

Asset Management Planning for Milton Keynes Schools

A Guide for Head teachers and Governors



Produced by Capital Development Team

ASSET MANAGEMENT PLANNING (AMP) FOR MILTON KEYNES SCHOOLS

A GUIDE FOR HEAD TEACHERS AND GOVERNORS

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1. PURPOSE OF THE BOOKLET

The purpose of this booklet is to raise awareness and give an overview for colleagues unfamiliar with many aspects of property management. It is intended to support schools in a constructive way by providing information and guidance to help schools become better informed and confident in handling property issues and the daily and annual maintenance of their building and sites.

It is however, only a guide and whilst it attempts to cover many issues associated with premises management, it is not a definitive review of the subject.

Using information from their most recent condition surveys and condition data collection (CDC) report, schools should prioritise maintenance works according to need. Using the check lists in the Premise Management document, Community, Foundation & Voluntary Controlled (VC) schools will be asked to make an annual return to ensure that statutory premises maintenance checks have been undertaken. This will enable the Council, as landlords of community schools and Governors, as landlords of Foundation schools, to ensure that their duties as managers of the site and premises and their Health and Safety obligations are being met.

2. INTRODUCTION

Learning is affected by the place in which we are taught. We should strive to make the learning environment the best it can be, whatever the difficulties and constraints. The impact of the site and premises and effective premises management can play a significant role in raising educational standards within schools.

This booklet should not only help you appreciate what is involved in maintaining, improving and developing the building in which our children learn, but should also give advice and guidance for those whose expertise may lie in other areas than premises and property. By undertaking effective and regular maintenance of the school buildings, schools will help to eliminate much of the emergency repairs required by the Council. This will allow the Council to plan more effectively where funding should be allocated and take forward strategic investment plans for the community school building stock in the borough. Regular maintenance is also essential to ensure that children are taught in a healthy and safe environment.

We are pleased to have the opportunity to recommend this guide on the maintenance of school premises to you, your colleagues and members of the school's Governing Body.

This handbook is intended to be a useful reference manual. If there is something you cannot find or if you require clarification, or assistance, please do not hesitate to contact the Capital Development Team – we are here to help.

3. A BACKGROUND

In 1999 when the Department for Education (DfE) launched Asset Management Plans (AMP) for schools, our first round of condition surveys identified a backlog of work in excess of £26 million. Much has been done since then. Targeted investment with AMP funding provided by the DfE augmented by schools' own expenditure using Devolved Formula Capital (DFC) and delegated budget and has seen this figure significantly reduced.

Over 80 schools have benefited from significant investment in condition improvements such as window and door replacements, new roofs and complete heating system renewals. The school building stock is, without question, in far better condition than it was when this programme first started.

Milton Keynes Council is committed to continued investment in school condition improvements. Use of central AMP funding coupled with appropriately targeted DFC and delegated budget should once again ensure that the highest priority work is tackled.

It is important that capital funding and existing assets are used as efficiently and effectively as possible. Capital improvements have a key part to play in helping to raise educational standards.

4. ROLES AND RESPONSIBILITIES – WHO DOES WHAT?

4.1 Council and Schools (Community, Foundation and VC)

Under the Fair Funding for Schools scheme, schools receive a delegated sum of money to repair and maintain their site and buildings.

Schools also receive a devolved capital budget to enable them to develop and upgrade their accommodation according to the identified priorities in the AMP and School Development Plan.

The responsibility for capital issues identified in schools under the AMP is a shared responsibility between schools and the Council. It is expected that Council funding will be used towards the strategic capital investment priorities of the Council, involving significant redevelopment or rebuilding of schools. The Council will also continue to address the highest priority condition items that cannot reasonably be expected to be funded from schools using Devolved Formula Capital (DFC), or would lead to the closure of the school on Health and Safety grounds.

The current guidance on formula capital indicates that the first priority for expenditure is condition works. Schools also need to consider the use of DFC to address the identified works within the schools Disability Action Plan, security issues; building alterations required to help improve standards and identified expenditure to meet ICT targets. This list is not exhaustive and will be dependent on the priorities of each individual school.

The definition of capital is based on the current CIPFA *Code of Practice on Local Authority Accounting* in Great Britain: A Statement of Recommended Practice (SORP).

The main provisions of this are:

- Capital must not be used for general maintenance, redecoration (unless part of a wider scheme or where the expected lifespan is greater than 10 years) or general repairs;
- Capital must not be used for the purchase of books, ICT software or training materials/services;

- Capital work must be distinct from any element of routine repairs and maintenance that may be included in delegated Fair Funding budgets;
- Capital must not be used to fund operating leases in respect of equipment or facilities. Finance leases are classed as borrowing;
- Capital cannot be used for the purchase of equipment unless this is peripheral to the main scheme and is not a major part of the total project expenditure to be funded from this grant. NB – as an exception to normal capital rules the Department for Children, School & Families (DCSF) does allow DFC to be spent on IT equipment.

In taking forward a capital project, the de minimum capital threshold for the Council is **£10,000**. Alterations to the fabric of the building, services of security or other capital works that cost less than this figure cannot be taken forward by the Council as a capital project.

4.2 Head Teachers and Governing Bodies

School premises, like staff and finance, are a major resource to be managed by the Head teacher and governing body. This enables them to deliver the maximum benefit towards the development of effective teaching and learning. As part of this, it is important that all parties involved in premises management within the school are aware of their individual and collective roles and responsibilities.

The governing body should focus on the strategic role of overseeing the use, maintenance and development of the premises and facilities so it supports the priorities in the School Development Plan, enables school improvements and supports community use.

The governing body should also be fully aware of its legal responsibilities relating to the overall control and use of the premises.

The Head teacher has day to day responsibility for the deployment of staff and financial resources. Premises management is an integral part of this. Both teaching and support staff have a part to play, either by job description responsibilities to identify/report building disrepair or personal responsibilities for health and safety. This involves:

- Ensuring that the site and buildings are managed in an appropriate manner and that the users and staff operate in a healthy and safe environment;
- Identifying future premises needs of the school through the School Development Plan;
- Working in partnership with the Children and Young People’s Service (CYPS) (and for Voluntary Aided schools via their Diocesan bodies) to prepare and deliver Children Services funded projects;
- Working in partnership with the CYPS (and for Voluntary Aided schools via their Diocesan bodies) to prepare and implement the school based Asset Management Plan (AMP);
- Where appropriate, making the buildings and facilities available for community use.

Schools can also undertake new build projects and improvement and redevelopment works utilising their own funding however they must ensure that projects have the appropriate approvals before commencement and are implemented safely. Further details of the approval process (self-help scheme) can be obtained from the Capital Development Team.

4.3 Roles and Responsibilities Summary (refer to point 11.2 below)

4.3.1 Capital Development Team

The capital development team’s main responsibilities are:

- Planning and delivering the annual capital programme;
- Giving advice, setting criteria and being responsible for co-ordinating information;
- Treating schools in all categories fairly;
- Providing the necessary information to the DfE.
- Acting as a client on behalf of Milton Keynes Council for all capital schemes, procured centrally
- Provide building and mechanical surveying services (chargeable @ approx. 8% of scheme costs)

4.3.2 Schools (Community, Foundation and VC)

A school's Head teacher and Governing Body are responsible for:

- Acting as a responsible custodian of the premises;
- Using effectively delegated revenue funding and DFC funding for the purpose of maintaining and improving the school buildings and site and seeking to ensure that the school is fully functioning for teaching and learning for at least 190 days each school year;
- Planning, budgeting and managing projects for which the school has responsibility in line with AMP priorities;
- Contributing to the development of authority-wide policies;
- Writing an individual school AMP and updating this as necessary (usually on an annual basis).

Key issues for Schools

- Schools have total responsibility for all revenue repair and maintenance;
- Schools share responsibility for capital work with Milton Keynes Council
Schools should plan their own programmes of work using AMP data and professional advice and guidance;
- LA centrally funded programmes are generally agreed each July for the following financial year;
- Inspection/servicing programmes (boilers, electrical systems etc.) and statutory checks **MUST** be completed by the school.
- Schools must follow council standing orders and financial regulations.
- Managing the sites safety & health welfare.

4.3.3 Department For Education (DFE)

The DfE are responsible for:

- Providing the policy framework and context for AMP's, setting national criteria and providing guidance, including how improvements should be measured;
- Respecting the priorities of authorities where they are demonstrably based on sound and robust AMP's;
- Seeking to increase national funding in order to ensure that the needs identified in the AMP's can be addressed;
- Disseminating good practice.

4.3.4 Diocesan Authorities

Diocesan are responsible for:

- Sharing plans for denomination education and their premises development aspirations;
- Contributing to the development of authority wide priorities, in particular, as they affect denomination schools;
- Co-operation in the preparation of the AMP;
- Where working on behalf of governors in voluntary school projects, planning and budgeting in line with the AMP.

5. CONDITION DATA COLLECTION (CDC)

The key assessment that make up the bulk of premises data held by Milton Keynes Council are the condition data collections undertaken by the DfE. Assessments are undertaken for every school and the data is held in an AMP management database by the Capital Development Team. Other premises data is also held – site area, addresses, age of building etc. and condition.

5.1 Condition

The CDC is a data collection programme; it is not a full condition survey of the school (a specific condition survey may be commissioned locally by responsible bodies). A standardised assessment of the physical condition of the buildings and school site is undertaken in line with DfE guidelines. These reports are currently carried out by EFA and are issued out to school and Local Authorities. These can contain elements as:

- Ceilings
- Electrical Services
- External Walls, Windows and Doors
- Fixed Furniture and Fittings
- Floors and Stairs
- Internal Walls and Doors
- Mechanical Services
- Redecorations
- Roofs
- Sanitary Services
- External Areas

The CDC reports will be undertaken approx. every three to five years. Standardised condition and priority grading is applied to every piece of work as follows:

Condition Grading

Grade A	Good. Performing as intended and operating efficiently.
Grade B	Satisfactory. Performing as intended but exhibiting minor deterioration.
Grade C	Poor. Exhibiting major defects and/or not operating as intended.
Grade D	Bad. Life expired and/or serious risk of imminent failure.

Priority Grading

Priority 1	Urgent work that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of occupants and/or remedy a serious breach of legislation.
Priority 2	Essential work required within two years that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health and safety of occupants and/or remedy a less serious breach of legislation.
Priority 3	Desirable work required within three to five years that will prevent deterioration of the fabric or services and/or address a low risk to the health and safety of occupants and/or remedy a minor breach of legislation.
Priority 4	Long term work required outside the five year planning period that will prevent deterioration of the fabric or services.

An element graded Condition D will not always warrant Priority 1. There may be instances where an element is in poor condition, but for which maintenance work is not a high priority. The reverse may also be the case.

Condition and Priority grading may range from A4 (being in good condition) to D1 (in bad condition and urgent work required).

Examples of:

Priority 1

- Unsafe premises, or parts of premises, that are cordoned off or shored up and require urgent attention; accommodation already out of use or likely to be soon out of use.
- Ground problems; such as mine shafts, wells, major faults in ground; premises shored up; external areas cordoned off; accommodation already out of use or likely to be soon out of use.
- Condemned temporary premises already out of use or likely to be soon out of use.
- Obsolete heating boilers that have failed or which are likely to fail and for which no components are available.
- Presence of friable asbestos.
- Presence of legionella bacteria in the water system above the action level on 100cfm in 100ml of water.

Priority 2

- Roof repairs where patching is no longer possible; windows, doors and curtain walling that are prone to severe water penetration and have severe rot, decay or rusting.
- Less urgent problems with the mechanical and electrical services e.g. Lead drinking water pipework; corroded water tanks, electrical installation with vulcanised India rubber cabling; unearthed systems where test period has been reduced because of previous failures (one year or less). Work will require an engineer's or Health and Safety inspector's report as evidence of risk.
- Playgrounds that pose health and safety risks, especially at primary schools; defective floor finishes in high risk areas such as gymnasias or staircases.

Priority 3

- Defective mechanical and electrical services e.g. Inefficient boilers towards the end of their expected lives; replacement of old lighting

circuits that are no longer suitable and provide poor task lighting; works to resolve fire alarm deficiencies.

- Repairs within the life of the Plan, including works to defective play-grounds, tennis courts and floor finishes that may remain a health and safety issue.

Priority 4

- Minor re-pointing works to masonry or where there is limited erosion to the face of brickwork that is unlikely to deteriorate further over the life of the Plan.
- Minor damage or decay to timber and metal surfaces. Repairs and decorations that are likely to be carried out beyond the time-scale of the Plan, the priority and condition of which will be considered at the review dates.

At present the CDC reports do not include a cost estimate. Data collected during the CDC can be useful for schools and as such schools are advised to use their CDC data as a working document to prioritise their own repairs and maintenance programme. CDC data can be accessed through the online CDC portal.

Schools are obliged to report any works to the Project Lead (AMP) Support Officer will collect data from schools regarding any work that has been completed that was identified in their CDC report. This is to ensure that the Council's Education AMP can be updated accordingly.

5.2 Milton Keynes Council's Education Asset Management Plan

Milton Keynes Council's Education AMP is made up of the following elements:

- a) Premises data collected via historic condition surveys and CDC reports.
- b) Annual programme of capital works determined by applying locally agreed prioritisation methods to our total data set.

5.3 School Asset Management Plan (AMP)

Schools should list their major premises priorities and outline the proposed solution, estimated cost and funding source (if known). Priorities can also be linked to the School Improvement Plan and are also likely to be linked to the school's condition report, suitability assessment and net capacity assessment.

For example, a school may state that their highest priority on their AMP is to build a central resource area. They proposed to build a large walk in cupboard with shelving off a cloakroom area. The cost has not yet been assessed but they wish to use some of their DFC allocation to fund the project. It is felt that the project is considered a priority because curriculum resources are currently stored in several small stores and not used frequently because of their inaccessibility. This issue has been noted on their School Improvement Plan. The completed project will impact on the day to day management and organisation of the school. The school's resources for curriculum areas will be centralised, suitably stored and readily accessible. Staff will also have more awareness of the resources available to them.

6. HOW PRIORITIES ARE DETERMINED

6.1 Determining Future Programmes of Works

Each year the Council must decide how it spends the AMP funding made available by the DfE.

The CDC reports give a fair indication of individual school needs which then drives the prioritisation of the authority-wide schools property needs. Priorities are determined by undertaking a detailed analysis of this data and further surveys where required. Grades and priority ratings are objective, transparent and simple.

Successful appraisal of Milton Keynes Council's Schools AMP by the DfE means that we have the autonomy to decide upon priorities locally, without further reference to the DfE.

6.2 Determining Condition Improvement Priority Schemes

The current programme strategy is to target funding to the highest priority Capital schemes within the 4 highest importance Condition elements, these being:

- Roofs
- Windows, Doors & Fire Doors
- Mechanical Services (including water & gas services) and Electrical work
- Fire Alarm and Emergency Lighting Compliance

Officers in the Capital Development Team use the AMP database that holds current data on all historic condition surveys and CDC reports, to identify the highest priority schemes and formulate a programme of works annually.

If a number of projects have been given exactly the same priority grading, they will be re-surveyed to determine whether the grading/priorities remain correct. Projects that have deteriorated to the extent that priority grading has changed will be given first priority.

Remaining priorities are determined by applying a number of factors such as:

- Technical advice on the consequences of further delaying building works in terms of Health and Safety and cost.
- The % of pupils on site adversely affected (note % rather than number so as not to prejudice small schools).
- Contribution to raising standards.
- Long term future of the school site.

7. FUNDING ARRANGEMENTS

There are a number of funding streams available to maintain and improve school premises, either devolved or delegated directly to schools or managed centrally by Milton Keynes Council.

This section has been written to help make clear what each funding strand can be used for (and what it is not to be used for!) and how Head teachers and Governors can access this funding.

7.1 Delegated Budgets for Repairs and Maintenance

- Schools are able to undertake capital improvements with either delegated revenue funds or DFC. The common definition of capital expenditure is: “Capital expenditure or capital expense is the money a company spends to buy, maintain, or improve its fixed assets, such as buildings, vehicles, equipment, or land. It is considered a capital expenditure when the asset is newly purchased or when money is used towards extending the useful life of an existing asset, such as repairing the roof.”

7.2 Devolved Formula Capital (DFC) Funding

a) How has DFC been allocated?

- This has been allocated to schools according to a set formula, based on pupil number, using the January Annual Schools Census Form 7 data from the previous year. The amount allocated to schools is based on a lump sum per school and an allocation for each pupil.
- DFC may be accumulated over a maximum of three years in total in order to fund more substantial projects. If the allocation is not used within three years, the DfE would expect to reduce future allocations correspondingly. Thus, schools should make clear plans for capital investment including how DFC will be used over the next three to five years. Schools are entitled to roll forward any balance of their allocation if they do not spend the full amount.

b) What can DFC be spent on?

- DFC, as the name suggests, is to be spent on capital projects. The definition of capital in this context is based on the above statement. DFC is not to be spent on general maintenance, redecoration or routine repairs. These should be paid for from the Revenue Repairs & Maintenance budget.
- DFC should be spent on funding projects in line with priorities agreed in AMPs. A word of caution is needed here: some of the projects highlighted in the Condition report (e.g. redecoration, or replacing cracked sanitary ware) are not capital items. Just because they are mentioned in the condition report does not necessarily mean that schools can use DFC to address them. Checking the CIPFA guidance will be helpful in order to clarify this matter further.
- DFC can also be spent on dealing with security, Health and Safety issues and increasing access for disabled people. Such items might be improving the school security alarm (a security issue) or putting in an alarm cord in a disabled toilet (a Health and Safety issue).
- DFC can also now be used for IT improvements. This investment in IT equipment should be in hardware rather than software and can include interactive whiteboards and projectors

7.3 Centrally Funded AMP Programmes

- Successful appraisal of the initial stages of Milton Keynes Council's Education AMP means that the Council has been granted additional funding and given the autonomy to determine its own priorities locally. Schools that have been included within this programme will be asked to contribute 1 year's devolved capital as a condition that the relative scheme precedes. Schools will only be exempt from this contribution if they can demonstrate that they are projecting deficit C/F into the next financial year, have financially committed (placed orders) from their devolved capital and the works are an emergency.
- **The funding received excludes grants for Voluntary Aided Schools and Academies which are funded separately.**

8. PROPERTY MANAGEMENT – A PRACTICAL GUIDE FOR SCHOOLS

This section of the handbook offers practical advice and guidance to schools on a range of Asset Management Planning and property related issues. Topics covered include purchasing professional advice, managing building project and letting contracts.

8.1 Purchasing Professional Advice

As Head teachers and Governors have increasing responsibility for school building, it is important that they seek professional advice. If required schools can purchase either an annual support package or advice on an ad-hoc, project by project basis from a suitably qualified consultant.

8.2 Self Help Schemes- Guide on Managing Your Own Building Projects

The Self Help Scheme (under current review) has been established to give guidance and help to those schools that wish to manage their own building projects. It applies to all schemes that affect the structure or services of school buildings owned by Milton Keynes Council.

The purpose of this section is to draw to the attention of Governors and school managers some of the issues that they need to be aware of before arranging to have building works undertaken at schools. In particular, this involves the issues inherent in self-help schemes taken on by schools.

Self Help Schemes

Are you planning to:

- Extend a classroom?
- Build a covered way?
- Convert a space such as a former kitchen for specialist use?
- Build an environmental area?
- Undertake any other major alteration, extension or adaptation to school
- Buildings or grounds?

Are you intending to fund the work through:

- Your delegated budget?
- Devolved Capital?
- Funds raised privately by the school or the PTA?

You are advised to read this section carefully and follow the procedures indicated to ensure that you comply with national and local Regulations concerning:

- Planning and Building
- Health and Safety

Whilst these procedures only relate to larger scale projects, much of the advice in this guidance note is equally applicable to smaller schemes commissioned by schools. It is suggested that these principles should be adopted in all cases. Schools are asked to complete the 'Self Help Scheme' application. If you are unable to access these, please contact a member of the Capital Development Team who will forward copies to you. Completion of these forms is necessary for school managed projects that affect the structure and/or services of a school.

If in any doubt about whether it is necessary to complete the forms please contact the [Capital Development Team](#) for confirmation.

Any project which involves carrying out work in areas identified as having any asbestos present, (please consult the most recent Asbestos Log for your property) the [Council's Health and Safety Team](#) **must** be notified.

At this stage the Head teacher can proceed to obtain competitive quotes unless this has already been done. You must follow the Council's Regulations with regard to contract procedures, as set out in the LMS Handbook. (See "Things to Consider" below).

Insurance

In the case of any works being carried out, the Head teacher must insist that the parties undertaking the works hold current Public Liability Insurance cover to provide protection in the event of injuries to staff, pupils and third parties and damage to the buildings or contents.

Should an insurance claim need to be made it is the schools responsibility to submit the claim.

Health and Safety

You are also reminded of your obligations under the Health and Safety at Work Act 1974. A useful summary of H&S issues can be found on the Health & Safety Executive website at www.hse.gov.uk. The guidance is entitled 'Workplace Regulations 1992 Guidance for the Education Sector'. Information regarding 'Contractors in Schools', giving more guidance can also be found on this website.

You can also contact the Council's [Health and Safety Team](#), for further advice and guidance. Please also see the schools H&S Premise Management Manual for further details.

Building Regulations

The most common route for Building Regulation approval is by use of the Local Authority Building Control department (LABC) of Milton Keynes Council. In this case a Full Plans application is made to the LABC who will check the application and pass or reject the plans. The Building Control Officer will inspect the work at set stages during construction to ensure compliance.

At the Full Plans application stage the LABC will consult any appropriate authority, including the fire service. It is therefore not necessary for schools to consult the fire service separately from the Building Regulations Approval application. There may be circumstances where it is appropriate to consult the fire service where Building Regulation approval is not required.

The LABC will make a charge for the plans application and for the site inspections. The charges are on a sliding scale according to the value of the work. Details of charges and application forms can be obtained from Milton Keynes [Council's Building Control Department](#).

Support and assistance is also available from Building Control for fire risk assessments and fire safety training. There is also a provision for an annual service agreement that includes an annual review of the fire risk assessment and technical support. Details of charges and application forms can be obtained from Milton Keynes Council's Building Control Department.

Much more advice and guidance regarding building control can be found on the Intranet, click on the Environment link and then on Building Control. Enquiries can also be made via email to the [Planning Department](#).

A Building Regulations explanatory booklet is available on the Office of the Deputy Prime Minister website at www.odpm.gov.uk - look under 'what we do – planning, building and the environment'. The booklet gives further information on the application of the Regulations and alternative approval procedures and building control bodies.

Things to Consider

At various times during the project, there will be points that need to be considered. Here are some things to consider that you may not have thought about, but which are important:

- Are you following the correct Financial Procedures?
- Do you know that the chosen builder is technically and practically able to carry out the work? Is the builder complying with relevant legislation? (E.g. The Health & Safety at Work Act, COSHH regulations and local codes of practice).
- Are you following the Construction (Design and Management) Regulations 2015 (CDM)
<http://www.hse.gov.uk/construction/cdm/2015/summary.htm>
- Are you insured or indemnified against all risks in relation to building works? (See “Notes for Guidance ~ Insurance”)
- Have all statutory notices been given and approvals received?
- Have you considered access for the disabled? Does the planned project take into account the needs of the disabled, or will it mean that disabled people cannot access areas of the school or the grounds?
- Have you alerted your neighbours to any potential disruption and ensured they will be kept aware of timescales?

- Have you set up an agreed procedure for communications with the contractor?
- Are you sure that the security of the site is not compromised?
- Have you clarified the working area for the project, the use of services and facilities by the contractor? Have you clarified the expected conduct of contractor's employees? (For example, as regarding smoking on school premises).
- Are you sure that planned fittings comply with regulations? (For example, carpets need to meet minimum specifications of fire resistance, as do other fittings to ensure that the Council's insurance is not prejudiced).

8.3 Letting Contracts, Authorisation and Reporting Levels

The purpose and objectives of procurement are to achieve the best balance of cost and quality. The procurement of works, goods and services is a key part in securing best value. All contracts for works, goods and services entered into by the Council, must comply with the council's standing orders and financial regulations.

Schools should always follow the current versions of the financial and contractual regulations. Please contact your finance support or [MKC Contracts](#) section for clarifications.

9. PLANNED PREVENTATIVE MAINTENANCE – what schools need to do

Schools have responsibility for all those elements of building maintenance covered by statute. There is a growing appreciation that buildings are a capital asset and that the school is the 'temporary' custodian of these buildings.

The day to day maintenance of buildings can be defined as work undertaken in order to keep, restore or improve the facility, with preventative maintenance being work carried out at pre-determined levels and intended to reduce the possibility of an item not meeting an acceptable standard.

Preventative maintenance, when undertaken in a phased and programmed manner, can reduce the volume of day-to-day and more costly reactive and responsive repairs. By introducing a planned approach to maintenance, the building asset will be preserved, disruption minimised and a financial benefit achieved by the 'building manager'.

The regular inspection of a building's general condition can, at an early stage, identify defects which left unattended could incur more costly remedial works.

The schedule that is in the Premise Management booklet which has been compiled by the Health & Safety team is to help schools plan and implement a cyclical maintenance programme that can help prolong the durability of buildings, plant and equipment and reduce reactive repairs.

10. BUILDING DEFECTS – Types of problems and remedies

Repairing and maintaining buildings can be a very detailed, complicated and time-consuming area of a school's responsibilities. A complete summary of every aspect would stretch to several lengthy volumes and would not sit within this document. The following pages go some way to listing some of the common defects found in buildings together with their possible causes. **It is not an exhaustive list** and if you are in any doubt about any particular problem, then you should seek specialist advice.

10.1 Ceilings

Defect	Cause	Remedy
Cracks in plasterwork on boards	Straight cracking will generally follow the edges of the boards and may be due to movement of the supports for the boards	If ceiling is cracked but otherwise sound, it may be enough to repair defects prior to decoration, or apply lining paper.
Loss of adhesion of defective plaster	Seek advice	Remove all defective areas and re-plaster, check adjacent areas of plaster.
Cracks in plasterwork on concrete	If the plaster has fallen off the concrete, this could be caused by a number of reasons: e.g. loss of adhesion; movement of structure; moisture ingress.	Remove all defective areas, clear the surface, apply a bonding agent and re-plaster.
Door slams /fails to close or latch properly	Defective door closer or other fittings.	Check, adjust or replace fittings as appropriate
Door sticks	Door or frame has distorted	Plane or trim to fit. Adjust door stops, replace door.
Fire doors	Any fault	Repair or renew immediately

10.2 Floors

Defect	Cause	Remedy
Lifting, curling and cracking of floor	Seek advice.	Remedial work may involve removal and patching, levelling off areas or total renewal of

screeds		screed in severe cases.
Defect	Cause	Remedy
Lifting of clay tiles in either large areas or rows	Tiles may sound hollow, be arched or uneven, caused by initial expansion, or shrinkage of the floor screed.	Relaying generally required incorporating a movement joint
Lifting and deterioration of plastic or thermoplastic floor tiles.	Tiles are loose, edges have lifted and may show a white salt-like substance May be water passing through the concrete base or from excess water in cleaning.	If in isolated areas, renew; however, in larger areas seek specialist advice. Note: Be aware of asbestos possible in flooring material.
Lifting of wood blocks/ Granwood flooring	Humid conditions create and increase in moisture content within the blocks causing them to swell. Occasionally other sources of moisture have the same effect i.e. leaking radiator valves.	Heating and ventilating the area will reduce the humidity and the blocks can be relayed. The provision of an expansion joint is recommended. Replace leaking valves.
Lifting of other floor coverings	Could be the result of excess moisture before or during installation, resulting in gaps and curling and the consequent lifting of any covering on the boards	Nail down loose boards and check existing nailing. The boards can be planed or sanded to an overall flat surface. Re-secure any boards that are 'squeaky' by screwing. Renew floor covering.

10.3 Glazing

Defect	Cause	Remedy
Cracking of glass in steel windows	As steel rusts it expands and can exert considerable pressure on the glass. Rusting is often caused by water finding its way down the back edge of glazing putties or by penetrating an unprotected gap between the window and reveal.	If the frame is badly corroded or distorted it will be simpler to replace it. To replace only the cracked pane strip the putty, take out the glass, remove rust, treat and re-glaze with laminated glass.
Rainwater penetration around glass	This is normally because of age or lack of maintenance, glass may be incorrectly bedded	Assess benefit of new beading/puttying, otherwise re-glaze if necessary.
Glass loose	Check beading and putty.	See advice on wood rot where extensive
Mist in sealed	This is caused by moisture	The sealed unit cannot be

double glazing	penetrating into the sealed unit.	repaired - will need replacement
Defect	Cause	Remedy
Leaking through roof lights	Possible causes include old putty, defective lead flashings or rubber seals, cracked glass, or rusting steel sections.	Replace, or overhaul as required.
Condensation to roof light metal upstands	Lack of ventilation, or a cold bridge caused by inadequate ventilation.	Provide ventilation and insulation.

10.4 Roofs: Flat Felt

Defect	Cause	Remedy
Ponding	Generally caused by deflection in the roof decking preventing surface water getting to the outlets, by blockage of the outlets or because outlets are fixed proud of the decking. Persistent ponding at the same place causes a gradual deterioration of the bitumen felt, especially if it is old and based on organic fibres	Ponded areas that do not leak can be left until it is convenient to carry out remedial work, but should be inspected at regular intervals. The material causing the blockage will have to be removed by rodding or jetting. If the roof outlet was blocked consideration should be given to a guard to prevent debris from entering. It may be necessary to re-position height of the outlet.

10.5 Roofs: Flat Asphalt

Defect	Cause	Remedy
Blistering	If unbroken they only affect the appearance of the roof, but if they are broken they may allow water to pass into the roof structure. Blistering is caused by pressure from water vapour forcing up the asphalt, particularly during hot weather. Penetration of water through asphalt is unlikely	If the blister has not split it can be left, though it should be inspected periodically, especially if there is any foot traffic on the roof. If the blister has split it should be opened and repaired by a specialist firm, first drying out the structure. If the cause is interstitial condensation a vapour barrier or check should be provided

Defect	Cause	Remedy
Splits or cracks in the asphalt, usually straight, possibly causing leakage of water into the building.	Asphalt seldom cracks or splits of its own accord, though this may happen if the asphalt is very old and near the end of its useful life or if, in order to reduce solar heat gain, it has been painted with a wrong type of paint. The most common cause is movement of the base on which the asphalt has been laid. This movement may be the result of shrinkage of the base or of thermal movement of the roof	If the asphalt has perished or has been damaged by the use of the wrong paint it must be replaced. If the cracking is due to roof movements and this is likely to continue then convert the crack or split into a movement joint. If free movement between the asphalt and the base is restricted the restriction must be removed. Solar heat gain should be minimised by an appropriate treatment

10.6 Roofs: Pitched Tile

Defect	Cause	Remedy
Delaminated or spalled tiles	This defect is due to frost action, generally on clay tiles. When a few tiles fail from this cause it is likely that the majority will similarly fail in time. The defect is more common on relatively shallow roofs and is different from the occasional weathered tile due to under-firing	Replace damaged tiles with frost resistant tiles.
Slipping	Disintegration of nibs results from crystallisation of salts transferred by water from the exposed part of the tile. Usually happens when the tiles have been under-fired. This condition may also lead to a low frost resistance and damage the remainder of the tile fixings.	The examination of the roof will have indicated whether the defect is general or confined to a few tiles, especially if it has been possible to examine the underside of the roof tiles still in position. If only a few tiles are affected they can be replaced, but otherwise it may be preferable to replace all of them.
	Inappropriate or deteriorated nails or other mechanical fixings.	Renew with noncorrosive fixings.

10.7 Roofs: Pitched Slate

Defect	Cause	Remedy
Delaminated slates	The principal cause of this defect is attack by polluted air. Most British slates are very resistant to such attack, but some slates of continental origin contain calcium carbonate as an impurity. There is a possibility that the slates have been damaged by frost, but such slates would be of poor quality	Confirmation of the condition may be obtained by testing a sample of slates removed from the roof. If only a few slates are affected they may be replaced until a greater number are involved. It is likely that the slates will deteriorate further in the course of time
Slipping	If nail-holes are broken it is likely that the slates are deteriorating and unable to resist the chafing action of the nails when disturbed by wind. This condition may be aggravated or influenced by corrosion of nails	Strip the roof, replace with new slates.
Asbestos based materials	Asbestos can be found in various locations, e.g., as roof coverings, rainwater goods, wall cladding, boiler house door linings, window panels, as insulation boards and ceiling and floor tiles.	Prior to any works being undertaken, always check through the Property Services Team, if asbestos is evident. See Who to Contact for details.

10.8 Staircase

Defect	Cause	Remedy
Extensive wear to granolithic finish, cracks or hollows	Damage from structural movement could indicate a lack of movement joints	Defective areas need cutting out and replacing by specialist. Special advice recommended.
Nosing's cracked or Missing	Loss of adhesion or rough usage	Specialist repair recommended immediately
Worn nosings, treads, balusters, handrails, loose newel posts.	Cracked treads occur as a result of lack of angle blocks between treads and risers (timber construction)	Install extra angle blocks as necessary. Other faults require carpentry and joinery operations to make them safe

Defect	Cause	Remedy
Handrails loose, balusters loose in their bases	Pay careful attention required to all bolted or welded joints in steelwork (metal construction).	Regular checks necessary to ensure safety. Re-fix all components, tighten bolts. Rake out and re-grout sockets.

10.9 Walling

Defect	Cause	Remedy
Damp masonry	Leaking gutters or rainwater pipes, defective overflows, defective flashings or detailing. Penetrating damp, rising damp, condensation, leaking appliances or plumbing, poor detailing, weathered movement joints.	Check for defects and attend as necessary. If no improvement, seek specialist advice to determine nature of dampness by appropriate tests.
Cracking	Components, differential settlement overloading, instability wall tie failure, render mixes too strong, weak bricks, frost attack, hygroscopic salts, defective mortar or pointing. Cracks may be long and fine after new work dries out, commonly at junctions of floors, walls and ceilings. May correspond with joints in plasterboard or blockwork, caused generally by shrinkage during drying out process.	Check for defects and seek specialist advice. Glass strips 'tell tales' can be fixed over cracking to determine if movement is still occurring. A structural engineer can establish cause.
Discoloration or blistered wall finishes	These are due normally to presence of moisture, chemical reaction or mould growth.	Remedy dampness and re-decorate after drying out. May need special products for mould growth treatment.
Wall tiles loose or fallen	Hollowness may occur after fixing due to lack of adhesive or incorrect adhesive in wet area, or tile expansion.	Re-fix tiles after cleaning using flexible or waterproof adhesive if relevant. If problem persists, seek specialist advice.

10.10 Woodwork – Windows, Doors and External Joinery

Defect	Cause	Remedy
Woodwork soft and friable	Decay due to wood rotting fungi, usually wet rot. Check for structural integrity	Seek specialist advice if extensive.
Distorted joinery and consequent gaps, poor fitting and draughts	Woodwork unevenly or not regularly painted is subject to varying moisture contents, causing expansion and contraction.	Plane off the area that is binding. Repaint the planed area. In extreme cases replace affected parts
	Out of square usually results from a combination of dry conditions and poorly made joints	For loose joints fill with epoxy resin adhesive to make more rigid. Some gaps can be remedied by draught stripping.
Wet and dry rot	There are two main types of wood rotting fungi found in buildings, wet and dry rot. It is not necessary to distinguish between the many species of wet rot	Successful remedial treatment of dry rot may require more elaborate and sometimes very expensive measures. It is therefore essential to establish whether dry rot or wet rot is present by seeking specialist advice.
Wood boring insects	Many insects use wood as a food source and some of them can cause serious damage to building timbers. These insects all have fairly similar life cycles, although there are variations on the length of each stage, the type of wood attacked and extent of damage caused.	The presence of damage caused by wood boring insects does not always indicate a need for remedial treatment. Correct identification is essential if the right treatment is to be selected. Seek specialist advice.

10.11 Decoration

Defect	Cause	Remedy
Adhesion failure	Application to damp or dirty substrates or subsequent entry of moisture. Omission of suitable primer. Application to powdery or	Flaking, peeling or poorly-adhering material should be removed. If moisture is the cause, eradicate the source.

	friable substrates.	Prepare surfaces prior to redecoration.
Blistering	Blistering is usually indicative of liquid or vapours beneath the coating. On woodwork, resinous material may be responsible	Preparation may be confined to removal of isolated blisters if the extent is slight. Where moisture is the cause, time should be allowed for drying out. Prepare /seal knots prior to redecoration.
Colour defects, fading, staining, bleeding or other discolouration	Due to age, exposure to sunlight and poor workmanship.	Seek specialist advice prior to arranging for redecoration.
Cracking, other than due to structural movement	Usually indicative of stresses within the coating film, caused by applying hard-drying over soft coatings. May also be initial stage of adhesion failure? Cracks may be confined to the finishing coat or extend through the thickness of the film.	If cracking is slight and confined to the finishing coat, rubbing down may provide a satisfactory base for re-coating. If cracking is severe or extends through the thickness of the film, complete removal may be necessary.
Damage to coating	Mechanical damage e.g. by abrasion, impact or vigorous cleaning	Where surfaces are subject to hard ware, specialist coatings or a different material may be required. Consider a protective barrier.
Reduced gloss	Refer to section on colour defects.	Prepare as normal for redecoration. If in doubt, seek specialist advice
Organic growths, i.e. moulds, algae, lichen, moss	Usually the result of an unfavourable environment for painted surfaces.	Consider modification of design or environment to eliminate or reduce causes of failure.
Rust-spotting or rust-staining on painted iron	Paint system is too thin to provide protection to peaks and edges. May result from application of an inadequate system. A further possible cause is failure to use a rust-inhibiting primer.	Treatment may range from manual cleaning and priming of localised areas to removal of the coating and treatment as for new iron and steel.

10.12 Plumbing And Above Ground Drainage Systems

Defect	Cause	Remedy
Dripping tap	Split/damaged washer or worn seating. Wear and tear of moving parts	Change washer with washer of same type. Should tap not stop dripping, top may require reseating or renewing.
Defective WC cistern / does not flush	Defective flushing mechanism. Water level set too low	Fit new mechanism or complete siphon unit, adjust float arm.
Overflows running	Passing water	Replace washer, clean out foreign bodies, or renew ball valve.
Water slow to run away from sink	Trap under sink is blocked	Remove trap, clean and refit. If the trap appears clear the waste pipe may be blocked, or corroded.

10.13 Drainage – Below Ground

Defect	Cause	Remedy
Drainage system blocked	Silting and build-up of debris. It may be considered that specialist advice is sought before works ordered or undertaken. Ground movement. Back-falls created, allowing debris to build up	Rod or jet drains to clear debris. Establish defects using CCTV and undertake work required to allow proper operation of the pipe work system
	Tree root action.	Roots to be cut out from within drain. Leaking joints to be repaired. Drain to be surrounded in concrete to prevent further attack.
	Loading from buildings.	Redesign and re-lay system. Load to be taken off drain by underpinning
	Collapsed render from manhole.	Clear blockage, re-render manhole. Renew collapsed or broken section of drain. Check remainder of run by use of CCTV survey.

	Wholesale deterioration of system.	Renew or re-line system.
	Broken or cracked manhole covers.	Replace with correct duty cover for situation and location.

10.14 Electrics

NB. Always ensure that all electrical works are undertaken by a competent and qualified electrician and that the works completed are certified.

Defect	Cause	Remedy
No power or lighting to building	Possible external fault on supply cable to building.	Assess whether neighbouring buildings are suffering similarly. Contact local supply authority to establish if fault is general. Contact N.I.C.E.I.C. qualified electrical contractor.
No power and lighting to part of the building	Possibly one of three phases out of circuit. Possibly one of the main supply fuses serving the local distribution board has blown.	Seek specialist advice, as above.
No power to socket outlets	Blown fuse or tripped circuit breaker.	Seek specialist advice, as above.
No lights working in an area	If the lighting fittings are not working in a small area there is every possibility that the local lighting control fuse or circuit breaker protecting that circuit has tripped or ruptured	Seek specialist advice, as above.
Light fitting not Working	Broken or expired lamp.	Replace lamp. If fault persists then call qualified electrician.
Fluorescent lighting fitting keeps flashing	Expired fitting or faulty starter.	Replace lamp or starter switch if starter switch is fitted. If fault still persists call qualified electrician.

10.15 Fan Convectors

Defect	Cause	Remedy
Fan not rotating	Blown fuse	Switch off unit and replace with correct fuse type. If fault persists contact qualified electrician
Inadequate heat Output	Blocked or expired filter	Seek specialist advice
Fan convector(s) not blowing	Pipework not hot enough	Seek specialist advice
Fan convector blowing cold air	Faulty or incorrectly set thermostat	Adjust return temperature on thermostat or call electrician

10.16 Electrical Heating and Ventilation Equipment

Defect	Cause	Remedy
Storage heater not charging	Thermal link melted	Ask electrical contractor to replace thermal link
All heaters not working	Faulty or incorrectly set controls	Check time clock and associated controls.
Water heater too hot	Thermostat set too high or faulty	Adjust or replace thermostat. Seek advice from qualified electrician

10.17 Fire Alarms

Defect	Cause	Remedy
Fire bell/sounders ringing	If a false alarm, check for broken glass on manual contact. (Any Fire Detector that operates under a non-fire condition must be investigated to establish the reason for the alarm before re-setting fire alarm system).	Evacuate building, report to emergency services. Check which sensor has been activated. Reset Contact contractor to check through system.

10.18 Mechanical

Defect	Cause	Remedy
No heating	Boiler burner locked out	Press reset button twice, seek expert advice
	Fuel supply isolated	Seek expert advice
	Heating pump not working	Seek expert advice
	Boiler thermostats have been turned down or in the off position.	Turn boiler thermostat up to approximately 65°C. If boiler does not operate, seek expert Advice
	Main control panel locked out	Check if lockout light illuminated, if so, seek expert advice.
Suspected gas escape		Do not switch on or off lighting and electrical appliances. If readily identifiable isolate main gas cock at meter. Contact gas emergency services, seek specialist advice.
High water bills	Suspect mains water leak. Contact Property and Technical Services.	Turn off supply at internal stop cock and inspect meter, if still movement on meter probably external mains water leak – seek advice. If sound, check for excessive flushing of urinals, dripping taps, defective ball valves and roof tanks overflowing.

11. YOUR LEGAL DUTIES

11.1 Statutory Testing Of Plant and Equipment

A Property Manager, Responsible Officer or Site Manager role carries many responsibilities; one of these being the arranging for the testing, at the appropriate frequency, of various items of plant and equipment. **Failure to comply is not an option** and will contravene Health & Safety legislation and may result in fine or even imprisonment of the offender. Failure to perform these tasks may also invalidate the school insurance cover. Failure to maintain and service specific building elements at recommended intervals can also significantly impact upon their efficiency, safety and lifespan.

Schools must arrange for 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 secure safe maintenance and management through competent, trained and qualified operatives and contractors. A certificate must always be obtained from the contractor to show that the works have been carried out.

The Health & Safety Team currently issue forms and guidance for checks on an annual basis and will monitor and log the Statutory Premises Checks being taken forward by schools. This ensures that any future building improvements funded through the AMP can then be undertaken in the confidence that adequate future maintenance procedures are in place and the school is undertaking its legal responsibilities.

11.2 Ownership of School Sites (refer to point 4.3 above)

The following information only provides a generalised view of the issues involved. Specific information and guidance should be sought from the Council's [Property Services Team](#).

As well as the need to identify specific ownership, school sites may be subject to other restrictions or rights. It is often necessary to identify these very specifically when considering building works or changing land ownerships. If in doubt the [Council's Legal](#) and / or [Property Services Teams](#) can verify the position and where necessary obtain advice to clarify the position if this is required.

- **Community Schools** - Interest in the land and buildings is generally held by the Council. Exceptions can exist, such as buildings and houses owned by schools where purchased from its own funds.
 Land owned by: Local Authority
 Buildings owned by: Local Authority
 Capital maintenance undertaken by: Local Authority
- **Foundation School** - a state primary or secondary school that owns its own land and has responsibility for staffing and for admissions arrangements. They are funded in exactly the same way as other local authority maintained schools.
 Land owned by: Governing Body
 Buildings owned by: Local Authority
 Capital maintenance undertaken by: Local Authority
- **Voluntary Aided schools** - A voluntary aided school is a state-funded school but their capital costs would only be partially state funded, with the foundation retaining greater influence over the school.
 Land owned by: Diocese
 Buildings owned by: Local Authority
 Capital maintenance undertaken by: Diocese
- **Voluntary Controlled Schools** - have all their costs met by the state, but would be controlled by the local education authority.
 Land owned by: Local Authority
 Buildings owned by: Local Authority
 Capital maintenance undertaken by: Local Authority
- **Academy School** - a school which is funded by the government and sometimes also by a private individual or organization but is not controlled by the local authority, a review of the lease is required before undertaking any alteration to building and land.
 Land owned by: Local Authority (125 year lease)
 Buildings owned by: Local Authority (125 year lease)
 Capital maintenance undertaken by: Governing Body

For all schools there are also certain legal procedures to be followed when disposing of or acquiring land. For Community schools, the Council must agree to any land disposal, Voluntary schools should refer the matter to the Diocese. All decisions to dispose of land are subject to the requirements of Section 77 of the Standards and Framework Act 1998. All maintenance under £10,000 is undertaken by the individual schools directly (for ALL school categories above).

11.3 Community Use

Community use of school buildings for playgroups or Girl Guide / Scout Groups, is a well-established and important function of some sites. It is essential that appropriate agreement for the type of use concerned be put in place to protect all parties. Such agreements do not just cover rights of occupation but can make sure insurance and indemnities and other necessary issues are covered.

There are two principal levels or means of third party occupation. These are generally a licence or a lease.

- **Licence** - The party granting the licence is known as the licensor. The occupier is the licensee. The key difference between a licence and a lease is that the occupier does not get the benefit of exclusive possession, i.e. the space is not used exclusively by the occupier.

A typical licensee might be a “wrap round club” operating in part of the school outside normal school hours in space otherwise used by the school during the day. It must be appreciated whatever the agreement is called, that if exclusive possession is given to the third party even due to a change of circumstances then almost invariably a lease will have been created. This may have serious consequences as the paragraph on leases will show. Any charges levied to external / community groups must reflect, as a minimum, all the costs the school incurs.

- **Lease** - This is a formal document where a lessor or landlord grants a lease or tenancy to a lessee or tenant. This will normally grant exclusive possession of land and or property to a third party who can exclude everyone else, even the landlord. It is almost like selling the land but for a fixed period. Due to the serious nature of such a transaction, case law and statute surrounds this area and is essential to obtain proper

professional advice from the Council's Property Services Team. If this is done at an early stage this will minimize the likelihood of anything going wrong.

As indicated above a licence can accidentally become a lease that would severely restrict a lessor's right to regain possession and occupation of what has been leased out. A Head teacher or Governing Body does not have the right to enter a lease.

There are also other property issues such as way leaves and easements that apply to some sites that can occasionally become relevant e.g. planning a school extension, a structure or some other means of stopping an easement or access rights.

11.4 Playground Equipment

There is no specific legal responsibility to provide inspection and maintenance programmes, but such procedures are recommended by the British Standards Institute, the [Health and Safety Executive](#) (HSE), Insurers and [Royal Society for Prevention of Accidents](#) (RoSPA). Playground managers have a legal and moral responsibility of care towards children using the site.

Further guidance on recommended inspection requirements can be found on the [Health and Safety Executive](#) (HSE) website.

Schools should undertake a monthly check of fixed outdoor play equipment and keep a copy freely available for inspection if required. This is particularly important for Health and Safety Inspectorate visits following any accident involving the equipment.

12. APPROVED CONTRACTORS

Milton Keynes Council does not hold an approved list of contractors, although the Council does use a database that provides names of contractors who have been checked for financial stability and technical ability.

A database called 'Construction Line' can give you access to some recommended suppliers and contractors. Further information regarding this can be found on their website at www.constructionline.co.uk. If the nature of the works is 'specialist' and no suitable category is available on the database, then the client may select the contractor themselves.

The Council's rules require that all contractors (except when purchasing goods or supplies) pre-qualify. **Before** being invited to tender contractors should complete the Pre-Qualification Questionnaire (which can be found on the Intranet under 'Contracts'). This will then be evaluated by the Council's specialist officers. Only those contractors who pre-qualify may be invited to tender. Further advice regarding this process can be sought by contacting the [Contracts & Procurement Team](#).

Alternatively the MKC have established various frameworks to take forward building projects. These cover construction works, project management, cost consultancy and Co-ordinator works. Schools may be able to access services from these frameworks direct as opposed to completing a tendering / quotation process.

13. EMERGENCY KEY HOLDERS

It is essential that schools have arrangements in place for any emergencies on their premises that may occur during evenings, weekends and school holidays.

The schools will regularly need to be giving this information to Thames Valley Police. The information collected from schools is treated confidentially within the department and will only be used in emergencies. A copy of the list of Key holders is also forwarded to the Community Alarm Centre and to Senior Officers within the Council for their information.

Many schools have purchased a key holder service from a private provider. The Council is aware of the following companies that currently provide this service:

Milton Keynes Security Services (Tel 01908 644007)
Milton Keynes Group Security (Tel 01908 316999)

14. EMERGENCY PROCEDURES

The Emergency Procedure for Schools should only be followed in the event of a major emergency which would result in the closure of the school for any period of time (fire, flood, gale damage, serious break-in etc.).

Schools are required to develop a Business Continuity Plan to enable them to manage emergencies or incidents on the school site. For significant critical incidents further support is available from the Children and Families Incident Management Team. (See service level agreement & terms of reference.) To access this team call 01908 311773 (24Hrs) and ask for the Children and Families Incident Management Team.

Where a major incident occurs in the community near the school that has an impact on the school, for example, fires, floods, utilities outages etc. it is likely that MK Council emergency planning arrangements will be triggered. Contact can be made on 01908 254555 or 01908311773 (24hrs). Ask for duty Emergency Planning Response Officer.

14.1 Action by Heads/Caretakers

FIRE AND OTHER MAJOR EMERGENCIES IN EDUCATION ESTABLISHMENTS

ACTION TO BE TAKEN BY HEADS/CARETAKERS OF SCHOOLS IMMEDIATELY

- 1) When the incident occurs **during normal office working hours** (9.00am to 5.00pm) the Head teacher of the establishment or, in the absence of senior staff the Caretaker must:
 - a) Instigate the fire drill/evacuation procedure.
 - b) Summon the fire brigade (the fire brigade **must** be telephoned even if the fire has been extinguished by staff of the establishment and however small the fire), police and ambulance service, if appropriate.
 - c) Notify the Chair of Governors as soon as possible.

- d) Notify the Corporate Health & Safety Team.
 - e) Immediately notify by telephone the Capital Development Team who will attend the scene of the incident. (Glenn Oldfield 01908 252065, Kath Cook 01908 253332).
- 2) When the incident occurs outside normal working hours the Caretaker or registered key holder must:
- a) If a letting or other activity is taking place, evacuate the premises immediately where necessary.
 - b) Summon the fire brigade, police and ambulance service, if appropriate.
 - c) Notify the Head teacher of the establishment as soon as possible by telephone.
 - d) The Head teacher/Caretaker will notify the Chair of Governors as soon as possible.
 - e) Immediately notify by telephone the Capital Development Team who will attend the scene of the incident. (Glenn Oldfield 01908 252065, Kath Cook 01908 253332).

A copy of this instruction should be retained by the Head teacher/Caretaker at home. A copy should also be prominently displayed in the Head teacher's office and Caretaker's office.

14.2 Action by Capital Development Team

FIRE AND OTHER MAJOR EMERGENCIES IN EDUCATION ESTABLISHMENTS ACTION TO BE TAKEN BY CAPITAL DEVELOPMENT TEAM IMMEDIATELY

1. When the incident occurs **during normal office working hours** (9.00am to 5.00pm) upon receipt of notification of an incident, the Capital Development Team will:
- a) Confirm that the premises have been evacuated.
 - b) Confirm that the fire brigade has been summoned.
 - c) Notify other departments in MK Council as appropriate.

- d) Attend the scene of the incident as soon as possible after notification is received.
- e) Assess the situation at the scene of the incident.

2. When the incident occurs **outside normal working hours** the Capital Development Team, upon receipt of notification of an incident, must:

- a) Confirm that the premises have been evacuated.
- b) Confirm that the fire brigade has been summoned
- c) Confirm that the Head teacher of the establishment has been notified.
- d) Notify the Corporate Director of People and Head of Service, Capital.
- e) Attend the scene of the incident as soon as possible after notification is received.
- f) Assess the situation at the scene of the incident and if necessary, decide in conjunction with the Head teacher of the establishment, whether the establishment can be opened wholly or in part either the following day or on the next full day of normal operation by the establishment.

14.3 Health and Safety

The Corporate Health and Safety Team can be contacted via [e-mail](#) or by telephone on 01908 253839.

As part of its core function, the Health and Safety Team:

- Undertakes health and safety policy, development and workplace inspection and monitoring;
- Undertakes relevant incident & accident investigation & reporting;
- Offers guidance and advice;
- Attends relevant liaison or committee meetings;
- Liaise with the Health and Safety Executive and other bodies e.g. the occupational health service, legal representatives, and insurers regarding Health and Safety claims.

Whilst funding is retained for core activities the Health and Safety Team can also undertake consultancy work or bespoke health and safety training.

The service is available through the year and aims to be easily accessible and responsive to school needs.

15. SCHOOL SECURITY

The term 'security' has an increasing resonance in our society. It is a concept we are reminded of every day in the media, who report avidly on the perceived failures of security, when individuals are injured or killed, or premises are damaged or destroyed, because of the inability of 'security' to protect them. There is a popular perception that we live in violent times and that we may be visited by violence.

Thames Valley Police confirm that levels of crime are low in Milton Keynes when compared with national levels. Measures included in Milton Keynes School Security Policy & the schools individual lock down procedures can help to further reduce crime and the fear of crime.

A concern for security is, nevertheless, part of our daily lives and has become an important element in spending decisions related to improving and maintaining the fabric of education establishments. Against this background is a requirement to provide an education service that is inclusive and welcoming to all.

The security policy is, therefore, an important document and should be read carefully and every effort made to ensure that it is consulted, understood and used in all service areas.

Fire Alarm Testing/Fire Fighting Equipment

Schools should ensure that their fire alarm system is tested weekly & checked 6 monthly by a competent contractor. Firefighting equipment must be serviced annually by a competent contractor. The [Corporate Health and Safety Team](#) can be contacted for further advice or, alternatively contact the Fire Service Directly.

16. ASBESTOS

Asbestos is chemically inert and its mere presence in a building **DOES NOT** indicate a hazard to health. Asbestos only poses a risk to health if it is disturbed or becomes unstable and asbestos fibres are released into the air, outside of an asbestos removal controlled environment. All uncontained asbestos fibre releases **MUST** be reported to the Health and Safety Team immediately.

Before you commission any work you should check with your asbestos log to determine the probability of encountering asbestos. If the work involves disturbing asbestos you must seek specialist advice prior to proceeding. Even small-scale building repairs and decoration activities can, if not carried out properly, cause damage to asbestos that may result in widespread contamination. If your current asbestos log has insufficient detail, it may be prudent to commission another survey in the area in question.

What to do if you suspect asbestos has been disturbed during the course of the works.

1. Evacuate the area, seal off and prevent entry.
2. Report to the head of the establishment.
3. Seek advice from a qualified professional to obtain a sample of the suspect material.

Remember that it is not possible to guarantee that all asbestos occurrences have been identified in your register. If you have any doubts regarding any material on your premises you **MUST** presume that it contains asbestos unless there is strong evidence to suggest otherwise.

For further advice & guidance please check out the HSE website below:
<http://www.hse.gov.uk/asbestos/index.htm>.

The legislations:

Health and Safety at Work etc. Act 1974

Control of Asbestos Regulations 2012

Construction (Design & Management) Regulations (CDM) 2015

The Management of Health & Safety at Work Regulations 1999

Please also see the Schools H&S Premise Management manual for further details.

17. USEFUL INFORMATION

17.1 Key Contacts

Primary Responsibility for education asset management planning rests with Capital Development Team. If anything is unclear or you require guidance or advice on any asset management planning or premises related issue, please do not hesitate to contact us and we will do everything we can to help.

Mark McKinlay, Project Leader (AMP):

 01908 254138  mark.mckinlay@milton-keynes.gov.uk

Capital Development Team:

 01908 254722  Capital.Development@Milton-keynes.gov.uk

17.2 Other Useful Reference Material

[Improving School Buildings – Asset Management Planning in LEAs and Schools](#)
Published by Audit Commission Publications

[Creating Excellent Buildings – A Guide for Clients](#)
Published by CABE (Commission for Architecture & the Built Environment)

[Transforming Schools – an inspirational guide to remodelling secondary schools](#)
Published by DfE (reference no. 1140-2004)

[Joined Up Design for Schools \(John and Frances Sorrell\)](#)
Published by Merrell Publishers.

[BB98 Briefing Framework for Secondary School Projects](#)
Published by DfE.

[BB99 Briefing Framework for Secondary School Projects](#)
Published by DfE.

This booklet provides information on Premises Management for Head teachers and School Governors. If you require the information contained in this guide in another format, please contact the capital development team.

*Booklet Published March 2018
Reviewed Bi-annually*

Produced by Capital Development Team

