that the fire alarm signal is correctly received at any alarm receiving centre to which fire alarm signals are transmitted. It is not necessary to confirm that all fire alarm sounder circuits operate correctly at the time of this test.

Note 1: It is essential that any alarm receiving centre is contacted immediately before, and immediately after, the weekly test to ensure that unwanted alarms are avoided and that fire alarm signals are correctly received at the alarm receiving centre.

Note2: The user needs to take into account of all of the manufacturer's recommendations, particularly when battery powered devices are being tested, e.g. within radio-linked fire alarm systems.

- ii) The weekly test should be carried out at approximately the same time each week; instructions to occupants should then be that they should report any instance of poor audibility of the fire alarm signal.
- iii) In situation where some users only occupy the building outside school hours (during hours other than that at which the fire alarm system is normally tested), an additional test(s) should be carried out at least once a month to ensure familiarity of these users with the fire alarm signal(s).

- iv) **A different manual call point should be used at the time of every weekly test, so that all manual call points in the building are tested in rotation over a prolonged period.** There is no maximum limit for this period (e.g. in a system with 150 manual call points, the user will test each manual call point every 150 weeks). The result of the weekly test and the identity of the manual call point used should be recorded in the system log book.
- v) The duration for which any fire alarm signal is given at the time of the weekly test by the user should not normally exceed one minute, so that, in the event of a fire at the time of the weekly test, occupants will be warned by the prolonged operation of the fire alarm devices.

b) Legionella Management

Note: this is to be undertaken by the responsible person/user at the school and as detailed below;

- i) Flush little-used outlets and associated pipework (incl showerheads) which are not used within a 7-day period and with reference to the school's Legionella Risk Assessment. Flushing is to ensure that any stagnant water is replaced. Special consideration must be given of how this is to be undertaken during school holiday periods. Records must be retained in logbook.

7.2.3 The following plant and services require **monthly** testing and inspection;

a) Emergency Lighting

Note: this is to be undertaken by the responsible person/user at the school and as detailed below;

- i) Every day indicator lights should be checked.
- ii) Using a 'fish tailed' key a responsible person will be required to conduct an operational test of all emergency light fittings for a short period (minimum period of 30 seconds), on a monthly basis. During each test the light should be checked for correct operation.
- iii) The tests must be recorded in the emergency lighting log book.

b) Legionella Management

Note: this is to be undertaken by the responsible person/user at the school and as detailed below;

- i) Temperature checks must be undertaken at water outlets to ensure cold water is below 20°C within 2 minutes or hot water is above 50°C within 1 minute of use respectively. All results must be recorded in log book. Remedial actions must be undertaken where temperatures fall outside these parameters and an entry recorded in the faults log.

c) Radon Fan operation (if relevant)

Note: this is to be undertaken by the responsible person at the school as named in the radon log book.

- i) Confirm that radon fan is working / operating. Records must be retained in the school's Radon logbook.

- 7.2.4 The following plant and services require **quarterly** testing and inspection by a suitably qualified person;
- a) Fire Alarms - for large premises and for fire alarm systems incorporating portable devices with a battery power source.
 - b) Legionella Management - Check and clean showerheads (if fitted). - *to be undertaken by the responsible person/user at the school*
- 7.2.5 The following plant and services require **six monthly** testing and inspection by a suitably qualified person;
- a) Fire Alarms
 - b) Powered Pedestrian Doors
 - c) Passenger Lifts / stair lifts etc (including certification and insurance checks)
 - d) Disabled person hoists
 - e) Fall arrest system harnesses
 - f) Legionella Management
 - i) Inspection of system by a qualified person
 - ii) Water Hygiene Log Book and Policy Document should be inspected by the responsible person (to ensure that the regimes within the log book are being implemented), and this inspection and any remedial actions must be recorded and kept in the Log Book.
- 7.2.6 The following plant and services require **annual** testing and inspection by a suitably qualified person (*in addition to 3 or 6 monthly as required*);
- a) Oil and Gas Boilers
 - b) Gas Soundness (Safety) Test
 - c) Gas Appliances – Gas safety check
 - d) Catering equipment – Gas safety check
 - e) Water system inspections by qualified person (legionella etc)
 - f) Fixed Electrical Wiring Installation - Swimming Pools
 - g) Fire Alarms
 - h) Fire Safety Risk Assessment
 - i) Emergency Lighting
 - j) Powered Pedestrian Doors
 - k) Powered Stair Lifts
 - l) Compressors/ Pressure Vessels and Compressed Air (insurance inspection).
 - m) Condition of chimneys/flues
 - n) Asbestos Inspection
 - o) Hearing loop
 - p) Disabled toilet alarms
 - q) Lightning Conductors
 - r) Portable Fire Fighting Equipment
 - s) Radon Fan
 - t) Fall arrest systems
- 7.2.7 The following plant and services require **five yearly** testing and inspection by a suitably qualified person;
- a) Fixed Electrical Wiring Installation
- 7.2.8 The following plant and services require testing and inspection by a suitably qualified person to various timeframes as required;
- a) Portable Appliance Testing (dependent upon equipment)
 - b) Local Exhaust ventilation (annual or less).

- 7.2.9 Equipment with pressurisation vessels (which may include certain heating systems) may be subject to the Pressure Systems Safety Regulations 2000 (PSSR). Under these regulations a 'written scheme of examination' is required for pressure systems exceeding 250 bar litres. Generally speaking, only very small systems are exempted. The written scheme should be drawn up (or certified as suitable) by a competent person (usually the Insurer's engineers). It is the duty of the user of an installed system (the school) to ensure that the scheme has been drawn up. You **must not** allow your pressure system to be operated until you have a written scheme of examination and ensured that the system has been examined. More information regarding the safety issues can be found at

<http://www.hse.gov.uk/pubns/indg261.pdf>

Note: Maintained schools in Devon LA have this PSSR inspection automatically undertaken as part of Devon County's insurance policy (arranged with Zurich). Inspections for lifts and hoists as required by the PUWER Regs 1998 were also included a part of this Zurich insurance package in Devon LA schools.

- 7.2.10 Failure to have the necessary servicing, testing and maintaining carried out may affect the school's insurance cover. You must always obtain a certificate from the contractor to show that the works have been carried out.
- 7.2.11 A testing/service record summary templates is provided in *Appendix A* to enable you to keep a record of the works undertaken at the school and to identify any gaps in your inspection regime.

8.0 HEALTH & SAFETY RESPONSIBILITIES

8.1 Health & Safety in Relation to Building Works – General

- 8.1.1 The Health and Safety issues relating to building works comprises a vast range of activities and involves an extensive amount of legislation, regulations and approved codes of practice. It is not possible to cover this topic in any detail in this document however the advice below seeks to provide generic guidance;

8.2 Health & Safety for Revenue & Maintenance Works

- 8.2.1 Revenue maintenance works are instructed by the school usually without reference to consultant or Diocesan advice, and are funded through school budget monies.

- 8.2.2 All building work projects, no matter how small, contain some element of risk. The risk applies to the contractor, the occupiers, third parties, and the building itself. It is essential that when seeking to place an order for works, that you carry out a risk assessment and advise them of the risks ahead of them preparing their quotation for the works. Do not rely on, or assume that the contractor / workman is competent to do the task. Ask them for a method statement with their quotation/before starting work, on how they propose to complete the works in a safe manner. **It is essential that an Asbestos Assessment is undertaken for any works (no matter how small) which affect the building fabric – See Form ASB1 in Appendix B. See Section 2.2 for further advice regarding Asbestos.**

- 8.2.3 If you are unsure on any health or safety issue regarding maintenance works, or if you have health and safety concerns regarding the premises, please contact the Diocesan Surveyors. If any revenue projects you are instructing include the following works we would always ask that you discuss the health and safety implications and arrangements with the Diocesan Surveyors;

- Asbestos
- Demolition
- Electrical works
- Excavations
- Fire precautions or change of means of escape routes
- Works to gas installation
- Glazing works
- Heavy vehicles on site
- Hot working
- Roofing
- Scaffolding and high level working
- Structural Alterations
- Any other where there is perceived to be a significant Health & Safety risk present.

8.3 Health & Safety for Capital Building Works

- 8.3.1 All capital building works at CE VA schools require Diocesan approval under the legal requirement of the *Diocesan Board of Education Measure 2021*. The majority of projects also require the input of professional consultants in developing the scheme. Professional advice is therefore available to school Governing Boards regarding health and safety issues relevant to the particular works project. All capital building works projects will require compliance with CDM regulations.

8.4 Construction (Design & Management) Regulations 2015 (CDM)

- 8.4.1 These regulations are mandatory, enforceable by the Health and Safety Executive (HSE) and non-compliance is a criminal offence punishable with unlimited fines and, for individuals, imprisonment.
- 8.4.2 All building works are now subject to the CDM Regulations
- 8.4.3 A School is a commercial organisation under the terms of the CDM Regulations and the HSE expects that commercial clients have a crucial influence over how projects are run, including the management of health and safety risks. Whatever the project size, the commercial client has contractual control, appoints designers and contractors, and determines the money, time and other resources for the project.
- 8.4.4 The HSE must be advised of the works where the project involves more than 30 working days and involves 20 or more workers at any one time on site OR is scheduled to last more than 500 person days.
- 8.4.5 The regulations require specific duties of the client (the school's Governing Board), the designers, the Principal Designer and the Principal Contractor.
- 8.4.6 The Client has legal duties that it cannot transfer to an agent or third party. See link <http://www.hse.gov.uk/construction/cdm/2015/commercial-clients.htm>
- 8.4.7 In summary the client's key tasks under CDM for all construction projects are:
- To make suitable arrangements for managing their project, enabling those carrying it out to manage health and safety risks in a proportionate way. These arrangements include:
 - appointing the contractors and designers to the project (including the principal designer and principal contractor on projects involving more than one contractor) while making sure they have the skills, knowledge, experience and organisational capability
 - allowing sufficient time and resources for each stage of the project
 - making sure that any Principal Designer and Principal Contractor appointed carry out their duties in managing the project
 - making sure suitable welfare facilities are provided for the duration of the construction work
 - To maintain and review the management arrangements for the duration of the project.
 - To provide pre-construction information to every designer and contractor either bidding for the work or already appointed to the project
 - To ensure that the principal contractor or contractor (for single contractor projects) prepares a construction phase plan before that phase begins.
 - To ensure that the principal designer prepares a health and safety file for the project and that it is revised as necessary and made available to anyone who needs it for subsequent work at the site
- 8.4.8 For notifiable projects (where planned construction work will last longer than 30 working days and involves more than 20 workers at any one time; or where the work exceeds 500 individual worker days), commercial clients must:
- notify HSE in writing with details of the project
 - ensure a copy of the notification is displayed in the construction site office

- 8.4.9 If requested, Diocesan officers will be able to advise schools regarding the appointment of competent CDM Principal Designers so as to comply with those elements of the legal client requirement for CDM regulations.

Construction Design and Management Regulations 2015 – VA Schools

Who is the Principal Designer?



8.5 Security Survey and Risk Assessment

- 8.5.1 Specific responsibility for school security is not set down in legislation, however school security is related to wider Health and Safety legislation and guidance and so whoever has responsibility for Health and Safety should consider what security measures are necessary to ensure, as far as reasonably practicable, the safety of the staff and pupils. Schools need to be aware of their own security needs.
- 8.5.2 The security of a VA school is therefore the responsibility of the Governing Board. Security matters should form part of the school's Health and Safety policy documentation and the Governing Board should have in place arrangements to implement it. The Governing Board should maintain an audit trail making clear who is doing what, and methods of confirming that these tasks are being carried out.
- 8.5.3 Many LAs provide Health and Safety advice to Voluntary Aided schools and the DfE encourages this. However, LAs are not responsible for the Health and Safety of pupils in VA schools or of staff employed by these schools. This does not conflict with the LAs duties with regard to Asset Management Plans.
- 8.5.4 The DfE provided school security guidance in the past and is available through the archive at;
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/standard/Buildingsandfacilities/Page4/0%2011%202709168> .

And also as part of the DfE wider Health and Safety guidance at;
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>
- 8.5.5 Governing Boards have a statutory requirement to include school security in their annual report and will need to draw up their own policy on school security, based on their LA's policy.
- 8.5.6 Devon LA provide guidance and sample risk assessment documentation via the password-protected OSHENS website <https://devon-safety.oshens.com/Login/Default.aspx>
- 8.5.7 Torbay LA have organised Security Surveys at all maintained schools in Torbay (including VA schools) to inform school in making their own Security risk assessments. They also offer traded services guidance and support
https://www.torbay.gov.uk/media/17056/21220_services-to-schools.pdf
- 8.5.8 Plymouth LA has organised Security Surveys at all maintained schools in Plymouth (including VA schools) to inform school in making their own Security risk assessments.
- 8.5.9 A template to assist schools in considering the issues when undertaking a Security Survey and a School Risk Assessment is included in Appendix E of this document.
- 8.5.10 Please Note: OfSTED school inspections have sometimes included issues of school security. Difficulties have arisen at individual schools under inspection in the past where the school's Security Risk Assessments and/or security policies have not been in place or are inadequate, **or where school management and staff have not been able to demonstrate to the Inspector that they are familiar with the policies in place.** It is therefore essential that staff training is an integral part of the security risk assessments and policies.

8.6 Radon

- 8.6.1 Radon is a colourless and odourless gas which is produced as uranium in the ground decays. It is found throughout the British Isles, and in the South West of England.
- 8.6.2 Radon levels can become concentrated in rooms and voids and if high concentrations are breathed in by occupiers over an extended period of time, it can lead to Lung Cancer. Public Health England (PHE) calculate that between 300 and 500 people each year are contracting lung cancers from excessive radon exposure whilst at work.
- 8.6.3 The Ionising Radiations Regulations 2017 aims to protect employees from unacceptable exposure and is enforced via the Health and Safety at Work etc Act 1974.
- 8.6.4 UK Health Security Agency [Public Health England (PHE)] produces maps of the country which indicate the percentage probability of dwellings in that area having Radon readings exceeding the 'action level'. <http://www.ukradon.org/information/ukmaps>
- 8.6.5 Devon County Council are undertaking a programme of radon gas monitoring at properties under its jurisdiction, in areas where there is a probability greater than 1%; this programme includes VA schools.
- 8.6.6 Devon County will liaise with the relevant schools regarding the placing of monitors and the arrangements for sending them for testing by PHE. The results will be sent to Devon County who will inform the school and the Diocese.
- 8.6.7 If the readings exceed the 'action level' for workplaces (300 Becquerel's/m³ Annual Average) then a programme of continuous monitoring must take place until mitigation works bring down the radon readings below the 'action level'. The continuous monitoring, mitigation works, and associated risk management is the responsibility of the Governing Board of a VA schools as the employers of the staff. Diocesan Surveyors will be able to advise and assist Governing Boards and will work closely with the Radon Protection Supervisor at Devon County and PHE.
- 8.6.8 Mitigation works at VA schools are funded by capital funding sources (DFC, SCA etc) and just as any other capital works project require a 10% Governing Board contribution and compliance with established grant funding procedures.
- 8.6.9 Schools which have Radon readings above the action level will need to be tested regularly, even after the mitigation works have been completed, to ensure Radon levels do not rise again (due to geological movements in the ground, etc). This ongoing Radon testing is the responsibility of the Governing Board and will need to be funded by the school, (revenue budget). Ordering the Radon monitors will be coordinated by the Diocesan Surveyor (if asked to do so by the relevant school). All information must be retained and the Diocese will provide the relevant schools with a Radon File for retention on site and within which all past, current and future radon results and mitigation works records must be kept.
- 8.6.10 All Devon LA schools in areas on the PHE Radon maps indicating a probability greater than 1% will be re-tested on a regular basis (on a rolling 5-10 year programme), and this Radon testing will be managed and funded by Devon County.
- 8.6.11 Plymouth City Council will need to make their own arrangements and please contact the Diocesan officers in this regard.
- 8.6.12 Torbay Council offers Radon Testing as part of its SLA offer.

8.7 Lightning Protection

- 8.7.1 BS EN 62305 "*Protection Against Lightning*" came into force in September 2008, replacing the previous British Standard. The principal changes related to the requirement for a rigorous and comprehensive method of risk assessment and detailed guidance on the internal protection of structures it does not differentiate between new design and existing structures. It is recommended therefore that that a risk assessment be undertaken by a lightning protection designer for all existing school structures.
- 8.7.2 The Health and Safety at Work etc. Act 1974 also places overall responsibility for health and safety with the employer, who for Voluntary Aided schools is usually the Governing Board. Protection against lightning falls within these health and safety responsibilities.
- 8.7.3 Torbay LA has undertaken lightning protection risk assessments for all Torbay schools and remedial works have been completed. Ongoing testing and remedial works are the responsibility of the Governing Board and are included in Torbay's SLA offer to schools.
- 8.7.4 Devon LA employed the lightning protection company, Redpath Buchanan to undertake risk assessments during 2010 and recommendations for any remedial works necessary advised to schools. The health and safety responsibility of VA schools still remains with the Governing Board in respect of ensuring a lightning protection risk assessment is undertaken and remedial works resulting from the risk assessment attended to.
- 8.7.5 Plymouth LA has not undertaken testing and risk assessment of lightning protection but they recommend that risk assessment are undertaken by the schools. Should Governing Boards of VA schools in Plymouth wish for a lightning protection risk assessment to be undertaken then Diocesan Surveyors can assist with the identification of suitable consultants, if requested.

8.8 Tree Management

- 8.8.1 The Governing Board of a VA School has a statutory duty of care under the Health and Safety at Work Act 1974 and the Occupiers Liability Act 1999 to ensure that members of the public and staff are not to be put at risk because of any failure by the Governing Board to take all reasonable precautions to ensure their safety. Guidance from the National Tree Safety Group is here <https://ntsgroup.org.uk/wp-content/uploads/2016/06/FCMS025.pdf> . As owner of the playing fields the Local Authority also has the same duty of care.
- 8.8.2 Devon County Council currently implements a Formal Tree Inspection procedure under which schools will receive a tree inspection from a qualified arboricultural consultant once every three years. The consultant's report is passed to Devon County who then circulate it to the school, copied to the Diocesan Surveyor, identifying any remedial works required. Devon County also provide advice to school as to how to progress any remedial works advised.
- 8.8.3 Torbay Council used to operate a tree risk management strategy for schools. However, following their inspection of trees at schools in 2003, it is now left for schools to manage the condition of the trees on their sites and any remedial works required. Governing Boards of VA schools need to consider implementing a programme of regular inspection by a qualified arboricultural consultant, say, once every three years. Torbay does however offer an SLA for Tree Inspections which schools can buy into.

- 8.8.4 Plymouth City Council does not operate a formalised programme of inspection and therefore Governing Boards of VA schools need to consider implementing a programme of regular inspection by a qualified arboricultural consultant, say, once every three years.

8.9 Glazing

- 8.9.1 Glazing requirements are covered under Regulation 14 of The Workplace (Health, Safety and Welfare) Regulations 1992. The regulations require that all windows or glazing should be of a safety material or protected against breakage and be appropriately marked. The Duty for compliance lies with the Employer which is the Governing Board of a VA School.
- 8.9.2 We recommend that schools undertake a risk assessment on a regular basis (say every 3 – 5 years) and where there has been a change in building layout or use. (For example, a change in the external areas use, or the removal of a fence could expose glazing to damage by balls used in sporting activities.)
- 8.9.3 All replacement glass must be suitable safety glass and must be identified as so on the pane.
- 8.9.4 Following past risk assessment, some sections of glazing may have been protected with the use of a safety film. These films degrade over time and depending on the guarantee of the specific film used, it typically will have a life of 7 – 10 years. The film will need to be renewed after that time in order to perform satisfactorily, or the glass replaced with safety glazing.
- 8.9.5 A clear and up to date glazing risk assessment must be kept by the school as part of their Health and Safety record.

9.0 CHILD PROTECTION ISSUES DURING BUILDING WORKS

9.1 General

- 9.1.1 All Schools must comply with Disclosure and Barring Service Guidance (DBS) and DfE guidance 'Keeping Children Safe in Education' (Sept 2018)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Please note that the use of the term 'Contractors' in the DBS documentation has a much wider use than just building contractors. The DBS approach looks at the activity being performed and, through that activity, the potential for unsupervised access to children. A Regulated Activity requires close and unsupervised contact with children on a regular basis.

- 9.1.2 Where building works (either revenue or capital funded) are undertaken in a VA school the Governing Board must assess and seek to control safeguarding risks to children. This assessment should be methodical, consistent and **a written record must be kept**. We would strongly recommend that this written record is retained **as part of the school's Single Central Record (SCR)** so as to provide evidential proof of the school's approach to safeguarding in this particular matter.

9.2 Safeguarding in Schools and Construction Work – Overview and Discussion

- 9.2.1 It is vital that all safeguarding measures employed are proportionate to the risk, are specific to the circumstance that exists and are 'deliverable' in practice.

- 9.2.2 Construction works on all sites (including at schools) must be undertaken in compliance with current Health and Safety legislation. Health and Safety issues must be assessed and addressed for all construction works and this works 'hand in hand' with safeguarding of children and vulnerable adults. The issue of Child Protection and safeguarding must be included in all construction works specifications/instructions alongside all other Health and Safety issues.

- 9.2.3 In simple term, children should not be allowed in areas where builders are working for health and safety reasons. Where a building site is physically separated from the school and the site entrance is separate from the school's, a DBS check will not be required.

- 9.2.4 Although prepared in relation to the earlier CRB structure, we believe Norfolk County Council's guidance (12 Dec 2009) is helpful in summarising a balanced approach for and is consistent with the Disclosure and Barring requirements;

"Checks are required on anyone who is likely, through the normal course of their work, to have unsupervised contact with children. Construction staff would never be expected to be alone with children. Their work will be contained within a specifically demarcated area of the school to which pupils have no access at any time. They should be expected to sign in on arrival and have clearly visible identification at all times. Where contractors need to work in other areas of a school, this must be agreed in advance with the Headteacher and managed appropriately and reasonably. Casual visitors that need access to the school should sign a visitors book, wear an identification badge and be accompanied by a member of staff for the duration of their visit. Such visitors might include surveyors, utilities representatives, etc.

Governors are advised to be clear about these policy areas and the practices they have adopted. This should enable them to provide [Ofsted] inspectors with the assurances they require in demonstrating they are taking reasonable steps to ensure that children and learners are safe.

9.3 **Risk Assessment**

9.3.1 From *Section 9.2* above it can be seen that in assessing a safeguarding risk to children during building works on a school site the key issues to assessed are;

- 1 ***Contact between contractors and children,***
and
- 2 ***The extent of the contact.***

9.3.2 All building contracts and their associated Child Protection risks must be assessed individually. Issues such as location, timing, extent of separation, supervision, numbers of persons on site, past knowledge, school management systems, construction management systems, numbers of children, school layout and the like will all impact on the specific risk and the control measures possible to manage the risk. The adequate consideration of the issues and control measures suitable for the specific project requires a Child Protection Risk Assessment.

9.4 **Contractors and Professional Codes of Conduct when on school sites**

9.4.1 All visitors to site will need to comply with the school's Child Protection policies and procedures and the school will need to ensure this information is advised and made available to contractors and consultants alike.

9.4.2 Plymouth City Council has issued a **Code of Conduct** for Contractors undertaking work on Plymouth City premises which we recommend as the basis of good practice for schools to adopt as to expectations when undertaking works on site (see Plymouth City Council's recommended *Code of Conduct* overleaf).

9.4.3 We also recommend to you Plymouth City Council's underlying principle to child protection during construction works at schools detailed in their guidance document *Safeguarding Children and Young People: Guidance for Engaging Contractors* (Jan 2009) which is "**SEGREGATE OR SUPERVISE**".

Code of Conduct for Contractors undertaking work on Plymouth City Council premises:

CODE OF CONDUCT

- 1) observe this code at all times
- 2) stay within the confines of the agreed site or work area
- 3) obtain consent if access is required outside the site or work area
- 4) use only the agreed access routes
- 5) obtain consent if alternative access routes are required
- 6) avoid contact with children/young people
- 7) **NEVER** be in contact with children/young people without the contracting organisation's supervision
- 8) if you are spoken to by a child/young person, be polite but do not engage in lengthy conversation
- 9) if spoken to by a child/young person, avoid over familiar physical contact (the actions of a 'touchy feely' person could be easily misinterpreted or misconstrued)
- 10) do not initiate lengthy conversation with the children/young people
- 11) do not use inappropriate or profane language
- 12) dress appropriately – shirts to be worn at all times (eg. no bare chests)
- 13) keep staff informed of where you are and what you are doing
- 14) report any matters out of the ordinary or of concern, involving children/young people, immediately to the site manager
- 15) do not give out addresses or mobile phone numbers to the children/young people
- 16) do not arrange to meet with children/young people either inside or outside of the organisation site
- 17) do not offer to buy items from children/young people
- 18) do not sell items to children/young people
- 19) do not bring alcohol on the organisation's site
- 20) do not join in games with children/young people
- 21) do not share food or drinks with children/young people (think of allergies and grooming implications)
- 22) remember that your actions no matter how well-intentioned could be misinterpreted

This code of conduct should be written into the building contract, form part of the pre-contract meeting agendas, displayed on site and where appropriate issued in card form to site workers.

9.5 Advice re Child Protection Risk Assessment for Construction Works at VA Schools

9.5.1 Overleaf is a template for the Child Protection Risk Assessment during construction works on the school site which may be helpful in recording your approach to safeguarding in a systematic and consistent manner during building works at the school.

9.5.2 We recommend that the Risk Assessment should be discussed and completed at the Pre Contract meeting when the follow parties are present;

Contract Administrator

Design Team

CDM Principal Designer

Head Teacher (or other staff members with Child Protection training)

Governor/s

Contractor's contract manager and foreman.

This approach will ensure all parties are able to fully understand the building programme of works and methodology, and the child protection issues at each stage. All parties are named on the child risk assessment and all are responsible for the information contained therein and the compliance with control measures identified. Any party is authorised to reconvene the group to review the risk assessment should any circumstances / risks change on site or if control measure require review.

9.5.3 The Child Protection Risk Assessment is designed to first identify the 'Risk Rating' inherent in the type and vulnerability of premises users. This initial 'Risk Rating' is then either increased, decreased or remains unaffected by a series of 'Other Factors' pertaining to the type and location of the building works, the schools' knowledge of contractor, programme/timings of work, etc. Once this adjusted risk has been identified, a series of 'Control Measures' can be identified and applied to reduce or (ideally) eliminate the risk to children.

9.5.4 The application of this guidance requires a degree of judgement in establishing the level of risk and the control measures to be applied. The assessment team must feel free to add additional Risk Factors or Control Measures to the template to suit the particular circumstances at the school and that apply to the building project / maintenance works.

9.5.5 We recommend that the Code of Conduct is also appended to Risk Assessment and the contractor signs it to agree to abide by its content. The completed Risk Assessment and Code of Conduct is appended to the minutes of the pre-contract meeting and circulated to all parties.

9.5.6 Please note that although the Child Protection Risk Assessment template has been prepared for capital works projects at school for VA Governing Boards supported by the Diocese, it is essential that the same principles of **SEGREGATE OR SUPERVISE** apply to the smaller building works (possibly revenue funded) as it is often these works (undertaken by local handymen/contractors direct for the school) where the contact between contractors and children and the extent of that contact is potentially greater, and therefore the child protection risk is enhanced.

9.6 Child Protection Risk Assessment During Building Works at VA Schools

Page 1

School: Building Project:

Date: Assessors:

Item	Issue	Risk Rating	Risk Eliminated	Low Risk	Medium Risk	High Risk	V. High Risk	Comments
1	Premises Purpose Group							
1.1	Primary School	Medium						
1.2	Secondary School	Medium						
1.3	Nursery/Play Group/Pre-school	Medium						
2	Vulnerability of Purpose Group							
2.1	Male or female under 16 years old	Increased						
2.2	Pupils with disability	Increased						
3	Location of Works							
3.1	External works that can be observed.	Reduced						
3.2	Ext works that cannot be continuously observed.	Even						
3.3	Plant rooms accessed externally	Reduced						
3.4	Plant rooms accessed internally	Even						
3.5	Common areas (classrooms, corridors etc)	Even						
3.6	Low occupancy areas (ICT/library, SEN room etc)	Increased						
3.7	Welfare areas (toilets, showers etc)	Increased						
3.8	Isolated Areas	Increased						
4	Duration of Works							
4.1	Maintenance or servicing (less than 1 day)	Reduced						
4.2	Works (up to one week duration)	Even						
4.3	Works (over one week duration)	Increased						

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School: Building Project:

Item	Issue	Risk Rating	Risk Eliminated	Low Risk	Medium Risk	High Risk	V. High Risk	Comments
5	Nature of Works							
5.1	New works on defined area of site	Reduced						
5.2	Refurbishment etc accessed from outside	Even						
5.3	Refurbishment etc accessed from inside	Increased						
5.4	Works requiring access to many areas in school	Increased						
6	Contract Team and Supervision							
6.1	Lone working with random supervision	Increased						
6.2	Small teams with working supervisor	Even						
6.3	Teams where individuals work unsupervised	Increased						
6.4	Sub-contract labour supervised by named manager	Even						
6.5	Sub-contract labour generally unsupervised	Increased						
7	Working Knowledge of Contractor							
7.1	No past working experience of contractor	Increased						
7.2	Past knowledge but intermittent use	Even						
7.3	Past knowledge, frequent use and no problems	Reduced						
8	Welfare							
8.1	Contractor providing own welfare facilities in site area.	Even						
8.2	Contractor to use school's welfare facilities.	Increased						
ASSESSMENT OF OVERALL RISK								

See Page 3 & 4 for Control Measures

School: Building Project:

Item	Issue	Risk Rating	Risk Eliminated	Low Risk	Medium Risk	High Risk	V. High Risk	Comments
	<u>Overall Risk from Previous Page</u>							
	<u>Control Measures to Reduce Risk</u>							
9	School Supervision							
9.1	Children supervised at all times	Reduced						
9.2	Children supervised on frequent basis	Even						
9.3	Children generally unsupervised	Even						
10	School Occupancy & Timing of Works							
10.1	Normal hours – school occupied	Even						
10.2	Normal hours – school unoccupied	Eliminated						
10.3	Outside normal hours but school occupied	Even						
10.4	Outside normal hours and school unoccupied	Eliminated						
10.5	Works in school holidays and unoccupied	Eliminated						
11	Site Separation							
11.1	Separation of site and children by school / contractor management procedures.	Even						
11.2	Site separation but access to work area and welfare facilities by management procedures.	Reduced						
11.3	Full site separation by secure fencing (including access and welfare facilities) from children.	Eliminated						
	RISK ASSESSMENT FOLLOWING CONTROL MEASURES							If risks assessment is still within shaded area, apply additional control measures to reduce risk

School: Building Project:

Item	Issue	Risk Rating	Risk Eliminated	Low Risk	Medium Risk	High Risk	V. High Risk	Comments
	<u>Overall Risk from Previous Page</u>							
12	Additional Site Specific Control Measures (to be developed and agreed)							
12.1	(One possible consideration): DBS checks on contract staff	Reduced						But only if deliverable and can be adequately managed.
12.2								
12.3								
	RISK ASSESSMENT FOLLOWING CONTROL MEASURES							

Signed:
(must have Child Protection Training)

Position:
(Must be a member of school leadership team)

Date:

Append **Code of Conduct** and ensure signature by Contractor's Contracts Manager or Director

Circulate to all present and to Chair of Governing Board of School

CHILD PROTECTION CODE OF CONDUCT WHEN UNDERTAKING CONSTRUCTION WORKS AT SCHOOLS

The building contractor named below will comply with this Code of Conduct, will induct all staff working on the site, include the Code in the Construction Phase Health and Safety Plan and/or Method of Work Statements and display it in office and welfare facilities on site.

CODE OF CONDUCT

The contractor, its staff, sub-contract staff and its visitors to the building site undertake to;

- 1 Observe this Code at all times.
- 2 Stay within the confines of the agreed site or work area.
- 3 Sign-in each day (either in site hut or at school reception as agreed).
- 4 Obtain consent from the Headteacher if access is required outside the area of work (*which may also require a formal review of the Child Protection Risk Assessment*).
- 5 Only use the agreed access routes.
- 6 Obtain consent from the Headteacher if alternative access routes are required (*which may also require a formal review of the Child Protection Risk Assessment*).
- 7 Avoid contact with children.
- 8 **Never** come into contact with children without school supervision.
- 9 If spoken to by a child please be polite but do not enter into lengthy conversation and do not engage children in conversation.
- 10 Do not engage in **any** physical contact with a child (it could easily be misinterpreted or misconstrued).
- 11 Do not use inappropriate language on site.
- 12 Dress appropriately: no bare chest, no inappropriate imagery or wording on T-shirts, etc.
- 13 Keep staff informed of where you are and what you are doing.
- 14 Report any matters out of the ordinary / of concern to the site manager, immediately, (site manager to inform the Headteacher or member of the school leadership team).
- 15 Do not give your address or telephone number to children.
- 16 Do not arrange to meet / contact children either inside or outside school.
- 17 Do not offer to buy or sell items to children.
- 18 Do not bring alcohol or cigarettes onto the school site.
- 19 Do not join in/play games with the children.
- 20 Do not share food and drink with the children.
- 21 Remember that your actions, no matter how well-intentioned, could be misinterpreted.

Signed:..... **Organisation:**

Dated:

10.0 SCHOOL TRUSTEESHIP ISSUES

10.1 Ownership of Church School Buildings

- 10.1.1 Church of England Schools are owned by the Trustees of the site. The Governing Board of a VA school has the authority to add or make alterations to the school buildings during their term of office but cannot sell and recover monies or grant a legal title on the land or buildings; this can only be undertaken legally by the trustees/owners of the school buildings. Wayleaves should also only be signed by the owners/trustees.

10.2 Community Use on VA School Sites

Historic issues

- 10.2.1 The community use of school buildings is a well-established and important function of many schools. The Governing Board cannot however enter into any agreement with a third party whereby so doing it would be possible for the third party to claim some legal rights over the building or land. **Therefore legal advice must always be sought before entering into any agreement with a third party or use of the site or buildings.** (This does not however relate to the letting of, say, the school hall for an individual event).
- 10.2.2 Many VA schools have in the past, invited various community groups, private pre-school providers, etc onto the school site (some residing in the school buildings) without the authority of the trustees/owners of the school and without any formal lease or other legal agreement. These issues should now be regularised to ensure compliance with land and tenancy law and schools are asked to contact the Diocesan Surveyors to advise where such instances occur.

Pre-School, After-School Clubs, etc

- 10.2.3 There is often great pressure for VA Primary schools to allow private pre-school/playgroup/after-school club etc providers to operate on the school site. Such facilities are often the 'lifeblood' of primary schools with young children moving into the school following pre-school attendance. The Diocese of Exeter will encourage and assist schools with ensuring such ventures are undertaken in accordance with land and tenancy law, that they comply with DfE funding requirements/procedures and their presence/operation is not potentially detrimental to the operation or Foundation of the school either now or in the future.

Capital Funding of Community/Pre-School Projects

- 10.2.4 Where the Governing Board of a school provides extended services they are able to use DfE capital grant funding for premises issues subject to DfE approvals and funding availability.

Diocesan Advice & Legal Advice

- 10.2.5 It is essential that a school's Governing Board discuss proposals for community users of the school site with Diocesan Surveyors well before considering making agreements/arrangements regarding the community use of the school site.
- 10.2.6 The Solicitors of the Exeter Diocesan Board of Finance Ltd (the trustees of the majority of VA schools in the Diocese of Exeter) have provided the following guidance as to the circumstances which determine the suitability of the various legal agreements.

10.3 Documentation

10.3.1 Regular occupation of School premises by pre-school groups and other bodies must be documented. This can be done in one of two ways:-

(a) Transfer of Control Agreements

- (i) A Transfer of Control Agreement is a device by which the Governing Board of a community, voluntary aided, voluntary controlled or foundation school may transfer control of part of the school premises to a third party if the purposes of the agreement is to promote the local community use of those premises. Such a transfer of control is also enabled under legislation (School Standards and Framework Act 1998).
- (ii) The agreement is therefore entered into between the Governing Board and the occupier but facilitated by the Diocese. The Trustees (landowner) of the school is not party to the agreement but the Diocesan Board of Education countersigns the agreement.
- (iii) The consent of the LA must be obtained by the Governing Board if the Transfer of Control Agreement permits use of the premises during school hours.
- (iv) A Transfer of Control Agreement can relate to any part of the school premises which is under the Governing Board's control and can therefore relate to the school site or the playing fields.
- (v) A Transfer of Control Agreement is considered to be suitable where the school is making available an existing classroom or the occupier is constructing temporary or demountable works. If the occupier is investing a capital sum in permanent development works on the site then the grant of a Lease together with a Development Agreement is likely to be the most appropriate way forward subject to the comments at subparagraph (b) below.
- (vi) It should be noted that a Transfer of Control Agreement will be deemed to permit the Governing Board to recover the use of the subject premises upon reasonable notice if and to the extent that those premises are reasonably required in connection with the school.
- (vii) In any agreement which grants exclusive possession of premises there is a danger that a Lease will be construed, regardless of the title of the agreement. If a Lease is construed in this manner the difficulties are that the tenant could acquire security of tenure of the premises.
- (viii) The DBE must be notified of any proposed agreement for the use of any part of the school site by a third party at an appropriate early stage and prior to any binding commitment. The DBE will:
 - a. Comment on the suitability of the proposed legal means of formalising the agreement and provide a template of the appropriate Transfer of Control Agreement. These documents have been commissioned by the EDBE to minimise the legal costs incurred and thereby increase the possibilities for extended use of schools. A modest fee (£200 plus VAT) will be charged for these to recoup the cost to the EDBE of their provision.
 - b. Once content, provide formal approval of the proposals in the first instance and thereafter the Governing Board is able to enter into a commitment with the community use group.
 - c. Be a counter-signatory to the Agreement.

b) Lease (and Development Agreement *if required*)

- (i) A Lease is a disposition of land and would require to be entered into between the Trustee landowner of the school and the occupier.
- (ii) Before a leasehold disposal of school premises can proceed the trustees of the school must consider and if necessary take legal advice upon two important preliminary issues. First there is the question of whether the school trusts are wide enough to permit the transaction. In cases of doubt, the Charity Commission should be consulted. Second the restrictions in Section 36 of the Charities Act 1993 will apply which means that if a market rent is not proposed the trustees are likely to require the specific authority of the Charity Commission.
- (iii) A lease is required where there is sole occupancy of part of the property.
- (iv) A Lease would also be appropriate if the occupier was constructing permanent works. This is primarily because where the occupier is investing a capital sum in the works it is most likely to require the security which a Lease offers. The Development Agreement would govern the carrying out of the works by the occupier and the protections to be afforded to the school in connection with those works.
- (v) The DBE must be notified of any proposed use of any part of the school site by a third party at an early stage. The Diocesan Property Services Department will liaise with the Trustee landowner and Governing Board and Third Party in the development of the Lease (and any Development agreement). All legal and surveyors costs will need to be met by the third party/and/or the school.

10.3.2 The above conditions will protect the interest of the School, Trustees and Pre-school / community group.

Please contact the Diocesan Officers before embarking on any proposals to let or make available to any third party any part of the school or grounds.

11.0 MISCELLANEOUS ISSUES

11.1 Advice when arranging an Official Opening Ceremony following a School Building Project

11.1.1 Points to consider when arranging an official opening ceremony following a new school building project or significant extension/refurbishment: -

- Set and agree the date – suggest 8 week notice (minimum).
- Agree who is to perform the opening ceremony.
Normal protocol at a Church of England school in the Diocese of Exeter is for the Bishop of Exeter to be invited to perform the opening ceremony. If the school has a particularly close relationship with the Bishop of Crediton or the Bishop of Plymouth then this could be notified to the Bishop of Exeter in the invitation letter.
Address: The Right Revd Robert Atwell, The Palace, Exeter EX1 1HY.
please address correspondence fao Mrs J Tear
e-mail justine.tear@exeter.anglican.org
- Prepare the guest list. Outside the immediate school community (staff, parents, PTA, governors, local clergy, etc), this should include;
 - Director of Diocesan Board of Education (*Mr John Searson*).
 - Executive Member for Schools at the LA.
 - Director of Schools at the LA.
 - Local County Councillor.
 - Local District Councillor.
 - Representative of the Parish Council.
 - Other local dignitaries.
 - 'Influential friends' of the school.
 - Other local churches' representatives.
 - Project Consultants; *Architect, Structural Engineer, Services Engineer, etc.*
 - Contractor's team; *Managing Director, Contracts Manager, Site Manager, etc.*
 - Diocesan Support Team; *Property Services and Education colleagues.*
 - Local Authority Support Team; *Capital Strategy Officer, Education Officers, etc.*
- Send invitations (possibly also with a map, details of parking arrangements, etc).
- Send background information to person performing the official opening ceremony;
 - Name of School's Chair of Governing Board and Headteacher.
 - Background information regarding project.
 - Draft guest list.
 - Draft programme.
 - Location map and directions with details of parking arrangements.
- Organise a plaque (if appropriate).
- Arrange press release (contact the LA press/communications office). *Note: a morning / early afternoon ceremony will ensure maximum benefit from press coverage.*
- Refreshments.

APPENDIX A

Example: Summary Building Services Inspection Template

School:**Building Plant and Equipment Checks – Record and Action Summary Sheet**

Item No.	Item	Date Last Completed	Comments	Subsequent Action
1	Boilers			
2	Gas Appliances			
3	Portable Appliances			
4	Water Quality / System (legionella)			
5	Gas Catering Equipment			
6	Fire Fighting Equipment			
7	Swimming Pool Electrical Wiring			
8	Electrical Wiring			
9	Fire Alarms			
10	Emergency Lighting			
11	Lightning Conductors			
12	Powered Pedestrian Doors			
13	Passenger Lifts			
14	Non-passenger Lifts			
15	Powered Stair Lifts			
16	Disabled Access Hoists			
17	Lift Insurance			
18	Fire Safety Assessment			
19	Asbestos Inspections			
20	Hearing Loop service			
21	Disabled Toilet Alarm			

Further Comments:	

Signed (Chair of Governors/Premises)

Date

APPENDIX B

Asbestos Management Plan & Control Forms

for use when building or maintenance works are proposed/undertaken at the school

ASBESTOS MANAGEMENT PLAN

1. Name of School		
2. Responsibilities		
Name and Title of 'Person In Control'.	<i>Name:</i>	<i>Title:</i>
Signature and Date.	<i>Signed:</i>	<i>Date:</i>
Name and role of person that produced this Plan.		
Name of the person responsible for: a) managing asbestos in the premises, b) for updating the asbestos register (if any), and c) for reviewing this Plan	a) b) c)	
3. Reviewing this Management Plan		
Date this Management Plan was first produced.		
Date of last review.		
4. How the location and condition of asbestos-containing material is recorded		
State how information about asbestos in the premises is recorded.		
State where information about asbestos in the premises is kept.		

5. Results of the risk assessments and action required (if any)	
<p>Briefly state the results of your last visual inspection and risk assessment and the approximate date it took place.</p> <p><i>(Any work that you have identified that still remains to be done should be added to the Action Plan).</i></p>	
6. Monitoring arrangements for asbestos	
<p>State the arrangements for monitoring the known or presumed asbestos-containing materials to ensure that they remain in good condition and that there is no increased risk of disturbance.</p>	
7. How information about asbestos is passed to those that need it	
<p>State how staff have been informed.</p>	
<p>State here what system is in place to control maintenance or building work.</p>	
<p>What is the procedure for ensuring that contractors and others check the asbestos register before starting work?</p>	
<p>Clarify how the procedure allows for staff absence due to illness etc</p>	
<p>State here if warning labels have been used to alert workers to the presence of known asbestos.</p> <p><i>(Any work that you have identified that still remains to be done should be added to the Action Plan).</i></p>	

8. Training

<p>State here who has received training on asbestos management, and approximately when it took place.</p> <p><i>(Training that still remains to be done should be added to the Action Plan).</i></p>	
--	--

(Training that still remains to be done should be added to the Action Plan).

9. Action Plan

[illegible]

ASBESTOS CONTROL AND MANAGEMENT FORM ASB1

for CE VA Schools in Diocese of Exeter

THIS FORM IS A MANDATORY DOCUMENT FOR COMPLETION PRIOR TO CONDUCTING ANY BUILDING WORK OR ACTIVITY THAT WILL DISTURB THE FABRIC OF A BUILDING

THE DUTYHOLDER MUST ENSURE THIS FORM IS COMPLETED WHENEVER ANY ACTIVITY IS CONSIDERED WHICH MAY AFFECT ASBESTOS CONTAINING MATERIALS - AND IN PARTICULAR BUILDING WORKS. IT MAY BE COMPLETED BY THE CONTRACT ADMINISTRATOR BUT MUST BE SIGNED BY THE DUTYHOLDER (OR APPOINTED PERSON) AND CONTRACTOR.

SCHOOL NAME:

DUTY HOLDER:

or appointed person

SCHOOL ADDRESS:

ROOMS / AREAS AFFECTED:

**DESCRIPTION OF WORKS /
SKETCH PLAN etc:**

**CONTRACT ADMINISTRATOR
NAME AND COMPANY:**

**CONTRACTOR NAME &
CONTRACTS MANAGER:**

**THE FOLLOWING SECTION IS TO BE COMPLETED BY THE CONTRACTOR PRIOR
TO ANY WORKS COMMENCING**

**IN RESPECT OF THE ABOVE WORKS AND ASSOCIATED ACTIVITIES THE LOCAL
ASBESTOS REGISTER HAS BEEN CONSULTED AND THE FOLLOWING NOTED (Please circle as appropriate)**

THE AREAS OF WORK ARE IDENTIFIED AS FREE AND CLEAR OF ASBESTOS CONTAINING MATERIALS

1

THE AREAS OF WORK HAVE KNOWN OR IDENTIFIED ASBESTOS CONTAINING MATERIALS

2

THE AREAS IDENTIFIED HAVE NOT BEEN ASSESSED WITHIN THE ASBESTOS REGISTER AND WILL BE
PRESUMED TO CONTAIN ACM's

3

NAME (Contractor):

SIGNED:

DATE:

COMPANY

WHERE ABOVE ITEMS 2 OR 3 HAVE BEEN SELECTED THE DUTYHOLDER IS REQUIRED TO ENSURE:

A DEMOLITION AND REFURBISHMENT ASBESTOS SURVEY IS UNDERTAKEN TO FULLY IDENTIFY ANY ASBESTOS RISK .

A RISK ASSESSMENT IS PREPARED AND IMPLEMENTED TO ENSURE SAFE WORKING METHODS.

WORKS WHICH AFFECT ACM'S TO BE CARRIED OUT BY AN HSE LICENSED CONTRACTOR .

DCC EMERGENCY PLAN (ASB4) TO BE FOLLOWED IN THE EVENT OF ACCIDENTAL FIBRE RELEASE.

ASBESTOS REGISTER UPDATED / FORM ASB3 COMPLETED (Dutyholder).

Enter N/A
or Initial

SIGNED:

(DutyHolder)

DATE:

A COPY OF THIS FORM IS TO BE RETAINED AT THE PREMISES FOR AUDIT PURPOSES

SCHEDULED ASBESTOS INSPECTION FORM - ASB2

THIS FORM IS A DEVON COUNTY COUNCIL DOCUMENT FOR THE RECORDING OF ROUTINE INSPECTIONS OF ASBESTOS CONTAINING MATERIALS

THIS FORM SHOULD BE USED TO RECORD DETAILS OF SCHEDULED INSPECTION AS IDENTIFIED WITHIN THE SITE ASBESTOS REGISTER. THIS MAY BE MONTHLY/QUARTERLY/SIX MONTHLY OR ANNUALLY.

WHERE DAMAGE IS FOUND OR SURFACE TREATMENT HAS DETERIORATED YOU MUST CONTACT YOUR PROPERTY PROFESSIONAL AND REFER TO DOCUMENT ASB 4 FOR GUIDANCE.

NAME OF INSPECTOR:	DATE OF INSPECTION:
BIS NO.	SITE ADDRESS:

NAME OF INSPECTOR:	DATE OF INSPECTION:
BIS NO.	SITE ADDRESS:

BIS NO.	SITE ADDRESS:
----------------	----------------------

BIS NO.	SITE ADDRESS:
----------------	----------------------

CHANGES TO CONDITION OR RISK OF DAMAGE TO ASBESTOS MATERIALS

ASBESTOS REGISTER: From your asbestos register list down all known asbestos containing materials, visit the location where safe to do so and note as follows. Retain a copy of this check with the site asbestos register.

UNCHANGED : **No further action required**

DAMAGED:	Any level of damage has the potential to release asbestos fibres. Isolate the area and refer to Guidance Note ASB4 or seek technical advice from NPS or your Property Professional.
-----------------	--

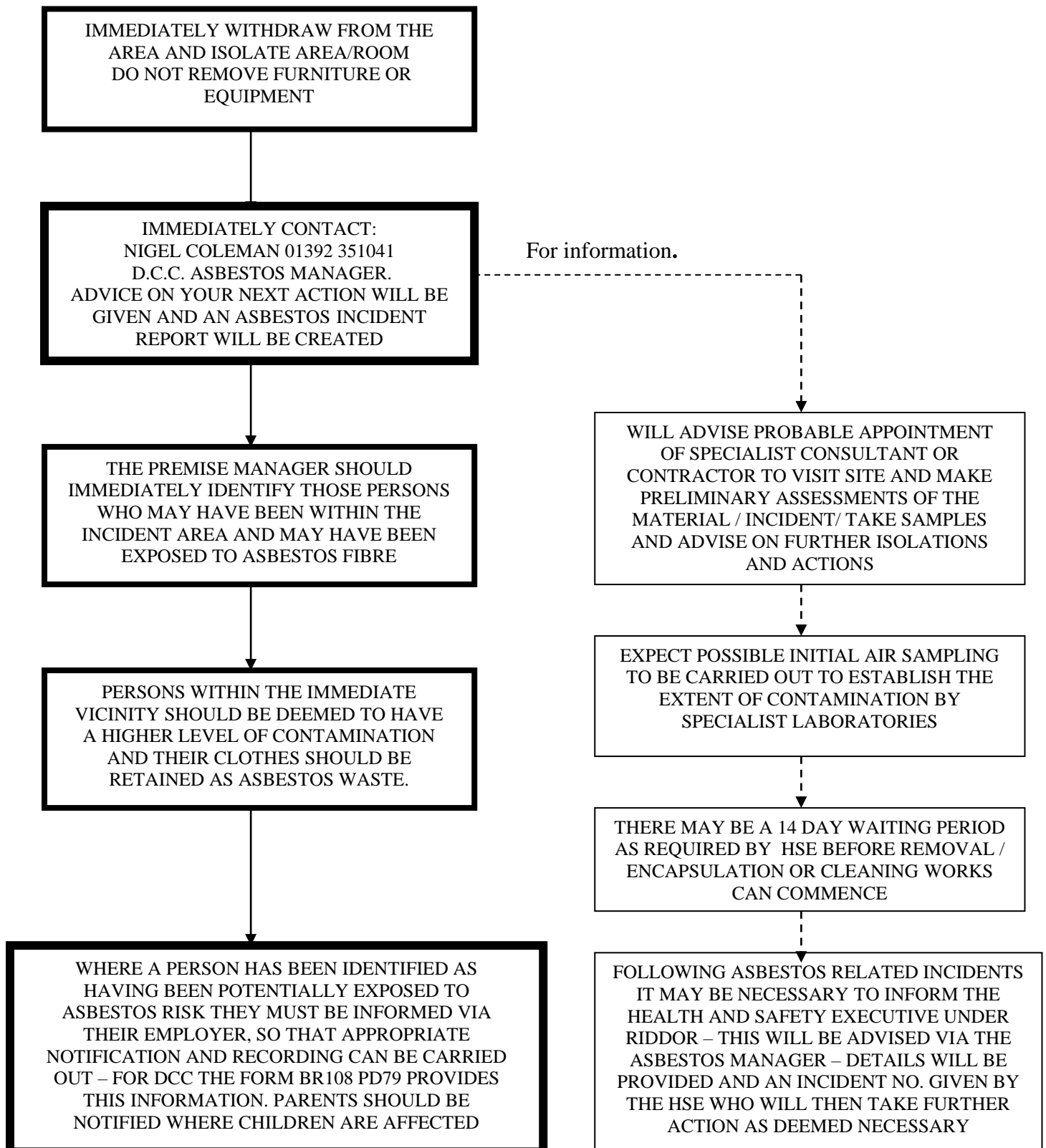
SURFACE TREATMENT DETERIORATED : Re-painting or re-protection of asbestos materials may need specialist procedures. Seek technical advice from NPS or your property professional

OTHER :	Where the risk of damage has increased due to increased or changed occupancy it will be necessary to consider and possibly remove the ACM or upgrade levels of protection.
----------------	--

[illegible]

ASB3		ASBESTOS DATA RETURN FORM		
SITE NAME:				
BIS NO.		BUILDING NO.		SURVEYOR:
ROOM NO. (as Report Plan)	ROOM USE	FLOOR LEVEL	POSITION / DESCRIPTION	REASON FOR CHANGES TO THE REGISTER New asbestos identified / asbestos removed / encapsulated etc <i>Include product type, condition, surface treatment and asbestos type</i>
<p>PLEASE FULLY COMPLETE THIS FORM TO PROVIDE INFORMATION UPDATES RELATING TO ASBESTOS AND RETURN TO:</p> <p>MIKE BURLACE / CHRIS PLANT, VENTURE HOUSE, ONE CAPITAL COURT, BITTERN RD, SOWTON IND ESTATE, EXETER, EX2 7FW TEL 01392 351042</p>				
Signed:		Date:		
<p>THIS FORM SHOULD BE COMPLETED WHENEVER ANY ACTIVITY IS CARRIED OUT WHICH MAY AFFECT THE FABRIC OF THE BUILDING - AND IN PARTICULAR ANY BUILDING WORKS. IT IS DESIGNED TO ASSIST AND SUPPORT YOUR ACTIVITIES AND RESPONSIBILITIES UNDER THE CONTROL OF ASBESTOS REGULATIONS 2012.</p>				

Devon County Council
Health & Safety Guidance Note ASB4
IN THE EVENT OF AN UNPLANNED RELEASE OF
ASBESTOS FIBRES.



ASBESTOS INCIDENT FORM ASB5

Incident no.

IN THE FIRST INSTANCE CONTACT THE ASBESTOS MANAGER - 01392 351041

THIS FORM IS TO COMPLETED BY THE PREMISE MANAGER (DUTYHOLDER OR APPOINTED PERSON) FOLLOWING ANY ACCIDENTAL OR POTENTIAL RELEASE OF ASBESTOS FIBRE AND RETURNED TO THE ASBESTOS MANAGER WITHIN 7 SEVEN DAYS OF THE INCIDENT BEING CLOSED AND/OR THE AREA BEING RE-OCCUPIED
RETURN TO:
ASBESTOS MANAGER, VENTURE HOUSE, ONE CAPITAL COURT, BITTERN RD, SOWTON, EXETER, EX2 7FW

BUILDING NO.	BIS		NAME (Print Name)
	DFES		
	JOB NO.		
SITE ADDRESS			
ROOM NO.S / AREAS AFFECTED			
DETAILS OF INCIDENT		DATE OF INCIDENT:	TIME:
CONTROL DETAILS - REFER GUIDANCE NOTE ASB4			
AREA ISOLATED			
PERSONNEL RECORDED			
CONTAMINATED CLOTHING REMOVED			
SPECIALIST DETAILS		DATE OF VISIT:	TIME:
NAME OF APPOINTED SPECIALIST			
ON SITE REPRESENTATIVE		CONTACT TEL NO.	
INITIAL FINDINGS			
ANALYSTS FINDINGS - Confirm Asbestos or Non-Asbestos			
NAME OF ANALYST		CONTACT TEL NO.	
RESULTS			
REINSTATEMENT DETAILS -			Notifiable works - YES OR NO
NAME OF CONTRACTOR		CONTACT TEL NO.	
DATE WORKS COMMENCED:			
DATE WORKS COMPLETED:			
FOR COMPLETION BY ASBESTOS INCIDENT TEAM			
POSITIVE SAMPLE REQUIRING NOTIFICATION UNDER RIDDOR			YES OR NO
DATE OF CONTACT TO HSE HOTLINE TEL. No 0845 3009923			DATE
HSE RIDDOR INCIDENT NO.		No.	
EMPLOYER OF NON DCC STAFF NOTIFIED			DATE
FORM PD79 COMPLETED FOR DCC EXPOSED STAFF BY LINE MANAGER			DATE
FEEDBACK REQUIRED TO DIRECTORATE HEALTH & SAFETY TEAM			YES OR NO
FILE REVIEWED AND CLOSED BY ; SIGNED			DATE

ASBESTOS MANAGEMENT PLAN

[illegible]

Premises

[illegible]

APPENDIX C

Fire Safety Checklist and Risk Assessment (example form)

Example Fire Safety Maintenance Checklist

(to be developed and adapted as necessary to suit the particular premises under review)

	Yes	No	N/A	Comments
Daily Checks (not normally recorded)				
<u>Escape Routes</u>				
Can all fire exits be opened immediately and easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are fire doors clear of obstructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are escape routes clear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<u>Fire warning systems</u>				
Is the indicator panel showing 'normal'?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are sounders/bells in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<u>Escape lighting</u>				
Are luminaires and exit signs in good condition and undamaged?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Is emergency lighting and sign lighting working correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<u>Firefighting equipment</u>				
Are all fire extinguishers in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are fire extinguishers clearly visible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are vehicles blocking fire hydrants or access to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Example Fire Safety Maintenance Checklist

(to be developed and adapted as necessary to suit the particular premises under review)

	Yes	No	N/A	Comments
Daily Checks (not normally recorded)				
<u>Housekeeping</u>				
Is rubbish kept in a secure compound away from the building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there any flammable debris on the school site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are electrical sockets overloaded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Example Fire Safety Maintenance Checklist

(to be developed and adapted as necessary to suit the particular premises under review)

Weekly Checks

Escape Routes

Do all emergency fastening devices to fire exits (push bars / pads, etc.) work correctly?

Yes	No	N/A	Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Are external routes clear and safe?

Fire warning systems

Does testing a manual call point send a signal to the indicator panel?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Did the alarm system work correctly when tested?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Did staff, children and visitors hear the fire alarm?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Did any linked fire protection systems operate correctly?
(e.g. magnetic door holder released).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Do all visual alarms (as applicable) work?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Do voice alarm systems (as applicable) work correctly and was the message understood?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Escape lighting

Are charging indicators (if fitted) visible?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Firefighting equipment

Is all equipment in good condition?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Additional items from manufacturer's recommendations.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--------------------------	--------------------------	--------------------------	--

Example Fire Safety Maintenance Checklist

(to be developed and adapted as necessary to suit the particular premises under review)

	Yes	No	N/A	Comments
Monthly Checks				
<u>Escape routes</u>				
Do all electronic release mechanisms on escape doors work correctly? Do they 'fail safe' in the open position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Do all automatic opening doors on escape routes 'fail safe' in the open position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are fire door seals and self-closing devices in good condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Do roller shutters provided for fire compartmentation work correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are external escape stairs safe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Do all internal self-closing fire doors work correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<u>Escape lighting</u>				
Do all luminaires and exit signs function correctly when tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<u>Firefighting equipment</u>				
Is the pressure in 'stored pressure' fire extinguishers correct?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Additional items from manufacturer's recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Example Fire Safety Maintenance Checklist

(to be developed and adapted as necessary to suit the particular premises under review)

Six-Monthly Checks

General

Have the release and closing mechanisms of any fire-resisting compartment doors or shutters been tested by a competent person?

Yes

No

N/A

Comments

☐
☐
☐

Escape lighting

Do all luminaires operate on test for one third of their rated value?

☐
☐
☐

Annual Checks

Escape Routes

Do all self-closing fire doors fit correctly?

☐
☐
☐

Is escape route compartmentation in good repair?

☐
☐
☐

Escape lighting

Do all luminaires operate on test for their full rated duration?

☐
☐
☐

Has the system been checked by a competent person?

☐
☐
☐

Firefighting equipment

Has all firefighting equipment been checked by a competent person?

☐
☐
☐

Electrical equipment

Has portable electrical equipment been tested?

☐
☐
☐

Gas equipment

Have all gas appliances (boilers, heaters, catering equip etc) been tested?

☐
☐
☐

Boilers

Have heating and hot water boilers been serviced?

☐
☐
☐

Example Fire Safety Maintenance Checklist

(to be developed and adapted as necessary to suit the particular premises under review)

	Yes	No	N/A	Comments
Five-Yearly				
Is electrical installation tested every 5 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Miscellaneous				
Has the smoke and heat ventilation system been tested by a competent person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has external access for the fire service been checked for ongoing availability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have any firefighters' switches been tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has the fire hydrant bypass flow valve control been tested by a competent person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are any necessary fire engine direction signs in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are heat sources (heaters, cookers etc) separated from flammable materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can heat sources be isolated without risk of injury?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes:

- (1) This Fire Safety Maintenance Checklist will enable you to prepare the *School Fire Risk Assessment - Record of Significant Findings*
- (2) The *School Fire Risk Assessment - Record of Significant Findings* should refer to other plans, records or other documents as necessary.
- (3) The information in this record should also assist you to develop an *Emergency Plan*; and to inform and train staff and inform other relevant persons.

SCHOOL FIRE RISK ASSESSMENT - Record of Significant Findings

School Name:

--	--

DfES No:

11

Date:

Address:

--	--

Name of Assessor:

--

Signature:

[illegible]**Programmed Reassessment Date:**

Notes to be Read when undertaking Fire Risk Assessment

Location

This can be a single room or group of rooms/block or wing as suits the situation.

Identify the Fire Hazards

These can be identified as one or more of the following;

- 1 The potential for ignition
 - Naked flames
 - Heaters
 - Hot processes
 - Electrical apparatus or equipment
 - Arson risk/site security
- 2 The potential for fire spread
 - Stored materials and their locations (waste, resources materials, paper, chemicals, fuel, etc)
 - Construction materials used.
 - Compartmentation of building (fire resisting doors with closers, ceilings and walls etc)
 - Potentially flammable fittings (furniture, display boards, books, etc)
 - Ventilation levels (natural or mechanical)
 - Is the area hidden from view (where a fire outbreak may not be immediately noticed)?
- 3 The consequences to life
 - Occupancy levels
 - Age groups
 - Level of supervision
 - Familiarity with building layout
 - Time it takes to evacuate building (including comments as to width and suitability of escape routes)
 - Physical and mental disability of particular building users
 - Emergency Lighting on escape route (especially if used out of school hours)
 - Directional Signage for designated escape routes
 - Emergency escape ironmongery to escape routes
 - Fire extinguishers type and location/suitability

Identify those People at Risk

Currently these would be one or more of the following groups;

- Children
- Staff
- Visitors
- Lettings
- Extended Schools Users
- People working near the fire danger
- People working alone in isolated areas
- Disabled persons
- The elderly or infirm

Evaluate the Risk

This is assessed from the information gathered above. This could be identified as either LOW or SIGNIFICANT. A SIGNIFICANT for hazard relates to any feature of the premises, its content, the use or the occupants that may have an adverse effect on the means of escape in case of fire resulting in a potential risk to life.

Works / Practices proposed to Remove, Reduce and Protect from the Risks

Where significant risks have been identified, the Governing Board/School should put in place practices/control measures or undertake remedial works that would remove or reduce the risk. These Remedial Works/Practices proposed should be clearly identified on the assessment with timeframes for implementation clearly identified.

Some improvements may not have cost implications (e.g. simplifying a means of escape route by repositioning furniture), improved staff training/procedures etc, but some may require building works to be undertaken. If capital remedial works are required these should be entered on the Schools Development Plan (Premises) and progressed in the normal manner (capital grant funded works).

Record, Plan Instruct and Train

Record the findings and action you have taken. Discuss and works with other responsible persons in the organisation.

Use the information gathered to prepare an **Emergency Plan** for the building.

Inform and instruct relevant people that use the premises and provide/arrange for the necessary fire safety training.

Review

Review the Fire Risk Assessment regularly (at least annually) and following any proposed changes to the building, change of room uses or introduction of new users (extended schools) or significant changes in pupil numbers.

APPENDIX 2

Fire Safety Maintenance Checklist

	yes	no	n/a	Comments
DAILY				
Escape routes and fire doors				
Can all fire exits be opened immediately and easily?				
Are fire doors clear of obstructions?				
Are escape routes clear?				
Have all fire doors been checked to make sure there aren't locked?				
Fire alarms				
Is the panel indicating normal?				
Escape route lighting				
Are luminaires and exits signs in good condition?				
Is emergency lighting and sign lighting working correctly?				
Housekeeping				
Is the building interior and exterior free from a build up of excess waste or redundant materials which could provide fuel for fire?				
Morning Checks: <ul style="list-style-type: none"> flamable liquids are in suitable, clearly marked containers and correctly stored electrical equipment is rated for the job, correctly used and not overloaded materials are stored away from hot surfaces no deposits or flammable materials are stored near sources of ignition waste bins are in place and not overfilled or overflowing 				
Evening Checks: <ul style="list-style-type: none"> flamable liquids stored properly unused plant and electrical equipment shut down materials stored away from hot surfaces waste bins emptied, no build up of redundant materials fire doors and windows closed entry to building is secure 				

	yes	no	n/a	Comments
WEEKLY				
Escape routes and fire doors				
Does testing a manual call point send a signal to the indicator panel?				
Did the alarm system work correctly when tested?				
Did staff and other people hear the fire alarm?				
Fire Fighting Equipment				
Are all fire extinguishers in the correct place?				
Are fire extinguishers clearly visible and free from obstruction?				
Are vehicles blocking fire hydrants or access to them?				
Do all automatic opening doors on escape routes 'fail safe' in the open position?				
Are fire door seals and self-closing devices in good condition?				
Do all roller shutters provided for fire compartmentation work correctly?				
Are external escape stairs safe?				
Do all internal self-closing doors work correctly?				
Emergency and escape route lighting				
Do all luminaires and exit signs function correctly when tested?				
Have all emergency generators been tested?				
Fire extinguishers				
Are the fire extinguishers in good condition?				
Do all fire extinguishers have enough stored pressure? (Check that pin is in place and that extinguishers have not been discharged.)				
MONTHLY				
Escape routes and fire doors				
Do all electric release mechanisms on escape doors work correctly? Do they 'fail safe' in the open position?				
Do all automatic opening doors on escape routes 'fail safe' in the open position?				
Are fire door seals and self-closing devices in good condition?				

	yes	no	N/A	Comments
MONTHLY				
Do all roller shutters provided for fire compartmentation work correctly?				
Are external escape stairs safe?				
Do all internal self-closing doors work correctly?				
Emergency and escape route lighting				
Do all luminaires and exit signs function correctly when tested?				
Have all emergency generators been tested?				
Fire extinguishers				
Are the fire extinguishers in good condition?				
Do all fire extinguishers have enough stored pressure? (Check that pin is in place and that extinguishers have not been discharged)				
QUARTERLY				
Emergency and escape route lighting				
Do all luminaires operate on test for one third of their rated value?				

APPENDIX 1

Emergency Fire Plan Checklist

Tick ☒ column if covered. N/A if 'not applicable'

☒ or N/A

- | | |
|---|--------------------------|
| 1. Adequate provision of Fire Action Notices posted by all final exits and call points | <input type="checkbox"/> |
| 2. Method for calling the emergency services | <input type="checkbox"/> |
| 3. Practice and document suitable evacuation procedure for the premises, relevant persons, associated hazards and risks. Ensure staff react immediately. Ensure staff react immediately when alarm sounds (aim to evacuate in 2 ½ minutes). Ensure staff are aware that no one returns to the building unless permission has been granted by the Fire Officer/ Police Officer | <input type="checkbox"/> |
| 4. Provision of clearly identified external assembly points | <input type="checkbox"/> |
| 5. Clear identification of escape routes with appropriate signage and markings in Compliance with the Health and Safety (Signs and Signals) Regulations 1996 BS 5499 | <input type="checkbox"/> |
| 6. Provision of adequate and appropriate fire fighting equipment and signage | <input type="checkbox"/> |
| 7. Clear Description of employee duties | <input type="checkbox"/> |
| 8. Employee training | <input type="checkbox"/> |
| 9. Plans and provisions for the evacuation of those at particular risk | <input type="checkbox"/> |
| 10. Site policy and procedure for the use of emergency equipment in the event of an emergency | <input type="checkbox"/> |
| 11. Include any high risk areas / equipment in the plan and clearly identify (e.g. gas valves, electrical switch gear, chemicals and fuels) | <input type="checkbox"/> |
| 12. Liaison with the emergency services including provision of appropriate information in the event of an emergency | <input type="checkbox"/> |
| 13. Establish process for briefing visitors / contractors.
Work Permit) | <input type="checkbox"/> |

For additional help and guidance, contact the Asset Management Helpdesk on 01752 304588

APPENDIX D

Disability Discrimination – Equality Act 2010: Accessibility Plan & Disability Equality Scheme Guidance

**Disability Discrimination – Equality Act 2010:
Accessibility Plan Guidance & Disability Equality Scheme in Schools**

Schedule 10 of the Equality Act 2010 requires:

- 3(1) The responsible body of a school in England and Wales must prepare
- (a) an accessibility plan;
 - b) further such plans at such times as may be prescribed.
- 3(2) An accessibility plan is a plan for, over a prescribed period—
- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
 - (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
 - (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 3(3) The delivery in sub-paragraph (2)(c) must be—
- (a) within a reasonable time;
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
- 3(4) An accessibility plan must be in writing.
- 3(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.
- 3(6) The responsible body must implement its accessibility plan.
- 3(7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.
- 3(8) A relevant inspection is an inspection under—
- (a) Part 1 of the Education Act 2005, or
 - (b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).
- 4(1) In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

Church of England VA Schools Guide to Responsibilities

All VA schools should be aware that the school/Governing Board should not discriminate against disabled pupils in admissions and exclusions, education and associated services. In addition, improvements are to be made to ensure access to others users of the building including staff, parents and visitors.

The legislation is structured so as building operators have to undertake 'proactive' measures to facilitate access rather than adopting a 'reactive' approach.

As a result of the legislation it is essential that every school has in place a suitable Accessibility Plan.

Guidance regarding the development of the Accessibility Plan is provided below;

Accessibility Plans

The Accessibility Plan is required to show how, over time, access to the school will be improved by:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Staffordshire County Council has an example Accessibility Plan template that you may wish to reference and which can be downloaded and amended to meet the requirement of your school; <http://education.staffordshire.gov.uk/Pupil-Support/SEN-and-Vulnerable-children/Accessibility-Plan/Accessibility-Plan.aspx>

Note: All further guidance (below) relates to the improvement of the physical environment of the school only.

Please seek separate guidance relating to improving access to the curriculum and to written information from the relevant department in your Local Authority.

Wider Responsibilities under the Equality Act

In addition to the school's legal requirement not to discriminate against disabled pupils at the school, the Governing Board, as the 'service provider' of a VA School must also consider the requirements for non-pupils. The accessibility requirements must also include teaching staff, Governors, classroom assistants, parents and visitors to the school. Consideration of these building users must also form part of the Accessibility Plan, both within and outside normal school hours, particularly in the light of the Extended Schools agenda.

Accessibility Plan - Who is it For?

The Accessibility Plan is a 'live' working document to enable the Governing Board to identify accessibility issues at the school and to provide a framework to enable these issues to be addressed. All members of the Governing Board should therefore have knowledge of its content and purpose and use it in their decision making.

You are required to include a summary of the Accessibility Plan in the Governing Board's Annual Report, and the annual report to parents, identifying what issues have been addressed in accordance with the plan/programme. The Accessibility Plan can also be requested by OfSTED during school inspections.

A school may also consider making a summary of the Accessibility Plan, and their progress in meeting the plan to date, available on their website, (although there should be alternative formats available for the disabled if required).

Undertaking an Accessibility Audit of the Existing School

For a Governing Board to assess what physical barriers exist to access in the school it is first necessary to assess the current accessibility issues in the building. This assessment is known as the Accessibility Audit.

Torbay Council has provided for all schools in their area an Accessibility Audit of their school buildings. This is not the case for schools in Devon and Plymouth who will have to undertake their own Accessibility Audit (or employ a suitably qualified professional consultant to undertake it).

The results of the Accessibility Audit should identify the accessibility issues and make strategic recommendations of how each issue is to be addressed. Generally these recommendations will fall into one (or more) of three areas:

1. ***Alterations to school policies and procedures*** - This may involve recommendations to alter existing policy documents, a review of management or emergency procedures and a review of other relevant operational documentation.
2. ***Physical alterations that can be carried out as regular maintenance*** - This may include physical alterations to the building that can be addressed easily during regular maintenance. A good example is when redecorating areas of the school a colour contrast should be used between floors, walls, doors and door controls to assist those that may be partially sighted. Another example is a broken door handle which should be replaced with a new one compliant with BS8300 to assist people with mobility/dexterity problems. Generally these have little financial cost over and above the works already intended, but will improve accessibility to the school.

3. **Physical alterations that require Capital expenditure** – These physical alterations are undertaken as would any other capital building works project using DFC funding in the first instance but with SCA available (subject to funding) for larger schemes. Some Local Authorities invite annual bids for grant funds for Accessibility Works (however any grant awarded for a VA school is allocated against SCA). As with all capital works projects it is essential that a school contacts a Diocesan Surveyor (Education) to discuss any building works proposals (and DBE Consent in compliance with the DBE Measure 2021) and the Surveyor will be able to advise regarding suitable funding and how best to proceed.

Preparing the Accessibility Plan – Considerations

Reasonableness

Although there is a legal responsibility on the Governing Board of a VA school to make improvement to make the building accessible, the law generally only requires that which is 'reasonable'. What is or is not 'reasonable' will be determined over time in a Court of Law. However, towards the extreme of the spectrum there are some common sense approaches that can be taken.

Example 1

If a Victorian Primary school is built on the side of a mountain, would it be reasonable for alterations to be made to provide level/ramped access to all areas within a year of the Audit? - *Probably not.*

Example 2

If a school had a plan to convert its existing roof space into a classroom would it be reasonable for it to provide access for the disabled? – *Almost certainly, Yes.*

Example 3

If a school was refurbishing an existing classroom would it be reasonable to choose a colour scheme to improve contrast between horizontal and vertical surfaces and to identify door positions and door furniture? - *Almost certainly, Yes.*

Programme

In almost all circumstances it will not be possible for the school to address all the accessibility issues identified in the Accessibility Audit within one or two years due to limitations on funding and the commitment of funds to other priority issues at the school (Health and Safety etc).

Accessibility Plan templates often identify remedial works items as those which can be addressed in either the *Short Term*, *Medium Term* or *Long Term*. Issues that may influence how each item is allocated could include; funding availability, building use, facilitations in numbers of particular pupils/staff/visitors with specific access needs, building works programmed, and the like.

All remedial works items need to be included in the Accessibility Plan, programmed in a manner that addresses the issues in a logical manner but within the *reasonable* limitations of the site, funding and the like.

Funding

There is no additional revenue funding available to VA schools to assist in the preparation of their Accessibility Audit or Accessibility Plan.

As identified previously, there is also no additional Capital (for building projects over £2,000 value) funding available over and above the schools DFC allocation and the SCA allocation, specifically designed to address accessibility issues identified. That said, the Governing Board of a VA schools must prioritise accessibility works alongside all other building works issues at the school.

Parents, Visitors and Other Users of the School

Consideration must be given to parents / guardians or other visitors or users of the school premises, within the Accessibility Audit.

Example 1

Access must be available to suitable accommodation in the school to enable a parent/guardian who may have a disability to have a confidential discussion with the head teacher about his/her child.

Example 2

A disabled parent / guardian / visitor should be able to access accommodation where a public event / school concert is being held.

Managing the Current Situation until the Physical Alterations are Undertaken

Where certain remedial works are programmed into future years, the school must review working and management policies and working practices to obviate the effect of the physical barrier to access.

Example

To reallocate classrooms year groups year on year to enable access for a child with mobility problems (rather than holding a child back for a year because he/she cannot access the classroom traditionally allocated for the year above).

Review and Monitoring of the Accessibility Plan

The school's Accessibility Plan is a 'live' document and should be reviewed on a regular basis and we would suggest a maximum review period of 3 years. The review should be undertaken by the Governing Board in conjunction with the school head teacher and/or other delegated members of staff.

The result of the Review should be the development of an 'Action Plan' with named persons responsible for each action point. This should include updating the schools 5 year Development Plan (Building Works).

APPENDIX E

School Security Surveys, Risk Assessment and Action Plan Guidance

SCHOOL SECURITY SURVEY

School Name: Survey Date:

Address: Postcode:

Telephone: Fax: e-mail:

Contact Name: Role:

Survey Compiled By:

School Type: Pupil Numbers: PAN: Approx No. of Pupils:

Community Use / Out of hour use:

Regular Users: Mon-Fri

1 <input style="width: 90%;" type="text"/>	2 <input style="width: 90%;" type="text"/>	3 <input style="width: 90%;" type="text"/>
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3 <input style="width: 90%;" type="text"/>	4 <input style="width: 90%;" type="text"/>	5 <input style="width: 90%;" type="text"/>
--	--	--

Regular Users: Weekend

1 <input style="width: 90%;" type="text"/>	2 <input style="width: 90%;" type="text"/>	3 <input style="width: 90%;" type="text"/>
--	--	--

Occasional Users:

1 <input style="width: 90%;" type="text"/>	2 <input style="width: 90%;" type="text"/>	3 <input style="width: 90%;" type="text"/>
--	--	--

Caretaker's Name: Resident on Site? Contact Tel No. / Details:

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
1.0	Location						
1.1	Setting						
1.1.1	Urban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.1.2	Suburban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.1.3	Rural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2	Neighbours						
1.2.1	Neighbours predominantly residential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2.2	Neighbours predominantly commercial / light industrial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2.3	Apparently reasonably prosperous neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2.4	Apparently area of high stress / deprivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2.5	Public House / licensed premises in the vicinity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2.6	Fast food retail outlets in the vicinity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2.7	Site overlooked by neighbouring houses / roads affording natural surveillance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
1.3 Access							
1.3.1	Site bounded by busy road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.3.2	Site bounded by quiet roads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.3.3	Official public footpath across site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.3.4	Unofficial public footpath across site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.0 Site Factors							
2.1 Topography							
2.1.1	Site generally level and open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.1.2	Site with undulating topography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.1.3	Steeply inclined site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.1.4	Moderately inclined site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
2.2	Boundaries						
2.2.1	Is the boundary of the school clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2.2	Has the site got a perimeter security fence generally in excess of 2m high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2.3	Has the site got a perimeter security fence generally in excess of 1m high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2.4	Does the fence design allow views through into site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2.5	Has the site got boundary walls generally in excess of 2m high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2.6	Has the site got boundary walls generally in excess of 1m high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2.7	Are sections of the boundary defined by dense shrubbery / trees where there is no fence / wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2.8	What is the state of repair of the site boundary walls / fences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
2.3	Surfaces / Landscaping						
2.3.1	Is the site predominantly 'green' (i.e. Grass / landscaping / playing fields)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3.2	Is the site predominantly hard landscaping (playgrounds etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3.3	Is there overgrown or concealing trees / shrubbery at site boundary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3.4	Is there overgrown or concealing trees / shrubbery throughout site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3.5	Are there any ornamental gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3.6	Are there any ponds / water features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3.7	Is there any play equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3.8	Are there any other free standing landscape features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
2.4	Access Routes						
2.4.1	Is there a single vehicle access route to site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.2	Are there multiple vehicle access routes to site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.3	Is access via shared vehicle access route(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.4	Do the vehicle access routes have lockable gates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.5	Are the vehicle routes within site clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.6	Is there a single pedestrian access route to site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.7	Are there multiple pedestrian access routes to site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.8	Do the pedestrian access routes have lockable gates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.9	Are the pedestrian routes within site clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4.10	Is there any directional signage - what is the quality / effectiveness of the installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
2.5	Car Parking / cycle parking						
2.5.1	Is there onsite carparking for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5.2	Is there onsite parking for visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5.3	Can the carparking can be monitored from reception / admin areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5.4	Is the carparking obscured by planting / trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5.5	Is there covered / secure cycle storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5.6	Is there open secure cycle storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5.7	Can the cycle parking can be monitored from the building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5.8	Is the cycle parking obscured by planting / trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
2.6	External Lighting						
2.6.1	Is there lighting to vehicle / pedestrian routes. What is the quality / effectiveness of the installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6.2	Is there lighting to carpark(s). What is the quality / effectiveness of the installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6.3	Is there lighting to sports facilities. What is the quality / effectiveness of the installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6.4	Is there lighting to cycle parking. What is the quality / effectiveness of the installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6.5	Is building perimeter well lit when not in use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6.6	Are any internal security lights employed when the building is not in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6.7	Is movement sensitive security lighting provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6.8	Is there any other external security lighting. Give brief details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
3.0	The Buildings						
3.1	Overview						
3.1.1	Does the school consists a main block only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1.2	Does the school consists a main block with separate sports hall / gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1.3	Does the school consist a main block plus less than 3 separate blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1.4	Does the school consist a main block plus more than 3 separate blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1.5	The school has no temporary buildings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1.6	The school has up to 3 temporary buildings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1.7	The school has more than 3 temporary buildings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1.8	Is the school generally kept in a good state of repair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

FOR DETAIL OF INDIVIDUAL BUILDINGS REFER TO SURVEY SECTION 10

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
4.0 Ancillary Items							
4.1 Sports facilities							
4.1.1	Does the school have grass sports pitches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.1.2	Does the school have fenced off tennis / hard play areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.1.3	Does the school have an indoor swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.1.4	Does the school have an outdoor swimming pool secured with high boundary walls / fences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.1.5	Does the school have an unsecured outdoor swimming pool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.1.6	Does the school have free standing changing pavilion(s) / sports associated building(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.1.7	Does the school have free standing stores for sports equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2 Ongoing construction work							
4.2.1	Is the site boundary secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2.2	Are there unsecured combustible materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2.3	Is there unsecured contractor's equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2.4	Is there out of hours Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

			Standard (where indicated only)			Comments	Details of Proposed Improvements
	Yes/No Y / N		Good	Moderate	Poor		
5.0	Management Issues						
5.1	Key Holders / locking up						
5.1.1	Is there a proper system to control issue of keys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.1.2	Is there an established procedure for locking up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.1.3	Is the caretaker always responsible for locking up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.1.4	If the caretaker doesn't lock up, are the persons who use the building out of normal hours briefed on securing the premises when they leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.1.5	Are all rooms checked to ensure that no one is concealed prior to locking up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.1.6	Are all entrance doors locked and windows and skylights secured as part of locking up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.1.7	Is there a system for periodically checking security fittings such as locks, catches and bolts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
5.2	Cleaning / maintenance						
5.2.1	Is the timing of the cleaning arrangements designed to facilitate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2.2	Is this usually carried-out out of school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2.3	Is there a system for logging contractors in / out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2.4	Are all contractors supervised by the caretaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2.5	Is a maintenance log kept for the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2.6	Are all tools and ladders securely locked away when not in use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3	Refuse						
5.3.1	Is there a secure bin store of non combustible construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3.2	Is there a secure bin store of combustible construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3.3	Are there freestanding rubbish containers that are lockable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3.4	Are there freestanding rubbish containers that are not lockable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3.5	Are regular collections made to limit the amount of onsite storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

	Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
		Good	Moderate	Poor		
6.0 Security during Working Hours						
6.1.1 Are measures taken to prevent unauthorised entry during school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.2 Are the buildings generally designed to prevent ready access except through normal entrances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.3 Are emergency final exit doors designed to prevent unauthorised access whilst facilitating unimpeded escape in the event of emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.4 Are visitors encouraged to use the main entrance and is it clearly signposted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.5 Is it possible to monitor the arrival and departure of visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.6 Are visitors asked for identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.7 Are visitors asked to sign in and out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.8 Are visitors escorted to their destination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.9 Is reception fitted with a panic alarm / method of summoning assistance in the event of unwanted / problematic visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

	Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
		Good	Moderate	Poor		
6.1.10 Are the more remote teaching areas fitted with panic alarms / a method of summoning assistance in the event of an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.11 Are most teaching areas fitted with panic alarms / a method of summoning assistance in the event of an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.12 Are all staff made aware of the alarm / response procedures and are the routines practiced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.13 Is personal safety training routinely offered to staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.14 Are staff and students encouraged to challenge / report strangers whom they see in the building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.15 Has the school had any cases of pupil abduction during the last 5 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.16 Does the school have a policy to protect pupils identified as being at risk of abduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.17 Are members of the public prevented from entering unauthorised parts of the building during community or evening use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1.18 If so, are alternative means of escape made available and clearly signed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
7.0 Security Outside Working Hours							
7.1.1	Are special arrangements made for surveillance during vulnerable times such as evenings and school holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.2	Are the premises checked by :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	- Council Security Patrols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	- Schoolwatch / Good neighbour Schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	- Police patrols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	- Security Firms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.3	Are premises well-lit when not in use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.4	Is external security lighting provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.5	Is the caretaker readily accessible at most times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.6	Is a relief caretaker employed to cover sickness / leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.7	Can the caretaker quickly contact the LEA, security company, police and fire services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
8.0	Theft						
8.1.1	Are there secure storerooms or containers for securing attractive items such as audio-visual equipment, computers, videos, keyboards and musical instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.2	Are secure worktop fittings provided for attractive portable equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.3	If secure workstations are not available, are valuable items always placed in secure storage when not in use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.4	Are rooms containing attractive equipment: offices, workshops and store rooms, kept locked when not in use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.5	Where attractive equipment cannot be locked out of sight, do windows affording views into the room from outside have blinds / curtains / shutters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.6	Are staff and pupils advised of the need to safeguard personal property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.7	Are cash holdings kept to a minimum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.8	Is cash counted out of sight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Standard (where indicated only)					
		Yes/No Y / N	Good	Moderate	Poor	Comments	Details of Proposed Improvements
8.1.9	Is money removed from the premises overnight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.10	Is equipment marked so as to identify the owner and a sign displayed to this effect to deter thieves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.11	Is there a safe for valuables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.12	Is access to the safe limited and monitored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.13	Are lockers / secure storage provided for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.1.14	Are lockers / secure storage provided for pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
9.0 Detection & alarm systems							
9.1 Intruder alarm							
9.1.1	Has the school got an intruder detection and alarm system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.2	Is the alarm regularly set when the school is not in use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.3	Has the alarm got an automatic link to the police via a central monitoring centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.4	Has the school got a maintenance contract on the installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.5	Are designated staff trained and confident in use of alarm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.6	Is the alarm coverage comprehensive, including separate / temporary blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.7	Is the alarm coverage comprehensive, excluding separate / temporary blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.8	Is the alarm coverage comprehensive in the main building only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.9	Is alarm coverage for perimeter / secure zones of the main block only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.1.10	Was the alarm installed by a member of the British Security Industry Association (BSIA) or National Supervisory Council for Intruder Alarms (NSCIA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
9.2	CCTV						
9.2.1	Has the school got a CCTV system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2.2	Is the system operational 24 hours a day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2.3	Is the system operational only at selected times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2.4	Is the school responsible for its operation and storage of the images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2.5	Is there a maintenance contract on the system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2.6	Are external areas covered by CCTV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2.7	Is reception / the main entrance covered by CCTV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2.8	Is CCTV part of Torbay area system? (No = standalone system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
9.3	Fire detection / alarm						
9.3.1	Has the school got an automatic fire detection and alarm system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3.2	Has the alarm got an automatic link to the fire brigade / an alarm centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3.3	Is the alarm is tested regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3.4	Is the alarm coverage comprehensive, including separate blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3.5	Is the alarm coverage comprehensive, including separate / temporary blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3.6	Is the alarm coverage comprehensive in the main building only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3.7	Does the alarm cover the perimeter / secure zones of main block only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3.8	Has the building got a full or partial sprinkler system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

			Standard (where indicated only)			
	Yes/No Y / N		Good	Moderate	Poor	
10.0	Individual Buildings - Main Building					
10.1	Building Name / details					
	Approx Age <10() <50 () 50+ ()					
10.2	Massing					
10.2.1	Number of floors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.2	Building is of traditional construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.3	Building is System Built or timber construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.4	Building is of alternative non combustible construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.5	Building is temporary and of lightweight / combustible construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.6	Building is predominantly pitched roof	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.7	Building is predominantly flat roofed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.8	Plan form is simple / regular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2.9	Plan form is complicated / irregular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
10.3	Operation						
10.3.1	Single entrance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3.2	Multiple entrances / exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3.3	Opening windows accessible from external ground level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3.4	Opening windows accessible from roofs / walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3.5	Openable rooflights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3.6	Polycarbonate / lightweight rooflights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3.7	Security shutters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
10.4	Vulnerable areas						
10.4.1	Internal / concealed courtyards or yards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.2	Secluded loading bay / service area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.3	Unprotected recessed doorways / alcoves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.4	Unprotected doors with large areas of glazing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.5	Non-robust window design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.6	Lockable windows / doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.7	Low level / vulnerable glazing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.8	Glazing facing playing fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.9	Louvered windows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

	Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
		Good	Moderate	Poor		
10.4.10 Low level / vulnerable panelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.11 Exposed / climbable rainwater downpipes / SVP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4.12 Roofs accessible from ground level / adjacent roofs / concealed areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Any further comments

SCHOOL SECURITY SURVEY

Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
	Good	Moderate	Poor		

11.0 Individual Buildings - Other Buildings *(print off and complete as many copies of this section as there are individual buildings)*

11.1 Building Name / Details

Approx Age <10 () <50 () 50+ ()

11.2 Massing

11.2.1	Number of floors	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.2	Building is of traditional construction	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.3	Building is System built or timber construction	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.4	Building is of alternative non combustible construction	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.5	Building is temporary and of lightweight / combustible construction	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.6	Building is predominantly pitched roof	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.7	Building is predominantly flat roofed	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.8	Plan form is simple / regular	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.9	Plan form is complicated / irregular	<input type="text"/>	<input type="text"/>	<input type="text"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
11.3	Operation						
11.3.1	Single entrance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3.2	Multiple entrances / exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3.3	Opening windows accessible from external ground level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3.4	Opening windows accessible from roofs / walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3.5	Openable rooflights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3.6	Polycarbonate / lightweight rooflights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3.7	Security shutters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
			Good	Moderate	Poor		
11.4	Vulnerable areas						
11.4.1	Internal / concealed courtyards or yards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.2	Secluded loading bay / service area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.3	Unprotected recessed doorways / alcoves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.4	Unprotected doors with large areas of glazing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.5	Non-robust window design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.6	Lockable windows / doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.7	Low level / vulnerable glazing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.8	Glazing facing playing fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SCHOOL SECURITY SURVEY

		Standard (where indicated only)				
	Yes/No Y / N	Good	Moderate	Poor	Comments	Details of Proposed Improvements
11.4.9 Louvered windows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.10 Low level / vulnerable panelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.11 Exposed / climbable rainwater downpipes / SVP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4.12 Roofs accessible from ground level / adjacent roofs / concealed areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Any further comments

SECURITY SURVEY AND RISK ASSESSMENT

School:

Date:

	0	1	2	3	4	5	
Low Risk	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	High Risk

Comment

Note: Include a brief comment below if a high risk assessment of 4 or 5

Part 1: Incidence of Crime in the last 12 months

Please retain any documents which will help substantiate your assessments

1A. Trespass

No cases of trespassers in school grounds

Trespassers commonly present in school grounds

1A

1B. Vandalism

No cases of vandalism reported

Frequent and costly vandalism of school buildings and grounds

1B

1C. Theft / Burglary

No cases of theft or burglary

Frequent theft or burglary

1C

1D. Fire / Arson

No arson attacks or threats

Arson attacks have taken place in locality

1D

	0	1	2	3	4	5			<u>Comment</u>
Low Risk							High Risk	Note:	Include a brief comment below if a high risk assessment of 4 or 5
1E. Safety - Attacks on Staff or Pupils									
No attacks or threats							Attacks have taken place	1E	
1F. Drug / Solvent Abuse									
No problems reported							Drug or solvent abuse has occurred	1F	
Part 2: Environment and Buildings									
<i>Please retain any documents which will help substantiate your assessments</i>									
2A. Incidence of Crime in Surrounding Area									
Locality has a low crime rate							Locality has high crime rate and reported to police	2A	
2B. School Overlooked from Roads and/or Housing									
School grounds clearly visible to public							Unobserved school grounds	2B	
2C. Boundaries, Fences and Gates									
Boundaries well defined with fences and gates to grounds preventing all but determined intruders							No fences or gates preventing unauthorised access	2C	

	0	1	2	3	4	5			<u>Comment</u>
Low Risk	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	High Risk	Note:	Include a brief comment below if a high risk assessment of 4 or 5
2D. Clearly Defined Entrances									
Clear entrances with signs directing visitors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	No clear entrances, or multiple entrances	2D	<input type="text"/>
2E. Well Organised Reception Area and Visitors' Control									
Pass system in operation with badges issued to all visitors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	No system of recording visitors in place	2E	<input type="text"/>
2F. Car Parking									
Car parks well lit and overlooked	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	No safe place to park. Car parks unlit and not overlooked	2F	<input type="text"/>
2G Condition and Appearance of Building									
Building well kept and in good repair with no graffiti	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Building badly kept and in state of disrepair, graffiti covered and vandalised	2G	<input type="text"/>

		0	1	2	3	4	5			Comment
	Low Risk	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	High Risk	Note:	Include a brief comment below if a high risk assessment of 4 or 5
2H. Detached and Temporary Buildings										
	No buildings detached from main block	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Main detached buildings including temporary huts	2H	<input type="text"/>
2J. Recesses and Internal Courtyards										
	No places for intruders to hide and break-in unobserved	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Numerous places for intruders to hide and break in unobserved	2J	<input type="text"/>
2K. Secure Exit Doors										
	Doors secure against all but the most determined intruders.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Fire exit doors easily forced. Inadequate locks.	2K	<input type="text"/>
2L. Secure Windows and Rooflights										
	Windows and rooflights protected against burglars	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Windows and rooflights provide easy access	2L	<input type="text"/>
2M. Valuable Equipment that is Easily Stolen and Disposed of										
	Few computers, keyboards, TVs and video cassette recorders, etc	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Many computers, keyboards, TVs, FAXs, camcorders, etc.	2M	<input type="text"/>

	0	1	2	3	4	5			<u>Comment</u>
Low Risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High Risk	Note:	Include a brief comment below if a high risk assessment of 4 or 5
2N Fire Precautions									
Buildings have adequate fire compartmentation, fire/smoke barriers and fire doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large open areas with a lack of fire/smoke barriers and doors	2N	<input type="text"/>
2P Community Ethos and Support for Schools									
Strong community and parent support benefits security e.g. active PTA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insignificant parent or community involvement and/or negative attitudes	2P	<input type="text"/>
2Q. Out of Hours use of School Facilities									
No reported problems and/or security benefits from out of hours use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Many security problems due to out of hours use	2Q	<input type="text"/>

Part 3: Security Measures

Please retain any documents which will help substantiate your assessments

	0	1	2	3	4	5			<u>Comment</u>
Low Risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High Risk	Note:	Include a brief comment below if a high risk assessment of 4 or 5
3A. Schoolwatch System									
Efficient system of reporting suspicious incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No system in operation	3A	<input type="text"/>
3B. Pupil Involvement									
Successful youth action group or school council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No involvement by pupils in security issues	3B	<input type="text"/>
3C. Waste bins.									
Waste and recycling bins locked up every night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unlocked mobile bins left around school	3C	<input type="text"/>
3D. Security Lighting									
Lighting of all entrances, footpaths and building facades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No external lighting	3D	<input type="text"/>
3E. Surveillance									
Effective surveillance e.g. CCTV to perimeter or security patrols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No surveillance system	3E	<input type="text"/>

	0	1	2	3	4	5			<u>Comment</u>
	<div>Low Risk</div> <div></div> <div></div> <div></div> <div></div> <div></div>						High Risk	Note:	Include a brief comment below if a high risk assessment of 4 or 5
3F. Intruder Alarms									
Systems using passive infra-red detectors to all ground floor perimeter and to detached buildings	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>						No alarm system	3F	
3G. Fire Detection									
Automatic system linked to fire brigade	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>						No automatic detection	3G	
3H. Property Marking									
All valuable property marked and kept in secure store or secured location.	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>						No marking on property	3H	
3J. Cash Handling Procedures									
Secure methods in operation	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>						Procedures lacking	3J	

Security Risk Assessment Score Summary

Part 1 - Crime

(0 - 30)

Part 2 - Environment and Buildings

(0 - 75)

Part 3 - Security Measures

(0 - 45)

GRAND TOTAL

(0 - 150 points)

Interpretation from DfES Managing Schools Facilities: Guide 4 Improving Security in Schools

Total Score **0 - 50** points

School is generally **LOW** risk

Total Score **50 - 100** points

School is generally **MEDIUM** risk

Total Score **100 - 150** points

School is generally **HIGH** risk

SECURITY ACTION PLAN

Target (Description)	Time Scales	Tasks Necessary to Achieve Target	Responsible Persons	Staff Development Required	Target Dates	Resource Implications	Success Criteria

Evaluation:

APPENDIX F

Devon County Council Legionella Guidance Note No.3

HEALTH & SAFETY GUIDANCE NOTE

Please retain with your Legionella Management Information

Legionella Guidance Note No.3 – APRIL 2007

THIS NOTE CONTAINS IMPORTANT HEALTH AND SAFETY INFORMATION FOR USE BY HEADTEACHERS, GOVERNORS, AND ALL OTHER MANAGERS OF PREMISES.

Dear Colleague

Every Devon County Council managed premises should now have received a Legionella Risk Assessment/Logbook; this has been rolled out over the last 3 years and may have been supplied by either A.E.S (Analytical and Environmental Services) or more recently via Environment Plus (then Connaught now Rentokil Initial). It is important that you are now implementing the requirements of the risk assessment logbook where this has been provided to you.

Remember

If you are doing nothing you could be in breach of the law

Typical requirements

- **Weekly** - Flush little used outlets or consider removing outlets and associated pipework which are not used within a 7 day period. This special consideration for schools during holiday shutdown periods. Flushing is to ensure that any stagnant water is replaced.
- **Monthly** - Temperature checks at your sentinel outlets must be taken to ensure that cold water is below 20⁰C within 2 minutes or hot water is above 50⁰C within 1 minute of use respectively - Remedial action should be taken where they are outside of these parameters and an entry recorded within the faults log.
- **Quarterly** – Check and clean showerheads as required
- **Other Checks** - It is your responsibility to ensure that all other identified inspections are carried out; these include six and twelve monthly checks by qualified persons.
- **If you adapt** or change your water system you may also affect the site risk assessment – Any works that you carry out should include for update or re-assessment as necessary by your mechanical services contractor. The cost for this should be included within your project details. Your Plumber and anyone else who may affect your water systems should have an understanding of Approved Code of Practice L8
- **Training** – Provide adequate training for legionella management personnel
- **Record your findings** – In logbook provided.