

# Asset Management Planning - School Managed Projects for Milton Keynes Schools

A Guide for  
Head teachers and Governors



Produced by Capital Development Team



**ASSET MANAGEMENT PLANNING (AMP) –  
SCHOOL MANAGED PROJECTS  
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.

This guidance document should be consulted by all schools that are considering managing their own building projects.

The local authority, as owner of the buildings for voluntary controlled (VC), foundation and community schools, must be informed of any proposed change to the accommodation that affects the structure or services of buildings. The local authority is responsible for planning and commissioning of pupil places in Milton Keynes and, therefore, must be informed of any changes in accommodation that may affect the Net Capacity Assessment of schools, including foundation, voluntary aided and voluntary controlled schools. The guidance provides advice to head teachers and school governors. 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.

Stuart Proffitt

Services Director Build Assets, Resources and Commercial Development

### 3. PRELIMINARY ADVICE

Are you planning to:

- extend a classroom
- build a covered way
- convert a space such as a former kitchen for specialist use
- extend car parking facilities
- change the use or dispose of school playing fields
- undertake any other alteration, extension or adaptation to school buildings or grounds?

If you are planning any of the above, you should read this guidance carefully and follow the procedures indicated to ensure that you comply with national and local regulations and legislation and the council's policies and procedures.

Preliminary advice regarding proposals can be sought from a member of the Capital Development Team within Children and Young People's Services. Any member of the team should be able to offer advice and guidance; however, initial contact can be made via the Capital Development Team Business Support Assistant, who will then be able to forward your query to the relevant member of the team. Please note the Capital Development Team cannot provide detailed technical advice.

Please note that any preliminary advice provided does not indicate approval. Schools must submit their application to the Capital Development Team for approval in accordance with the procedures set out in section two of this guidance.

Schools are responsible for obtaining all statutory approvals. For example:

- Planning permission
- Building regulation approval

Where alterations to gas, water or electric services are proposed, all work:

- must comply with all relevant regulations and by-laws, and
- must be undertaken by an approved contractor, who will provide the appropriate certificates on completion.

There are other points that schools should consider when planning to manage a building project. These may include the following:

- Does the project trigger a school expansion proposal?
- Are you planning to change the use of part of the school playing field? If so, you must refer to the guidance in Section 4 of this guidance.
- Do you know that the chosen builder is technically and practically able to carry out the work? Is the builder complying with relevant legislation?
- Have you ensured that the plans for the project are compliant with the Equality Act (2010)? i.e. access and egress, is your planned colour scheme suitable for the visually impaired? Have you included a rise and fall workstation within the project? Have you considered the needs of hearing impaired pupils?

- 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 school or council's insurance is not prejudiced.
- 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 while the work is in progress?
- Are you sure that the security of the school site is not prejudiced during the construction period?
- 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?

Have you considered whether it is appropriate for the contractor's site manager, who will manage the works on a day to day basis, to have a Disclosure & Barring Service (DBS) check?

## 4. MAKING AN APPLICATION

**All schools must complete the 'application to commence a School Managed Project - Part A' prior to starting any building work (should the budget costs exceed £30,000). A copy of this form ([Appendix A](#)) is attached and requests for further copies can be made to [Capital Development Team](#).**

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

The application should contain as much information as possible in order that it can be processed in the minimum of time. Ideally you should allow a minimum lead in time of four weeks before the proposed commencement date. In most cases approval can be given in a much shorter period. However, large complex schemes may take longer.

The application will be acknowledged in writing and you will be informed of the officer in the Capital Development Team who will be dealing with your application. If there are any concerns regarding the suitability of the scheme or any implications that may impact on the school's Net Capacity Assessment, the officer will contact the school to discuss. If any alterations to the scheme are required, you will be informed in writing and asked to amend the proposals and re-submit the application.

Once the scheme has been approved by the Capital Development Team, you will receive written confirmation that the scheme can proceed.

At this stage the headteacher can proceed to obtain competitive quotes. You must follow the council's regulations with regard to contract procedures. Please consult section five of this guidance regarding letting contracts for further information. Schools should also ensure that the financial regulations for schools are followed.

Following completion of the project, headteachers should complete the form 'School Managed Projects – Notification of Completion Part B' and return this to Capital Development Team Business Support Assistant. This is to ensure that the local authority has up to date records of finished school premises work. The Capital Development Team may arrange for the completed project to be inspected.

## 5. EXPANSION OF SCHOOL

There are some schemes, such as the expansion of teaching space, or the conversion of non-teaching space to teaching space, that may lead to an increase in the net capacity of the school. Equally there are some schemes, such as removing class spaces to provide specialist teaching areas, which will reduce a school's net capacity. This could cause future capacity problems if the Planned Admission Number (PAN) is not reviewed at the same time. If in any doubt about either of these possibilities, please contact the Sufficiency and Access team, who can advise you about whether what you are planning will trigger the need for an expansion proposal.

The Sufficiency and Access team are responsible for assessing the net capacity of all Milton Keynes schools. These assessments are usually reviewed annually or following any alterations to school buildings. The Net Capacity Assessment must be reviewed following the completion of a school managed project. Net capacity data is sent annually to the Department for Education (DfE).

## 6. CHANGE OF USE OR DISPOSAL OF SCHOOL PLAYING FIELDS

Schools should be aware that local authorities and schools need to seek consent from the Secretary of State for the Department for Education to dispose of or change the use of playing fields used by schools. This is to ensure that existing school playing fields are protected to provide for the future needs of schools and their communities. The following legislation provides for these circumstances:

- Section 77 of the School Standards and Framework Act 1998 as amended by Schedule 4 to the Education and Inspections Act 2006, and
- Changes to the requirements for disposing of school land under Part 1 to the Academies Act 2010 (formerly Schedule 35A disposals) to the Education Act 1996 as inserted by Schedule 7 to the Education Act 2002. <http://www.legislation.gov.uk/ukpga/2002/32/contents>

Local authorities, school governing bodies, foundation bodies, and, in certain circumstances, trustees now need to obtain the Secretary of State's consent before they dispose, or change the use, of school playing fields.

If you are planning to change the use of the school's playing field i.e. construct additional parking facilities on playing fields, schools and local authorities must seek Section 77 and Schedule 35A consent from the Department for Education. Community schools should contact Capital Development in the first instance if they are considering such a development. Further advice and guidance can be found on the GOV.UK website by following this link:

[School land and property: protection, transfer and disposal - GOV.UK](#)

## 7. 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.

### 7.1 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.

## **7.2 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.

## **7.3 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.

This may be in conflict with those priorities highlighted within the CDC survey.

## 8. 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.

### **8.1 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.”

### **8.2 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

### **8.3 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.

- **The funding received excludes grants for Voluntary Aided Schools and Academies which are funded separately.**

The following information is taken from the Scheme for Financing Schools and the Financial Regulations for Schools:

#### **8.4 Capital spending from budget shares**

The government do not expect schools to use their revenue budget for capital purposes but they are able to do so. All such spending should be notified to the Authority. In line with good management practice, schools will be expected to seek appropriate professional advice on the merits of any proposed scheme before entering into any financial commitment. This advice may be sought from the Authority, or any other properly qualified source. The school will also be expected to adhere to the contract procedures stipulated elsewhere in this scheme as appropriate.

If capital expenditure from the budget share is anticipated to exceed £30,000 in any one financial year, the Capital Development Team should be informed of the project. Further if the premises are owned by the local authority, or the school has voluntary controlled status, then the school governing body should seek consent from the Capital Development Team prior to proceeding with the proposed works. Such consent will only be withheld on health and safety grounds.

The school Budget Share is not permitted to be transferred for use on capital expenditure if the school is in a revenue deficit position or when the transfer would create a deficit revenue balance.

## 9. 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.

### **9.1 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.

### **9.2 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 Control
- Health and Safety
- [Regulatory Reform \(Fire Safety\) Order 2005.](#)

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 on school sites, 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. **Schools are also advised to notify their own insurers of the proposed works.**

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](http://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](http://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).

### **9.3 Letting Contracts, Authorisation and Reporting Levels**

The purpose and objectives of procurement are to achieve the appropriate 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.

The table below outlines the procedures that must be followed dependant on the value of contract.

<b>Value of contract</b>	<b>Action required</b>
£0 - £500	A verbal Quotation is sufficient.
£501 - £5,000	Three (3) telephone quotes must be. Corporate Procurement can assist where required.
£5,001 - £100,000	A minimum of three (3) written quotations must be obtained via the e-tendering portal.
£100,001 – EU Threshold	A full tender process must be followed. Corporate Procurement Team must be contacted to provide guidance.
Over EU Threshold	A full tender process must be followed. OJEU Thresholds are any total contract value for: Supplies & Services - £181,302 Works - £4,551,413 Light Touch Regime - £615,278

\*valid at time of issue September 2018, but change due in December 2018

**Verbal quotations** - Where the contract value is less than £500, a verbal quotation is sufficient. Corporate Procurement does not need to be involved but can assist if required.

**Telephone quotations** – Where the contract value is less than £5,000 at least three telephone quotations must be obtained and a written record of quotations received kept on file. An email or fax record will ensure clarity of detail and provide a dependable audit trail.

**Written quotations** – Where the contract value is between £5,001 and £100,000 all quotations must be in writing. Invitations to quote must be obtained via the e-tendering portal, please contact the Contracts Team for further information.

**Formal tenders** – A full tender process must be followed where the contract value is between £100,001 and EU Thresholds (as listed above). Corporate Procurement Team must be contacted to provide guidance, advice and will run the tender process on your behalf. Please note, a minimum of six formal tenders must be invited and must have a MEAT (Most Economically Advantageous Tender) criterion. The use of the e-procurement system completes the full tender process on line and meets this new requirement.

### **European Community (EC) guidance**

New EC guidance advises that best practice for publishing/advertising tenders is achieved through the use of an electronic portal. The guidance states that publishing opportunities in journals is not sufficient to ensure that adequate competition is sought. The use of the e-procurement system completes the full tender process on line and meets this new requirement.

### **Framework**

Alternatively the Capital Development Team has established various frameworks to take forward building projects. These cover construction works, project management, cost consultancy, design and construction (design and management) co-ordinator works. Schools may be able to access services from these frameworks direct, as opposed to completing a tendering/quotation process.

If further guidance on any matter relating to contracts or tenders is required, please e-mail [contracts@milton-keynes.gov.uk](mailto:contracts@milton-keynes.gov.uk) or telephone the Contracts Team.

## 10. 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.

## 11. 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.

### 11.1 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 & fire stops	Any fault	Repair or renew immediately

### 11.2 Floors

Defect	Cause	Remedy
Lifting, curling and cracking of floor screeds	Seek advice.	Remedial work may involve removal and patching, levelling off areas or total renewal of 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. <b>Note:</b> 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.

### 11.3 Glazing

Defect	Cause	Remedy
<b>Cracking of glass in steel windows</b>	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.
<b>Rainwater penetration around glass</b>	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.
<b>Glass loose</b>	Check beading and putty.	See advice on wood rot where extensive
<b>Mist in sealed double glazing</b>	This is caused by moisture penetrating into the sealed unit.	The sealed unit cannot be repaired - will need replacement
Defect	Cause	Remedy
<b>Leaking through roof lights</b>	Possible causes include old putty, defective lead flashings or rubber seals, cracked glass, or rusting steel sections.	Replace, or overhaul as required.
<b>Condensation to roof light metal upstands</b>	Lack of ventilation, or a cold bridge caused by inadequate ventilation.	Provide ventilation and insulation.

### 11.4 Roofs: Flat Felt

Defect	Cause	Remedy
<b>Ponding</b>	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.

### 11.5 Roofs: Flat Asphalt

Defect	Cause	Remedy
<b>Blistering</b>	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
<b>Splits or cracks in the asphalt, usually straight, possibly causing leakage of water into the building.</b>	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	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

	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	between the asphalt and the base is restricted the restriction must be removed. Solar heat gain should be minimised by an appropriate treatment
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### 11.6 Roofs: Pitched Tile

Defect	Cause	Remedy
<b>Delaminated or spalled tiles</b>	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.
<b>Slipping</b>	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.

### 11.7 Roofs: Pitched Slate

Defect	Cause	Remedy
<b>Delaminated slates</b>	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
<b>Slipping</b>	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.
<b>Asbestos based materials</b>	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.

### 11.8 Staircase

Defect	Cause	Remedy
<b>Extensive wear to granolithic finish, cracks or hollows</b>	Damage from structural movement could indicate a lack of movement joints	Defective areas need cutting out and replacing by specialist. Special advice recommended.

<b>Nosing's cracked or Missing</b>	Loss of adhesion or rough usage	Specialist repair recommended immediately
<b>Worn nosings, treads, balusters, handrails, loose newel posts.</b>	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
<b>Defect</b>	<b>Cause</b>	<b>Remedy</b>
<b>Handrails loose, balusters loose in their bases</b>	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.

### 11.9 Walling

<b>Defect</b>	<b>Cause</b>	<b>Remedy</b>
<b>Damp masonry</b>	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.
<b>Cracking</b>	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.
<b>Discoloration or blistered wall finishes</b>	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.
<b>Wall tiles loose or fallen</b>	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.

### 11.10 Woodwork – Windows, Doors and External Joinery

<b>Defect</b>	<b>Cause</b>	<b>Remedy</b>
<b>Woodwork soft and friable</b>	Decay due to wood rotting fungi, usually wet rot. Check for structural integrity	Seek specialist advice if extensive.
<b>Distorted joinery and consequent gaps, poor fitting and draughts</b>	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.
<b>Wet and dry rot</b>	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	Successful remedial treatment of dry rot may require more elaborate and sometimes very expensive measures. It is therefore essential to establish whether

	species of wet rot	dry rot or wet rot is present by seeking specialist advice.
<b>Wood boring insects</b>	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.

### 11.11 Decoration

<b>Defect</b>	<b>Cause</b>	<b>Remedy</b>
<b>Adhesion failure</b>	Application to damp or dirty substrates or subsequent entry of moisture. Omission of suitable primer. Application to powdery or friable substrates.	Flaking, peeling or poorly-adhering material should be removed. If moisture is the cause, eradicate the source. Prepare surfaces prior to redecoration.
<b>Blistering</b>	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.
<b>Colour defects, fading, staining, bleeding or other discolouration</b>	Due to age, exposure to sunlight and poor workmanship.	Seek specialist advice prior to arranging for redecoration.
<b>Cracking, other than due to structural movement</b>	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.
<b>Damage to coating</b>	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.
<b>Reduced gloss</b>	Refer to section on colour defects.	Prepare as normal for redecoration. If in doubt, seek specialist advice
<b>Organic growths, i.e. moulds, algae, lichen, moss</b>	Usually the result of an unfavourable environment for painted surfaces.	Consider modification of design or environment to eliminate or reduce causes of failure.
<b>Rust-spotting or rust-staining on painted iron</b>	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.

### 11.12 Plumbing And Above Ground Drainage Systems

<b>Defect</b>	<b>Cause</b>	<b>Remedy</b>
<b>Dripping tap</b>	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.
<b>Defective WC cistern / does not flush</b>	Defective flushing mechanism. Water level set too low	Fit new mechanism or complete siphon unit, adjust float arm.
<b>Overflows running</b>	Passing water	Replace washer, clean out foreign bodies, or renew ball valve.

<b>Water slow to run away from sink</b>	Trap under sink is blocked	Remove trap, clean and refit. If the trap appears clear the waste pipe may be blocked, or corroded.
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### 11.13 Drainage – Below Ground

<b>Defect</b>	<b>Cause</b>	<b>Remedy</b>
<b>Drainage system blocked</b>	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.

### 11.14 Electrics

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

<b>Defect</b>	<b>Cause</b>	<b>Remedy</b>
<b>No power or lighting to building</b>	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.
<b>No power and lighting to part of the building</b>	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.
<b>No power to socket outlets</b>	Blown fuse or tripped circuit breaker.	Seek specialist advice, as above.
<b>No lights working in an area (incl. emergency lighting compliance)</b>	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. Test as per regulations.
<b>Light fitting not Working</b>	Broken or expired lamp.	Replace lamp. If fault persists then call qualified electrician.
<b>Fluorescent lighting fitting keeps flashing</b>	Expired fitting or faulty starter.	Replace lamp or starter switch if starter switch is fitted. If fault still persists call qualified electrician.

### 11.15 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

### 11.16 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

### 11.17 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. <a href="#">Regulatory Reform (Fire Safety) Order 2005.</a>

### 11.18 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
Suspected gas escape	Main control panel locked out	Check if lockout light illuminated, if so, seek expert advice.
		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.

## 12. YOUR LEGAL DUTIES

### 12.1 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.

### 12.2 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 (landlord)  
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).**

### **12.3 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.

#### **12.4 Landscaping Work & Playground Equipment**

For schools that are considering landscaping works, assistance with plan preparation, advice on suitable plants and methods of cultivation can be obtained from Urban Design and Landscape Architect Team. This department is also able to offer advice regarding canopies, structures, playground extensions, environmental areas and fixed play 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.

### 13. 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](http://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.

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

## 14. THE CONSTRUCTION (DESIGN AND MANAGEMENT) REGULATIONS

Whatever your role in construction, CDM aims to improve health and safety in the industry by helping you to:

- sensibly plan the work so the risks involved are managed from start to finish
- have the right people for the right job at the right time
- cooperate and coordinate your work with others
- have the right information about the risks and how they are being managed
- communicate this information effectively to those who need to know
- consult and engage with workers about the risks and how they are being managed

This means that clients (e.g. schools, governors and the local authority) are obliged by the regulation to employ “competent principal contractors, designer and construction (design and management) coordinator”. Clients must ensure that such contractors/supervisors have a health and safety policy and that they carry sufficient third-party insurance.

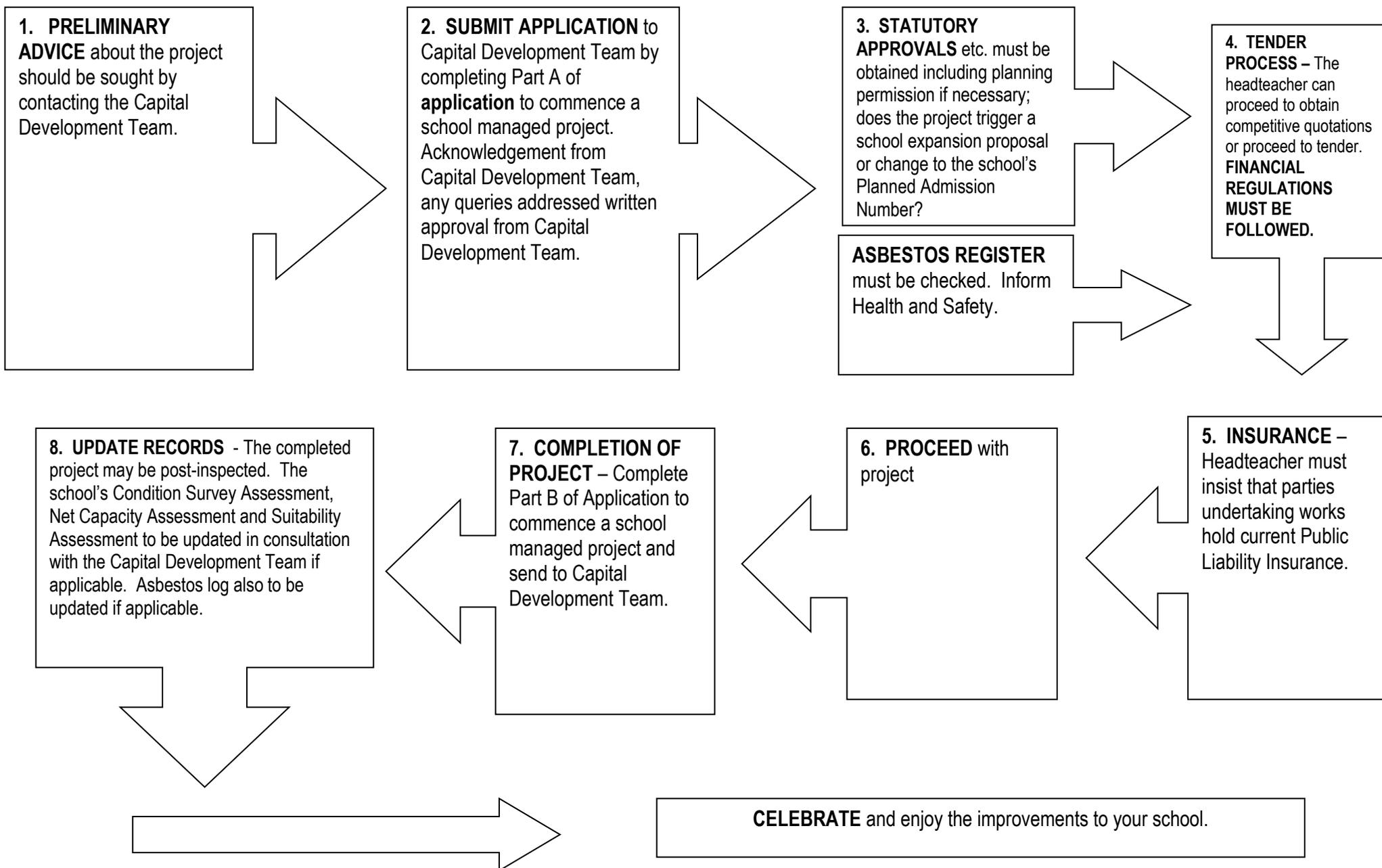
‘Construction work’ as defined by the regulations means the carrying out of any building, civil engineering or engineering construction work and includes:

- The construction, alteration, fitting out, commissioning, renovation, repair, upkeep, redecoration or other maintenance, decommissioning, demolition or dismantling of a structure.
- The preparation for an intended structure, including site clearance, exploration, investigation and excavation, and the preparation of the site or structure for use of occupation at its conclusion.
- The assembly on site of prefabricated elements to form a structure or the disassembly on site of prefabricated elements which, immediately before disassembly, formed a structure.
- The removal of a structure or of any product or waste resulting from demolition or dismantling of a structure or from disassembly of prefabricated elements which immediately before such disassembly formed such a structure.
- The installation, commissioning, maintenance, repair or removal of mechanical, electrical, gas, compressed air, hydraulic, telecommunications, computer or similar services which are normally fixed within or to a structure.

For electrical and mechanical work governors must always employ suitably qualified contractors.

There are other requirements of the CDM Regulations and further information regarding the construction design and management regulations can be found on the Health and Safety Executive website at <http://www.hse.gov.uk/construction/cdm.htm>

## 15. THE STAGES OF A SCHOOL MANAGED PROJECT



## 16. 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.

### 16.1 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 07944 754970, Kath Cook 07970 619005).

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.

### 16.2 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.

### **16.3 Health and Safety**

**Headteachers and Governors must be reminded of their obligations under the Health and Safety at Work Act 1974. 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 top school needs.

## 17. SCHOOL SECURITY

### Security

Headteachers and governing bodies should be aware of security features when planning extensions to school site. Good design can make a major contribution to both the prevention of crime and reducing the fear of crime.

The key piece of legislation that deals with school sites and premises is the School Premises Regulations (1999). There is nothing within these regulations that deals specifically with site security, which is viewed as a health and safety issue. The local authority is responsible for establishing an overall health and safety policy but responsibility for health and safety within each school rests with the governing body.

The key in all matters related to health and safety is 'reasonableness', which can be defined as 'suitable and sufficient'. Governors must be confident that they can demonstrate to inspectors that they have taken reasonable steps in securing their site. For example, some measures such as locking external gates to a school site when not in use and, as far as possible, having only one point of entrance for visitors to the school, are understood expectations. Other examples, such as expecting schools to install eight foot high fences around the whole site perimeter, which would divert significant sums of money away from educational purposes, is arguably not reasonable. In addition, the requirements for physical security in a large urban high school will differ from those in a small rural primary school.

Schools can contact the Capital Development Team for further advice and guidance regarding security issues.

### Fire Alarm Testing/Fire Fighting Equipment/ Fire Risk Assessment

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.

It is a statutory requirement that all schools should have a Fire Safety Risk Assessment (as per your statutory premises checklist submission), which must be reviewed annually or when any changes are made to the original assessment i.e. following building work, extensions or internal alterations. Therefore, the Fire Safety Risk Assessment must be reviewed following completion of a school managed project. Guidance and advice is available from the council's Health and Safety Team regarding Fire Risk Assessments.

Guidance for Fire Safety Risk Assessments can be found at: [Fire safety risk assessment: educational premises - GOV.UK](#)

## 18. DISCLOSURE & BARRING SERVICE (DBS) CHECKS

The new Ofsted framework does not prescribe specific measures in relation to these matters but given that “the effectiveness of settings and services in taking reasonable steps to ensure that children and learners are safe” is a core safeguarding outcome to be inspected, some inspectors have chosen to focus heavily on physical security measures in school buildings and grounds as well as DBS checks.

DBS checks are required for 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 should be contained within a specifically demarcated area of the school to which pupils have no access at any time. Such areas are not 'regulated settings'. Even so, it is good practice to insist that all contractors' sign in on arrival and have clearly visible identification at all times. This should be made clear to the appointed contractor at the pre-contract meeting before any works start on site.

Where contractors need to work in other areas of a school, this must be agreed in advance with the Headteacher and managed appropriately and reasonably. Casual visitors that need access to the school should sign a visitors book, wear an identification badge and be accompanied by a member of staff for the duration of their visit. Such visitors might include surveyors, utilities representatives, etc.

Further to this, schools may wish to request that the contract site manager, who in effect is responsible for construction site and building works taking place, should be DBS checked. This person can then work with the headteacher in implementing safeguarding measures during the construction project. For a properly managed scheme contractors should not be anywhere on the school site other than the defined work area and pupils should not, in turn, be anywhere near the construction site. If there is any reason for the contractor to meet with the headteacher or other school representative, this should be undertaken by the Site Manager via pre-agreed arrangements. If this option is to be implemented by the school, this requirement will need to be written into any tender document or quotation request so that contractors allow for this in their submission.

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

## 19. 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.

Evacuate the area, seal off and prevent entry.

Report to the head of the establishment.

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.

**Schools constructed after 1999 will not have asbestos present and as such will not have an asbestos register.**

## 20. BUILDING REGULATIONS

The most common route for building regulation approval is by use of the Local Authority Building Control Team (LABC) of Milton Keynes Council. In this case a full plans application is made to the LABC, who will check the application and work with you to ensure that the proposals meet the minimum standards of the building regulations. The works will also be inspected at key stages on site as the works progress by the Milton Keynes Building Control Team to ensure compliance.

Whilst approving the plans, the LABC will also 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. However, there may be circumstances where it is appropriate to consult the fire service where building regulation approval is not required.

The LABC will charge for the application, work, advice and 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 the principal building control surveyor in the council's Building Control Team.

Further advice and guidance regarding building control can be found on the Staff Portal click on the environment and planning link and then on 'building control'. Enquiries can also be made via email to [building.control@milton-keynes.gov.uk](mailto:building.control@milton-keynes.gov.uk)

More information on building regulations is available on the Planning Portal Website at [www.planningportal.gov.uk](http://www.planningportal.gov.uk) - look under 'professional user' and then follow the links to building regulations.

## 21. USEFUL INFORMATION

### 21.1 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  <a href="mailto:mark.mckinlay@milton-keynes.gov.uk">mark.mckinlay@milton-keynes.gov.uk</a>
Capital Development Team:  01908 254722  <a href="mailto:Capital.Development@Milton-keynes.gov.uk">Capital.Development@Milton-keynes.gov.uk</a>

### 21.2 Other Useful Reference Material

<a href="#">Improving School Buildings – Asset Management Planning in LEAs and Schools</a> Published by Audit Commission Publications
<a href="#">Creating Excellent Buildings – A Guide for Clients</a> Published by CABE (Commission for Architecture & the Built Environment)
<a href="#">Transforming Schools – an inspirational guide to remodelling secondary schools</a> Published by DfE (reference no. 1140-2004)
<a href="#">Joined Up Design for Schools (John and Frances Sorrell)</a> Published by Merrell Publishers.
<a href="#">BB98 Briefing Framework for Secondary School Projects</a> Published by DfE.
<a href="#">BB99 Briefing Framework for Secondary School Projects</a> Published by DfE.
<a href="#">BB103</a> Area guidelines for mainstream schools Published by DfE

**APPLICATION TO COMMENCE A SCHOOL MANAGED PROJECT  
PART A (Appendix A)**

This form is to be completed by all schools proposing to carry out construction work. This is to enable the council to monitor projects undertaken by schools, ensure that schools comply with national and local regulations, update asset management planning information and the asbestos logs/database.

**This applies to new buildings, extensions, alterations, some maintenance work projects, demolition and external works. The form is to be submitted prior to the placing of orders/commencement of work and written approval from the Capital Development Team must be obtained before proceeding with a project.**

Sample projects will be monitored from an early stage through to completion to enable the council to fulfil its legal obligations and comply with DfE requirements.

<b>1. Establishment details</b>	
School name:	
DfE No:	826/
<b>2. Project description</b>	
Provide a brief description of the proposals, including the objective of the proposals. If you are planning to build an extension, include the proposed room use and approximate areas of the planned rooms. Further information may be provided separately if considered necessary to explain the proposals.	
<b>Please include a plan of the school with the location of the proposed project indicated.</b>	
Plan included <small>(delete as appropriate)</small>	YES / NO
Proposed date of commencement of work:	
Estimated duration of work at premises:	
Approximate value of work:	£
<b>Please note, if the project value is over £139,893.00, schools must contact the Contracts Team for further advice.</b>	

### **3. Project funding**

Please provide details of how the school is proposing to fund the project/works:

### **4. Link to strategic plans**

Indicate below how the proposed project/work will contribute to the objectives set out in the Education Development Plan/School Improvement Plan/Asset Management Plan:

#### **4.1 Is the proposed project/work linked to the school's Condition Survey Assessment?**

YES / NO – If yes, please indicate below the Identified Works Items in the Condition Survey Assessment that will be addressed.

#### **4.2 Is the proposed project/work linked to the school's Suitability Assessment?**

YES / NO – if yes, please indicate below the suitability issues that will be addressed.

#### **4.3 Is the proposed project/work likely to impact on the school's Net Capacity Assessment?**

YES / NO – If yes, have you contacted the Sufficiency and Access to clarify if there are any implications regarding expansion proposals or changes to the Planned Admission Number?

#### **4.4 Is the proposed project/work linked to the school's Accessibility Plan?**

YES / NO – if yes, please indicate below the issues included in the school's Accessibility Plan that will be addressed:

## 5. Consultants

If any consultants have been, or are to be appointed, provide details here. State service to be provided and name and address of consultants.

6. Project details	Tick yes / no as appropriate	
<b>6.1 Approvals</b>		
Do the proposals require planning approval?	<b>YES</b>	<b>NO</b>
Do the proposals require building regulation approval?	<b>YES</b>	<b>NO</b>
Do the proposals require Section 77 and Schedule 35A consent from the Department of Education? (are you changing the use or disposing of school playing fields?)	<b>YES</b>	<b>NO</b>
Do the proposals fall within the scope of the Party Wall etc Act 1996? (if in doubt, check the Acts of Parliament website or contact the Capital Development Team)	<b>YES</b>	<b>NO</b>
<b>6.2 Health and safety</b>		
Do the Construction (Design and Management) Regulations apply to the proposed project?	<b>YES</b>	<b>NO</b>
Have you checked the Asbestos Register to determine if asbestos containing materials are likely to be affected by the work?	<b>YES</b>	<b>NO</b>
<b>6.3 Services installations</b>		
Are any service installations included in or affected by the proposed project/work?	<b>YES</b>	<b>NO</b>
If yes, list service installations below:		
Have you checked that existing services can cope with the additional requirements of the proposed project? Tick yes/no as appropriate	<b>YES</b>	<b>NO</b>

<b>6.4 Accommodation changes</b>		Tick yes/no as appropriate	
Will the proposals change the use of any room or space? (e.g. from kitchen to classroom)		<b>YES</b>	<b>NO</b>
If yes, provide details to include room reference number, previous use and proposed use:			
Will the proposals include changes to sanitary accommodation or sanitary fittings?		<b>YES</b>	<b>NO</b>
<b>6.5 Accessibility</b>			
Do the proposals include any provisions for access for the disabled?		<b>YES</b>	<b>NO</b>
<b>6.6 Insurance</b>			
Have you considered that the parties undertaking the proposed projects/works will need to hold current Public Liability Insurance cover.		<b>YES</b>	<b>NO</b>
Signature of headteacher			
Signature of governor			
Date			

Please send this completed form to, [Capital Development Team](#), Capital Development, Milton Keynes Council, Saxon Court, 502 Avebury Boulevard, Central Milton Keynes, MK9 3HS.

**SCHOOL MANAGED PROJECT – NOTIFICATION OF COMPLETION  
PART B (Appendix B)**

School name		
DfE No.		
Project work/title		
Has a review of the school's Fire Safety Risk Assessment been undertaken?	<b>YES</b>	<b>NO</b>
<p><b>The Fire Safety Risk Assessment should be reviewed annually or whenever there are significant changes to the original assessment i.e. following building work/alterations etc.</b></p>		

**The above project/work has now been completed. Details relevant to the school AMP are provided below.**

Signature of headteacher		
Signature of governor		
Date		

**ASSET MANAGEMENT PLAN INFORMATION**

If the proposals affect building elements in the existing building(s) or external elements, identify below the elements affected, their location, and brief technical specification. Use location number and description from the school's Condition Survey Assessment.

<b>Location Block and room</b>	<b>Element</b>	<b>Specification and work completed</b>
Example: Block 1, Room G34	Example: Structural work	Example: Building extension to G34 in order to extend library

Please send this completed form to [Capital Development Team](#), Capital Development, Milton Keynes Council, Saxon Court, 502 Avebury Boulevard, Central Milton Keynes, MK9 3HS

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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.

**Produced by Capital Development Team**

