

**PREMISES ADVICE FOR DIRECTORS
LOCAL GOVERNING BODIES,
BUSINESS MANAGERS AND
HEAD TEACHERS / PRINCIPALS
AT
CHURCH OF ENGLAND ACADEMIES
IN THE
DIOCESE OF EXETER**

IMPORTANT:

This document is produced solely for Directors/Governors of Church of England Academies in the Diocese of Exeter and as such is strictly confidential

If you are not a Director, Governor or Principal of an Academy Trust containing a school with a Church of England foundation in the Diocese of Exeter you may not disclose, distribute, copy, rely on or otherwise use this document

Exeter Diocesan Board of Finance Ltd, EDPS Ltd and all group companies accept no legal liability for the information contained within this document to parties other than Directors/Governors of Church of England Academies in the Diocese of Exeter

PREMISES ADVICE PACK – FOREWORD

Visiting Devon's school's, academies and colleges and meeting pupils, teachers and support staff is a real delight for me. They are at the heart of our Growing Faith vision to put children and families first, with churches, schools and families all working together at a local level to support young people.



At their best, our church schools and academies are one of the great strengths of the Church of England. The Diocese of Exeter Education team's vision is to enable all to 'live life in all its fullness' (*John 10:10b*) by supporting schools to nurture vision-inspired education, nourish personal and spiritual growth and enable connected communities. As a parent and former student, governor and educator myself, I know how important the physical school environment is to achieving that vision and creating vibrant school communities. A good school building should tell a story about the Christian ethos of that school.

I am also deeply conscious of the effort, knowledge and skill that is needed to deliver a successful building project within, often constrained, budgets. Property and premises matters are a huge challenge 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 committed to supporting and assisting voluntary aided schools and academies in meeting 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.

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 transformation and we want every child to reach his or her full potential, a goal dependent on providing a conducive environment in every way possible.

Rt. Rev'd Mike Harrison
Bishop of Exeter

CONTENTS

- 1.0 Introduction**
 - 1.1 The Document
 - 1.2 Contact List

- 2.0 Support Documentation**
 - 2.1 Asset Management Plans
 - 2.2 DfE Property Data Survey / Condition Data Collection (CDC) Reports
 - 2.3 Asbestos Risk Assessment and Register
 - 2.4 Legionella Inspection Risk Assessment and Logbook
 - 2.5 Accessibility Plan and School's Disability Equality Scheme
 - 2.6 School's Fire Risk Assessment
 - 2.7 Display Energy Certificate and Advisory Report
 - 2.8 Security Risks Assessment

- 3.0 Funding of Academy Buildings Works**
 - 3.1 Maintenance Works
 - 3.2 Capital Works
 - 3.3 Value Added Tax
 - 3.4 Buildings Insurance

- 4.0 Development Planning for Building Works – A Suggested Strategy**
 - 4.1 Information Sources
 - 4.2 Essential Elements of a School Premises Development Plan
 - 4.3 Process
 - 4.4 Example 'School Development Plan' Layout
 - 4.5 Sustainable Academies

- 5.0 Undertaking a Capital Building Works Project**
 - 5.1 The Academy Trust's Role & Responsibilities
 - 5.2 The Diocese's Role, Responsibilities and Services
 - 5.3 Property Advice Services to Church Academies
 - 5.4 The Professional Consultant's Role & Responsibilities
 - 5.5 The Building Contractor's Role and Responsibilities
 - 5.6 Academies Administering Capital Works Projects
 - 5.7 Premises and DBE Support

- 6.0 Academy's Programming of Building Works Projects**
 - 6.1 Using the School Development Plan (Building Works) for Planning Projects
 - 6.2 Notification of Plans for Capital Building Projects to Diocese/Trustees

- 7.0 Servicing & Maintenance of School Buildings**
 - 7.1 Responsibilities
 - 7.2 Building Services – Statutory Inspections
 - 7.3 Building Plant - LA Service Level Agreements packages
 - 7.4 Building Services - Servicing and Maintenance
 - 7.5 Essential Housekeeping Maintenance Items
 - 7.6 Swimming Pool Maintenance / Management

- 8.0 Health & Safety Responsibilities**
 - 8.1 Health & Safety in Relation to Building Works – General
 - 8.2 Health & Safety for Revenue & Maintenance Works
 - 8.3 Health & Safety for Capital Building Works
 - 8.4 Construction (Design & Management) Regulations 2015
 - 8.5 Security Survey & Risk Assessment
 - 8.6 Radon
 - 8.7 Lightning Protection
 - 8.8 Tree Management
 - 8.9 Glazing

- 9.0 Child Protection Issues During Building Works**
 - 9.1 General
 - 9.2 Safeguarding in Academies and Construction Works – Overview and Discussion
 - 9.3 Risk Assessment
 - 9.4 Contractors and Professional Code of Conduct when on Academy Sites
 - 9.5 Advice re Child Protection Risk Assessments for Construction Works at Church Academies
 - 9.6 Child Protection Risk Assessment During Building Works at Church Academies (Template & Code of Conduct)

- 10.0 Trusteeship Issues**
 - 10.1 Ownership of Church Academy Building
 - 10.2 Community Use on Church Academy Sites

- 11.0 Miscellaneous**
 - 11.1 Advice when arranging an Official Opening following an Academy building project

APPENDIX A – Asbestos Management Plan & Control Forms

APPENDIX B – Fire Safety Checklist and Risk Assessment (example form)

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

APPENDIX D – School Security Surveys, Risk Assessment and Action Plan Guidance

1.0 INTRODUCTION

1.1 The Document

- 1.1.1 This document aims to assist Directors, Local Governing Bodies, Business Managers and CEO/CFO/Principals of Church of England Academies in the Diocese of Exeter in understanding and controlling building works projects and premises issues at their Academy. 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 Academy building issues, identifies the roles and responsibilities of the many parties to Academy building projects and aims to provide guidance and advice on delivering successful building projects at a Church of England Academy.
- 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 **Buildings and Premises** section on the website can be found under **Schools** on the main menu, following which click on **Church of England Academies**. Alternatively link direct to <https://exeter.anglican.org/schools/buildings-premises/academies/>
- 1.1.3 We would advise that this document is kept alongside your other key Premises documentation, which should contain your school's Asset Management Plan, Asbestos Register & Management Plan and Legionella Logbook. Alongside these should also be your school's Disability Equality Scheme / Accessibility Plan, Fire Risk Assessment and Plan and Security Risk Assessment and Plan and your own school / Trust Development Plan (Building Works). The DfE issues a Condition Data Collection (CDC) report which provides a 'high level' summary of the key condition issues at the school; the report will be renewed by the DfE (approx.) every 5 years.
- 1.1.4 The DfE also provides premises advice for schools, known as GEMS and this can be found at; <https://www.gov.uk/guidance/good-estate-management-for-schools>
If when reviewing the GEMS guidance there should appear to be a discrepancy with the advice in this document, please raise this with Richard Power, Diocesan Surveyor (Education) on e-mail address richard.power@exeter.anglican.org who will be able to clarify.
- 1.1.5 Terms used in this document in relation to guidance should be interpreted as follows:
- | | |
|-------------------|-------------------------------------------------------------------------------------------------------|
| Must: | A requirement of legislation or regulation; |
| Recommend: | The Directors should have clear reasons and written justification for not complying with this action; |
| Advise: | Best Practice. |
- 1.1.6 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

ACADEMY PREMISES ISSUES - CONTACT LIST

Role	Name	Tel:	e-mail	Notes
Diocese of Exeter				
Diocesan Surveyor	Richard Power	01392 294952	richard.power@exeter.anglican.org	
Administrator	Harry Tear	01392 294952	harry.tear@exeter.anglican.org	
EDPS Ltd				
Surveyor	Richard Power	01392 294952	richard.power@exeter.anglican.org	
SLA – Plant Maintenance Agreement Contacts				
Consultants				
H&S Advisors				

ACADEMY 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 premises and providing guidance on procedures, funding and responsibilities.

2.1 **Asset Management Plans (AMP)**

2.1.1 Historically, every maintained School was provided with an Asset Management Plan (AMP) documentation by their relevant LA.

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 now lies with the Academy Trust. We would **advise** that the Academy maintains such information (or similar) as a key information and monitoring tool to record the condition, suitability and sufficiency of the accommodation.

2.1.3 The format and appearance of the original AMP documentation differs between LAs but all are structured in three parts;

2.1.4 Condition Survey – Records the condition of the building fabric, identifying the remedial works required and giving an indication of suggested programme and budget.

2.1.5 Suitability Survey – Assesses the suitability of rooms/spaces for the use for which it is intended. Issues of spatial unsuitability, inadequate lighting/ventilation levels, health and safety issues, etc. are recorded. Most LAs did not update this information for many years as the DfE had not included the outcomes in its capital criteria for some time, and so this information is likely to be significantly out of date unless the school / Academy Trust has been updating it independently of the LA in the intervening period.

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.

The Sufficiency Survey can be a useful tool in assessing the efficiency of the use of space at the Academy - if the Net Capacity figure is less than the number of pupils on roll it indicates that extension of the buildings can be justified. If there are fewer pupils than the Net Capacity figure calculated, then there is sufficient space, even though it may be poorly arranged. The Local Authority may request Net Capacity data from Academies for its reports on school capacity to central government.

Please note: If the date of your latest Net Capacity data is prior to June 2014 then the calculations are based on Building Bulletin (BB) 98 & 99 area guidance. BB98 & BB99 were superseded in June 2014 by BB103. The area guidelines in BB103 <https://www.gov.uk/government/publications/mainstream-schools-area-guidelines> are more restricted than the previous Bulletin and this will affect the Net Capacity outcome figures.

DfE guidance and the Net capacity assessment tool can be found at: <https://www.gov.uk/government/publications/net-capacity-assessment-tool>

- 2.1.7 The AMP surveys are supported by dimensional data usually in the form of a line drawing showing the layout of the building (not to scale) 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 Academy. 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 Although an individual Academy may wish to improve on the quality of information provided in the original AMP document, we **recommend** that such a document provides the foundation of premises information at the Academy. We would **advise** that a review of the condition data is undertaken termly (following a walk-round inspection), and **recommend** that all other data is reviewed and updated annually and following building works at the Academy.

2.2 DfE Condition Data Collection (CDC) Reports

- 2.2.1 A review of education funding was undertaken in 2011 (*The James Review*) and which included a recommendation that capital should be awarded based on condition need, and with 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 CDC survey reports is 'high level' and of limited practical use at school level but gives an indication of the condition of building fabric and which can be compared to the condition of all other schools across the country by the DfE. The principal use of the information is in providing the DfE's justification for capital funding to the Treasury and the subsequent allocation of capital grant based on the average condition need of schools in that area, and also for the prioritisation of projects under capital programmes such as the Schools Building Programme.
- 2.2.3 Schools built recently or are included on current DfE's school rebuilding programmes are generally 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 School/Academies are advised to inform the Trust immediately they receive notification of a planned inspection by the DfE or their surveyors. Should the Trust be notified direct, then they will inform the individual school/academy.
- 2.2.6 The Diocese will provide written consent on behalf of the Site Trustee owners of the church school, to the surveying company instructed by DfE to enable them to undertake the survey inspections at the relevant 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 an Academy the responsibilities will be specific to each organisation as detailed in their Scheme of Delegation and individual staff employment contracts, but it is typical that these responsibilities are often split between;

The Directors of the Academy Trust

- Asbestos strategy and policy,
- Monitoring that such policies are being enacted in the Academy, and
- Control of capital funding / spend.

and

The Local Governing Body

- Implementation of asbestos strategy and policy at school level
- Monitoring that such policies are being enacted at school level
- Monitoring local budgets

and

The Headteacher / Principal

- Day-to-day management and implementation of the Academy's policies,
- Normal leadership decisions,
- Revenue budget control,
- Management of school staff including arranging training as required.

If the Academy Trust Directors (either directly or through the LGB) delegate some of the traditional Headteacher responsibilities to other staff members, then the related '*Duty Holder*' duties (those relevant to the Headteacher) will be carried by that named person. This person must however be given the requisite authority to fully discharge their duties without being over-ruled.

The DfE has provided guidance [Managing asbestos in your school or college - Day-to-day management of asbestos in schools or colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/managing-asbestos-in-your-school-or-college-day-to-day-management-of-asbestos-in-schools-or-colleges)

2.3.3 The 'management' of asbestos requires the knowledge of where the asbestos is located, and assessment of its condition so decisions can be made whether it should be removed, encapsulated or otherwise managed. The legislation also requires a procedure to be implemented for the regular inspection and assessment of the condition of the asbestos over time. It also requires that the '*Duty Holder*' ensures the safety of the building's occupants throughout the management of asbestos. It is a requirement that the Academy Trust identifies the '*Duty Holder*' at (each) school establishment and that they receive the appropriate training.

2.3.4 Prior to converting to academy status, all school will have possessed an Asbestos Management Survey (the old 'Type 2' Asbestos Survey) which was provided by the LA when they were a maintained school. **It is essential that you clarify with the Local Authority if the transfer to Academy Status enables the Academy Trust to rely on the information provided by the LA in this document and how it might relate to any Service Level Agreement packages offered to Academies through the LA or its providers.** If there is any uncertainty about the ability for the Academy Trust to rely on the information provided we **recommend** that another Asbestos Management Survey is commissioned and undertaken by an independent provider. This Asbestos Management Survey (sometimes referred to as the Asbestos Register) **must** then be integrated into the Academy's Asbestos Management Plan.

- 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 unless provision is made for these surveys, and are programmed, within the contract documentation and therefore we **recommend** this is always included. The Academy **must** provide copies of their Asbestos Management Plan and any 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 planning to undertake any repair, maintenance or building works in the building **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 <http://www.hse.gov.uk/asbestos/essentials/index.htm>, the removal of asbestos **must**, 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 **The following is provided for general information only and to assist you in considering the issues for developing your own procedures to comply with the relevant Asbestos Management legislation.**

The Template documents in the Appendices (Asbestos Management Plan and Control Forms) are included as examples of good practice process and procedure.

- Asbestos Management Plan - Compliance with the *Control of Asbestos Regulations 2012* requires the preparation of an Asbestos Management Plan (of which the Asbestos Register will form a part). An Asbestos Management Plan template is included in the Appendices for your information and consideration: please only use as the basis of preparing your Asbestos Management Plan if you consider that this fully meets the requirements of the *Control of Asbestos Regulations 2012*.
- Form ASB1 – To be completed by the Duty Holder (the person instructing / in control of the building / works) in conjunction with the contractor **before any works** are carried out. This relates to both Capital works and small maintenance works.

The ASB1 Form records the identity of the Duty Holder and the works to be undertaken. It also requires (along with the contractor) reference to the Asbestos Register and requires consideration of the remedial works to be undertaken dependant upon the asbestos risk in existence.

The Academy **must** implement a procedure to ensure compliance with the relevant legislation. Without such documentary evidence that the Academy Trust 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 ASB1 is completed for all maintenance or building works at each school/academy site.

- Form ASB2 – This form is used to record all routine/scheduled inspections of Asbestos Containing Materials (ACMs) at the Academy. The ACMs must be inspected for signs of damage on an annual basis, or as advised in the Asbestos Management Plan, or following any known impact/damage, and the inspection recorded.
- The Academy Trust **must** arrange scheduled inspections of asbestos, recording its condition and addressing any damage or degradation.

Devon and Torbay LAs and Plymouth PAPH offer the routine inspection of ACM's as a Service Level Agreement package that Academies can purchase.

We **recommend** that all documentation is retained within the school/academy's Asbestos Management Plan.

- Form ASB3 – If during the building works, asbestos materials are discovered which are not recorded in the Asbestos Management Survey (Asbestos Register), this Form should be completed to capture the information to enable updating and re-issue the Asbestos Management Survey (Asbestos Register). In addition, if asbestos materials are removed as part of any works (in accordance with HSE requirements), then this should also be recorded and advised to the relevant person to enable the Asbestos Management Survey (Asbestos Register) to be revised/updated.

The Academy **must** put procedures in place to ensure their Asbestos Management Survey (Asbestos Register) and Asbestos Management Plan is maintained up to date.

- Guidance Note ASB4 – This is an example 'guidance note' for use in the event of an unplanned release of asbestos fibres. The Academy Trust **must** minimise any exposure to risk by the occupiers, instigate remedial works and inform the necessary authorities.

We strongly **recommend** that a similar guidance note and procedure is included in the Academy Trust's Critical Incident Plan and in their Asbestos Management Plan (with all staff made aware of the procedures).

Note: There may be serious legal implications for the *Duty Holder* in the event of an unplanned release of asbestos fibres if the proper written procedures (similar to those recorded in Form ASB1) have not been followed.

- Form ASB5 – In the event of an asbestos incident the details must be recorded in a structured manner and this template offers the basis of such a record. Normally such a document would be issued within 7 days of an unplanned release of asbestos fibres to record the incident and remedial works undertaken, and updated on a regular basis thereafter until resolved.

We strongly **recommend** that Academy Trusts formalise such a procedure within their Asbestos Management Plan.

2.3.8 The Academy Directors **must** ensure that appropriate asbestos awareness training is provided for the *Duty Holder* (at Director, LGB and Employee levels).

2.3.9 The Health and Safety Executive has published an Asbestos Management Checklist for Schools [Asbestos management checklist for schools - HSE](#) and with a link to *Frequently Asked Questions* <https://www.hse.gov.uk/asbestos/faq.htm>
The DfE also has guidance at <https://www.gov.uk/government/publications/asbestos-management-in-schools--2>

- 2.3.10 The *Duty Holder* needs to ensure that a copy of the Asbestos Management Plan (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.
- 2.3.11 The DfE has developed an Asbestos Management Assurance Process (AMAP) aimed at enhancing scrutiny on the responsible bodies who manage asbestos in schools, but the information was last submitted in 2018. The AMAP process at the time required the school/Academy Trust to enter (online) the details of how asbestos is controlled at their schools and how this information is approved by the Responsible Body (the Academy Trust) ahead of it being submitted to the DfE/ESFA.

2.4 Legionella Inspection Risk Assessments and Logbook

- 2.4.1 Water hygiene legislation requires compliance with BS 8580-1:2019 <https://knowledge.bsigroup.com/products/water-quality-risk-assessments-for-legionella-control-code-of-practice-1?version=tracked> and the Health & Safety Commission *Approved Code of Practice & Guidance (L8): Legionnaires' disease: The control of Legionella bacteria in water systems* <https://www.hse.gov.uk/pubns/books/l8.htm> 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) **must** be appointed to take managerial responsibility and to provide supervision for the implementation of precautions. This appointed 'responsible person' should be a manager, director 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 Directors, LGB and Head Teacher / Principal (in partnership) **must** identify who that 'responsible person' is in the Academy; this is the 'Duty Holder' and they **must** receive appropriate training and receive the appropriate support at Director and LGB levels in undertaking their duties.
- 2.4.3 The Approved Code of Practice also specifies that a risk assessment of the system 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 (in the form of a logbook) on site for a period of 6 years and we **recommend** these records include details of responsibilities, findings of risk assessments, the written scheme for managing the risk, and any checks/inspections/monitoring carried out. These records **must** 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, including showers, 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 Academy 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 Academies may choose to arrange the monthly temperature checks themselves, using dedicated members of staff.

Quarterly

Check and clean/disinfect showerheads as required

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

6 Monthly, Annual and Other Checks

It is the Academy'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 academies might have trained for the weekly and monthly checks).

We **recommend** that Academies enter into a contract with a specialist service provider for the inspection and servicing of water systems at the Academy 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 Academy 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 Academy.

Record findings

In the formal logbook.

- 2.4.5 For further guidance - see 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 (including academies) to take a more proactive approach to promoting disability equality and eliminating discrimination (DDA 2005 Part 5A). A key part of this duty is the development of a Disability Equality Scheme (DES) for the institution.
- 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 Academy's approach and compliance can be formalised in a Disability Equality Scheme which should include a Disability Accessibility Plan – see *Appendix C for further details*.
- 2.5.3 The DfE advice document *The Equality Act 2010 and Schools* from 2014 https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf provides comprehensive guidance.
- 2.5.4 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>

- 2.5.5 An Academy **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 to reduce these issues via capital work projects and management processes: we **recommend** that the Academy has an Access Survey prepared.

2.6 Fire Risk Assessment

- 2.6.1 Detailed information regarding Fire Safety at schools can be found through the following website: <https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings/fire-safety-in-new-and-existing-school-buildings>
- 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 in regard 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 sample Fire Safety Maintenance Checklist and Fire Risk Assessment form/template is included in Appendix B. An 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. *Note: The Checklist in Appendix B is only a guide and your own Checklist should be developed and adapted to suit the particular premises under review.*
- 2.6.6 Much of the Fire Safety Maintenance Inspection and Fire Risk Assessment can be undertaken by staff or the LGB at the academy. However, certain aspects (relating to adequacy of fire alarm systems, fire compartmentalisation, etc) will require the expertise of a building surveyor, building services engineer or other property professional.
- 2.6.7 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/Academies) have to 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 way 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 will have to 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 Academy Trust although;
- Torbay LA has arranged a SLA agreement which includes an option for a Display Energy Certificate and has invited schools to subscribe.
 - South West Norse's DAMA SLA offer includes for the Display Energy Certificate renewal. South West Norse also offer a service to all schools (irrespective of location)
- 2.7.8 There are also a number of private practice assessors in Devon qualified to undertake commercial DEC assessment and issue the relevant certificates and reports. Please request contact details from richard.power@exeter.anglican.org if required.
- 2.7.9 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*

3.0 FUNDING OF ACADEMY BUILDINGS WORKS

3.1 Maintenance Works

- 3.1.1 Minor building repairs and maintenance are funded from the school/academy's revenue budget.

3.2 Capital Works

- 3.2.1 Works to the site and building that are not of a minor repair nature are capital works and are funded from the following capital funding streams:

Devolved Formula Capital

- 3.2.2 Academies receive DFC, (the same as Maintained schools) as part of their Funding Agreement and which is used for capital maintenance of their buildings and for ICT hardware. The latest financial year DFC allocations can be found at <https://www.gov.uk/government/publications/capital-allocations> .

Condition Improvement Fund (CIF) or Schools Condition Allocation (SCA)

- 3.2.3 This capital stream has been targeted to meet academies' urgent building condition needs which they cannot fund themselves from their DFC and Revenue budgets. The CIF fund is administered by the Education and Skills Funding Agency (ESFA) through an annual online bidding round. <https://www.gov.uk/condition-improvement-fund>

- 3.2.4 Should the Academy Trust intend to submit a CIF bid please contact the Diocesan Surveyor beforehand who will provide the details of the Trustee/Diocesan Consents fee sum (linked to the project value) so that this can be included in the professional fees element of the CIF bid. In this way this cost is cover under the CIF grant award rather than falling on the Academy's revenue budget.

- 3.2.5 The ESFA also retain a portion of the CIF to address urgent and unexpected capital maintenance needs in academies, if they arise. If an academy has an emergency which requires capital funding, it should first determine if it is covered by its insurance policy, (which it is compulsory for all academies to have). If the need cannot be covered by the insurance policy, then the academy should contact their ESFA academy lead officer to discuss the options for emergency funding.

- 3.2.6 For larger Multi Academy Trusts (with over 3,000 pupils and a minimum of 5 academies), the MAT can choose to have funding on a formulaic basis (SCA) in installments throughout the year. The latest financial year SCA allocations to each eligible Academy Trust can be found at <https://www.gov.uk/government/publications/capital-allocations>

- 3.2.7 MATs that receive funds on a formulaic basis (SCA) also need to engage with the Diocesan Surveyor when their capital programme is prepared so as the Trustee's Consents process can be enacted, and allowance made in the funding plan for the consents fees.

Basic Need funding

- 3.2.8 Capital funding to address Basic Need for new pupil places due to local demographic changes is to continue to be administered by local authorities. Local authorities are required to consider need in both academies and maintained schools in allocating this funding. **Please contact Diocesan Officers in regard to Basic Need issues with premises implications.** Academies are likely to be required to enter into legal agreements with the Local Authorities in order to receive such funding and it may be prudent to obtain independent legal advice before entering into any such agreements.

Public Sector Decarbonisation Scheme (PSDS)

- 3.2.9 The Government (through the Department for Business, Energy and Industrial Strategy and working with SALIX) has, since 2020, 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 Academy Trusts 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.

Trustees Consents for Capital Works at Church of England Academies

- 3.2.10 All Church of England Academy Trusts entered into the *Church Supplemental Agreement* upon conversion to academy status recognising that the Academy is a Church of England institution. The *Church Supplemental Agreement* formalises the roles and rights of the various parties (Diocese, Trustees, Secretary of State and Academy Trust) including those relating to the ownership of the premises. In this regard the Academy Trust **must** obtain the consent of the Board of Education (under the DBE Measure 2021) and of the Trustees when undertaking any capital funded works at the Academy. The *Church Supplemental Agreement* also recognising the Boards' interest in providing support and ensuring capital works are undertaken properly.

Therefore, if you have a project you wish to develop please contact a Diocesan Surveyor on richard.power@exeter.anglican.org or 01392 294952 as early as possible and they will guide you through the Consents process.

3.3 Value Added Tax

Read HMRC Guidance 'VAT Refund Schemes at Academies' at the following link:
<http://www.hmrc.gov.uk/manuals/vatedumanual/vatedu70000.htm>

- 3.3.1 An Academy should be able to recover VAT incurred on the construction or refurbishment of buildings to the extent that the building relates to non-business activity in relation to supplies of goods and services received on or after 1 April 2011, subject to HMRC determination. Recovery of VAT depends on the use to which the building is put – it only allows recovery relating to expenditure on non-business activities, which will include the building work and normal maintenance of an academy being used for the provision of free education.
- 3.3.2 Should a capital project be funded by other sources (eg sponsor contributions or private contributions raised in other ways) or where public funds from other sources are applied to a project – the issue is not so straightforward and we would always **recommend** that specialist VAT advice is sought.
- 3.3.3 Extended Services that exceed 5% of the occupation time a building is used may exceed that allowed under the HMRC Notice and may incur VAT for construction costs for those buildings that were previously constructed with zero VAT rating – again specialist advice should be sought when developing the budget funding early in the project development, mindful of the proposed use of the buildings.

3.4 Buildings Insurance

- 3.4.1 Joint Insurance of the Land and Buildings is required, as set out in the *Church Supplemental Agreement (usually in clause 14)*. In most cases the Academy Trust **must** take out insurance in the joint names of the Academy Trust and Trustees. A copy of the Insurance document **must** be provided annually to the Trustees (c/o Property Services Department at the Diocese).

- 3.4.2 We would strongly **recommend** that and Academy Trust obtain an independent Insurance Valuation (day-one cover) from a Chartered Surveyor or the insurance company (prior to academy conversion) to determine the cost of rebuilding the premises in case of a total loss. An under-valued building could lead to the insurer '*applying the average*' should a claim be made which could result in the Academy Trust having insufficient funds to undertake the remedial works funded from the insurance settlement.
- 3.4.3 We strongly **recommend** that Academies seek independent professional insurance advice in deciding the insurance policies to purchase. Please ensure that in discussions with the Insurance Broker they fully understand that you are discussing a Church school with the property owned by separate Trustees.
- 3.4.4 Some matters to consider when obtaining quotations for buildings insurance (*list not designed to be comprehensive*):
- What is covered? – Fire, flood, subsidence, lightning strike, vandalism, burst pipes, etc, etc?
 - What about items generally excluded from buildings policies?
 - Items falling under the Pressure Systems Safety Regulations 2000 (PSSR) which could include boiler plant, some catering equipment, compressors etc. (and the insurer will need to provide a '*Written Scheme of Examination*'.)
 - Items falling under the Provision and Use of Work Equipment Regulations 1998 (PUWER) including lifts, platforms, hoists etc.
 - Items falling under the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) including lifts, platforms, hoists etc
 - Extent of cover? – Does it apply to the whole site (boundary walls, car parks etc) or just the main building?
 - What about ICT equipment, audio equipment etc?
 - What about loose furniture fixtures and fittings, including floor coverings? - Is some of this covered on Contents Insurance?
 - Does it include for recovering professional fees on remedial works?
 - Does it include for cover during building and maintenance works (*we would recommend that you seek for automatic cover on building and maintenance works up to £100,000 value to be included*)?
 - Under what circumstances could you make a claim for a broken boiler, leaking roof, burst pipes on heating system etc? – most policies have significant limitations in relation to wear and tear and lack of maintenance.
 - Do you need to include for VAT? (see HMRC Note at 3.3 above)
- 3.4.5 Ongoing - It is very important to inform your insurers when building works are being undertaken at the Academy (as such works may increase 'risk'), and following the completion of the works (as it may alter the value of the property or size of buildings, etc). As recommended above, it is beneficial to include in the policy for automatic cover of building works up to a value of (say) £100,000 so that notification is only needed for projects exceeding that sum.
- 3.4.6 The DfE is encouraging academies to use the **Risk Protection Arrangements (RPA)** as an alternative to Insurance. The Church of England National Society has been instrumental in the development of a version of the RPA scheme specifically for Church Academies which provides the protection for the Trustee owners of the land and buildings; Academy Trusts with Church Academies in its grouping **must** ensure that the **Church Rules RPA** model is signed up to.
<https://www.gov.uk/government/publications/risk-protection-arrangement-rpa-for-academy-trusts-membership-rules>
 and
https://assets.publishing.service.gov.uk/media/66c84e62acf4f3fbe9f6d284/RPA_membership_rules_for_church_academies.pdf

3.4.7 The RPA scheme does not meet the Insurance requirements required under the *Church Supplemental Agreement* for those that covered prior to November 2018 (when a revised CSA wording was used) and it is not an insurance policy. Consent is therefore required of the Trustee owners to enable the substitution of Insurance (as agreed to under the Church Supplemental Agreement) to the RPA Scheme. Please contact Richard Power (Diocesan Surveyor) if you wish to move to the RPA scheme and he will facilitate the discussions with the Trustees. The conditions of the Trustees' consent are usually:

- That the 'Church Rules' version of the RPA is used.
- That the Academy Trust provides a copy of the RPA 'Welcome Pack' to the Trustees along with copies of all future correspondence from the ESFA regarding the RPA scheme.
- That additional insurance is taken out (as required) for items not included in the RPA Scheme (see 3.4.8 below).

3.4.8 A number of items and statutory inspections that would normally be included in a standard insurance policy are not included in the RPA scheme and additional insurance **must** be taken out by the Academy Trust if relevant. In premises matters the key issue is Engineering Inspection and Insurance. Academy Trusts **must** make their own separate arrangements for statutory inspections, either with an insurance company or another body with the necessary authorisation and competence to carry out such inspections under the legislation.

Statutory Engineering Inspections include those under:

- a) Pressure Systems Safety Regulations 2000 (PSSR):
which could include boiler plant, some catering equipment, compressors etc. and the provision of a '*Written Scheme of Examination*'.
- b) Provision and Use of Work Equipment Regulations 1998 (PUWER)
which could include lifts, platforms, hoists etc.
- c) Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)
which could include lifts, platforms, hoists etc

3.4.9 Other Items that may not be included in the RPA Scheme (and for which Academy Trusts may need to make their own arrangements under a separate Insurance policy) include:

Motor – Business Motor Insurance

Overseas travel – Some aspects of overseas trips

Works of Art - Academy Trusts will need to make their own arrangements for insuring works of art.

4.0 DEVELOPMENT PLANNING FOR BUILDING WORKS - A SUGGESTED STRATEGY

4.1 Information Sources

4.1.1 The information required to prepare a detailed Development Plan for Building / Premises issues is identified in Section 2.1 - 2.8 inclusive. That being;

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

along with the Academy's Development Plan (Educational Issues), OfSTED reports and SIAMS Inspection reports.

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 Academy Trust'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 Academy Trust is going about delivering the Vision and should explain:
 - the Academy Trust's responsibility in VA premises and capital matters;
 - the governance structure for monitoring and strategically planning this area of responsibility;
 - the process and mechanisms for the identification and prioritisation of the capital works;
 - the roles of different staff members in supporting the Academy Trust and in the delivery;
 - 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 Trustees Consent in accordance with the requirement in the Church Supplemental Agreement / DBE consent for capital works in accordance with the DBE Measure 2021;
 - the methods/process of reviewing and updating the premises information/data so that the Academy Trust is making decisions based on the most up to date information.

Then finally, the

- School Premises Development Plan Schedule

4.3 Process

- 4.3.1 The development of the Premises Development Plan (Building Works) should always be undertaken by the Directors or LGB working alongside the Head Teacher/Principal and with other Premises staff members as required.
- 4.3.2 The information obtained from the various information sources should be represented in the 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 in the AMP Suitability Survey but also it may have been identified as being unable to deliver the PE curriculum in the OfSTED report, and the school may not be able to hold full school worship (identified in the SIAMS report) along with other associated educational issues that may have been identified in the remainder of the School Development Plan.
- 4.3.3 A well-structured Premises Development Plan should be easy to read, flexible, easily modified and enable planning in the short term, medium term and long term. Ideally, detailed plans should be represented from years 1 – 5, with the programme for years 5 - 10 grouped together. The Plan should identify resources to address the issues as well as the issues themselves to enable realistic planning and budget control.
- 4.3.4 The Premises Development Plan is a 'live' document, ideally prepared using *Microsoft Excel* or a similar spreadsheet computer package, and the Development Plan should be discussed at each Directors or LGB meeting with any modifications made to reflect the current issues, priorities, service and maintenance reports, and resources (and these updates recorded in the minutes).

4.4

Example Premises Development Plan Layout

Element / Works / Issues	Comments	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30 – 2034/35
AMP Condition							
<u>Roofs</u>							
Renew rainwater goods		£800					
Renew roof covering over Staffroom			£4,000				
ESFA PDS/CDC Report							
<u>Elevations</u>							
Decorate window frames	3 year decoration cycle			£1,000			£2,500
Decorate fascias	3 year decoration cycle	£400			£4,050		£1,000
Other Suitability							
<u>Staffroom</u> - Undersized	Also identified in Ofsted Report						
Extend Staffroom			£40,000				
<u>Library</u> – Undersized						£25,000	
Convert store & extend							
Asbestos Survey							
<u>Kitchen Ceiling Ties</u>							
Remove & new ceiling	Undertake in Summer holiday			£4,000			
Legionella Logbook							
Remove dead leg pipework	Legionella risk	£500					
Accessibility Plan & Disability Equality							
No Disabled Toilet - Install new toilet	Pupil with specific needs joining school	£19,000					

Example Premises Development Plan Layout

(Continued)

Element / Works / Issues	Comments	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28 – 2032/33
Fire Risk Assessment							
Security Plan							
DEC Advisory Report							
Remedial works advised in Servicing Reports							
Ofsted Reports							
Inadequate ICT provision			Incl.				
Development Plan – Education							
Purchase new computers	Programme in with ICT Extension		£5,000				
Costs							
	Total Estimated Building Costs	£20,700	£49,000	£5,000	£4,050	£25,000	£3,500
	Professional Fees @ 15%	£3,105	£7,350	£750	£608	£3,750	£525
	VAT at 20% (for cashflow purpose only as normally can be reclaimed from HMRC)	£4,761	£11,270	£1,150	£932	£5,750	£805
	Estimated project Cost	£28,566	£67,620	£6,900	£5,589	£34,500	£4,830
	VAT Recovery (full VAT recovery shown but Academy Trust to clarify,	-£4,761	-£11,270	-£1,150	-£932	-£5,750	-£805

Example Premises Development Plan Layout

(Continued)

Element / Works / Issues	Comments	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28 – 2032/33
	Estimated Project Cost	£23,805	£56,350	£5,750	£4,658	£28,750	£4,025
Funding							
DFC Allocation - current year		£8,500	£9,000	£9,000	£10,000	£10,000	£50,000
DFC remaining from past years		£25,000	£9,695	£8,695	£11,945	£17,287	£12,287
Total DFC Available		£33,500	£18,695	£17,695	£21,945	£27,287	£62,287
DFC Contribution to Project		£23,805	£10,000	£5,750	£4,658	£15,000	£4,025
<i>DFC Remaining</i>		<i>£9,695</i>	<i>£8,695</i>	<i>£11,945</i>	<i>£17,287</i>	<i>£12,287</i>	<i>£58,262</i>
Funding from other Sources		0	0	0	0	0	0
Total Project Funding (excl CIF or SCA)		£23,805	£10,000	£5,750	£4,658	£15,000	£4,025
CIF bid Requirement Or SCA allocation	<i>Plan for CIF annual online bidding round</i>	£0	£46,350	£0	£0	£13,750	£0

An Excel Spreadsheet is available for downloading and alteration to suit Academies' specific details on Academies Buildings section of Diocesan website
<https://exeter.anglican.org/schools/buildings-premises/academies/>

Check updates at www.exeter.anglican.org

Jan 2025 Rev 6

Page 26

4.5 **Sustainable Academies**

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 There are approx. 4,700 Church of England Schools in the country which are estimated to collectively contribute 52% of total carbon emissions (by building type) for the whole Church of England. 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 Department for Education is expecting all education settings (and this includes early years settings, schools, multi-academy trusts, colleges, and universities) to have a Climate Action Plan and a sustainability lead in place by 2025.
<https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education>
- 4.5.6 Support and guidance for schools Climate Action Plans can be found on the diocesan website [Climate Action for Schools - Diocese of Exeter](#)
- 4.5.7 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>
- 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.
- 4.5.9 *Recommended further reading* [Climate Action: School Tools and Resources - Diocese of Exeter](#)

UNDERTAKING A CAPITAL BUILDING WORKS PROJECT

5.1 The Academy Trust's Role & Responsibilities

General

- 5.1.1 The Academy Trust is responsible for the maintenance and development of the buildings/site. As a Church of England Academy, the Academy Trust/Directors are assisted by the Diocese and the DfE/ESFA. The buildings and site is owned by the Foundation Trustees who have the right to give or withhold consent for the works proposed.

Memorandum & Articles for Church of England Academies under the Academies Act 2010 - Objects

5 In furtherance of the object but not further or otherwise the Academy Trust may exercise the following powers:-

- (c) (subject to such further consents as may be required by law or as may be required from the Trustees as landlord/licensor where this is the case) to acquire, alter, improve and charge or otherwise dispose of the property;

The Church Supplemental Agreement

- 5.1.2 In converting to a Church of England Academy the Academy Trust sign a *Church Supplemental Agreement* which is a four-way agreement between the Academy Trust, the Diocesan Board of Education, The Foundation Trustees and the Secretary of State recognising that the Academy is a Church Academy with the associated rights, responsibilities and relationship inherent in that arrangement. This includes rights and responsibilities of all parties in relation to capital works.
- 5.1.3 The relevant sections of the model Church Supplemental Agreement pertaining to capital premises matters at Church Academies are found in Clause 18 (in the template document).

18 The Trustees and the Diocesan Authority acknowledge the Secretary of State's power to pay Capital Grant to the Company and in recognition of the Trustees' and the Diocesan Authority's interest in any Capital Grant paid in relation to expenditure on Land, the Secretary of State commits to the following:

- a) to acknowledge the Trustees' and the Diocesan Authority's right to consent to the carrying out of any works to Land whether or not such works are to be paid for from any Capital Grant;
- b) to recognise the Trustees' and the Diocesan Authority's interest in ensuring that any works to Land are carried out properly and that the Trustees or Diocesan Authority may be procuring or providing support to the Company in the procurement of such works; and

- 5.1.3 The intention of these clauses can be summarised as follows;
- a) The Government and Diocesan Authority recognise each others rights and responsibilities regarding the Church Academy premises and capital grant.
- b) Capital works at Church Academies must receive the consent of the Diocesan Authorities / Trustees.
- c) The Diocesan Authorities / Trustees may procure or provide support to the Academy Trust in capital matters

This Premises Advice Manual forms part of this support to the Academy Trust.

- 5.1.4 **We would ask that an Church Academy contact a Diocesan Surveyor to discuss a proposed capital project as early as possible, and prior to consulting any other external body.** The Diocesan Surveyor will then advise the processes and procedures to be followed by the Academy to assist them in complying with the *Church Supplemental Agreement* and the *Company Articles* undertakings.

- 5.1.5 The financial liability in an Academy Trust differs between Members and Directors. The Members' liability is limited to £10 whereas Directors' liability is not limited in the same way. Academy Trusts and their Directors must be insured such that individual Directors are protected from personal liability. The insurance is intended to provide cover as long as the Directors act honestly, reasonably and in 'good faith'. The insurance does not extend to the cost of any unsuccessful defence to a criminal prosecution brought against the Directors in their capacity as Directors/Governors. The Health and Safety at Work etc Act 1974 is criminal law. It is essential therefore, that the Directors act within the law and follow professional advice and guidance in that regard 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 a Funding Officer to provide premises guidance and advice to Church Academies in the Diocese to help minimise the risk to the Academy Trust and its Directors.
- 5.1.6 The Academy Trust is the client (or Employer) for any building works at the Academy. It is therefore the responsibility of the Directors of the Trust to appoint professional consultants (entering into contractual agreements with them), to comply with the Construction (Design & Management) Regulations (CDM) 2015, 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. The Diocese of Exeter has employed Chartered Building Surveyors to assist Church Academies in complying with these duties for capital building works projects.

5.2 The Diocese's Role, Responsibilities and Services

Consents for Capital Works

- 5.2.1 The responsibility for premises issues at the Academy is with the Academy Trust. It is the responsibility of the Diocesan Authorities / Diocesan Board of Education and the Trustee owners of the land and buildings to have consent processes in place and provide support services to Church Academies as indicated in Clause 18 of the model *Church Supplemental Agreement* (as detailed previously). The Diocesan Board of Education and the Trustee owners have appointed the EDPS Ltd to provide the professional expertise and the associated professional fees are met by the applicant Academy Trust.
- 5.2.2 The project Trustee and Diocesan Consent fee operates on a sliding scale relevant to the value of the project (excl VAT and fees) and assuming all information and support documentation is correctly provided.

£ < £20,000	£ 200
£ 20,001 - £50,000	£ 300
£ 50,001 - £200,000	£ 400
£200,001 - £500,000	£ 500
£ > £500,001	£ 700

The consent fee quoted is excluding VAT.

Insurances and Risk Protection Arrangement (RPA)

- 5.2.3 The responsibility for insurance of both the Academy Trust and the Trustee Owners of the land and buildings (Building Insurance and Public Liability Insurance) is with the Academy Trust. PSD will seek confirmation from the Academy Trusts on an annual basis that the insurances as required in Clause 14 of the Church Supplemental Agreement are all place and are adequate.

5.3 Property Advice Services to Church Academies

5.3.1 The following services are currently made available to Church Academies through the Diocesan Property Services Department:

- a) *Technical Updates and Guidance to Directors, LGBs and Head Teachers* – DBE/PSD may arrange seminars or provide bespoke training to Church Schools/Academies reporting on current issues and funding. PSD may also provide guidance on any changes in premises issues and capital funding throughout the year including this Premises Advice document).
- b) *Grant Funding Advice* - When requested, Diocesan Surveyors will advise as to grant funding opportunities.
- c) *Representing Church Academies in development of programmes and funding* - Working alongside the relevant LA, DfE / ESFA and other partner providers and stakeholders.
- d) *Representing Church Academies at Local and National Government Level* – The Diocesan Officers liaise with Local Authorities, the DfE / ESFA and the National Society in addressing building and capital funding issues affecting Church Academies.
- e) *Work with LAs in developing Service Level Agreements suitable for Church Academies* – Diocesan Officers work with individual LAs to assist them in developing maintenance/SLA packages for offering building services and statutory inspections etc which may benefit Academy Trusts in meeting their legal and health and safety responsibilities.
- f) *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.
- g) *Reacting to Unexpected/Disastrous Occurrences where Building Premises are Involved* – Providing practical, financial and moral support to the Church Academy as required.

5.3.2 Subject to staff resources being available, the following services may be offered to Church Academies through EDPS Ltd on a professional fee basis (to be separately agreed and dependent on specific commission):

- a) *General Premises Advice to Church Academies* – Academies/Directors can contact Diocesan Surveyors/Diocesan Schools Capital Funding Officer to discuss any premises or capital funding issues at their Academy; Surveyors will visit Academies if required.
- b) *Support for the Academy Trusts in the Development of CIF Bids for specific capital projects or annual capital programmes associated with SCA allocations.*
- c) *Assisting Academies in obtaining legal advice on Building Contractual Issues* – The Diocese will support Church Academy Trusts in legal disputes which arise where the Directors have followed specific advice provided by the Diocese.
- d) *Land Transfer / Purchase / Disposal* – Diocesan Officers can assist Trustees and Church Academies with land transfer and purchases. Services include liaison with Trustees, solicitors, LAs and other associated agencies.
- e) *Asset Management Plan Advice* – Diocesan Surveyors can advise Church Academies regarding Asset Management Plan issues when requested.
- f) *Providing Premises Advice to Academies regarding Nurseries / Pre Schools / Community Use etc on Academy sites* - Diocesan Officers will assist in providing premises advice and liaising with the Trustees, the LA, solicitors and private providers in relation to leases, hiring agreements etc.
- g) *Reacting to Unexpected/Disastrous Occurrences where Building Premises are Involved* – Providing practical and technical support to the Church Academy as required.

5.4 The Professional Consultant's Role & Responsibilities

General

- 5.4.1 In almost all circumstances it is essential that the Directors seek professional advice when undertaking capital building works projects at the Academy. A Diocesan Surveyor will be able to advise if you are unsure if a consultant is required and will advise regarding the relevant specialisms.
- 5.4.2 The Diocese of Exeter holds a list of those consultants who have agreed to follow wider *Scope of Services Agreement* procedures with Church schools in the Diocese. When Academies consult with the Diocesan Officers as part of the Church Supplemental Agreement procedures, guidance can be given regarding the suitability of specific consultants.

Appointing a Professional 'Friend of the Academy'

- 5.4.3 It is essential all professional appointments are made formally. The appointment of Director, family member, parent or 'friend' as the consultant professional in a local community can result in problems for the Academy if the project does not proceed well.
- 5.4.4 In considering any professional consultant appointment, the Diocese advises that Directors must be certain that they would be comfortable to address contractual issues exactly the same with the 'friend' 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.
- 5.4.5 Consultants working on capital building projects at a Church Academy in the Diocese of Exeter should have a minimum of £2,000,000 Professional Indemnity insurance cover (with a larger sum for large value commissions)..
- 5.4.6 In considering such appointments reference **must** also be made to the restrictions contained within the Academy's Articles and other advice from the DfE/ESFA.

5.4.3 The Building Contractor's Role and Responsibilities

- 5.5.1 The Building Contractor is employed by the Academy Trust to undertake the works as agreed. This forms a binding legal contract. An Academy Trust should never instruct capital building works without consent from the DBE and Foundation Trustees (as is required by the *Church Supplemental Agreement*).
- 5.4.4 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.

5.6 Academies Administering Capital Works Projects

(without professional consultant appointment)

- 5.6.1 There are only a few circumstances in which the DBE would support the Academy 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 the need to work at height),
 - Specialist works of a simple nature (e.g. playground line markings)
 - ICT equipment purchases (in which the Academy is assumed to take advice from the system maintenance team or IT co-ordinator at the Academy).

5.6.2 It is essential that all capital works projects are discussed with a Diocesan Surveyor before progressing with any design/quotations or the like. DBE/Trustee consent for the scheme is still required under the *Church Supplemental Agreement* 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.

5.6.3 In circumstance where the Directors of an Academy Trust 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 Academy 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 Academy progress simple projects themselves and the Directors 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 Academy employees, visitors and children.
- Ensuring the works are designed correctly.
- Notifying construction projects to the HSE if required.

Should the Academy Trust 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.
- d) All relevant duties flowing from the Building Safety Act 2022, The Building Regulations etc. (Amendment) (England) Regulations 2023 amend the Building Regulations 2010 associated with procurement, design and the undertaking of building work and associated wide ranging the duties on them.

5.6.4 Directors must note that Academy's insurances that indemnify them whilst acting as Directors rely on them acting 'in good faith' and within the law. Such insurances could be compromised, and individual Directors 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 an Academy will have Professional Indemnity Insurance (PII) to recover the costs of any negligent error on their part; the Directors have no such PII insurance cover.

5.6.5 In circumstances where the Academy administer capital works contracts themselves and their actions or lack of knowledge results in Diocesan Surveyors or Schools Project Funding Officer expending greater time to resolve issues than would normally be expected of a project administered by a professional consultant, then the Diocesan Officers reserves the right to charge an additional fee for the time expended on a time-charge basis at the rate of £80/hr plus VAT.

5.6.6 In circumstances in which the size and complexity of the project is viewed by the Diocesan Surveyors / EDPS Surveyor to pose too great a risk to the Academy for them to administer the contract themselves, then the Surveyor will advise the DBE that Consent should not be given. Without consent/approval under the *Church Supplemental Agreement*, then the works cannot proceed.

5.7 Premises and DBE Support

- 5.7.1 At a Church of England academy, the Church is represented in:
- the *Members* (as owners) through Exeter Diocese Education Network (EDEN), and
 - as *Directors* in the governance of the Academy Trust (Foundation Directors).
- 5.7.2 The Academy Directors are responsible to, and report to, the Members.
- 5.7.3 The Academy Trust is responsible to the Secretary of State (SoS) with regards to standards and finance.
- 5.7.4 The Academy Trust is responsible for its employees, the pupils and the associated 'school' community.
- 5.7.5 As a Church of England Academy in the Diocese of Exeter, the Diocesan Board of Education (DBE) provides support to the Academy with the Property Services Department (PSD) available to provide general premises guidance / support through EDPS Ltd, and who offer a wider range of design and contract administration services.
- 5.7.6 EDPS Ltd manages the capital works Consents process for the Diocesan Authorities (DBE) and Site Trustees under the requirements of *Church Supplemental Agreement* and *DBE Measure 2021*.

6.0 ACADEMY'S PROGRAMMING OF BUILDING WORKS PROJECTS

6.1 Using the School Development Plan (Building Works) for Planning Projects

6.1.1 A detailed School Development Plan (see Section 4.3 for example) will enable an Academy's Directors to prepare a programme of building projects well in advance of the works.

6.2 Notification of Plans for Building Projects to the Diocese for Consent

- 6.2.1 Even the smallest capital works project may take many 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 the Academy is applying for Condition Improvement Funding (CIF), Schools Condition Allocation (SCA) or other external grant to fund the project.
- 6.2.2 We would request that Academies advise the Diocese at least one full term prior to the programmed start date of any project using devolved formula capital (DFC) monies, so the projects can be adequately programmed. Early notification for an Academy's intention to bid for CIF or SCA grant is also requested by Diocesan Officers.
- 6.2.3 The consideration of Academies capital works projects for Diocesan Consent will take place at DBE Work in Progress (WIP) meetings which generally take place every 4 - 6 weeks.

6.2.4 The specific information required for DBE and Site Trustee consent of capital works project will depend on the specifics of the project but normally would include:

- Written summary of the project proposed, the extent of the works, why it is needed, the consultants to be employed, statutory approvals required, the budget (or tender) cost, the funding mechanism and the programme.
- Specification of works and or drawings
- CDM Information including Pre Construction Pack, the Construction Phase Health and Safety Plan
- Copy of the chosen Contractor's insurances.
- Tender Report (if progressed to that stage)
- Copies of statutory approvals documents, i.e. Building Regulations, Planning approvals, Listed Building Consents etc. (or details of dates expected).
- Consent fee.

6.2.5 The Academy will be advised following the WIP meeting and following confirmation from the Trustees of either;

- **Approval** - with the issuing of a DBE and Trustee's Consent form,
- **Additional Information Requested** – with a letter requesting clarification / additional information, or
- **Refusal** – with an explanation of why consent has been refused.

7.0 SERVICING & MAINTENANCE OF ACADEMY BUILDINGS

7.1 Responsibilities

7.1.1 Academy Trusts are responsible for building maintenance, some of which is a statutory duty. It is important to ensure that the Academy has made adequate procedural and financial arrangements to meet these responsibilities.

7.2 Building Services - Statutory Inspections

7.2.1 An Academy's legal duties include the testing of certain plant and equipment. Academies **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 **must** be kept of all the statutory servicing undertaken.

7.2.2 The following schedule of testing and inspections can be used as a 'starting point' for Academies developing their own servicing and testing regime:

7.2.3 Plant and services requiring **weekly** testing and inspection;

a) Fire Alarm/Detection System

Note: this is to be undertaken by the responsible person/user at the Academy 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 normal Academy 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 50 manual call points, the user will test each manual call point every 50 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 Academy, as recommended in the legionella log book or as detailed below;
- i) Flush little-used outlets and associated pipework (including 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 holiday periods. Records **must** be retained in logbook.
- c) Defibrillator (AED)
- i) Check condition for damage and remove dirt, including to case/cabinet
 - ii) Check if on standby mode
 - iii) Check visual and audio alarm
 - iv) Check battery indicator
 - v) Check that preparation kit is present and in date
 - vi) Check for two sets of sealed electrode pads
 - vii) Check spare pads are sealed and in date (inc childrens pads)
 - viii) Check for examination gloves
 - ix) Check for razor

7.2.4 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 Academy 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). 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 Academy 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 logbook. 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/user at the Academy, as recommended in the radon log book/file or as detailed below;

- i) Confirm that radon fan is working / operating. Records **must** be retained in Radon logbook.

7.2.5 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/disinfect showerheads (if fitted).

7.2.6 The following plant and services require **six monthly** testing and inspection by a suitably qualified person;

- a) Emergency Lighting
b) Fire Alarms
c) Powered Pedestrian Doors
d) Passenger Lifts (PUWER <http://www.hse.gov.uk/pubns/indg291.pdf> including certification and insurance checks); Lifting Operations and Lifting Equipment Regulations 1998 (LOLER <http://www.hse.gov.uk/pubns/books/l113.htm>)
e) Disabled person hoists (PUWER <http://www.hse.gov.uk/pubns/indg291.pdf> including certification and insurance checks); Lifting Operations and Lifting Equipment Regulations 1998 (LOLER <http://www.hse.gov.uk/pubns/books/l113.htm>)
f) Fall arrest system harnesses
g) Legionella Management
i) Inspection of system by a qualified person
ii) Water Hygiene Log Book and Policy Document **must** be inspected by the Duty Holder (to ensure that the regimes within the log book are being implemented). Inspection and any remedial actions **must** be recorded and kept in the Log Book.

7.2.7 The following plant and services require **annual** testing and inspection by a suitably qualified person;

- 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 (PUWER <http://www.hse.gov.uk/pubns/indg291.pdf> including certification and insurance checks).
l) Pressure Vessels (those above 250 bar litres of pressure) including some heating systems, pressurised catering equipment, compressors, and compressed air (ensuring compliance with 'PSSR 2000' <http://www.hse.gov.uk/pubns/indg178.pdf> - with a 'Written Scheme of Examination' including certification and insurance checks)
m) Condition of chimneys/flues
n) Asbestos Inspection
o) Hearing loop
p) Disabled toilet alarms
q) Lightning Conductors
r) Radon fans
s) Portable Fire Fighting Equipment
t) Fall arrest systems

specific equipment may have its own inspection and servicing regime at a short period of time than annually and this would be programmed also.

7.2.8 The following plant and services require **five yearly** testing and inspection by a suitably qualified person;

- a) Fixed Electrical Wiring Installation

7.2.9 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).

7.2.10 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 Academy Trust) 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 had this PSSR inspection automatically undertaken as part of Devon County's insurance policy (arranged with RSA) but it will not now be in place following conversion to an Academy unless separately arranged. Inspections for lifts and hoists as required by the PUWER Regs 1998 and LOLER 1998 were also included a part of this DCC insurance package and therefore Academies must ensure that such inspections and insurances are in place for their relevant equipment.

7.2.11 Failure to have the necessary servicing, testing and maintaining carried out may affect the Academy's insurance cover. You **must** always obtain a certificate from the contractor to show that the works have been carried out.

7.2.12 Local Authorities have traditionally assisted Maintained Schools in meeting their servicing and maintenance responsibilities (particularly the statutory responsibilities) through Service Level Agreements (SLAs) and most now also offer similar services for Academies to purchase (See Section 7.3)

7.2.13 It is essential that the Academy has in place procedures for recording what and when the servicing and maintenance took place, for having robust processes for capturing the remedial works as recommended from the servicing sheets and then reporting these issues to the Directors and acting to address the remedial actions identified. We strongly **recommend** that these processes are reviewed annually in a joint meeting between relevant staff and Directors.

7.3 Building Plant – LA Service Level Agreement packages

General

- 7.3.1 Local Authorities have traditionally offered Service Level Agreements (SLAs) for Maintained schools to purchase to help service and maintain their premises. These SLAs are 'packaged' in different ways depending on the individual Local Authority; Torbay and Plymouth LAs have operated on a school specific selection from a 'menu' of services, whereas Devon's SLA offers a single package of services (with a separate offer for Church of England VA schools, known as VA Promise). Schools are offered these service packages by the LAs either on an annual or three yearly basis (dependent upon the LA and service offered). An annual fee is charged to the school for these services and payment is funded through the school/academy revenue budget.
- 7.3.2 Torbay LA is offering their standard SLA model to Academies as well as maintained schools. In the Devon County Council area, South West Norse is enabling a new SLA offer for Academies, bespoke to their needs. Plymouth City Council do not offer an SLA to Academies but PAPH (Plymouth Association of Primary Heads) do offer a property compliance support service.
- 7.3.3 Diocesan officers meet with the individual LAs to discuss the SLA schemes offered and where possible to suggest adjustments or improvements to suit the ever-changing legislative requirements, and the specific circumstances of Church School / Academy funding.
- 7.3.4 It is however essential that Academy Directors assess the service being offered via the SLA agreement and satisfy themselves that it offers the desired service relevant to the specific risk issues at that particular school. Academies signing up to the SLA agreement should then ensure that the decision to do so is recorded in Director meeting minutes. It is also essential that records are maintained and procedures are put in place to ensure any remedial works advised through the servicing and inspections are undertaken within the required time periods.
- 7.3.5 A number of private providers are offering Service Levels Agreement solutions for academies in servicing and maintaining plant and equipment. Solutions vary in price and quality, and we recommend that you consult with the Diocesan Surveyors before entering into SLA contracts.

7.4 Building Services - Servicing and Maintenance

- 7.4.1 In addition to those statutory inspections, servicing and maintenance as may be listed previously in Section 7.2, (and many of which are included in the LA-enabled or other Service Level Agreements, above), it is essential other plant and machinery is serviced and maintained to ensure safe and reliable performance.

Such items include;

- Heating plant, controls and distribution systems, including servicing of Thermostatic Radiator Valves, cleaning radiators (including removal of debris pushed in behind radiators by children etc), de-sludging the pipework / system etc.
- Hot water boilers, controls and distribution systems,
- Oil storage tanks and supply pipes, including line filter cleaning, de-sludging etc,
- Air conditioning systems,
- Ventilation equipment, including cleaning and testing extract fans in toilets and other areas,
- Thermostatic Mixing Valves to the hot and cold water system – *Academies in Devon may have some or all of these items included as part of their legionella arrangements direct with Rentokil (or other providers) but will need to check the exact extent.*
- Underfloor heating systems, including controllers,
- Electric heaters
- Cleaning light fittings and diffusers, and changing lighting tubes/luminaires,
- Lighting automatic switch controls,

- Sewerage pumps and chambers,
- Kitchen catering equipment and canopies (including changing filters),
- Showers,
- Water fountains (drinking and ornamental),
- Swimming pool cleaning, filtration, distribution pipework and heating systems,
- Lightning and Surge Protection equipment,
- Lifts,
- Disabled access hoists (6 months), electric changing beds, and disabled toilet alarms,
- Hearing loops / *Soundfield* (or similar) systems,
- Security alarms (including local alarms),
- CCTV systems,
- Security access systems/intercoms,
- Fixed sports and gymnasium equipment,
- Outdoor play equipment,
- Fire fighting equipment,
- Fall arrest systems including harness,
- Ladders and H&S ladder fixing systems.
- ICT equipment including interactive whiteboards, projectors etc
- Catering equipment

7.4.2 The above list is not designed to be exhaustive, and it is the responsibility of each individual Academy Trust to determine what equipment is present at their particular establishment and ensure it is properly inspected, serviced and maintained.

7.4.3 Academies must ensure service contracts (either through SLA agreements and/or separate individual contracts) are in place and the service contracts are progressed satisfactorily, **that any remedial works / actions identified are dealt with**, and written records maintained.

7.5 **Essential Housekeeping Maintenance Items**

7.5.1 Regular 'housekeeping' maintenance, when undertaken in a programmed manner, can reduce the volume of more costly reactive repairs. The minimum maintenance should include;

Weekly

- a) Remove balls and play equipment from roofs and rainwater goods.

3 Monthly

- a) Clean out kitchen grease traps.
- b) Clear/clean rainwater gullies and clear any blockages.

6 Monthly (Spring and end of Autumn – or more frequently if required)

- a) Inspect and remove debris, leaves etc from rainwater goods and roofs.

7.5.2 We **recommend** that, as a minimum, LGB Governors (Premises Committee / Group) and relevant Staff should undertake an annual 'walk round' inspection of the premises and record any areas of disrepair as found. Any areas of disrepair to the building fabric should be recorded on the Condition Survey (if capital works) and incorporated into the Academy Development Plan (Buildings) unless the disrepair is of a minor nature and can be undertaken through the Academy's revenue budget, then the works should be instructed direct and progressed asap. If the inspection identifies issues of concern, or requires capital funded remedial works (and the associated Trustee Consent), please contact the Diocesan Surveyor.

7.6 **Swimming Pool Maintenance / Management**

7.6.1 Regular cleaning and maintenance of swimming pools is essential. Issues such as security, pool safety, training and insurance must be fully considered. The HSE publish guidance about managing health and safety at swimming pools at:
<http://www.hse.gov.uk/pubns/books/hsg179.htm>

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 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). An Asbestos assessment **must** be undertaken for any works (no matter how small) which affect the building fabric – See Form ASB1 in Appendices. Also see Section 2.2 for further advice regarding Asbestos.

8.2.2 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 **recommend** 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 Church Academies require Trustee and Diocesan Approval under the requirement of the *Church Supplemental Agreement* and *DBE Measure 2021*. The majority of projects also require the input of professional consultants in developing the scheme. Professional advice is therefore available to Academies regarding health and safety issues relevant to the particular works project. All building works projects require compliance with CDM regulations.

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

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 projects are now subject to the CDM Regulations

8.4.3 An Academy 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 Academy Trust), 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

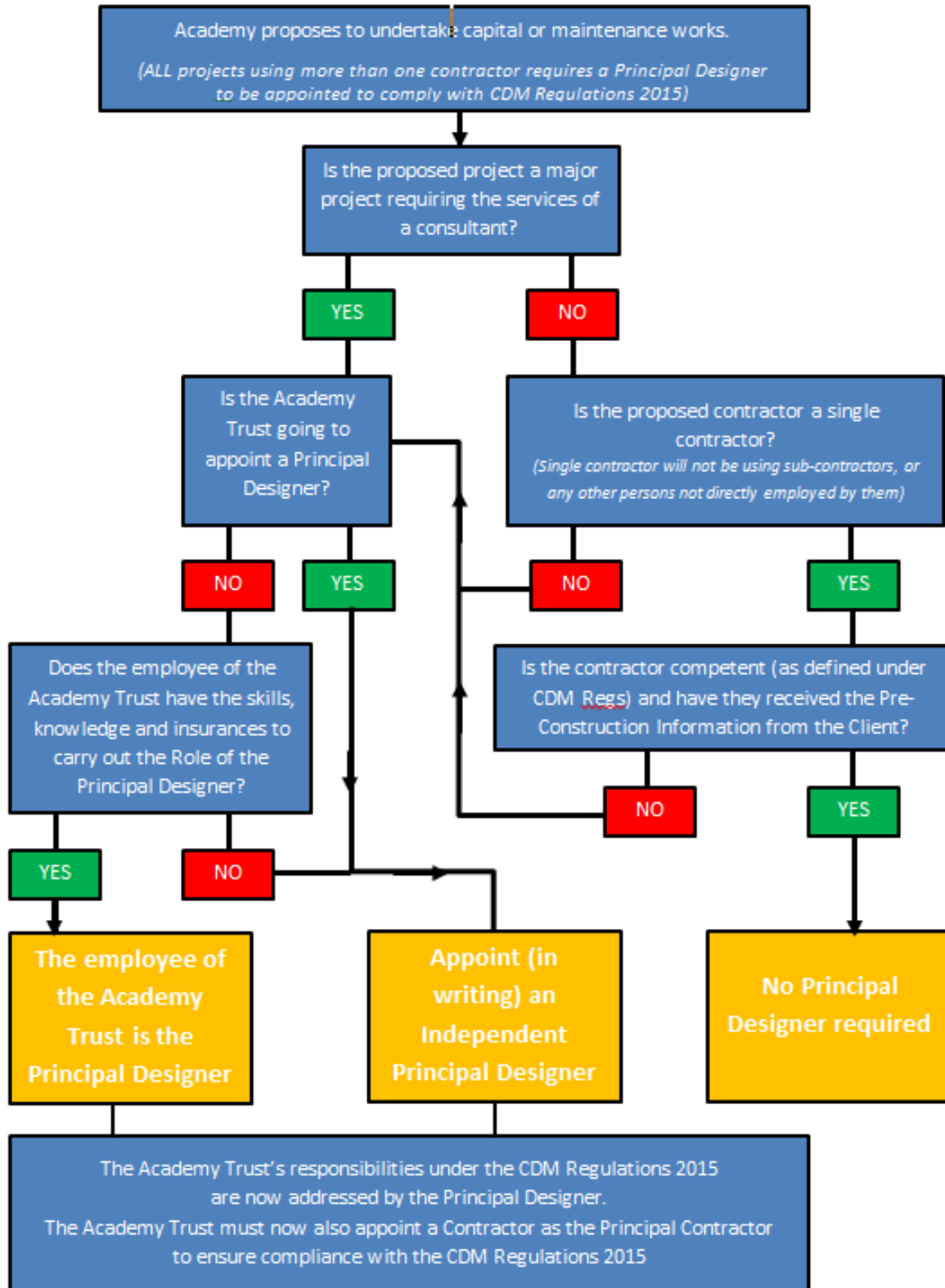
8.4.8 For notifiable projects (where planned construction work will last longer than 30 working days and involves more than 20 workers at any one time; or where the work exceeds 500 individual worker days), commercial clients must:

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

Construction (Design and Management) Regs 2015

Who is the Principal Designer? - Academies



8.5 Security Survey and Risk Assessment

- 8.5.1 Specific responsibility for Academy security is not set down in legislation. However, security is related to wider Health and Safety legislation and guidance and child protection so whoever has responsibility for these (the Academy Trust) should consider what security measures are necessary to ensure, as far as reasonably practicable, the safety of the staff and pupils. Academy Directors therefore need to be aware of their security needs.
- 8.5.2 Security matters should form part of the Academy's Health and Safety policy documentation and the Directors should have in place arrangements to implement it. The Directors should maintain an audit trail making clear who is responsible for any particular task, and methods of confirming that these tasks are being carried out.
- 8.5.3 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> .
- Advice is also provided within the DfE Health and Safety guidance at;
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>
- 8.5.4 Academy Trusts should address school security in their annual report and will need to draw up their own school security policy.
- 8.5.5 Please Note: Difficulties have arisen at individual schools/Academies under OfSTED inspection in recent years where the Security Risk Assessments and/or security policies have not been in place or are inadequate, **or where local 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 decays within the ground. It is found throughout the British Isles, and in particular 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. UK Health Security Agency [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 1999 aims to protect employees from unacceptable exposure and is enforced via the Health and Safety at Work etc Act 1974.
- 8.6.4 UKRadon 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 As employers of the staff, the Academy Trust should undertake a programme of radon gas monitoring in areas where there is a probability greater than 1%.
- 8.6.6 If the readings exceed the 'action level' for workplaces (300 Becquerels/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 testing, continuous monitoring, mitigation works, and associated risk management is the responsibility of the Academy Trust as the employers of the staff. If requested by the Academy, EDPS Surveyors will be able to advise and assist and will liaise with PHE.
- 8.6.7 Academies 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 Academy Trust. Ordering the Radon monitors can be coordinated by the EDPS Surveyor (if asked to do so by the relevant Academy). All information must be retained and the Diocese will provide the relevant Academy 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.
- 8.6.8 All schools in areas on the UKRadon maps indicating a probability greater than 1% should be re-tested on a regular basis (on a rolling 5-10 year programme), and this Radon testing will need to be instigated by the Academy Trust.

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 relate 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 a risk assessment be undertaken by a lightning protection designer for all existing Academy 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 Academies is the Academy Trust). Protection against lightning falls within these health and safety responsibilities.

8.8 Tree Management

- 8.8.1 The Academy Trust 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 Academy Trust to take all reasonable precautions to ensure their safety. As owner of the playing fields the Local Authority also has the same duty of care which is passed to the Academy Trust under the playing field lease terms.
- 8.8.2 Guidance from the National Tree Safety Group is at [NTSG-full-guidance.pdf](#).
- 8.8.3 We **recommend** that Academies implement a programme of regular inspection to manage this risk 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 Academy Trust).
- 8.9.2 We recommend that Academy Trust's undertake a risk assessment on a regular basis (say every 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 academy 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 2024'

<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 an academy the Academy Trust 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 academy's Single Central Record (SCR) so as to provide evidential proof of the Academy Trust's approach to safeguarding in this particular matter.

9.2 Safeguarding in Academies 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 Academies) **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 December 2009) is helpful in summarising a balanced approach 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 visitor's 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 an Academy site the key issues to assessed are;

- 1 **Contact between contractors and children (contact),**
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 Academy sites**

9.4.1 All visitors to site will need to comply with the Academy'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 Academies to develop/adopt when undertaking works on their site (see Plymouth City Council's recommended *Code of Conduct* overleaf).

9.4.3 We also **recommend** consideration of Plymouth City Council's underlying principle to child protection during construction works as detailed in their guidance document *Safeguarding Children and Young People: Guidance for Engaging Contractors* (Jan 2009). Although this was prepared at the time the CRB system was in place, the basic principles still apply in relation to the management of building contractors on school site and issues of potential unsupervised contact with children, 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 Church School/Academies**

- 9.5.1 Overleaf (Section 9.6) is a template for the Child Protection Risk Assessment during construction works on site. This template has been developed using guidance from the Devon County Council document, '*The Protection of Children & Vulnerable Adults – Risk Factors and their Potential Controls*'.
- 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*
 - Principal (or other staff members with Child Protection training)*
 - Academy Director/s or LGB representative*
 - Contractor's contracts 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 Academy's 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 Academy 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 project, 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 Academy) 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 Church Academies

Page 1

Academy: **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 Age Pupils	Medium						
1.2	Secondary Age Pupils	Medium						
1.3	Nursery/Play Group/Pre-school	Medium						
2	Vulnerability of Purpose Group							
2.1	Pupils with disability	Increased						
3	Location of Works							
3.1	External works that can be observed.	Reduced						
3.2	Ext works that can't 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						

Academy: 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 building	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

Academy: Building Project:

Item	Issue	Risk Rating	Risk Eliminated	Low Risk	Medium Risk	High Risk	V. High Risk	Comments
Overall Risk from Previous Page								
Control Measures to Reduce Risk								
9	Pupil Supervision							
9.1	Children supervised at all times	Reduced						
9.2	Children supervised on frequent basis	Even						
9.3	Children generally unsupervised	Increased						
10	Building Occupancy & Timing of Works							
10.1	Normal hours – Academy occupied	Even						
10.2	Normal hours – Academy unoccupied	Eliminated						
10.3	Outside normal hours but Academy occupied	Even						
10.4	Outside normal hours and Academy unoccupied	Eliminated						
10.5	Works in Academy holidays and unoccupied	Eliminated						
11	Site Separation							
11.1	Separation of site and children by Academy / 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

Academy: Building Project:

Item	Issue	Risk Rating	Risk Eliminated	Low Risk	Medium Risk	High Risk	V. High Risk	Comments
	<i>Overall Risk from Previous Page</i>							
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 Academy leadership team)

Date:

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

Circulate to all present and to Directors of Academy

CHILD PROTECTION CODE OF CONDUCT WHEN UNDERTAKING CONSTRUCTION WORKS AT ACADEMIES

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 Academy reception as agreed).
- 4 Obtain consent from the Academy Principal 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 Academy Principal 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 Academy Principal or member of the Academy 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 time.
- 17 Do not offer to buy or sell items to children.
- 18 Do not bring alcohol or cigarettes onto the 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 TRUSTEESHIP ISSUES

10.1 Ownership of Church Academy Buildings

- 10.1.1 Church of England Academies are generally owned by the Site Trustees. The Directors of an Academy have the authority to add or make alterations to the buildings subject to Trustee's consent, 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 Church Academy Sites

Historic issues

- 10.2.1 The community use of school buildings is a well-established and important function of many schools/Academies. The Governing Body/Directors 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 Hall for an individual event.

- 10.2.2 Many schools have in the past, invited various community groups, private pre-school providers, etc onto the 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 the Academy is 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 Primary schools/academies to allow private pre-school/playgroup/after-school club etc providers to operate on the site. Such facilities are often the 'lifblood' of primary schools/academies with young children moving into the school/academy following pre-school attendance. The Diocese of Exeter will encourage and assist Academies with ensuring such ventures are undertaken in accordance with land and tenancy law, and that they comply with DfE funding requirements / procedures, and their presence / operation is not potentially detrimental to the operation or Foundation of the school/Academy either now or in the future.

Diocesan Advice & Legal Advice

- 10.2.4 Academy Directors **must** discuss proposals for community users of the site with Diocesan Surveyors well before considering making agreements / arrangements regarding the community use of the site.
- 10.2.5 The Trustee owners of the premises will require the appropriate legal agreement to be put in place to safeguard their interests prior to any third party occupying the site. The costs for such legal agreements to be developed and agreed will need to be met by the Academy Trust and/or the specific third party.
- 10.2.6 All new leases (but with some prescribed exemptions) are subject to the Minimum Energy Efficiency Standards (MEES) which states that a landlord must not grant a new tenancy (including a renewal tenancy) of a property after 1st April 2018 or continue to let any property after 1st April 2023 where the property has an EPC Rating of F or G. If a lease is proposed, then the proposed tenant or school will be required to fund an EPC for the building to be leased so as to confirm the EPC Rating. If the EPC then shows a F or G Rating, either school or tenant will need to fund the improvement of the thermal efficiency of the building such that it is outside these lower ratings, or the Landlord will not be able to grant a lease.

11.0 MISCELLANEOUS ISSUES

11.1 Advice when arranging an Official Opening Ceremony following an Academy Building Project

11.1.1 Points to consider when arranging an official opening ceremony following a new Academy 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 Academy 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 Mike Harrison, The Palace, Exeter EX1 1HY.
e-mail bishop.mike@exeter.anglican.org

- Prepare the guest list. Outside the immediate school community (staff, parents, PTA, Directors, Members, local clergy, etc), this should include;
 - Director of Diocesan Board of Education (*Sue Lockwood*).
 - Local County and/or District Councillor.
 - Representative of the Parish Council.
 - Other local dignitaries.
 - 'Influential friends' of the school.
 - Other local churches' representatives.

Although an Academy you may also wish to include:

- Executive Member for Schools and Children's Services (or equivalent) at the LA.
- Director of Schools and Children's Services (or equivalent) at the LA.

Along with members of the project team:

- 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 Academy' Directors and Principal.
 - 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. *Note: a morning / early afternoon ceremony will ensure maximum benefit from press coverage.*
- Refreshments.

APPENDIX A

Asbestos Management Plan & Control Forms

for use when building or maintenance works are proposed/undertaken

ASBESTOS MANAGEMENT PLAN

1. Name of Academy		
2. Responsibilities		
Name and Title of 'Person In Control'.	Name:	Title:
Signature and Date.	Signed:	Date:
Name and role of person that produced this Plan.		
Name of the person responsible for:		
a) managing asbestos in the premises,	a)	
b) for updating the asbestos register (if any), and	b)	
c) for reviewing this Plan	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>	

ASBESTOS CONTROL AND MANAGEMENT FORM (ASB1) for Church Academies in the 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 PERSON IN CONTROL MUST ENSURE THIS FORM IS COMPLETED WHENEVER ANY ACTIVITY IS CONSIDERED. IT MAY BE COMPLETED BY CONTRACT ADMINISTRATOR BUT MUST BE SIGNED BY THE PERSON IN CONTROL AND THE CONTRACTOR.

ACADEMY NAME:	PERSON IN CONTROL:
ACADEMY 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

**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 (ACM's)	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 PERSON IN CONTROL IS REQUIRED TO ENSURE:

A DEMOLITION & REFURBISHMENT SURVEY IS UNDERTAKEN TO FULLY IDENTIFY ANY ASBESTOS RISK.	Initial or enter N/A
A RISK ASSESSMENT IS PREPARED AND IMPLEMENTED TO ENSURE SAFE WORKING METHODS.	<input style="width: 100px; height: 20px;" type="text"/>
WORKS WHICH AFFECT ACM'S ARE TO BE CARRIED OUT BY AN HSE LICENSED CONTRACTOR.	<input style="width: 100px; height: 20px;" type="text"/>
EMERGENCY PLAN (ASB4) IS TO BE FOLLOWED IN THE EVENT OF ACCIDENTAL FIBRE RELEASE.	<input style="width: 100px; height: 20px;" type="text"/>
THE ASBESTOS REGISTER TO BE UPDATED BY THE PERSON IN CONTROL	<input style="width: 100px; height: 20px;" type="text"/>
SIGNED: (PERSON IN CONTROL)	DATE:

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

ASBESTOS DATA CHANGE FORM (ASB3)

*THIS FORM IS USED TO RECORD ANY REVISIONS REQUIRED TO THE ASBESTOS REGISTER
AS A RESULT OF PREVIOUSLY UNKNOWN ASBESTOS BEING DISCOVERED,
ASBESTOS BEING REMOVED OR ASBESTOS BEING ENCAPSULATED*

**ACADEMY
NAME:**

ROOM NO. <small>(as Report Plan)</small>	ROOM USE	FLOOR LEVEL	POSITION / DESCRIPTION	REASON FOR CHANGES TO THE REGISTER - New asbestos identified - Asbestos removed / encapsulated etc <i>Include product, condition, surface treatment and asbestos type</i>

**NOW: ADVISE DIRECTORS AND UPDATE ASBESTOS REGISTER
AND ASBESTOS MANAGEMENT PLAN**

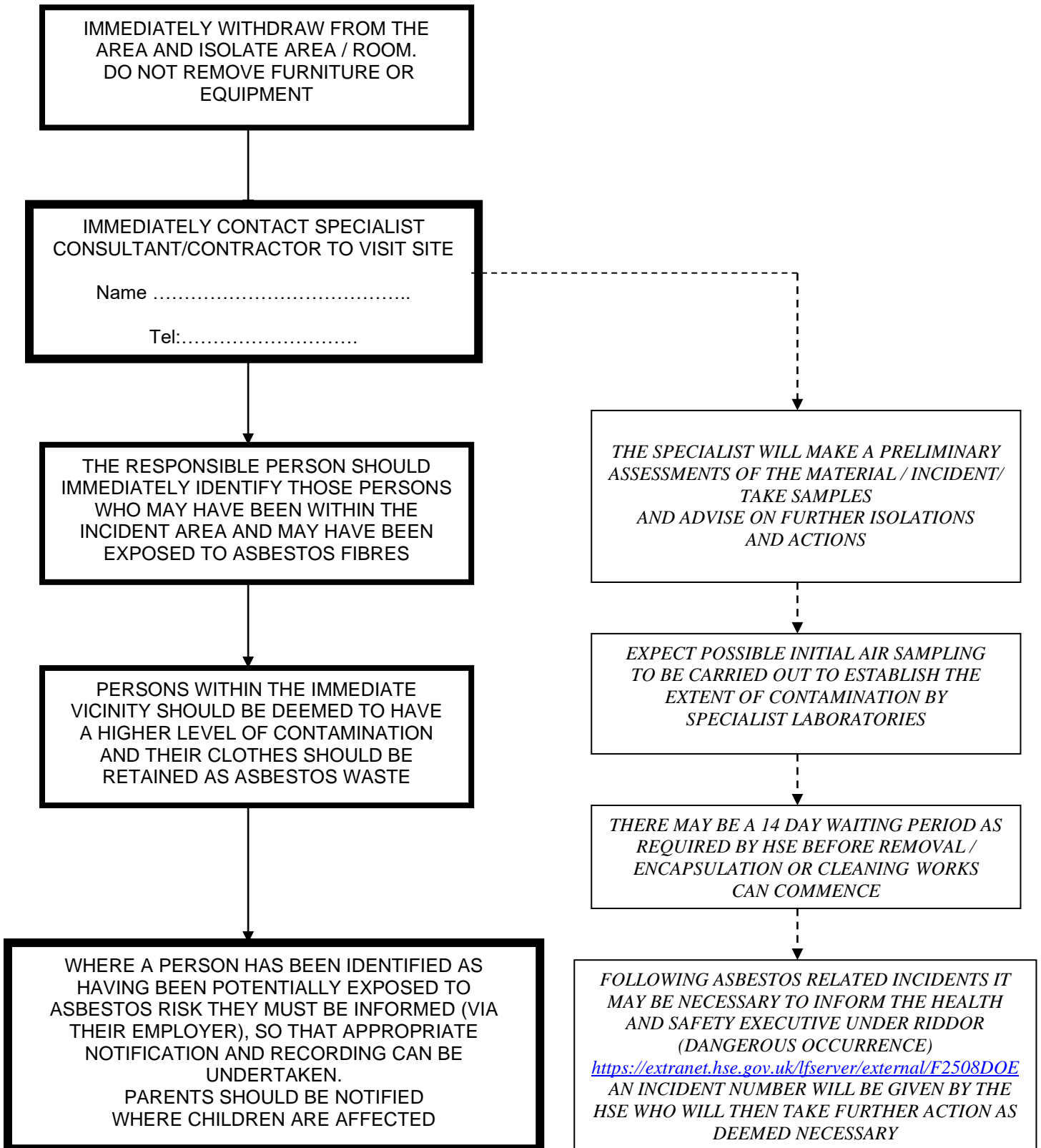
Signed:

Date:

*THIS FORM IS DESIGNED TO ASSIST AND SUPPORT ACTIVITIES AND RESPONSIBILITIES UNDER
THE CONTROL OF ASBESTOS REGULATIONS 2012.*

Asbestos Guidance Note (ASB4)

IN THE EVENT OF AN UNPLANNED RELEASE OF ASBESTOS FIBRES



ASBESTOS INCIDENT FORM (ASB5)

*THIS FORM IS TO COMPLETED BY THE PERSON IN CONTROL (OR APPOINTED PERSON)
FOLLOWING ANY ACCIDENTAL OR POTENTIAL RELEASE OF ASBESTOS FIBRE*

ACADEMY :	NAME (Print Name)
SITE ADDRESS:	
ROOMS/ AREAS AFFECTED	
DETAILS OF INCIDENT	
DATE OF INCIDENT:	TIME:
CONTROL DETAILS - (REFER TO GUIDANCE NOTE ASB4)	
AREAS 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 (circle):	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 NOTIFICATION:	DATE
HSE RIDDOR INCIDENT No:	
EMPLOYERS OF NON-ACADEMY STAFF NOTIFIED:	DATE
FORMAL REPORT AND FEEDBACK TO TRUST DIRECTORS AND MEMBERS	DATE

ASBESTOS MANAGEMENT PLAN

MANAGEMENT ACTIVITY	REQUIRED ACTION	
Premises:		
Location:		
Person In Control:	DIRECTOR / PRINCIPAL	
Responsible person: <small>Where duties are delegated (and specifically identify duties).</small>		
Contact Tel:		
Date		
<i>PRIOR TO DISTURBING THE BUILDING FABRIC</i>	<i>COMPLETE & ACTION FORM ASB 1</i>	
<i>ANNUAL ASBESTOS INSPECTION</i>	<i>COMPLETE ASB 2 AS REQUIRED</i>	
<i>FOR CHANGES TO ASBESTOS</i>	<i>COMPLETE FORM ASB 3</i>	
<i>IN THE EVENT OF ASBESTOS DISTURBANCE</i>	<i>ISOLATE THE AREA & REFER TO FORM ASB 4</i>	
SITE SPECIFIC ITEMS	PRIORITY ACTION LIST	BY WHEN
List items which represent an unacceptable risk due to condition or vulnerability	Outline anticipated actions to minimise the risks, i.e. removal, encapsulation etc <i>(If Asbestos Containing Materials are in a safe condition then no action may be necessary)</i>	Date by when actions will be complete

APPENDIX B

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"/>	<input type="text"/>
Is there any flammable debris on the school site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are electrical sockets overloaded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	<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)

Weekly Checks

Escape Routes

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

Are external routes clear and safe?

Fire warning systems

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

Did the alarm system work correctly when tested?

Did staff, children and visitors hear the fire alarm?

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

Do all visual alarms (as applicable) work?

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

Escape lighting

Are charging indicators (if fitted) visible?

Firefighting equipment

Is all equipment in good condition?

Additional items from manufacturer's recommendations.

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

Escape lighting

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

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

Annual Checks

Escape Routes

Do all self-closing fire doors fit correctly?

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

Is escape route compartmentation in good repair?

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

Escape lighting

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

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

Has the system been checked by a competent person?

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

Firefighting equipment

Has all firefighting equipment been checked by a competent person?

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

Electrical equipment

Has portable electrical equipment been tested?

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

Gas equipment

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

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

Boilers

Have heating and hot water boilers been serviced?

<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
Five-Yearly				
Is electrical installation tested every 5 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Miscellaneous				
Has the smoke and heat ventilation system been tested by a competent person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Has external access for the fire service been checked for ongoing availability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Have any firefighters' switches been tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Has the fire hydrant bypass flow valve control been tested by a competent person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are any necessary fire engine direction signs in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Are heat sources (heaters, cookers etc) separated from flammable materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Can heat sources be isolated without risk of injury?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

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.

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
- Directors/Governors
- 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 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 Academy Trust / Principal 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 Academy's 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"> ▪ flammable 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"> ▪ flammable 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 \checkmark column if covered. N/A if 'not applicable'

\checkmark or N/A

- 1. Adequate provision of Fire Action Notices posted by all final exits and call points
- 2. Method for calling the emergency services
- 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
- 4. Provision of clearly identified external assembly points
- 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
- 6. Provision of adequate and appropriate fire fighting equipment and signage
- 7. Clear Description of employee duties
- 8. Employee training
- 9. Plans and provisions for the evacuation of those at particular risk
- 10. Site policy and procedure for the use of emergency equipment in the event of an emergency
- 11. Include any high risk areas / equipment in the plan and clearly identify (e.g. gas valves, electrical switch gear, chemicals and fuels)
- 12. Liaison with the emergency services including provision of appropriate information in the event of an emergency
- 13. Establish process for briefing visitors / contractors. (Work Permit)

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

APPENDIX C

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

**Disability Discrimination – Equality Act 2010:
Accessibility Plan Guidance & Disability Equality Scheme in Schools
(Including Academies)**

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 (as amended), 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.

DfE guidance is provided <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Church of England Academies Guide to Responsibilities

All Church Academies should be aware that the Academy Trust **must** 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/Academy has in place a suitable Accessibility Plan.

Guidance regarding the development of the Accessibility Plan (as part of the Disability Equality Scheme) is provided below;

Accessibility Plans

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

- increasing the extent to which disabled pupils can participate in the curriculum,
- improving the physical environment 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/academy, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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;

[2022-Accessibility-Plan-Final-Approved-1.docx](#)

The Academy Trust must satisfy itself that the information is adequate and meets its requirements in law if it is to use such information as the basis of its own Accessibility Plan.

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

Please seek separate guidance relating to improving access to the curriculum and to written information.

Wider Responsibilities under the Equality Act

In addition to the legal requirement not to discriminate against disabled pupils at the Academy, the Academy Trust, as the 'service provider' **must** also consider the requirements for non-pupils. The accessibility requirements must also include teaching staff, Directors, classroom assistants, parents and visitors to the Academy. Consideration of these building users **must** also form part of the Accessibility Plan, both within and outside normal operational hours.

Accessibility Plan - Who is it For?

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

We would advise that a summary of the Accessibility Plan be provided in the Directors Annual Report identifying what issues have been addressed in accordance with the plan/programme. The Accessibility Plan can also be requested by OfSTED during inspections.

An Academy 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 Premises

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

Academies should arrange 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 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 building 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 building.

3. **Physical alterations that require Capital expenditure** – These physical alterations are undertaken as would any other capital building works project. As with all capital works projects it is essential that a school contacts a Diocesan Surveyor (Education) to discuss any building works proposals (in compliance with the *Church Supplemental Agreement*).

Preparing the Accessibility Plan – Considerations

Reasonableness

Although there is a legal responsibility on the Academy Trust 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 an Academy 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 an Academy 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 Academy 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 (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 **must** 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 Academies to assist in the preparation of their Accessibility Audit or Accessibility Plan.

As identified previously, there is also no additional Capital funding over and above the DFC or Academy Capital Maintenance Fund allocation. That said, the Directors of an Academy **must** prioritise accessibility works alongside all other building works issues at the premises.

Parents, Visitors and Other Users of the School

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

Example 1

Access should be available to suitable accommodation in the Academy to enable a parent/guardian who may have a disability to have a confidential discussion with the Principal about his/her child.

Example 2

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

Managing the Current Situation until the 'Physical Alterations' are undertaken

Where certain remedial works are programmed into future years, the Academy **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 Accessibility Plan is a 'live' document and should be reviewed on a regular basis and we **recommend** a maximum review period of 3 years. The review should be undertaken by the Directors in conjunction with the Principal 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 Academy's 5 year Development Plan (Building Works).

APPENDIX D

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	2	3
---	---	---

3	4	5
---	---	---

Regular Users: Weekend

1	2	3
---	---	---

Occasional Users:

1	2	3
---	---	---

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

SCHOOL SECURITY SURVEY

		Standard (where indicated only)				
		Yes/No Y/N	Good	Moderate		
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

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

			Standard (where indicated only)				
		Yes/No Y / N	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

	Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
		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"/>		
5.1.2	Is there an established procedure for locking up	<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"/>		
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"/>		
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"/>		
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"/>		
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"/>		

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

SCHOOL SECURITY SURVEY

			Standard (where indicated only)				
		Yes/No Y / N	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"/>					
7.1.2	Are the premises checked by :						
	- Council Security Patrols	<input type="checkbox"/>					
	- Schoolwatch / Good neighbour Schemes	<input type="checkbox"/>					
	- Police patrols	<input type="checkbox"/>					
	- Security Firms	<input type="checkbox"/>					
7.1.3	Are premises well-lit when not in use	<input type="checkbox"/>					
7.1.4	Is external security lighting provided	<input type="checkbox"/>					
7.1.5	Is the caretaker readily accessible at most times	<input type="checkbox"/>					
7.1.6	Is a relief caretaker employed to cover sickness / leave	<input type="checkbox"/>					
7.1.7	Can the caretaker quickly contact the LEA, security company, police and fire services	<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

	Yes/No Y / N	Standard (where indicated only)			Comments	Details of Proposed Improvements
		Good	Moderate	Poor		
8.1.9	Is money removed from the premises overnight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
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="text"/>	<input type="text"/>
8.1.11	Is there a safe for valuables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.1.12	Is access to the safe limited and monitored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.1.13	Are lockers / secure storage provided for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.1.14	Are lockers / secure storage provided for pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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		
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"/>		
9.1.2	Is the alarm regularly set when the school is not in use	<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"/>		
9.1.4	Has the school got a maintenance contract on the installation	<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"/>		
9.1.6	Is the alarm coverage comprehensive, including separate / temporary blocks	<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"/>		
9.1.8	Is the alarm coverage comprehensive in the main building only	<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"/>		
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"/>		

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"/>						
10.2.2 Building is of traditional construction	<input type="checkbox"/>						
10.2.3 Building is System Built or timber construction	<input type="checkbox"/>						
10.2.4 Building is of alternative non combustible construction	<input type="checkbox"/>						
10.2.5 Building is temporary and of lightweight / combustible construction	<input type="checkbox"/>						
10.2.6 Building is predominantly pitched roof	<input type="checkbox"/>						
10.2.7 Building is predominantly flat roofed	<input type="checkbox"/>						
10.2.8 Plan form is simple / regular	<input type="checkbox"/>						
10.2.9 Plan form is complicated / irregular	<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

			Standard (where indicated only)				
		Yes/No Y/N	Good	Moderate	Poor		
10.4.10	Low level / vulnerable panelling	<input type="checkbox"/>					
10.4.11	Exposed / climbable rainwater downpipes / SVP	<input type="checkbox"/>					
10.4.12	Roofs accessible from ground level / adjacent roofs / concealed areas	<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="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.2	Building is of traditional construction	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.3	Building is System built or timber construction	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.4	Building is of alternative non combustible construction	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.5	Building is temporary and of lightweight / combustible construction	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.6	Building is predominantly pitched roof	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.7	Building is predominantly flat roofed	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.8	Plan form is simple / regular	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
11.2.9	Plan form is complicated / irregular	<input type="checkbox"/>	<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

	Yes/No Y/N	Standard (where indicated only)			Comments	Details of Proposed Improvements
		Good	Moderate	Poor		
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							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	<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	
1E. Safety - Attacks on Staff or Pupils										
No attacks or threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attacks have taken place	1E	<input type="text"/>	
1F. Drug / Solvent Abuse										
No problems reported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drug or solvent abuse has occurred	1F	<input type="text"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Locality has high crime rate and reported to police	2A	<input type="text"/>	
2B. School Overlooked from Roads and/or Housing										
School grounds clearly visible to public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unobserved school grounds	2B	<input type="text"/>	
2C. Boundaries, Fences and Gates										
Boundaries well defined with fences and gates to grounds preventing all but determined intruders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No fences or gates preventing unauthorised access	2C	<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	
2D. Clearly Defined Entrances										
Clear entrances with signs directing visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No system of recording visitors in place	2E	<input type="text"/>	
2F. Car Parking										
Car parks well lit and overlooked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building badly kept and in state of disrepair, graffiti covered and vandalised	2G	<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
2H. Detached and Temporary Buildings									
No buildings detached from main block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fire exit doors easily forced. Inadequate locks.	2K	<input type="text"/>
2L. Secure Windows and Rooflights									
Windows and rooflights protected against burglars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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>
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
3F. Intruder Alarms									
Systems using passive infra-red detectors to all ground floor perimeter and to detached buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No alarm system	3F	<input type="text"/>
3G. Fire Detection									
Automatic system linked to fire brigade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No automatic detection	3G	<input type="text"/>
3H. Property Marking									
All valuable property marked and kept in secure store or secured location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No marking on property	3H	<input type="text"/>
3J. Cash Handling Procedures									
Secure methods in operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Procedures lacking	3J	<input type="text"/>

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:

