

PENDRAGON COMMUNITY PRIMARY SCHOOL



Resources Committee Terms of Reference

Lead person: Richard Tolley, Chair of Resources Committee

Agreed Governors: November 2021

Review: November 2022

PENDRAGON COMMUNITY PRIMARY SCHOOL

RESOURCES COMMITTEE TERMS OF REFERENCE

Purpose statement

To supervise on behalf of the Board of Governors the financial management of the school and to provide advice and guidance to the Head on financial matters. To ensure the school has strategic plans in place to deliver effective teaching and learning within the school budget. To ensure good stewardship of the buildings of the school, maintaining them accordingly.

Membership

The committee shall consist of not less than three governors including the headteacher (or his/her representative).

The committee may appoint such co-opted, non-voting members as agreed by the governing body. These members will serve in an advisory capacity and may include staff nominated by the headteacher following consultation with the committee.

Other members of the governing body may attend meetings of the committee and may contribute to discussions on matters under consideration.

Only full members of the committee, as approved by the Governing body, shall have the right to vote on any resolution placed before the committee.

Quorum

At least three members. Head or nominated deputy should be one of the members.

Powers of Recommendation

November 2021

The committee shall recommend to the Board of Governors a summarised annual income and expenditure budget and the annual report & accounts.

Powers of Approval

The committee shall have approval over the detailed annual income and expenditure budget, lettings and shall monitor income and expenditure against budget. The Committee shall also approve new contracts that exceed a value of £5,000, and virements over £5,000.

Note that it is not necessary for the Committee to approve payments made with Friends' funds since these are not school's funds as such.

Power of Delegation

The committee will delegate day to day financial matters to the Head and the School Finance Secretary.

Meetings

The committee shall meet not less than once per term and shall keep minutes. All non confidential minutes will be distributed to all governors. All governors are encouraged to attend the Resources meetings as observers.

Minutes

All committee meetings must be minuted. These minutes will be circulated to all members of the Governing Body as soon as they have been drafted.

Minutes from a previous meeting will be formally agreed at the next one.

Election of Chair

The chair of the committee shall be elected annually at the first meeting of the Autumn term.

Terms of Reference (Finance)

1. To ensure the school adheres to the Schools Financial Value Standard.
2. To oversee the longer-term strategic planning of the school's finances.
3. To oversee the preparation of the annual budget plan and ensure it links to the school development plan priorities agreed by the governing body.
4. To recommend the final budget for approval to the full governing body.
5. To notify the approved budget to the local authority by the agreed deadline.
6. To agree the level of delegation to the Headteacher for the day-to-day financial management of the school.
7. To monitor expenditure and ensure corrective action is taken where necessary.
8. To evaluate spending to ensure value for money in raising standards of education.
9. To monitor income and expenditure of all public funds according to an agreed timescale
10. To approve transfer between budget headings within agreed limits i.e. virements.
11. To ensure accurate accounts are kept.
12. To ensure key financial decisions are properly recorded.
13. To authorise signatories for the school bank account.
14. To establish procedures for governors to claim expenses.
15. To ensure a register of pecuniary and business interests for governors and staff with financial responsibilities is kept and is open to inspection.
16. To review and approve the school's charging and remissions policy.
17. To make decisions in respect of service agreements and contracts.
18. To determine in each school year the sum of monies available for expenditure on salaries. If appropriate, to liaise closely with the relevant working group to ensure appropriate levels of finance are available to

ensure that teachers are properly rewarded within the structure established by the Schoolteachers' Pay and Conditions Document. This includes liaison over the staff complement and the results of any recommendations resulting from the Performance Management Review.

19. To ensure the school meets the relevant statutory requirements in place for the financial year.
20. To ensure cash in school is held securely.
21. To ensure that appropriate financial regulations, including write-offs, are followed carefully within the school and that any recommendations from the Audit Report are fully implemented
22. To ensure the effective running of Pendragon Pre-school from a financial perspective.
23. To ensure that ring-fenced funding is used for the purpose intended and that any resulting reporting required is made.

Terms of Reference (Premises)

- a. To provide support and guidance for the Head Teacher in all matters relating to the school premises, grounds and security
- b. To inspect the premises, grounds and equipment and prepare a statement of priorities for maintenance and development to be approved by the governing body.
- c. To review the Asset List and develop a rolling programme of repairs and maintenance.
- d. To approve the costs and arrangements for maintenance, repairs and redecoration within the budget allocation.
- e. To draw up, and keep under review, an Accessibility Plan which meets the requirements of the current Disability Discrimination and Equality Acts.
- f. To draw up, and keep under review, a Critical Incident policy, which meets the needs of the school.
- g. The committee will delegate authority to the Head Teacher to take action on minor items of repair and maintenance work subject to a limit of £5000 (except for emergency repairs).

- h. The committee has the power to contract up to £10,000. All contracts over this amount will be subject to approval by the FGB.
- i. To agree procedures to be followed for carrying out emergency work and to make recommendations about delegation to the Head Teacher for taking appropriate action on behalf of the governing body in the event of an emergency.
- j. To monitor the work of PCM Property Care and Maintenance Services Ltd (or other named contractor) in the preparation and implementation of contracts; and then review their organisation and direction of the works.
- k. To monitor and review arrangements for cleaning, grounds' maintenance and school meals in line with the financial procedures agreed by the governing body.
- l. To ensure that governors' responsibilities are discharged regarding litter and refuse under the Environmental Protection Act 1990.
- m. To liaise with the Local Authority about any matters concerning the school premises and grounds.
- n. To ensure good stewardship of the buildings of the school, in-line with the Cambridgeshire Schools Property Maintenance Guide (See Appendix 1).

Agreed at Resources Committee Meeting Held on 16th November 2021

Signed Chair of Finance Committee: *Richard Tolley*

Appendix 1

Cambridgeshire Schools Property Maintenance Guide



Cambridgeshire
Schools Property Main

CAMBRIDGESHIRE SCHOOLS PROPERTY MAINTENANCE GUIDE



Cambridgeshire
County Council



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AIMS AND PURPOSES

The purpose of the Schools Maintenance guide is to assist Headteachers and Governors of maintained schools in Cambridgeshire to maintain their school premises – both buildings and land. This is the third edition and replaces the 2009 and 2012 versions of the Good Stewardship guide.

Good stewardship and maintenance of school premises is a joint responsibility shared by the school and the County Council. The Council owns the property assets and employs school personnel but delegates budgets and responsibilities for school property management and maintenance.

It is important that schools manage and maintain their buildings to a standard that complies with legal requirements, best practice as well as to the Council's own standards. This guide will help to make you aware of these requirements and how you can ensure that your buildings are appropriately managed. It is not a manual but should be read in conjunction with the documents named and with appropriate professional advice where applicable.

ROLES AND RESPONSIBILITIES

The roles of the key partners in managing school buildings are briefly summarised below.

Role of the Council

- To guarantee the infrastructure of the universal school system
- To ensure that every child has a school place
- To ensure that children with special education needs receive appropriate education and support
- To make sure that changes in the school population are planned for
- To ensure that children entitled to free school travel receive it
- To ensure that large school building projects can be managed and funded
- To offer support to Headteachers, governors and teachers but also to monitor and challenge schools' performance
- To develop policies, priorities and action plans as part of its statutory role in supplying school places, creating specialist units and planning and delivering the annual capital programme in line with the Capital Strategy



Responsibilities of Headteacher

- The day-to-day management of the school
- To advise the Governing Body on the maintenance of the school buildings in line with the lease arrangements where appropriate
- To manage repair or improvement projects (and the budgets for projects) for which they are responsible
- To prepare policies for security, fire safety, and health and safety, including monitoring procedures
- To ensure that suitable risk assessments are prepared and that action is taken to minimise risks
- To produce a statutory School Access Plan
- To control the use of the school premises both during and outside the school day
- To decide on what charges to level where external providers use the school premises

- In the case of Foundation and Voluntary Aided (VA) schools, to prepare a Health & Safety Policy, carry out risk assessment and set up arrangements to manage health and safety

Responsibilities of the Governing Body

- To ensure that all significant hazards are identified and appropriately managed.
- To employ competent professional Property Advisers to ensure that work is correctly prioritised and that all work is carried out to an acceptable standard and complies with legislation, best practice and regulations

Role of the Property Adviser

The role carried out by a competent Property Adviser will depend on the school's buying choices. It is important, however, that the school's competent Property Adviser is engaged to undertake or give advice on the following key duties:

- Management of day-to-day repairs (including during school holidays and out-of-hours)
- Management of servicing testing and inspection
- Prioritisation of projects
- Legislation, health and safety, technical issues, and access issues. [See Appointing a Property Adviser](#)

MAINTENANCE BUDGETS

Maintenance budgets for school buildings fall into two headings – Revenue and Capital. The following sections demonstrate the difference between them and provide guidance on their management.

Revenue Maintenance Funding

This budget is used for day-to-day repairs and servicing, testing and inspection.

Schools should ensure that they have a contract with a provider to deal with day-to-day repairs and emergency call outs as well as contracts for servicing schools' equipment such as boilers, fire alarms and emergency lighting. [See Servicing Inspection and Testing](#)

Capital Maintenance Funding

All schools receive Devolved Formula Capital (DFC) allocations based on a formula determined by the Department for Education (DfE) to be used for improvements to buildings and other facilities, including ICT, or capital refurbishment and minor works.

The implications of the Chartered Institute of Public Finance Accountants (CIPFA) definition of capital funding means that schools must not use capital funding to:

- Fund leases in respect of equipment or facilities
- Hire temporary accommodation, unless it is part of a larger project

Further information on the use of capital allocations can be obtained from the Education Capital team (at Ed.Cap@cambridgeshire.gov.uk).

Capital projects should be drawn from the school's Asset Management Plan (AMP) which should consider condition, suitability and sufficiency and risk management as well as other projects that the school may be considering, and should be prioritised to fit the available budgets. The School's Property Adviser is an essential contributor to the process to help with this prioritisation. Premises Plans will usually detail other income and projects such as those that are being undertaken as part of the School Access Plan.

Consent Forms

Schools are required to return a Consent Form to Education Capital for each capital building project. The forms are considered to confirm that the building project is recorded in the AMP, will deliver value for money and to ensure that the project will be carried out by competent persons. A sample of projects is checked on site to ensure that the building work meets appropriate legislation and regulations.

The consent form is available via: Ed.Cap@cambridgeshire.gov.uk

Support

Support is available to schools from the Education Capital team to help them deal with property issues arising out of these checks and audits. Schools can contact the Education Capital team for help and advice on Property Maintenance and technical property issues as well as issues arising from access audits. This support does not replace the advice that schools should obtain from their own professional Property Advisers.

SEEKING CAPITAL INVESTMENT FROM THE COUNCIL

Schools must be able to demonstrate that they have explored all other sources of funding and have consulted with their Property Adviser and Finance Adviser.

Before making an application, schools and colleges must:

1. Use all available DFC, revenue and other available funds giving priority to their identified condition and maintenance needs
2. Consider purchasing capital items by drawing down up to three years' worth of DFC in advance
3. Use any revenue balances which exist by capitalising these surpluses to cover the capital costs of the identified works. This should be discussed with the Schools Corporate Finance Team
4. Consider applying for a capital cash-flow loan from the Schools Corporate Finance Team
5. Consider the potential of securing private donations to meet the costs of specific projects

If, having exhausted all of the above options, a school, feels they have no option other than to apply to for capital funding support. Their application must be accompanied by an:

1. Education Asset Management Plan produced by the school's Property Adviser with estimated costs, expected start and completion dates, information on phasing and project management and construction fees
2. Information on the procurement arrangements the school is intending to make for project management and carrying out the work. Schools are reminded of their obligation to procure all works in strict accordance with the current Cambridgeshire County Council Contract Regulations
3. Copy of the school's most up-to-date Capital Budget Plan
4. Copy of any other relevant information such as boiler service sheets

Once complete the application should be sent to the Education Capital Team: Ed.Cap@cambridgeshire.gov.uk

Applications for support funding will be subject to a detailed technical assessment, taking account of the following:

- The school has explored all funding streams available to them to implement the project
- It is essential for the work to be undertaken within the next 12 months i.e. the effective operation of the school would be seriously affected if the work was not undertaken within this timescale
- The identified costs are in line with expectations for the type of work needing to be undertaken

The application will only be considered for one or more of the following:

- Replacement of boilers with more energy efficient models
- Replacement of boiler controls
- Replacement of roofs where it can be established that it is no longer possible or practical to undertake patch-and-mend
- Replacement of windows because the frames are structurally unsound and pose a potential hazard

Applications will be:

1. Approved with no modifications; or
2. Approved with modifications to the school's Capital Budget Plan; or
3. Declined

There is no appeal against the decision reached.

Funding for approved applications will generally be on the basis of a grant. In some circumstances a loan repayable to the Council within a maximum term of five years from the school's available resources may also be considered.

The Council will require the school to sign and return a copy of the application and a letter setting out the terms on which the funding is to be awarded before the funding is released and the project can begin.

In cases where the value of high-priority projects to improve school condition exceeds a school's available resources, an application can be made to Education Capital to consider emergency funding. This will usually take place after the work has been carried out and the school needs to top up their DFC to avoid going into deficit.

Funding for approved applications will generally be on the basis of a grant. In some circumstances a loan repayable to Cambridgeshire County Council within a maximum term of five years from the school's available resources may also be considered.

Cambridgeshire County Council will require the school to sign and return a copy of the application and a letter setting out the terms on which the funding is to be awarded before the funding is released and the project can begin.

TEMPORARY BUILDINGS

Many schools have temporary buildings (mobile classrooms) on their sites. Mobile classrooms provided by the Council remain part of the Council's central resource.

Notwithstanding this, schools should note that they have the same responsibilities to maintain mobile classrooms, whilst on their site, as they have for their permanent buildings. Particular attention should be given to the servicing of gas heaters in mobile classrooms, as their failure could have a serious effect on the health of the users of the rooms concerned.

Schools should be aware that mobile classrooms will be subject to a condition survey before being removed from a school site. Any works identified in the survey that are required as a consequence of a lack of timely maintenance by the school will be carried out as part of the transfer process and the costs recharged to the school concerned.

INCLUSIVE SCHOOL ENVIRONMENTS

Which equality legislation applies to schools?

Schools may have responsibilities under the following sections of the Equality Act 2010, which may be relevant to the maintenance of their premises:

- Part 3: Services and Public Functions. This applies to non-educational activities, such as providing room hire (such as for a club) or a venue for events (concerts, sports events etc.)
- Part 4: Premises. This applies where the school is the landlord for a person occupying a premises, such as a house (including where it is occupied by staff such as a caretaker)
- Part 5: Work. This applies when a school employs staff, such as teachers, cleaning, catering, and site management staff. It also applies to contract workers, such as those employed via an agency. This part includes the right for workers with disabilities to expect reasonable adjustments
- Part 6: Education. Chapter 1 applies to schools (however maintained), special schools and alternative provision. Chapter 2 applies to further and higher education. This includes the right to reasonable adjustments for pupils or students with disabilities
- Part 11: Public Sector Equality Duty. All schools have this duty, which is explained below

Who is protected?

The Equality Act 2010 protects people with the following protected characteristics:

- Age
- Disability (defined here: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>)
- Gender reassignment (such as trans people)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief (including having no belief)
- Sex
- Sexual Orientation (straight, gay, lesbian, bi-sexual, asexual etc.)

The Council has identified two further 'at risk' groups who will be afforded similar protections, and encourages schools to consider doing the same. They are people experiencing:

- Rural isolation
- Deprivation and poverty

People with protected characteristics and those associated with them (e.g. a child caring for a disabled parent), as well as people perceived to hold those characteristics whether they do or not (e.g. a teacher who is perceived as gay, even if they are not gay) are all protected by the Equality Act. They must not be discriminated against, harassed or victimised. In addition, disabled people have the right to have reasonable adjustments made to remove any substantial disadvantage they would otherwise face.

The Public Sector Equality duty places extra responsibilities on public sector organisations, including schools. It says they must, during the course of their work, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

How does a school achieve an inclusive environment for all?

Before significant decisions are made, such as changes to buildings, processes etc, the school must ensure their plans will comply with the Equality Act 2010. It is best practise to keep a record of this decision making process, so it can later be proved (if necessary) that due diligence was followed.

The Council recommends that schools complete an Equality Impact Assessment (EIA) to meet this legal duty. Although this is not the only way to achieve this, EIAs are a reliable and proven way to ensure equality for all groups with protected characteristics. The approach the Council uses also ensures equality of the extra groups the Council has identified as at risk. See the Council's EIA process here: www.cambridgeshire.gov.uk/council/communities-&-localism/equality-and-diversity/

Examples of issues regarding school premises which may impact equality for all (with the potentially impacted groups in brackets) include:

- Design of toilets (disability, gender reassignment, sex)
- Design of catering facilities / provision (disability, race, religion or belief)
- Design of parking/cycle parking etc. (disability, sex, rural isolation, deprivation and poverty)



How should a school identify and apply reasonable adjustments to premises for disabled people?

Under the Equality Act, schools must make reasonable adjustments for disabled people. This can include physical changes to premises.

There are potential two triggers for adjustments to be made:

1. A disabled employee, pupil etc. requests or is assessed as requiring them.

Note: Requests for reasonable adjustments should not be considered in isolation. This is a good time to address whole school accessibility for the benefit of everyone, including future users.

2. The school plans to make significant changes to their premises such as a refurbishment, new building, change to landscaping etc.

Where a disabled employee requests adjustments, if they are assessed as required by Access to Work, part of the Department for Work and Pensions. If adjustments to premises are required before starting a new job or within the first six weeks of a new job, they may be fully funded by Access to Work. Otherwise the school may be asked to make a contribution with the remainder funded by Access to Work. For more information see: www.gov.uk/access-to-work

Schools should have an Access Plan within the School's Development Plan. When undertaking any planned refurbishment works, schools should ensure their designs are inclusive for all and meet current and foreseeable future needs. One way to achieve this is by complying with British Standard 8300-2018 Design of Accessible Buildings (parts 1 and 2). The Council does not have any generic schemes to finance accessibility improvements.

SERVICING, TESTING AND INSPECTION

In order to meet legislation, Health and Safety regulations, and industry best practice, the following items, where applicable, should be serviced, tested or inspected and records kept.

Indicative Service Intervals for Schools' Equipment

The table below is an illustration of the types and frequency of service intervals for various types of equipment. Such work would normally be arranged by the school's Property Adviser, by setting up suitable service contracts with competent contractors. In addition to the contractor's work there are obligations on building managers to undertake frequent inspections and testing; for example testing the fire alarm and emergency lighting, visually inspecting the boiler plant and controls, checking water temperatures (legionella and scalding risk), and flushing little-used water outlets etc. These checks need to be regularly undertaken and logged. Your Property Adviser should work with you to agree the required action to be taken.

The Council has procured contracts for servicing of non-school buildings, which schools may use to carry out servicing if they wish (See Appendix 3 – Cambridgeshire County Council Framework and Term Contractors List)

Item	Service Interval
Fire Alarm Systems	Every 3 months or by risk assessment
Emergency Lighting	Every 6 months
Fire Extinguishers	Every 12 months
Fire Hydrants	Every 12 months
Fire Sprinklers	Every 3 months
Boilers – Gas	Every 12 months
Boilers – Oil	Every 6 months
Heating Controls	Every 12 months
Pressure Sets (used with heating systems)	Every 12 months
Pressure relief valves on heating systems	Every 12 months
Oil tanks (condition and calibration of gauges)	Every 12 months
Steel Chimneys (soundness)	Every 12 months
Water Hygiene	As determined by risk assessment
Stage Lighting	Every 12 months
Gas equipment (inc heaters, lab taps and systems, CDT equipment and systems)	Every 12 months
Passenger Lifts and Hoists (including special-needs hoists and tracks etc)	Every 3 months (subject to usage)
Hoist Servicing (goods)	Every 12 months
Fixed Electrical Installations	Every 5 years
Fixed Electrical Installations – Swimming Pools	Every 12 months
Portable Electrical Appliances	By risk assessment – up to 24 months
Sewage Pumps	Every 6 months
Lightning Conductors	Every 12 months
Swimming Pools including microbiological water testing	At commissioning and every month thereafter
Hot Water Blending Valves	Every 8 months
Catering Equipment	Every 12 months
Local Exhaust Ventilation (e.g. Fume cupboards, fume and wood dust extraction systems)	Every 14 months
Automatic Opening Doors	Every 12 months

STATUTORY INSPECTIONS BY THE COUNCIL'S APPOINTED INSURANCE COMPANY

The Council's Insurance Section has a policy agreement with Zurich Municipal to undertake both statutory and duty of care inspections on certain items of plant and equipment detailed below. Following inspections, Zurich email their report to the school (Headteacher's office address). The Headteacher must ensure that items reported as needing repair or attention are followed up and remedied within the stated timescales. Building Services & Facilities Management may undertake sample checks on behalf of the Council's Insurance Team to ensure that standards are being maintained. Items inspected include:

- Passenger lifts and hoists
- Goods lifts
- Boiler plant pressure safety devices and combustion efficiency
- Pressure plant in boiler houses, including steam engines, pressure cookers and autoclaves in laboratories or paint sprayers in CDT

These equipment inspections are undertaken at no cost to the schools. If you have any item, particularly in secondary school laboratories or CDT that you feel needs assessing please make the Insurance team aware (see Appendix 1 for contact details).

INSPECTION TESTING AND SERVICING RESPONSIBILITIES IN A SCHOOL KITCHEN

School kitchens may be managed by the school, or an external provider. Schools are responsible for the structural elements of kitchens no matter who uses the kitchen including providing and maintaining the infrastructure (gas and water pipes and electrical systems) up to the appliance isolator (this would normally be the main switch for electrical equipment or valve for gas equipment located adjacent to a specific piece of equipment (appliance) within the kitchen). The user of the kitchen is responsible for testing, from the point of isolation (but not including the point of isolation itself) to, and including, items determined as appliances or catering equipment.

The school is also responsible for the ventilation systems and associated equipment, which will need to be inspected/tested as required under legislation. The user of the kitchen would normally be responsible for cleaning the filters and ductwork.

SAFEGUARDING AND KEEPING CHILDREN SAFE

Schools' Responsibilities

On 3 September 2018 the Government published the *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges*. A copy of the guidance can be found on the Government website:

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

This guidance confirms that schools should have their own individual safeguarding policy. Within the context of this guidance and the school property management responsibilities, schools should ensure that they have appropriate policies and procedures in place for contractors or consultants working within their sites and on their buildings.

Contractors and consultants carrying out work to a school site or buildings are requested to undertake a risk assessment of each project considering if the normal procedures as outlined in the contract will adequately cover the risk of contact with children by unchecked contractor's staff. If the risk assessment shows that there is an increased risk due to the particular project particulars or location, then the contractor or consultants should agree an alternative approach with the Headteacher before the project commences on site.

Contractors or consultants engaging in regulated activity will require an enhanced Disclosure and Barring Service (DBS) certificate (including barred list information). For all other contractors and consultants who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required.

Under no circumstances should a contractor or consultant in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.

If a contractor or consultant working at a school or college is self-employed, the school or college are strongly advised to should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

Schools should always check the identity of contractors and consultants and their staff on arrival at the school or college.

Health, Safety and Wellbeing Responsibilities

Managing health, safety and wellbeing day-to-day

Headteachers and Governors have responsibilities for health, safety and wellbeing for their staff, pupils, contractors and others affected by their work. Many of these responsibilities require good management of the school premises (buildings and grounds).

Governors are responsible for ensuring that all significant hazards are identified and appropriately managed. This usually requires the development and implementation of suitable and sufficient risk assessments, supported by staff training as appropriate. Significant hazards present at schools are likely to include many of the following:

- Asbestos
- Biological hazards and infectious diseases
- Construction, refurbishment and demolition
- Confined spaces
- Display screen equipment
- Electricity
- Ergonomics
- Equipment for educational use (e.g., PE equipment, science equipment)
- Food safety (catering etc.)
- Fire and explosion
- Gas (including LPG)
- Lifting equipment
- Manual handling activities
- Machinery
- Noise
- Open water (ponds, streams)
- Pressure systems
- Radiation (e.g. ionising radiation in schools)
- Road-risk and transport
- Slips and trips
- Substances hazardous to health (e.g. dust, chemicals etc.)
- Swimming pools
- Vibration
- Water system safety (including legionella and scald risks)

Governors should take steps to confirm that they have fully discharged their responsibilities relating to their school premises. To achieve this, Governors should carry out regular school premises inspections as well as reviewing performance data. It is recommended Governors complete inspections termly, or at a frequency determined by the level of risk at the previous inspection. Staff representatives, where possible, should also take part in the inspections.

Managing contractors using the 5Cs

Schools carry out a range of premises-related activities using contractors including:

- Construction of new buildings and refurbishment of existing buildings
- Building and grounds repairs and maintenance
- Equipment repairs and maintenance such as fire alarms, lifts etc.)
- Specialist inspections, such as those for asbestos or legionella

Some people mistakenly think that once a client has appointed a contractor, the client can pass their legal responsibilities for health and safety to their contractor. This is not true, as many prosecutions have proven. To comply with the law, clients (such as schools) must have an effective contractor management system in place, and apply it robustly.

Clients have a legal responsibility to provide contractors with all the relevant information to enable them to carry out their work safely. This means without risks to the health, safety and wellbeing of the contractor's employees and/or to anyone else who could be affected by their work. Examples of other people who could be affected in an occupied school include staff, pupils, visitors, and other contractors.

While Governors and the Headteacher retain the legal duties, they can delegate the performance of safety management tasks to staff.

The Council has developed the 5Cs system to help schools allocate and implement processes to ensure they meet their legal duties when working with contractors. The 5Cs are:

1. **Co-operation** - between the school and the contractor and anyone else (including other contractors) working on site
2. **Co-ordination** - of the works to ensure that all activities at the school, including the construction works, can be carried out safely
3. **Communication** - between all parties so that everyone is aware of what is going on in the school, where works will be carried out, and what precautions need to be taken to ensure the health, safety and wellbeing of all people in the school
4. **Control** – to ensure that all significant hazards have been identified and the risks assessed with suitable control measures put in place to manage them. A key aspect of control is that contractors' work is monitored to make sure that they are working as agreed
5. **Competence** – all contractors engaged to work on site are competent (have enough skills, knowledge and experience) to safely carry out the works expected of them

Correctly using the 5Cs System can help schools to ensure they meet their legal responsibilities and that projects are carried out safely.

The key elements necessary for implanting the 5Cs are Area Custodians. The Area Custodian is the member of school staff who leads the implementation of the 5C's system. It is good practice to appoint at least one deputy, to cover for absence.

The Area Custodian is the key contact for contractors. They ensure that contractors:

- Have been shown the Hazard Register
- Have received a site induction
- Are working as agreed

The Area Custodian needs enough understanding of the school premises, the hazards present, and the work the contractor is doing, to complete the above tasks effectively.

Hazard Register

Headteachers and Governing Bodies are responsible for making sure that all significant hazards in their school are identified and are included within the Hazard Register. The Hazard Register should contain information on significant fixed hazards, such as asbestos or fragile roofs. It should also contain information on how the premises are used and who they are used by. The Area Custodian is usually delegated the task of keeping the Hazard Register updated. Please contact Property Compliance team for support and advice at Property.Compliance@cambridgeshire.gov.uk

Contractors must be given a local induction so that they are aware of the school rules which they must follow, and the arrangements that are in force in the event of an emergency (e.g. what to do if the fire alarm is activated). This information may be included with the Hazard Register.

- **Confirming the contractor understands the Hazard Register etc.**

The school must ensure that every contractor reads the Hazard Register before they carry out any works within the school.

The contractor must sign the Visit Log to confirm they have understood the information in the Hazard Register and their site induction. The Visit Log could be important evidence in the event of an accident and any subsequent prosecution.

- **Managing larger projects**

For larger projects, the usual Hazard Register is unlikely to be sufficiently detailed to meet the school's legal duties as a client under the Construction Design and Management (CDM) Regulations. Larger projects are likely to be notifiable which means the Health and Safety Executive (HSE), the enforcement body for safety, must be informed before the work begins.

The HSE has produced a short guide for clients on how to meet their requirements under CDM, which is available here: www.hse.gov.uk/pubns/indg411.pdf More comprehensive information on CDM is also available on their website: www.hse.gov.uk/construction/cdm/2015/index.htm

Where gaps in understanding of the hazards are identified, it is the school (as the client) who is responsible for ensuring they are resolved. If an incident occurred as a result of a failure to gather the correct information, then the school may face prosecution.

If a school is in any doubt as to what is required then they should consult the LGSS Health, Safety and Wellbeing Team for guidance by emailing Health.andSafetyTeam@cambridgeshire.gov.uk

Grounds Maintenance & Trees

Headteachers and Governors are responsible for:

- maintaining their school grounds and trees using their devolved budgets
- Ensuring children's safety during adverse weather conditions by:
 - risk assessing the school site
 - excluding staff and children from areas near trees following the Council's emergency tree protocol
- Ensuring clear communication with neighbours in line with Council policies

Should there be any concerns please contact the Cambridgeshire Schools Tree Team (see Appendix 1).



Legislation & Approved Guides

There is a broad range of legislation that applies to the management of workplaces. There is legislation that not only covers the day-to-day use of buildings but also to work to maintain, construct, extend, refurbish or adapt buildings. To ensure that schools comply with these regulations, they must employ a competent Property Adviser. Failure to

seek and to take competent advice can result in the Headteacher, the Governing Body or the Council facing enforcement action. Some key property legislation is outlined below.

Planning Requirements

Some projects will require planning permission before they are allowed to be carried out. This could include projects which involve changes to the external appearance of a building, or the addition of an extension or changes to the use of a building or part of a building. The school should liaise with their Property Adviser or other competent person (e.g. architect) to check whether planning permission is likely to be required.

If planning permission is required then, regardless of the school's location within the county, the Planning Application should be submitted by the school, or the project manager on behalf of the school, to the Planning Department of Cambridgeshire County Council. The application process should ideally commence with an approach to the Planning Department to discuss the project. They may request a meeting on site so that they can provide advice on the application. If planning permission is required then an application will need to be made online via the Planning Portal.

Building Regulations

Since April 2001, schools have been required to comply with the statutory Building Regulations when maintaining, extending or adapting their buildings. The Building Regulations 2010 apply to the maintenance, construction, extension and alteration of premises, and to the provision of certain controlled services and fittings. There are specific requirements in the Building Regulations concerning the conservation of fuel and power that require approval before replacing boilers or lighting and installing cooling equipment. Replacement of windows, doors and roofing insulation also needs prior approval.

The school's Property Adviser should be consulted as early as possible (i.e. at the design concept stage). They will be able to advise if Building Regulations approval is required for a project. They will also be able to advise whether planning approval is required and the extent to which the project falls within specific construction Health and Safety regulations. [See The Construction \(Design and Management\) Regulations 2015](#)

Building Regulations are broken down into various parts. Each part is supported by an Approved Document, which gives guidance on meeting the Building Act 1984 requirements.

No matter how small an alteration, the school should seek advice from their Property Adviser to determine whether the building regulations will apply. For example, the removal of a door may contravene fire regulations, or the addition of a wall may impede an emergency exit; both of these issues will require Building Regulations approval and the school will need to make a Building Control Application.

Building Control Applications have to be made to Building Control; these services are provided by District and City Councils who will only provide these services if the building work is going to be carried out on a building in their district or city. In addition, there are some private organisations, called Approved Inspectors that can also provide these services anywhere in the country. All Building Control Applications will attract a fee.

If planning approval is required, then this should be gained (probably in the form of an outline planning consent) before a Building Control application is made. This avoids unnecessary expenditure on applications for schemes that will not be allowed to progress for planning reasons. However, it is important that designers take proper account of building regulation requirements when preparing their initial designs for planning approval.

School Premises Regulations

All educational buildings are subject to The School Premises (England) Regulations 2012, which prescribe minimum standards for both new and existing schools maintained by a local authority in England, including nursery, community and community special schools, foundation, foundation special, voluntary schools and pupil referral units.

The Education (School Premises) Regulations 2012 set out minimum standards for:

- Health, safety and welfare
- Acoustics
- Lighting
- Water
- Outdoor spaces



The DfE has published a series of Building Bulletins that set out specific requirements for school design and are based on the requirements of the Building Regulations, codes of practice and sector-specific practice.

Most of the particular requirements for school buildings have already been embodied in the Approved Documents which provide guidance on the Building Regulations. However, certain school-specific requirements contained in the DfE Construction Standards build on the general requirements of the Building Regulations and are required to be included within school designs.

The Construction (Design and Management) Regulations (CDM) 2015

The CDM Regulations 2015 apply to all construction, refurbishment and maintenance projects and are intended to ensure that health and safety issues are properly considered during a project's development so that the risk of harm to those who have to build, use and maintain structures is reduced.

Responsibility for health and safety in construction projects is borne by a number of duty holders who include:

- The client (which may be the Council, the school or both). A 'client' is anyone having construction or building work carried out
- Designers. The term 'designer' has a broad meaning and relates to the function performed, rather than the profession or job title. Designers are those who, as part of their work, prepare design drawings, specifications, bills of quantities and the specification of articles and substances. This could include architects, engineers and quantity surveyors
- Principal Designer. A principal designer has to be appointed to advise the client on projects that have more than one contractor. They can be an organisation or an individual with sufficient knowledge, experience and ability to carry out the role. This may be combined with other roles on the project, such as project manager or architect. The Principal Designer's role is to advise the client on health and safety issues during the design and planning phases of construction work. If the client fails to appoint a principal designer, the client must fulfil the duties of the principal designer
- Principal Contractor. A contractor is a business who is involved in construction, alteration, maintenance or demolition work. This could involve building, civil engineering, mechanical, electrical, demolition and maintenance companies, partnerships and the self-employed. A principal contractor has to be appointed on projects where there is more than one contractor. The principal contractor's role is to plan, manage and co-ordinate health and safety while construction work is being undertaken. If the client fails to appoint a principal contractor, the client must fulfil the duties of the principal contractor

Clients have very specific duties under CDM Regulations 2015. These are set out below:

- Ensuring other duty holders are appointed, that is, designers (including principal designer on projects involving more than one contractor) and contractors (including principal contractor on projects involving more than one contractor)
- Ensuring the roles, functions and responsibilities of the project team are clear
- Ensuring that the people and organisations they appoint have the necessary skills, knowledge, experience and (if an organisation) the organisational capability to manage health and safety risks
- Ensuring sufficient time and resources are allocated
- Ensuring effective mechanisms are in place for members of the project team to communicate and cooperate with each other and coordinate their activities
- Ensuring relevant information is prepared and provided to other duty holders
- Ensuring the principal designer and principal contractor carry out their duties. This could be done by arranging project progress meetings or via written updates
- Ensuring welfare facilities are provided
- Maintaining and reviewing arrangements to ensure they remain relevant

The HSE must be notified where the construction works are likely to last longer than 30 working days and have more than 20 workers working simultaneously at any point or exceed 500 person days.

The Principal Designer would be the key adviser and should be appointed before any design work is carried out. Once appointed, the Principal Designer will:

- Inform the client of their duties under the regulations
- Plan, manage and monitor health and safety in the pre-construction phase, including; identifying, eliminating or controlling foreseeable risks; and ensuring designers carry out their duties
- Help compile pre-construction information and provide it to designers and contractors
- Prepare the health and safety file and then review, update and revise it as the project progresses
- Liaise with the Principal Contractor to help in the planning, managing, monitoring and coordination of the construction phase
- Take into account the general principles of prevention
- Ensure that all persons working in relation to the pre-construction phase cooperate with the client, the principal designer and each other

The principal designer is not required to supervise or monitor work on site; this is the responsibility of the principal contractor.

Construction Phase Plan (CPP)

The regulations require that, before the construction phase begins, the client must ensure that a construction phase plan is drawn up by the contractor if there is only one contractor, or by the principal contractor if there is more than one contractor.

The construction phase plan (CPP) records arrangements for managing significant health and safety risks associated with the construction of the project and is the basis for communicating those arrangements to those involved in the construction phase. It outlines the health and safety arrangements and site rules taking into account any industrial activities taking place on site. During the course of the project, the principal contractor must ensure that the construction phase plan is reviewed, updated and revised. The client must ensure the plan adequately addresses arrangements for managing risks and that the principal contractor regularly reviews and revises the plan.



The contents of the construction phase plan will vary depending on the size and type of project and where the project is taking place. However, there are certain issues that should be covered in all construction phase plans for projects taking place in schools. These include:

- Welfare arrangements for construction workers
- Information on identified existing hazards and survey information (e.g. asbestos, buried services, confined spaces etc.) and the arrangements that the contractor has put in place to manage the risks associated with these hazards
- Induction training for site workers and information on any site rules (including site rules imposed by the school)
- Traffic management arrangements. These could include setting up specific routes to avoid areas used by staff and pupils. Other arrangements, such as scheduling traffic movements to specific times of the day that will avoid mixing the pedestrian and vehicular traffic on site, may also be described. Other issues that might need to be considered could include how damage to school property caused by construction vehicles will be avoided and how traffic movements such as reversing will be minimised or otherwise managed
- Arrangements for liaising with the school and any other people that might be working on the school site
- Emergency arrangements

Asbestos

Many public buildings, including schools, contain so called asbestos-containing materials (ACM). ACM does not pose any risks to health provided that it is in good condition; and is not interfered with.

It is an explicit requirement of the CDM Regulations that contractors be made aware of any ACM that may be present in a project area. The School's Hazard Register contains an asbestos register, which identifies areas of ACM that have been identified in the school.

On a day-to-day basis, schools are responsible for carrying out periodic checks of known ACM (twice an academic year) to make sure that it is still in good condition and recorded on the on-line Frontline Asbestos Management system - Please contact Property Compliance on Property.Compliance@cambridgeshire.gov.uk for further details.

It is recommended that these checks be included in the premises health and safety inspections recommended in Health & Safety Responsibilities. Any ACM found to be in poor condition (i.e. broken or damaged) must be notified to the Council's Asbestos Co-ordinator at the earliest available opportunity. Access to rooms containing damaged ACM should be prohibited until such time as further advice has been gained from the Asbestos Co-ordinator or another member of the Council's Health & Safety team.

Where ACM is accessible e.g. in classrooms, then members of staff (including teachers, teaching assistants as well as caretaking and site management staff) must be made aware that it is present. They should also be told that they are not to interfere with the ACM (e.g. by pinning things to the ACM) and also the actions to take if they find that the ACM has been damaged.

When contractors carry out works on site there is a risk that they might inadvertently disturb ACM that is present in the building. For this reason it is imperative that contractors be shown the school's asbestos register before they are permitted to carry out any works. If following a check of the register the contractors identify that there is a risk that their works may disturb or damage ACM then they must NOT be allowed to start their work (they can of course do other jobs that don't carry this risk). The school should contact the Council's Asbestos Co-ordinator – see Appendix 1 for contact details for further advice.

If the project is notifiable to the HSE (See The Construction (Design and Management) Regulations (CDM)) or the works involve breaking into the building fabric (e.g. breaking into ducts or walls or ceiling voids or any other areas that are otherwise inaccessible or require demolition of a structure or part of a structure) or works on services (e.g. removing pipe work or wall heaters or fuse boards) or will involve works on ceilings that have a textured coating

(called Artex) then a further survey will be required. This survey should be carried out as early as possible in the planning stage of the project. In community and voluntary controlled schools, or where the Council is managing projects in Foundation or Voluntary-Aided schools, these surveys **MUST** be organised through the Council's Asbestos Co-ordinator. Foundation and Voluntary-Aided schools undertaking their own projects are strongly advised to follow the same procedure.

Security and Fire

All schools **MUST** have a Fire Risk Assessment in place. Fire Risk Assessments require the identification of all fire hazards and the implementation of control measures to reduce associated fire risks to a tolerable level. Fire Risk Assessments **MUST** be carried out by someone who is competent; competent in this context means someone that has knowledge, experience and training in fire safety matters. Fire risk assessments should consider all parts of the premises and also all activities carried out within them. Please contact the Property Compliance Team on Property.Compliance@cambridgeshire.gov.uk

Schools are not normally expected to have the necessary competence to carry out this task themselves and should either appoint their Property Adviser (if they meet the competency requirements) to undertake this assessment on their behalf or appoint someone else who is competent. If schools are having problems sourcing a suitably competent

In schools, the Headteacher is likely to be considered the responsible person because of the control they have over their premises. Although help and support is provided by Cambridgeshire Fire and Rescue Service, they are also responsible for enforcing fire safety legislation; they can issue improvement notices and take steps to prosecute schools and / or individuals where an assessment has not been carried

person then they should contact the Council's Health & Safety team for advice.

The results of Fire Risk Assessments **MUST** be managed and acted upon. For example, if the assessment identifies a need to repair a fire door or clear obstructions from a fire exit then these actions must be carried out as a matter of priority. Advice on fire safety can be accessed at:

<http://www.communities.gov.uk/documents/fire/pdf/150865.pdf>

Further advice and guidance on fire safety matters is given in servicing, testing and inspection and notes for schools with fire alarms connected to Redcare.

Recent changes in fire legislation now require the individual in charge of the establishment's fire and emergency procedures (called the responsible person) to make sure that assessments and management actions are carried out.

out or where fire risks have not been adequately managed or when a serious incident has occurred.

Fire Risk Assessments should be reviewed periodically (at least annually) or following any significant change to a building or part of a building (e.g. following a building project) or where there has been a significant change to the use of a building or part of a building.

Fire Sprinklers and Alarms

The present guidance for installing fire sprinklers, from the DfE is detailed in their Building Bulletin BB100. This strongly recommends that fire sprinklers are installed in new buildings or major refurbishments. This can also be verified by the completion of their associated risk management check list.

In addition the current Council policy is to provide early warning with automatic smoke detection on the fire alarm system, connected to an alarm receiving centre via a monitored telephone line (BT RedCare). This system must be separate from any security system and is funded centrally.

When the alarm operates, the fire service is automatically summoned by the Alarm Receiving Centre. There is no cost to the school for the annual operational charges and, as there are significant insurance savings to be had from connected sites, central funding is available to connect existing schools. To make the connection viable the fire alarm must comprise a number of automatic smoke detectors, although some discretion can be applied if a small number of detectors need adding to complement any existing provisions.

Fire alarms fitted in new buildings and larger building extensions are usually connected and existing fire alarm systems should be connected when replaced or upgraded. For further details on the operational procedures refer to Appendix 4.

Where a building is altered or extended the fire detection and sprinkler installation must also be extended or adapted. The design requirements must be provided by a competent company and the approval of the Council's insurers obtained. Early fire detection with sprinklers or smoke detection are designed to detect the early stages of a fire so that its growth can be controlled.

Fire Hydrants

In order to ensure that an adequate supply of water and a suitable connection is available, fire hydrants are provided at various points on the mains water network.

The hydrants are located on public highways (public hydrants) and depending on location and risk they can be found on school sites, and therefore classed as private hydrants. They are identified with an iron cover with FH cast in the moulding as **Fig 1**.

Access by the Fire Service is via a standpipe as **Fig 2**.

The familiar yellow sign as **Fig 3** must mark the valve size and location. This should be fixed to an adjacent permanent structure, e.g. building or brick wall or on a yellow post. Between the top arms of the "H" a number indicates the size of pipe. In the illustration this is 100 mm for a metric sign.

Older **Fig 3** signs will be in inches, e.g. the number between the lower arms of the "H" indicates how far away from the sign the actual hydrant is located. In the illustration this is shown as three metres.

Again, in old signs this will **Fig 3** be feet e.g. 10.

Schools should establish if they have any hydrants within their grounds and ensure that they remain serviceable. It is important to address any defects, which may include visible water leaks, defective chamber lid and frame, and damage or vandalism to the marker post and plates. It is important that the hydrant and sign are not obstructed so as to be available in an emergency.

The water supply for firefighting is not chargeable and therefore hydrants are normally un-metered. Any unauthorised use of a hydrant is not permitted. Unauthorised access includes theft of water and poses a risk to the quality of water and could result in contamination of the public water supply, reduction in pressure, disturbance to, or possibly a mains failure of, the water network and may result in prosecution. If there is a requirement to use the hydrant for other purposes, e.g. filling a swimming pool, irrigation or building works then a standpipe with a meter and licence must be obtained from the water supplier. Refer to your water supply invoice for contact details and the terms of the licence. It is important to note that it is possible for hydrants to be configured so that during a non-fire situation water is supplied through a school's water meter, therefore if anyone uses the hydrant, the school will be charged for the water even if a metered standpipe is used.

All public hydrants are tested and maintained by the Fire Service. All hydrants on school grounds must be tested and maintained annually. The Fire Service can do this for a school but the service is chargeable.

The inspection would include:

Fig 1

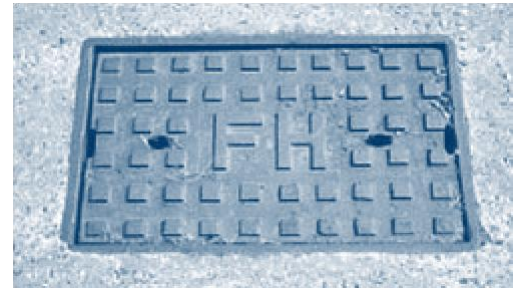


Fig 2



Fig 3



- Above ground inspection - This pays attention to the hydrant frame, the cover, the surrounding surface and the hydrant indicator plate, which is checked for damage and to see if the information shown is correct.
- Below ground inspection - Involves the hydrant pit and the hydrant itself. This will find any leakage which may affect the delivery of water for firefighting purposes.
- Wet pressure testing - Carried out if there are doubts about a hydrant's performance. Checks the water flow to ensure the hydrant is working properly.
- Signage - This includes maintaining the yellow and black "H" indicator post and plate, which provides information about the hydrant.

COMMISSIONING A PROJECT

Building works in schools will normally be commissioned by the Council, the relevant Diocesan authority, or the relevant academy trust or by the schools themselves.

Where the Council or Diocese manages the project, an appropriate lead consultant is appointed who will liaise with the schools in order to deliver the project safely, on budget and on time.

When undertaking the work themselves, schools are strongly advised to use a competent property professional. There are duties under the health and safety legislation that must be covered – see Construction (Design and Management) Regulations (CDM) 2015. The property professional should be commissioned to carry out the following steps as appropriate:

- Feasibility Study – checking whether the project is feasible, including the capacity of heating and electrical services and an early estimate of cost
- Specification and advice on procurement route – producing a written technical specification and any associated drawings for the work to be carried out
- Managing statutory matters including obtaining planning and building control consents
- Tender – preparation of tender documents, tendering the works to a number of appropriate contractors as set by the Council's Contract Regulations
- Evaluation of tenders – checking that the tenders are valid and accurate and recommending a contractor with whom to place the order for the work
- Contract award – managing contractor appointment and preparation of contract documents
- Quality control and site inspections – regular visits to site to check the progress and quality of work
- Contract administration – administering the contract, issuing variations (if required) and payment certificates
- Handover – accepting the finished project, if complete, snagging and checking that all commissioning and testing has been carried out, receiving and validating certification and hand over the documents including the Health and Safety File and advising the Headteacher that the works are complete and safe to be used
- Defects – managing defects and undertaking inspection at the end of defects rectification period

Fees

Property professionals will generally charge a fee based on the value of the work as a percentage; a fixed fee irrespective of the work; or an hourly rate.

The type and level of the fee will depend on the value and complexity of the project. Fees are subject to Contract Regulations and if likely to exceed £2,000 then competitive quotations must be sought.

This is not necessary if a Property Adviser on the ESPO Framework Contract is used.

LETTINGS

All schools will have their own agreed procedures and pricing structure for casual hiring and periodic casual letting of their buildings and playing fields.

However, schools must ensure that they do not enter into any agreements with third parties for the use of their premises that might constitute a legal right to exclusive possession of the premises. This means that all occupation of school property by third parties must be by regularised way of a formal written agreement, usually a lease or licence.

The circumstances under which possession can be lost are many and schools must always seek appropriate professional advice. The areas that need to be considered include:

- Existing land ownership and type of school
- Extent of the property to be let and the period of the agreement
- Rent or occupation charge and periodic rent/fee reviews
- Other costs – heat, light, rates, water, telephone, etc.
- Security, access and car parking
- Responsibility for repairs, maintenance, decorations, cleaning and caretaking
- Insurance
- Restricting the use of the property being occupied
- Restricting the passing on to others of the premises occupied
- How and when possession can be regained



A protocol on the occupation of Council accommodation has been prepared to give guidance on the letting of all Council owned property. Copies are available from the Education Capital Team (see page Appendix 1 or contact details). All property transactions other than those of a casual hiring nature must be dealt with by the Council's Strategic Assets team.

APPOINTING A PROPERTY ADVISER

It is strongly recommended that schools appoint the services of a competent professional Property Adviser. To help schools choose an appropriate Adviser, a list of approved organisations, together with Framework Contracts has been set up and is managed by ESPO. The list is at Appendix 2. Organisations that appear on the list have been checked against a number of competency criteria. Schools can use an organisation from the list, if they wish, or use the competency criteria as a benchmark to compare other Property Advisers.

Competencies of Property Advisers

To get on to the ESPO approved list, advisers must have the following competencies and provide the following information:

- Have a recognised construction qualification or professional registration such as RICS, CIOB, RIBA, CEng or IEng
- Have at least five years' experience managing the construction process in a Local Authority or Education environment. Have at least five years' experience in the design, management and administration of building services contracts
- Demonstrate a full knowledge of construction methods and building services protocols
- Demonstrate specialist expertise for Engineering Services and Structural Engineering within the company or provide the name of partnership arrangements with specialist consultants

- Demonstrate ability to assess risks to health and safety; provide a written Health and Safety policy statement that has been signed by the company owner (or equivalent person) and updated or reviewed within the preceding two years, and the name of the person providing them with competent health and safety assistance as required by law
- Be conversant with legislation such as:
 - Building Regulations 2010
 - Town & County Planning Act 1990
 - Construction (Design and Management) Regulations 2015
 - Building Bulletins published by DfE
 - BS 7671 IET Wiring Regulations
 - The Gas Safe Register
 - Approved Code of Practice L8 – The Control of Legionella Bacteria in Water Systems
 - Health and Safety at Work Act 1974 and associated Regulations, Approved Codes of Practice and Guidance.
 - The Equality Act 2010
- Evidence of up-to-date minimum cover of insurance for Professional Indemnity and Public Liability of at least £5m each
- Demonstrate company's policy for staff to have client awareness and a customer care focus
- Provide a statement of contract procurement procedures
- Provide a statement of performance monitoring arrangements
- Provide policy on continued professional development

Other checks to make in appointing a Property Adviser:

- Resources – are there sufficient staff to provide the service required during holidays and sickness?
- How do they deal with out of hours emergencies?
- Can they provide references with which to check past performance?

Fees for Property Advisers should be paid from the school's revenue budget.

Schools should retain on site all property information in a format that may be handed to new advisers if, for example, a contract is terminated. Contracts or Service Level Agreements should include clauses saying that ownership of such information remains with the school.

APPOINTING A WORKS CONTRACTOR

Contractors must be vetted for:

- Health & Safety – contractors must have the necessary health and safety policies, arrangements, procedures and competence to carry out their works
- Technical ability – contractors must be registered with appropriate bodies - see below
- Financial stability – for small works and projects the financial risk is low, as contractors would only be paid when the work is complete. However, problems increase if a contractor goes bankrupt during a project
- Public Liability Insurance – contractors should have appropriate insurance (a minimum level of £5m is recommended) that will pay out in the event of a claim for an accident on the site An original certificate of the cover should be seen
- Professional Indemnity Insurance if the contractor is to undertake any design work – a minimum level of £5m is recommended
- Registration with Disclosure and Barring Service – the risk of not registering should be considered by the school

Vetting should be carried out by a competent person and schools should approach their professional Property Adviser for help. See Appendix 3 for details of contractors appointed by the Council for maintenance work on non-school buildings.

Registration Requirements for Contractors

Gas

To work on gas installations and appliances safely and legally, engineers have to be on the Gas Safe Register – prior to 1st April 2009 the CORGI Register. All Gas Safe-registered installers must carry an Identification Card and have it available to demonstrate their registration with Gas Safe. The card contains a photograph of the operative, their employer's trading title and the Gas Safe register trade mark. The reverse of the card contains details of the different types of gas work the operative is competent to undertake. Registration does not mean they can undertake any gas work as they may only, for example, be certified to carry out pipe work or domestic repairs and not school boilers or catering equipment. For more information check Gas Safe's web site at <http://www.gassaferegister.co.uk>

You must always ask to see your gas installer's Gas Safe ID before letting them undertake work and you must check the reverse of the card to establish what works the installer is registered to undertake.

Electricity

Currently, there is no statutory registration for contractors undertaking electrical work in schools. It is however very important, for safety reasons, that electrical work is only undertaken by competent qualified persons. As electricians are not required to be registered under current legislation, any individual can set themselves up as an electrical contractor and undertake electrical installation work or testing and it is difficult to determine their competency. (Note for houses there is a legal requirement for competency under the Building Regulations.) There are, however, regulatory bodies that ensure that registered companies are competent and hold the correct documentation (copies of current regulations), they have appropriate test equipment and that their work conforms to best practice and meets the approved industry standards. Only registered companies should be used on any electrical work even if they offer to undertake work without charging for it. Companies should be able to demonstrate that they are registered with the National Inspection Council for Electrical Installation Contracting (NICEIC) or the Electrical Contractors Association (ECA). This is normally identified by the appropriate logo on the company's headed paper.

Water

Works on any water system must comply with the Water Supply (Water Fittings) Regulations 1999 and depending on the works being undertaken, operatives must be registered as an Approved Plumber under the regulations. The person undertaking plumbing works will need to demonstrate that they are registered or are acceptable to your Water Supply Company. For certain types of work, notification is also required to the Water Supply Company. It is recommended that advice is obtained from your water supplier for any works that you propose undertaking. Their details will be available on your water supply invoice. Or for Anglian Water refer to: <http://www.anglianwater.co.uk/business/watersupply/approved-plumbers/>
<https://www.anglianwater.co.uk/business-retailers/water-fittings-regulations.aspx>

Oil

For any work undertaken on oil boilers or storage tanks the operatives must be registered with OFTEC (Oil Firing Technical Association) again proof of registration should be checked.

SELF-HELP SCHEMES

Self-help schemes, where building work is carried out using the skills of parents, governors or school staff, may be attractive in saving money. However, there are risks that must be considered before embarking on a self-help project and a checklist is available in the Health and Safety Management in the Schools Manual to help schools through this process. Some early thought should be given to:

- Insurance – what happens if an accident occurs?
- Technical knowledge – do people REALLY know what they are doing?
- Workmanship – how do you deal with poor workmanship by volunteers?
- Competence – experience in home DIY is not evidence of professional competence

EMERGENCY PLANNING AND BUSINESS CONTINUITY PLANNING

Schools have to deal with problems and crises daily and will have developed contingency plans and arrangements to deal with, for example, teachers' sickness and pupils' accidents. It is important for schools to further develop these plans to include building problems, ranging from a minor repair to loss of utilities, fire or flood. The plan should include:

- out-of-hours contact numbers for Property Advisers kept in a safe
- contact numbers for staff key holders

UTILITIES MANAGEMENT

Building Log Books

Building Regulations require that all new and refurbished buildings must be handed over with a log book containing details on how the building's heating, lighting and other energy consuming devices were designed to be operated. The design requirement is to provide additional metering (electricity, water and gas) and the logbook should identify where the meters are located, enabling schools to monitor and control their energy consumption. The project manager will hand over the logbook on completion of all new works. This should be kept updated with regular meter readings. In addition an Energy Performance Certificate (EPC) must be provided. The EPC is based on a building's inherent energy performance under standard conditions of use, and accordingly, it will not reflect the actual operation of the building and its energy systems.



Display Energy Certificates & Advisory Reports

To inform the public of the school's actual usage of energy, a Display Energy Certificate (DEC) may be required. These are a legal requirement for all buildings occupied by public authorities (including schools) with a total useful floor area greater than 250m². The certificate should be accompanied by an Advisory Report (AR) which provides

recommendations for ways to reduce your energy consumption. Both documents must be put together by an accredited energy assessor. ESPO framework contract 343 covers this service, further details can be found at: <https://www.espo.org/Frameworks/Energy/343-Energy-Performance-of-Buildings-Surveying,-Ass>

The DEC must be placed on prominent public display, e.g. at reception, and the AR must be held on site and made available upon request.

There are two types of DEC depending on the size of your school:

- DEC and ARs for buildings with floor areas between 250 -1,000m² are valid for 10 years.
- DEC and ARs for buildings floor areas greater than 1,000m² are valid for 1 year.
- ARs must be renewed every 7 years.

Energy Strategy

Cambridgeshire's Corporate Energy Strategy was adopted in March 2017. This document outlines how the Council plans to improve the energy efficiency of its sites to reduce energy consumption as well as produce low carbon energy generation on its assets, in order to save energy, manage costs and support sustainable growth. The Corporate Energy Strategy can be downloaded from <https://www.mlei.co.uk/section-1/ccs-energy-strategy/>

Utilities Supply and Billing

Schools are responsible for paying their own energy and water bills. Cambridgeshire schools have the option to buy their gas and electricity through ESPO's contract (currently awarded to Total Gas & Power). Water and sewerage services can be procured from any licenced retailer and there is also an ESPO framework contract in place for these services.

New regulations are coming in on the types of meter that schools must have for their gas and electricity supplies. By the end of 2020, schools must have Automated Meter Reading (AMR) – like all meters these measure your energy consumption, but they also automatically send monthly readings to your energy supplier. This ensures accurate invoicing and enables you to make better energy decisions.

To exchange your meter you will need to speak to your energy supplier to make the arrangements – if you buy through ESPO this is Total Gas & Power. Most suppliers will do the exchange for free.

Energy Efficiency

Schools will reap the benefits of reducing their energy consumption. Schools should have an energy policy for each individual building in order to manage their electricity and gas/oil (as applicable) usage. Information and support in developing an energy policy and reducing energy consumption is available from the Carbon Trust at the following link: <https://www.carbontrust.com/resources/guides/sector-based-advice/schools>

Further guidance is available from a variety of sources, including the Carbon Trust and the Peterborough Environment City Trust (PECT). For help in obtaining information, contact mlei@cambridgeshire.gov.uk

The Council run a programme of Energy Performance Contracts for retrofitting energy saving and generation measures into schools. These contracts place a guarantee on the energy savings associated with the retrofit, and make the system designer – currently Bouygues Energy & Services - financially liable should the retrofit not perform to a pre-determined standard. The Council supports the school by providing low cost loans (or Managed Service Agreements for Academies) to pay for the energy saving/generating measures. For more information visit:

<https://www.mlei.co.uk/projects/school-programme> or contact mlei@cambridgeshire.gov.uk

Water Efficiency

Water bills can be reduced by carrying out a simple water efficiency audit, updating fittings where appropriate (e.g. dual-flush toilets, sensors on taps), ensuring pipes are insulated (to prevent bursts), keeping an eye out for leaks or

dripping taps, and by reading your meter on a regular basis so you understand and can quickly spot any increase in consumption (which could be a sign of a hidden leak).

APPENDIX 1 - CAMBRIDGESHIRE COUNTY COUNCIL CONTACTS LIST

Tree Team

Joe Swindells –

Email: Joe.Swindells@cambridgeshire.gov.uk

Mobile: 07887 633 455

Richard Rice –

Email: Richard.Rice@cambridgeshire.gov.uk

Mobile: 07881 833 532

Education Capital Team

Ed.Cap@cambridgeshire.gov.uk

Property Compliance Team & Cambridgeshire Asbestos Co-ordinator

Property.Compliance@cambridgeshire.gov.uk

Health & Safety Team

Health.andSafetyTeam@cambridgeshire.gov.uk

Insurance

Insurance@cambridgeshire.gov.uk

APPENDIX 2 - ESPO FRAMEWORK 2664, PROPERTY, BUILDING AND INFRASTRUCTURE ADVICE AND MANAGEMENT SERVICES

Please use the link below to access this Framework.

<https://www.espo.org/Frameworks/Buildings/2664-Property-Advice-and-Management-Services>

APPENDIX 3 – CAMBRIDGESHIRE COUNTY COUNCIL FRAMEWORK AND TERM CONTRACTORS LIST

For details of the most up to date Minor Works Framework Contractor list please contact:

Ed.Capital@cambridgeshire.gov.uk

For details of the most up to date Term Contractors List please contact:

ccc.propertyhelpdesk@cambridgeshire.gov.uk

APPENDIX 4 - NOTES PROVIDED TO SCHOOLS WITH FIRE ALARMS CONNECTED TO REDCARE

- The establishment has an automatic link to the Fire and Rescue Service via an Alarm Receiving Centre (ARC) that monitors all the calls, fire signals, faults and failures, and the establishment must manage its operation
- The Alarm Receiving Centre is Southern Monitoring Services Ltd., Telephone No. 0844 872223
- If the fire alarm is activated, Southern Monitoring will receive a fire signal and they will initially call the school. If they do not get a response in seconds they will automatically summon the Fire Service unless they were advised that the system was under test. The Fire Service will be advised of an “unconfirmed fire call”
- As soon as the school is aware if it is “genuine fire” or an accidental operation of the fire alarm “false alarm” they must ring 999 and advise if it’s a fire or a false alarm. This procedure has been stipulated by the Fire Service and is not negotiable
- If it is confirmed as a fire the attendance will be escalated to an emergency fire call. If it’s a false alarm the fire service will radio to the appliance that may be on route and that can then return or be diverted to another call
- After contacting the Fire Service, Southern Monitoring will contact either the establishment or key holders depending on the time of day
- To advise Southern Monitoring of a test, or if servicing or a repair is required, then quote your Account Number and ID pass number. The account number identifies the site and the pass code is four numbers unique to your establishment and issued for all key holders
- The system must be tested weekly by the operation of a fire call point. Test a different one each week
- The recommended test time is up to one hour with a maximum of four hours. The time for test can be from the time of the call or, from another agreed time. After the agreed test period the system will be returned to normal. Therefore, if the test is not complete contact Southern Monitoring again to extend the test time if required. After the test, contact Southern Monitoring to establish that they received a fire signal and the system is working
- A special engineer’s code is held centrally and is for commissioning and alterations to the system. If a contractor needs to work on the alarm for repairs, extensions etc. do not state an engineer needs to work on the system, as Southern Monitoring will require the special code. Just advise them that you require the system to be put on test
- As the system is to protect life and property, all calls to Southern Monitoring are audio recorded and maintained for 90 days
- As the connection is monitored by telephone connection, any telephone faults will be reported (24hr) to the keyholders for the establishment. The keyholder must ensure that the fault/failure is resolved and the system restored to full operation
- For telephone line connection faults contact BT. 154. They will need to know your Redcare telephone number
- Note your account number and password on the instruction

APPENDIX 5 - BUILDING AND ENGINEERING STANDARDS

Building Services must form an integrated part of the design process and must be considered at an early stage in the design concept. All designs and specifications must ensure that the delivered scheme is in compliance with legislation, recognised standards and best practice. Additionally, specific requirements may apply, depending on the particular project being delivered. These may be a specific requirement for Cambridgeshire County Council or the Department for Education or specific requirements relating to Social Care establishments.

We cannot list all general standards and guidance that may apply and knowledge of these rests with the designer. However, they would typically include:

- Statutes and Regulations
- HSE Guidance and statutory Approved Codes of Practice
- Environmental Regulations and Guidance
- British Standards and Codes of Practice
- DfE Building Bulletins
- CIBSE Design Guides and publications
- Manufacturers' performance specifications, recommendations and requirements.
- Best of Practice
- BRE publications
- Utility provider requirements: Gas, Electricity, Water, Waste and Communication

The following are specific standards that will only apply to particular schemes or are a requirement of Cambridgeshire County Council. Compliance with these is mandatory. Most documents give references to further guidance that will equally apply.

- Statutory Requirements (specific)
- The Education (School Premises) Regulations 2012
- The Building Regulations 2010
- The Electricity at Work Regulations 1989
- The Gas Safety (Installation and Use) (Amendment) Regulations 2018
- The Fire Regulatory Reform Order 2005
- The Equality Act 2010

Cambridgeshire County Council Policy and Standards:

- Asbestos Policy
- Water Management Policy
- Contract Regulations

Department for Education:

See website

Regulatory Guidance:

- The School Premises (England) Regulations 2012
- The Education (Independent School Standards) (England) Regulations 2010
- Assessing the Net Capacity of Schools (DfES/0739/2001 REV)

BB104 Area guidelines for SEND and alternative provision

BB103 Area guidelines for mainstream schools

BB101 Ventilation, thermal comfort and indoor air quality 2018

BB100 Design for Fire Safety in Schools

BB93 Acoustic Design of Schools

Lighting Guide 5: Lighting for Education (LG5)

Music Accommodation in Secondary Schools – a design guide