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***Children & Young People's Directorate***

***CYPD Premises Handbook***

**July 2008**



INVESTOR IN PEOPLE

CYPD Assets Team  
Capacity Planning & Development Service



## **CYPD Premises Handbook**

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## Introduction

In the short time since the Premises Handbook was re-launched we have continued to consult with schools and seek feedback on ways of working together to improve school premises management. Effective management of school premises is a shared responsibility between the School and Sheffield Council's Children and Young People's Directorate. The Council owns the property assets and employs school personnel and is liable under law for breaches of statutory legislation. It is therefore essential that the Council discharges its landlord responsibilities effectively to ensure the health and safety of all school premises users. The delegation of budgets and responsibilities, particularly for school maintenance means that schools also have an increased and vital duty holding role to perform.

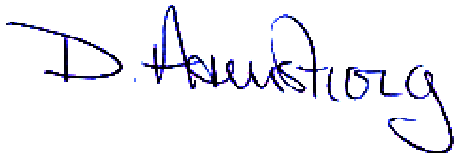
Experience has shown that without clear guidance the boundaries on landlord and dutyholder standards, roles and responsibilities can sometimes become blurred and result in outcomes that detract from the efficient and safe management of school premises.

The handbook has therefore been revised to make explicit the statutory duties that fall upon schools in relation to premises management. In addition the directorate has also established a series of unambiguous premises management standards applicable across all Children and Young People's directorate assets.

It is important that schools manage and maintain their sites and buildings to a level that complies with these new standards.

We recognise the immense pressure placed on Heads and Governors to ensure compliance with legislation surrounding building management. We believe that the establishment of a standards framework will support schools in discharging these duties.

Responding to the feedback from many Headteachers about the type of assistance required we have expanded the range of services offered under the Premises Base Package and are developing our premises management services in a way that will support you in the management of your school, buildings and land, developing a consistent approach, uniform standards and promoting excellence across premise management.

A handwritten signature in blue ink, appearing to read 'D. Austorg'. The signature is written in a cursive style with a large, looping 'D' and a long, sweeping tail.

## Dealing with emergencies

Emergency maintenance projects by their nature present difficult challenges to the school and the CYPD as it is necessary to arrange for repairs or replacement at very short notice and put in place arrangements which will allow the school to continue to function as far as practicable. In these situations the CYPD will help the school by the provision of advice, practical assistance and arranging contractors so as to avoid closure.

The following are examples of situations when emergency maintenance work may be necessary:

- ◆ Following a fire or flood
- ◆ Following a power cut or failure of the mains, gas or water supply
- ◆ Following a failure of the heating system.

To limit the effects to both staff and pupils thought should be given to a clear plan of action in the event of an emergency situation. This plan should be clearly communicated to all staff and responsibilities agreed with key staff members.

An emergency file should be assembled to include:

- ◆ List of all emergency contact numbers (displayed in key areas in the school and available to personnel at home)
- ◆ Laminated site plans
- ◆ Plans showing all stopcocks, fuse boards and utility meters
- ◆ Procedure for investigating boiler plant to be followed by key staff.

In these and similar circumstances a member of the Assets Team will be happy to take responsibility for advising the school. We will seek technical advice to identify the options for dealing with the problem and then agree with the school a plan of action and programme of work.

This approach will allow the Headteacher to develop a contingency plan to enable the school to continue to function until the work is completed. The CYPD will assist with communications with parents etc, through the Publicity Service and our aim is to keep the period of disruption to the school as short as possible and allow a return to normal operation at the earliest opportunity.

### **What to do if you are considering closing the school.**

**The CYPD wishes to avoid school closures if at all possible and will work with Headteachers to find ways of dealing with emergencies.**

Please contact the **Assets Help Desk – 273 5621** at the earliest opportunity.

# Roles and Responsibilities

## Children and Young People's Service

In managing school buildings the roles of the key partners are summarised below:

### Role of CYPD

- To strategically develop policies, priorities, action plans and capital investment programmes
- To co-ordinate and consult on the Asset Management Plan (AMP) data gathering and prioritisation processes
- To ensure that the respective parties understand their roles and responsibilities and that the prioritisation of funding allocation is clear and transparent.
- To advise schools on statutory requirements, policy, standards and good practice.
- To monitor schools' management of projects and premises to ensure that all statutory requirements concerning school premises are met.
- To produce the statutory strategic Accessibility Strategy.

### Role of Headteachers (Principal Duty Holder) and Governors

- To inform CYPD of any material changes to school premises
- To use the information contained in school asset management surveys to set school premises improvement priorities and allocate appropriate funding from Devolved Formula Capital to deliver these priorities.
- To ensure that all school commissioned repairs, maintenance and capital building work is carried out to an acceptable standard and complies with appropriate legislation and regulations and the policies and procedures laid down under the Directorate's health & safety policy.
- To manage repair or improvement projects (and the budgets for projects) for which they are responsible.
- To seek to identify specific educational outputs from projects or proposed projects, and how these will deliver improved educational standards and contribute to the objectives of the school's improvement plan.
- To prepare site specific policies for security, fire safety and health and safety, including monitoring procedures.

- To ensure that suitable documented risk assessments are prepared and that action is taken to manage and eliminate risks or reduce them to an acceptable level.
- To produce the school's statutory School Access Plan
- To allocate sufficient funding from repairs and maintenance budgets to ensure that there is no deterioration of school premises.

School premises, like staff and finance, are a major resource to be managed by the Headteacher and Governing Body so as to deliver the maximum benefit towards the development of effective teaching and learning. As a part of this, it is important that all of the parties involved in premises management within the school are aware of their individual and collective roles and responsibilities (some of which are strategic duties).

The governing body should focus on the strategic role of overseeing the use, maintenance and development of the premises and facilities so as to support the priorities in the school development plan. The governing body should also be aware of its legal responsibilities relating to its overall control and use of the premises, as well as those responsibilities under H&S legislation.

Governors make many property related decisions although these are usually delegated to a premises sub-committee. The sub-committee can include individuals who are not members of the full governing body although they do not have voting rights unless the full governing body has agreed. The membership of sub-committees must contain a majority of full governing body members.

The Headteacher has day-to-day responsibility for the deployment of staffing and financial resources. Premises management is an integral part of this. Both teachers and support staff have a part to play, whether by job description responsibilities for managing the premises, or personal responsibilities for health and safety.

Schools can also undertake new build projects utilising delegated or devolved budgets or a combination of funding, however they must ensure that projects have appropriate approval and are implemented safely. The CYPD Assets Team can provide you with support and advice at all stages of the projects through the school's nominated Senior Premises Officer or Health and Safety Advisor. In addition general information on running a projects is provided in this handbook.

### **Ownership of School Sites**

The ownership of school sites can vary and occasionally comprises parcels of land previously owned by different individuals or bodies. The following information provides a general view of the issues involved. Specific information and guidance should be sought from the Assets Team.

Community schools: interest in the land and buildings is generally held by the City Council. Exceptions can exist, such as buildings and houses owned by schools where purchased from its own funds.

Foundation schools: governors hold the ownership interest for former Grant Maintained schools.

Voluntary Aided Schools: interest in the land is held by the school trustees (for Catholic and Church of England schools this will be the Diocesan trustees).

For all schools there are legal procedures to be followed when disposing of or acquiring land including short term leases. For Community schools, the CYPD must agree to any land transaction, voluntary aided schools should refer the matter to the Diocese. Schools wishing to discuss land ownership should contact their Senior Premises Officer.

## **School Premises Repairs and Maintenance Responsibilities**

The recommended division of responsibilities between the CYPD and schools for maintenance of school premises was drawn up in line with the Department for Education and Skills (DCSF) interpretation of the Chartered Institute of Public Finance and Accountancy's (CIPFA) code of practice on Revenue and Capital expenditure.

It is now embodied within the Directorate's Scheme of Fair Funding and is a part of the Asset Management Plan process, the latter playing a major part in determining funding.

Only major capital expenditure work such as the renewal of heating plant, whole school rewiring and major refurbishment is retained as the responsibility of CYPD though schools are expected to make a devolved formula capital contribution to any major scheme and allocate adequate funding subsequently to ensure that any capital improvement is adequately maintained.

### **Voluntary Aided Schools**

The funding arrangements for premises related works at Voluntary Aided (VA) schools has been the subject of amendment through the Regulatory Reform Act 2001, which came into force in March 2002. The effect of this is that for:

#### ***Revenue:***

all revenue work to the premises is the liability of the CYPD with the funding subsequently being delegated in total to schools under the Fair Funding Formula. As a result there is no statutory governing body contribution to revenue work and therefore no need for the DCSF to contribute grant.

#### ***Capital:***

the governing body is responsible for all buildings, both internally and externally, including kitchens, dining rooms and the caretaker's dwelling etc.

Playgrounds perimeter walls, fences and building services all fall now within the responsibility of the school and governing body.

The CYPD, as a result of the reforms, is only liable for playing fields and buildings on those fields.

Further information in regard to the changes in responsibility, grants, funding and other areas of reform are available within the DCSF publication:

Funding for Premises Related Work at Voluntary Aided (VA) Schools in England (issued April 2002).

# Health and Safety

## Context

### The Health & Safety at Work Act 1974

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. Who this is varies with the type of school.

- For community schools, community special schools, voluntary controlled schools, maintained nursery schools and pupil referral units the employer is the local authority (LA).
- For foundation schools, foundation special schools and voluntary-aided schools, the employer is usually the governing body.
- For independent schools, the employer is usually the governing body or proprietor.

The LA is the employer for statutory youth groups.

Education employers have duties to ensure, so far as is reasonably practicable:

- the health, safety and welfare of teachers and other education staff
- the health and safety of pupils in-school and on off-site visits
- the health and safety of visitors to schools, and volunteers involved in any school activity.

## Employees

Employees have responsibilities too. The Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999 apply to them as well.

Employees must:

- take reasonable care of their own and others health and safety
- cooperate with their employers
- carry out activities in accordance with training and instructions
- inform the employer of any serious risks.

## Enforcement

The HSE enforces health and safety law relating to the activities of LAs and schools. Because the employer is responsible for health and safety in the workplace and on work activities the HSE will normally take action against the employer. However, in some circumstances, for example where an employee failed to take notice of the employers policy or directions in respect of health and safety, the HSE may take action against the employee as well or instead.

## **Responsibility - All Schools**

The employer must have a health and safety policy and arrangements to implement it. The Health and Safety at Work etc. Act 1974 applies.

Employers must assess the risks of all activities, introduce measures to manage those risks, and tell their employees about the measures. The Management of Health and Safety at Work Regulations 1999 apply.

In practice, employers may delegate specific health and safety tasks to individuals (Local Authorities may delegate specific tasks to schools). But the employer retains the ultimate responsibility no matter who carries out the tasks. The employer should therefore maintain an audit track, making clear who is doing what and confirming that these tasks are being carried out. Any employer who delegates an aspect of health and safety must also be able to evidence that the delegate is competent to undertake the duties and responsibilities conferred.

The responsibilities include, but are not limited to:

### **Appointment of Competent Person**

Competent person(s) should be appointed either in house, preferably with the assistance of the Assets Team, to ensure that school premises are managed in accordance with Health and Safety related legislative requirements, best industry practice and Council guidelines.

Schools are required to ensure the appropriate competence of any appointment.

### **Control of Contractors**

Adequate arrangements must be in place to select, appoint and monitor anyone undertaking works These include:

- Checking the competence of contractors and visiting workers (competence can be judged from past experience, recommendation, pre selection evaluation or a combination taking into consideration nature and scale of the works required).
- Examining risk assessments as appropriate to check that contractors and others have correctly interpreted any site specific conditions, etc
- Having clearly identified personnel who are points of contact for contractors and visiting workers.
- Having all significant hazards and risks on site clearly identified
- Communicating information on hazards and risks

### **Arrangements for Monitoring and Controlling Works in Progress**

It is necessary to ensure that adequate arrangements are in place to monitor and

control works in progress including compliance with risk assessment. Key areas to focus attention are:

- Segregation of traffic and pedestrians
- Segregation of contractors and occupants of the school (where possible)
- Safe systems of work to ensure that works undertaken within occupied areas of the premises are adequately controlled
- Implications on fire precautions due to possible increased risk and interference with fire alarm system and routes of evacuation

### **Communication**

Lack of communication can be a source of ill-feeling, unnecessary disruption and accident. It is crucial that issues relating to premises works are communicated effectively. This includes:

- Providing visitors with copies of appropriate hazard registers such as the asbestos register
- Telling visitors about these on site
- Asking visitors about the hazards and risks which they are bringing on site (e.g. creating noise, dust, fumes)
- Asking visitors about any possible interference with normal working practices (e.g. re-routing of emergency escape routes)
- Controlling access so that contractors know who may also be working on site

Appendix A contains a comprehensive guide for school staff on H&S considerations during any construction programme.

### **Compliance with key Health and Safety Legislation**

#### **Statutory, Servicing, Testing and Inspection**

Statutory requirements and industry standards for servicing, testing and inspection outlined in this document must be adhered to in order to reduce the risk of accident / incident and demonstrate due diligence.

#### **Asbestos, Legionella, Fire and Tree Management**

Asbestos and Legionella can present significant risks to occupants of buildings if not adequately controlled. Detailed guidance on Asbestos and Legionella have been provided to all schools. These documents detail the responsibilities of everyone involved in the management of these two important issues.

## **CDM Regulations**

The Construction, Design and Management Regulations now apply to all construction projects and confer a specific duty on the client commissioning construction work to

- Check competence and resources of all appointees
- Ensure there are suitable management arrangements for the project welfare facilities
- Allow sufficient time and resources for all stages
- Provide pre-construction information to designers and contractors

Larger projects are notifiable and require the appointment of a dedicated CDM co-ordinator. Further information on CDM, client responsibilities under the legislation and what constitutes a notifiable scheme can be obtained below.

<http://www.hse.gov.uk/construction/cdm.htm>

The Assets Team, H&S Advisors and Sheffield Design and Property Management are able to offer additional advice on CDM considerations and any other aspect of the CYPD Permission to Work procedure.

## **Risk Assessment**

Ensure completion and implementation of suitable and sufficient risk assessment to control risks of works to be undertaken. Schools have responsibilities towards school employees, those of contractors, children and others who may be affected. It is normally necessary for the school to complete an assessment of the risks to occupants of school premises, and well as reviewing adequacy of those provided by contractors for the undertaking of the works required.

## **Annual Health and Safety Inspection**

Further to requirements of servicing, testing and inspection of specific items, it is necessary to undertake structured and documented checks of school premises on a regular (at least annual) basis. The purpose of the premises check is to identify any parts of the schools premises requiring remedial action, and to help demonstrate adequate arrangements for the management of school premises.

## **Suitable and Fit for Purpose**

Schools are required to ensure that activities are undertaken in premises that are suitable and fit for the purpose intended. This is particularly relevant when changes in room usage are planned (for example, changing year groups within classrooms, or classroom to office accommodation).

## **Additional Legislation: The Management of Health and Safety at Work Regulations 1999**

These regulations, along with more topic specific regulations e.g. The Asbestos at Work Regulations 2006 – Duty to Manage Asbestos in Non Domestic Premises flesh out the general duties set out under the 1974 Health & Safety at Work Act. Specifically the legislation is of relevance as it introduces a requirement under law to undertake risk assessments i.e. to assess risks on site and to introduce resources to eliminate, reduce or manage the risks and to communicate and record these measures to all staff on site.

## Statutory Duties – Plant and Equipment Testing

As a result of delegation and the scheme of Fair Funding schools have responsibility for all those elements of plant and equipment testing covered by statute.

Schools must arrange for the listed servicing and testing to be undertaken at the appropriate time and frequency. Any organisation chosen to undertake the works must be recognised by an appropriate industry standards body to ensure the safe maintenance and management through competent, trained and qualified operatives and contractors.

**Note: A record should be kept of all the statutory servicing undertaken, with a copy provided to the Asset team a confirmation that the works have been carried out.**

### Servicing and Testing

Gas soundness testing	Annual
Oil and gas boilers	Quarterly / bi-annual / annual
Gas appliances	Gas safety check (every 11 months)
Chimneys / flues	Bi-annual / annual
Portable appliance testing	Annual for “portable” (Class 1 earthed) equipment eg a soldering iron 4 yearly for double insulated or “less portable” (Class 2) equipment eg a PC or little used overhead projector
Water quality sampling	Temperature – monthly Chlorination – annually
Gas catering equipment	Annual service
Portable fire fighting equipment	Annual service
Fixed electrical wiring installation	5 year test (swimming pools annually) 1 year test where the installation is in poor condition – determined at service
Fire safety risk assessment	Periodically, When any change occurs to the building and following any incident of fire.
Fire alarms	Quarterly, annual, 3 year tests Weekly / monthly checks by the school Advice may be obtained from the Premises Team
Emergency lighting	Monthly, 6 monthly, annually and 3 yearly tests

Lightning conductors	Every 11 months
Powered pedestrian doors	6 monthly checks and annual test
Passenger lifts	Monthly, 6 monthly checks, annual, 5 year and 10 year tests
Non passenger lifts	Hand powered service lifts and platform hoists, 6 monthly checks
Powered stair lifts	Annual checks
Lift insurance	6 monthly checks and certification
Local exhaust ventilation	Timescale as required – 14 months or less
Compressors / pressure vessels and compressed air	Annual insurance inspection

The checklist of tasks and associated regulations that follow at the end of this section are for your guidance. They do not necessarily have to be completed, but you may be asked for evidence that you have complied with each requirement.

Failure to have the necessary servicing, testing and maintaining carried out may affect the school's insurance cover.

If you have any queries about the levels of servicing etc please contact the Assets Team.

Note: CORGI Confederation of Registered Gas Installers  
NICEIC National Inspection Council of Electrical Installation Contracting  
IEE Institute of Electrical Engineers

**You must always obtain a certificate from the contractor to show that the works have been carried out. All modifications to electrical work carried out at a school must now be accompanied by a valid electrical certificate.**

## **Statutory Duties – Portable Appliance Testing (P.A.T.)**

To ensure the continued safe operation of all portable appliance equipment and for compliance with the relative statutory legislation, it is necessary to both test and inspect all equipment at predetermined intervals.

The definition of any portable appliance is generally any equipment that has an electrical lead/cable terminated at a plug and can be moved from one location to another.

Examples of this are, computers, photocopiers, desk lamps, power tools, heaters, kettles, extension leads and microwaves etc.

### **Inspection**

The inspection to be undertaken of all portable appliance equipment is VISUAL only, and should be undertaken by the user or designated responsible person.

For personal items such as computers etc, the user should carry out inspections with defects reported to the responsible person for rectification.

For other items, which are used generally and are not personal, such as kettles, microwaves and toasters etc, testing should be undertaken by a suitably accredited tester or qualified electrician

### **Frequency**

The frequency of inspection depends on how often the equipment is handled/ moved but can be interpreted as follows-

Personal items – Once every year (annually).

Non-personal items – Once every 6 months.

Checks, which need to be carried out which form the visual inspection are-

- Damage to the electrical flex/cable cuts, abrasions etc.
- Damage to the plug head, cracks/ loose fitting, bent electrical pins.
- Correct termination at the plug head- no exposed wiring or taped joints.
- Equipment outer casing is in good condition- no cracks lose panels or missing screws etc.
- Signs of over heating – burn marks or staining to the equipment cover.
- Correct termination of the electrical flex /cable where it enters the equipment.

Any defects found should be reported to the responsible person and logged recorded. Defects should then be remedied or the appliance disposed of in an appropriate manner.

## Statutory Duties – Asbestos

The City Council treats the hazards associated with asbestos very seriously, and updates its policies and practice to comply with the latest guidance from the Health and Safety Executive (HSE).

The removal of asbestos is notifiable to the HSE under current legislation.

Asbestos is chemically inert and its presence in a building does not necessarily indicate a hazard to health. Asbestos only poses a risk to health if it is disturbed resulting in the uncontrolled release of asbestos fibres into the air.

In accordance with the Control of Asbestos at Work Regulations 2006 - Duty to Manage Asbestos in non domestic buildings the City Council is to carry out a 'non destructive' "Type 2" asbestos survey on all its buildings, including schools.

The survey programme will result in the following key outcomes:

Each school will have a survey report indicating what asbestos containing materials (ACM) are in the building, with the location, a description of the products and photographs.

The report will be incorporated in the Asbestos Register that was provided to schools in Summer 2004. The Register contains information on asbestos and a procedure to be used by all contractors carrying out maintenance or construction work at schools. A risk assessment score based on the type of product, its condition and location, will be included with any management action required. The report and risk assessment will also be delivered in electronic form and will be available on the City Council's website.

<http://sheffield.technologyforge.com/tfweb/>

CAD plans recording the location of asbestos containing materials will also be available on the website.

Where the risk assessment score indicates the need for immediate removal, this will be carried out by the City Council subject to the availability of resources.

Where the risk assessment score indicates the need for monitoring and management, products will be labelled in accordance with HSE standards. A management procedure for the periodic inspection of ACM within schools will also be implemented.

This combination of outcomes is a comprehensive approach to the management of asbestos in schools.

Before commissioning any repair, maintenance or construction work the register should be checked to determine the probability of encountering asbestos containing materials. If the work involves these materials you must seek specialist advice prior to proceeding. All intrusive work to the fabric of the building requires the implementation of the CYPD permission to work procedure,

Even small-scale building repairs and decoration activities can, if not carried out properly, cause damage to asbestos which may result in widespread contamination. Decontamination is a relatively expensive process and some materials and

equipment which cannot be effectively decontaminated (for example, computers, carpets and fabric covered chairs) may have to be destroyed.

The school Asbestos Register and CYPD asbestos awareness training module contains all the information necessary to satisfy this requirement.

***The legislation***

The Health and Safety at Work Act 1974

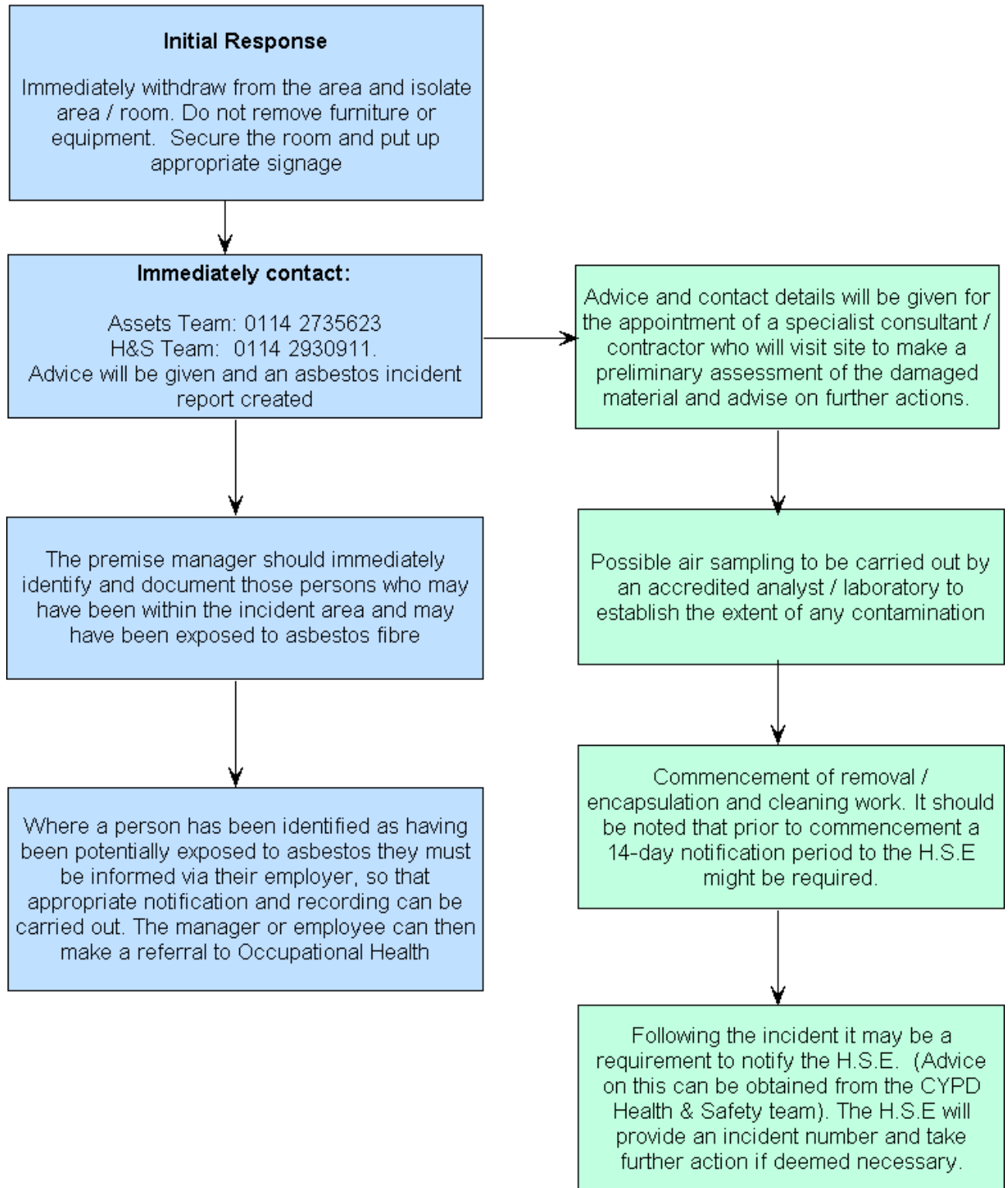
The Control of Asbestos Regulations 2006

The Health and Safety (Safety Signs and Signals) Regulations 1996

If in doubt, seek advice from the Assets Team.

**The removal of asbestos must by law only be carried out by a licensed asbestos removal contractor.**

## EMERGENCY PROCEDURES FOR THE RELEASE OF ASBESTOS FIBRES



## Statutory Duties – Legionella

Virtually all water systems contain legionella bacteria. Legionella bacteria which is not properly controlled may proliferate and there is then a risk that people exposed can become ill. Legionnaires Disease is a serious illness and is potentially fatal.

The statutory requirements on the management of Legionella is similar to that of asbestos legislation and other health & safety law in that it identifies the concept of a dutyholder with responsibilities for the implementation, management, and monitoring of the hazard.

There are responsibilities held for control of Legionella risks by each individual Head Teacher and Board of Governors as responsibility for premises safety and the budgets to meet responsibilities is delegated to schools. CYPD also has an obligation under law to ensure that schools receive the information that they need to comply with the legislation and monitor their compliance.

Schools must ensure that :

- That legionella risk assessments are carried out
- That where a legionella risk assessment indicates water management/water treatment is needed that systems are in place for this to happen
- That water management/water treatment is carried out by people with the competency to do it. The level of competency will depend upon the precaution needed
- Monitoring of water management/water treatment is carried out to confirm that it is being done and done properly
- Training is attended
- Adequate records are kept and are accessible

### Control measures

In schools breathable water droplets are most commonly created by shower heads and spray taps or splashed water. The risk is generally controlled by heating the hot water supply to at least 60°C to destroy the bacteria and then mixing it with cold water to reduce the temperature to a maximum of 43°C as near as possible to the point of use to prevent the risk of scalding.

A second control measure is to clean and dis-infect shower heads and tap spray nozzles using a chlorine based product at monthly intervals.

A further control measure is to reduce as far as possible the volume of stored hot and cold water (maximum of 25 litres/pupil), to cover open storage tanks and to avoid stagnation of water in unused sections of pipework.

**CYPD has recently been made aware by heating engineers that some schools have reduced the output temperature of hot water heaters to reduce energy consumption. Hot water temperatures below 60°C will result in the proliferation of the bacterium. Headteachers must ensure that hot water output temperatures are not reduced below 60°.**

CYPD offers a Legionella management service as a component of the Leaf servicing package. If you require any further information on the service offered please contact the CYPD Assets Team

If an outbreak of Legionnaire's disease is suspected that may be attributed to the water system within a building, or where urgent action is required following routine inspections, the following course of action must be taken:

(An 'outbreak' is defined by the Public Health Laboratory Service, as two or more confirmed cases of Legionella occurring in the same locality within a six month period.)

- CYPD Assets and Health & Safety Teams must be notified as quickly as possible who will then take all necessary actions required to control the situation.

The actions that should be taken in the event of an outbreak may include:

- The affected water service may be taken out of use, to ensure that any part of the water system that is suspected of being contaminated is not used. This may include ensuring that all outlets connected to the water system are made unavailable for use by the fitting of locks and barriers wherever possible and/or by the posting of signage/notices instructing all staff and others not to use the water outlets or system.
- The recording of an 'Events Diary' to document the extent and nature of the problem and record all actions taken from Initial reporting of the outbreak to its conclusion.

The management of water systems also has the potential to generate additional health and safety hazards. For example:

- The chemicals required to treat water systems may require a COSHH risk assessment.
- Access to parts of water systems may involve working at height, or working in confined spaces where a suitable risk assessment should be prepared.

More detailed guidance on the duty to control this hazard can be found in:

The Approved Code of Practice and guidance Legionnaires' disease: The control of Legionella bacteria water systems Approved Code of Practice and guidance L8 (Third edition)

HSE Books 2000 ISBN 0 7176 1772 6.

Part 1 of this publication contains advice on the duties under the law.

Part 2 contains guidance on technical aspects of the assessment and control of legionella risks.

## Statutory Duties – Fire Safety

The Regulatory Reform (Fire Safety) Order (RRO) replaces and consolidates all previous fire safety legislation.

Virtually all premises, except most domestic premises, will be required to produce a fire risk assessment. Although current legislation also requires this, it is clear that many schools have not produced them, possibly because they are unclear about what they should do.

The law is clear that the Duty holder who has control of the premises must carry out a fire risk assessment.

The Responsibility for complying with the Fire Safety Order again rests with the Duty holder.

It is the duty of the responsible person to carry out a fire risk assessment, which must focus on the safety in case of fire of all 'relevant persons'. It should pay particular attention to building issues, work processes on site, including Hot Work and those at special risk, such as the disabled and those with special needs, and must include consideration of any dangerous substance liable to be on the premises.

Your fire risk assessment will help you identify risks that can be removed or reduced and to decide the nature and extent of the general fire precautions you need to take to protect people against the fire risks that remain. You must record the significant findings of the assessment.

There are several ways that schools can produce fire risk assessments:

- Buy in a competent person, e.g. an external contractor, to produce these for you. This will be the easiest but most costly solution. Be aware that the duty to keep the RR "Live" and current lies with the Duty holder who will have to ensure that fire risk assessments are reviewed at least annually plus on any occasion where the use, purpose or design of the building changes.
- Have a member of your school staff trained to carry out the fire risk assessments for your school.

Schools must choose which method best suits their own situation but must ensure that a fire risk assessment is completed.

The new guidance documents are available on the [Department for Communities and Local Government's website](#)

CYPD offers a Fire Risk Assessment management service as a component of the Leaf package. If you require any further information on the service offered please contact the CYPD Assets Team

## Statutory Duties – Trees

In law any one responsible for trees has a 'Duty of Care' to protect people and property from harm caused by their failure. The Health & Safety at Work etc Act 1974 implicitly covers local education authorities, schools and teachers as employers and employees. Pupils are covered in that they are persons who are affected by the employer's undertakings either on the school premises or elsewhere.

In the unfortunate event of a tree failure, the investigating authority will ask for records to show that a system of inspection was in place, whether the tree was in a hazardous condition at the time of inspection and if so whether remedial action was taken prior to the incident. Any defensible system therefore, starts with the inspection of the trees.

An acceptable tree inspection system should contain the following elements:

- Knowledge of site use to quantify risk level
- A proactive system of inspection of each tree by a competent person
- A clear recording system that identifies those trees that require work and when it is required.
- Clear lines of communication between those managing the site, those carrying out inspections and those undertaking the work.
- Documentation to show that work requirements are actioned and completed.

There are no detailed guidelines regarding recommended cycles of inspection. A reasonable cycle is largely dependent on a number of factors including the size of the tree, its species, age, health, structure and its potential target should it fail. It is recommended that trees on all school sites should be inspected on an annual basis.

CYPD offers a Tree Risk Assessment & management service as a component of the Leaf package. If you require any further information on the service offered please contact the CYPD Assets Team

## **Statutory Duties – DDA**

Since 2002, three sets of duties have combined to provide the statutory framework that underpins equality of opportunity for disabled people in accessing school education:

- The disability discrimination duties in Part 4 of the DDA
- The planning duties in part 4 of the DDA
- The Special Educational needs (SEN) duties in the Education Act 1996

### **Disability discrimination duties in part 4 of the DDA**

Local education authorities and schools are required to develop accessibility strategies and plans, respectively, to improve access to school education for disabled pupils.

The strategies and plans are required to show how, over time, access to local schools will be increased by

- Increasing access to the curriculum for disabled pupils
- Making improvements to the physical environment of the school to increase access to education and associated services
- Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for those who are not disabled.

### **The Disability Discrimination Act 2005**

The DDA 2005 places a duty to promote disability equality on all public bodies including schools and local authorities. This requires them to have due regard to the need to:

- Eliminate discrimination
- Eliminate harassment related to disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

The duties apply to disabled pupils, disabled staff and disabled people who use services provided by schools and local authorities.

Regulations made under the DDA 2005 place specific duties on schools and local authorities to develop a disability equality scheme to support the implementation of the general duty set out above. Local authorities and secondary schools are required to publish their disability equality scheme by 4 December 2006, primary schools and special schools and PRUs by December 3<sup>rd</sup> 2007.

The Disability Rights Commission (DRC) has published a Code of Practice on 'The Duty to Promote Disability Equality' which sets out the requirements of a disability equality scheme.

The recent publication from the DCSF 'Implementing the Disability Act in schools and early years settings' will support schools in meeting their duties under the DDA. Schools need to request a copy of this publication, which can be ordered online at [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications).

## **Statutory Duties – Premises Regulations**

There are a number of Regulations in force that apply to work on extending or adapting buildings. In order to ensure that projects comply with these regulations, schools must employ the advice of a property professional when embarking on work of this kind in order to protect the school and the Council from the implications of non-compliance.

For example, Building Regulations are legally binding and, in the event of an accident, if it is found that they have not been complied with there may be a legal action against the governing body or the Council.

### **Building Regulations**

Building Regulations set a series of minimum standards for construction. From April 2001 schools have been required to comply with the Building Regulations when extending or adapting their buildings and are subject to normal building control procedures. The Building Regulations apply to the construction, extension and alteration of premises, and to the provision of certain controlled services and fittings. There are now specific requirements in the Building Regulations concerning the conservation of fuel and power that require Building Regulation approval before replacing boilers or replacing lights. Building Regulations comprise of the following sections, generally referred to as Parts:

Part A: Structure

Part B: Fire safety

Part C: Site preparation and resistance to moisture

Part D: Toxic substances

Part E: Resistance to the passage of sound

Part F: Ventilation

Part G: Hygiene

Part H: Drainage and waste disposal

Part J: Heat producing appliances

Part K: Protection from falling, collision and impact

Part L: Conservation of fuel and power

Part M: Access and facilities for disabled people\*

Part N: Glazing – safety in relation to impact, opening and cleaning

### **School Premises Regulations**

All educational buildings are subject to The Education (School Premises) Regulations 1999, which prescribe minimum standards for both new and existing schools. These contain specific reference to the DCSF Constructional Standards, with which any new building work at schools should also comply.

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

School Facilities

Washrooms for pupils & staff

Medical accommodation

Staff accommodation

Ancillary facilities

Structural Requirements & load bearing structure

Weather protection

Health and safety

Acoustics  
Lighting, Heating and Ventilation  
Water supplies and drainage  
Playing Fields

### **The Construction (Design and Management) Regulations 2007**

The CDM Regulations now apply effectively to all construction and maintenance projects and aim to improve health and safety during construction work.

**Any work of over 500 person hours or requiring over 30 days work on site is classified as being notifiable and imposes additional statutory requirements.**

The Regulations place specific duties on schools as clients, for example, to appoint a competent Planning Co-ordinator to manage and coordinate the health and safety aspects at particular stages of a project.

### **Planning Requirements**

Proposals to extend, adapt or even maintain buildings or land may require Planning permission. Regulations also exist relating to listed buildings, conservation areas, ancient monuments, protection of trees and hedgerows etc. Breach of any of this legislation may lead to criminal prosecution. Prior to taking any work you should ensure that these matters are appropriately considered.

Advice on all Planning issues and procedures for obtaining permission can be sought from the Council's Planning Section at Howden House or the Assets Team.

### **Consent**

In the case of physically constrained sites, particularly in the case of major capital projects, it is often necessary to seek consent from neighbouring owners to have temporary use or access over their land. While in many cases neighbours are favourably disposed towards the school, this is not always so and their co-operation shouldn't automatically be assumed.

## The CYPD Permission to Work System

In recent months serious concerns have been raised about the capacity of schools to manage building construction projects in a manner that ensures the safety of pupils, staff and visitors.

Since delegation the Council has sought to provide guidance and support to schools on all aspects of premises and construction management through the provision of comprehensive written guidance via our Assets and Health & Safety teams and a responsive premises support service from the Assets team.

Recent events however have directly evidenced to both the directorate and the Health & Safety Executive that basic statutory requirements under health and safety legislation for construction procurement and the management of asbestos in a number of school commissioned construction projects are not being met. This has serious implications for individual Headteachers and Governing Bodies as the health and safety duty holders on site and for the Directorate as an employer.

The laws around Health & Safety are unambiguous. CYPD must ensure that it complies with the relevant legislation and has the power to ensure that its own health and safety policy arising from legislative requirements is carried out. As an employer CYPD cannot fulfill its statutory duty unless it can demonstrate how its health and safety measures are being monitored and complied with by its schools. Currently as an employer we are unable to evidence to the HSE that an adequate methodology is in place.

The directorate has therefore introduced a 'Permission to Work System' for all school initiated construction projects that require intrusive work to the fabric of any CYPD building. The form for submitting applications can be accessed via the Technology Forge website

<http://sheffield.technologyforge.com/tfweb/>

Completion of the form should be treated as part of the school's capital work planning and commissioning process as it is designed to help schools to consider the practical planning, commissioning and health and safety implications of any scheme that a school is considering and the professional resources that will be required to ensure that any scheme is delivered competently and safely.

If schools are unable to evidence the requirements of the form then the scheme must not proceed until a school is able to certify that all requirements are met and permission is granted.

## The Sheffield Council Hot Work Permit System

Hot Work is any operation carried out by a contractor or supplier in school involving:

- flame,
- hot air
- welding
- cutting
- brazing and soldering
- blowlamps
- bitumen boilers
- grinders
- any other processes producing sparks or having a naked flame

These operations must be specifically authorised by the school who must issue a hot work permit to the contractor for each different type of hot working on a daily basis.

It is recommended:

- Before ordering any work the contractor/supplier should be asked if hot work will be required, and if so, be given a blank copy of the permit prior to attendance on site
- On arrival at school the contractor and school staff member issuing the permit should visit the work area and ensure that the requirements on page 2 of the permit will be fully met.
- The permit should then be completed and signed by the school and contractor. A permit should normally only last for one working day and only apply to one person or a team under the supervision of foreman. If another person or team comes on site, they should be issued with a fresh permit after following the above two steps.
- When the work has been completed, the work area should be checked by the person who has issued the permit and the contractor who should then sign off the bottom section of the permit.
- The person issuing the permit will normally be the caretaker, building supervisor or site manager of the school, as the person with significant knowledge of the building.

If further guidance is needed, please contact the CYPD Assets Team

## **Non – Statutory Duties School’s Stewardship of Community Assets**

### **Planned Preventative Maintenance**

As a result of delegation and the scheme of Fair Funding, schools now have responsibility for all those elements of building maintenance covered by statute. There is a growing appreciation that buildings are part of the City Council and the community’s capital assets.

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, 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 repairs. By introducing a planned approach to maintenance, the building asset will be preserved, disruption minimised and a financial benefit achieved by the school.

The regular inspection of a building’s general condition can, at an early stage, identify defects which left unattended will incur more costly remedial works. For example in 2004 two primary schools had to replace mobile classrooms at a cost of over £50,000 each essentially because they had failed to carry out basic joinery repairs first identified in the asset management surveys in 2001/2.

The following schedule has been compiled 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.

The implementation of a ‘room defects report format’ can assist in developing a strategy for not only addressing the day-to-day repairs that may be required, but also contribute to a planned maintenance approach to maintenance needs.

Elements	Maintenance Activity	Frequency	Comments
<b>A. STRUCTURE AND CONSTRUCTIONAL ITEMS</b>			
<b>FLOOR, STAIRS AND LANDINGS</b>	Check and inspect damaged floors or trip hazards, especially in floor finishes.	Weekly	Defective tiles, lifting edges, joints to sheet materials.
<b>ROOF COVERINGS</b>	Periodic inspection and ad hoc repairs.	Monthly	Inspect pitched and flat roofs from ground level or suitable upper floor window and repair defects and/or damage likely to cause failure or water ingress.
	Periodic inspection of gutters, roof outlets, fall pipes etc.	6 Monthly or more frequently as required	Inspect and remove debris, leaves etc. Clear/clean gullies and clear any blockages and repair defects.
<b>WINDOWS AND DOORS</b>	Periodic inspection of locks and security, and ad hoc repairs.	Weekly	Check operation of opening mechanisms, closers and fittings generally.
	Integrity of glazing and vision panels.	Daily	Check glazing and protective films for damage. Repair any damage.
	Glazing risk assessment. (Advice may be obtained from the Health & Safety Section)	As required	Seek specialist risk assessment for glass and glazing under Regulation 14, Workplace Regulations (H&S) 1992.
<b>EXTERNAL WALLS, CEILINGS, PARTITIONS AND CLADDING</b>	Periodic inspection and ad hoc repairs.	Monthly	Inspect wall surfaces externally and internally, check and repair any defects and/or damage.  Note: be aware of asbestos containing materials.

<b>Elements</b>	<b>Maintenance Activity</b>	<b>Frequency</b>	<b>Comments</b>
<b>MISCELLANEOUS STRUCTURES OUTBUILDINGS</b>	Periodic inspection and ad hoc repairs.	Monthly	Inspection of miscellaneous structures, check and repair any defects or damage.
<b>LIGHTNING PROTECTION</b>	Periodic inspection and ad hoc repairs.	Every 11 months	Inspect and test lightning tapes and earthing pits and report defects and/or damage. Seek specialist advice.
<b>B. DECORATIONS</b>			
<b>INTERNAL AND EXTERNAL DECORATIONS</b>	Periodic inspection  Note:  Set up rolling programme of painting works, with circulation areas being painted more often.	Annually	Inspect internal and external finishes, including tiling, masonry and paintwork and repair major defects and/or serious damage. Kitchens should be checked for flaking paint and treated. Kitchen walls above 2 metres require cleaning every 12 months (link with fan and canopy cleaning), additionally paint kitchens every three years.  Note: be aware of asbestos containing materials.
<b>C. WATER AND DRAINAGE</b>			
<b>WATER SUPPLY SYSTEMS</b>	Periodic inspection and ad hoc repair of cold water supply and distribution pipework.	Annually	A service contract to check pipework for leaks and stop valves for correct operation could be set up. (Obtain advice from the Premises Team)
	Periodic inspection and ad hoc repairs to pumps, cold water storage tanks and insulation.	Annually	Suitable service contract to check pumps and equipment. Chlorinate cold water down service and anti legionella disinfections for pipework. Drain and clean cold water storage tank.

<b>Elements</b>	<b>Maintenance Activity</b>	<b>Frequency</b>	<b>Comments</b>
<b>WATER SUPPLY SYSTEMS (cont)</b>	Periodic inspection and repair/ replacement of sanitary fittings, taps, wastes, traps and fittings.	Monthly	Inspect sanitary ware, check and repair defects and/or damage. Check automatic flushing systems for correct operation.
<b>WASTE PIPES AND ABOVE GROUND DRAINAGE</b>	Period inspection to check for blockages.	6 Monthly	Inspect drains, gullies, inspection covers and chambers etc and arrange for rodding, jetting or cleaning.
	Kitchens – clean out grease traps.	3 Monthly	
<b>DOWNPIPE AND GUTTERS</b>	Periodic inspection.	6 Monthly or more frequently during autumn and/or location	Clear leaves and other objects to prevent water ingress and dampness.
<b>D. MECHANICAL SERVICES</b>			
<b>HEATING INSTALLATION</b>	Servicing of boilers, controls, burners and associated pumps, pipes and equipment within boiler house.	6 Monthly	Service installation prior to heating season and minor service in spring.
	Servicing hot water calorifiers, pumps, controls and pumps, within the plant room.	6 Monthly	Service installation prior to heating season and minor service in spring.
	Period inspection of pipes, valves, insulation and general surfaces within boiler house.	Monthly	Inspect plant room surfaces, check and repair any defects or damage.
	Cleaning and servicing of boiler flues and chimneys.	Annually	Specialist to check operation, clean and repair prior to heating season.

<b>Elements</b>	<b>Maintenance Activity</b>	<b>Frequency</b>	<b>Comments</b>
<b>HEATING INSTALLATION (cont)</b>	Pressure testing of gas pipework.	Annually	Service contract to test integrity of gas supply pipework as part of boiler service.
	Check and service heat emitters, convectors etc.	Annually	Check integrity, fixings, valve operation.
	Drain, clean and inspect calorifiers through examination.	2 Yearly	Service contract to inspect, examine and overhaul.
<b>AIR CONDITIONING AND VENTILATION</b>	Service and clean plant, equipment and duct work. Internal surface of ductwork – inspect and possible clean.	Annually	Service contract to inspect plant, equipment and report defects.
<b>OIL AND GAS FIRED HEATERS</b>	Service direct oil and/or gas fired heaters including remote boilers, i.e. caretaker's house.	Annually	Service contract to inspect equipment prior to heating season.
<b>SEWERAGE PUMPS AND CHAMBERS</b>	Service foul water pumps, storage vessels etc and periodically de-sludge.	Monthly	Inspect and service equipment in accordance with manufacturer's recommendations.
<b>OIL SUPPLY PIPES AND TANKS</b>	School to visually inspect. Periodic inspection and test.	Annually	Service contract to inspect, check operation of valves etc and report.
<b>KITCHEN EQUIPMENT</b>	Service gas cooking equipment, water softeners, water boilers etc.	Annually	Service kitchen equipment and check safety valves.
	Clean and service kitchen canopy.	Annually	Degrease canopy filters and clean stainless steel hood. Annual service of fan motor and duct work.

<b>Elements</b>	<b>Maintenance Activity</b>	<b>Frequency</b>	<b>Comments</b>
<b>SWIMMING POOLS</b>	Test pH level of water and chemically treat water.	Daily	Check water content and carry out daily maintenance.
	Periodic inspection and check/adjust heating plant, filtration and associated pipework.	Weekly	Carry out normal maintenance including backwashing of pool filters and plant.
	Service plant and equipment.	6 Monthly	Carry out two major services in summer and spring each year.
	Electrical fixed wiring.	Annually	Service contract for inspection/test and report.
<b>FIRE FIGHTING EQUIPMENT</b>	Check condition and operation of fire blankets, extinguishers, fixed hoses and valve.	Weekly	Periodic inspection of tamper proof seals and check equipment in good order.
	Service fire fighting equipment.	Annually	Service contract to inspect, test and replace defective equipment.
<b>FUME CUPBOARDS AND OTHER LOW ELECTRICAL VOLTAGE</b>	Periodic inspection and testing of fume cupboards including extractor fans and ductwork.	Annually or more frequently – take advice	Test fume cupboard performance, physical condition and service pipe connections.
<b>WORKSHOP MACHINERY</b>	Test and service workshop machinery, brazing hearths etc.	6 Monthly	Service mechanical plant and machinery to technology and workshop areas.

Elements	Maintenance Activity	Frequency	Comments
<b>E. ELECTRICAL SERVICES AND ASSOCIATED SWITCHGEAR</b>			
<b>FIXED EQUIPMENT</b>	Periodic inspection and testing of fixed plan and machinery i.e., lathes, woodwork machines, kilns etc.	Annually	Service contract for inspection/test fixed plan and equipment, and report.
	Periodic servicing of all kitchen equipment and white goods ie, ovens, ranges, refrigerators etc.	Annually	Service contract for inspection/test fixed plant and equipment, and report.
<b>SCHOOL EQUIPMENT RELATED TO CURRICULUM ACTIVITY</b>	Portable equipment testing and maintenance of equipment register for all electrical items of a portable nature.	Annually	Service contract to update equipment register, test and certify all items of portable equipment.
<b>LIFT INSTALLATIONS</b>	Periodic inspection and servicing of lift motors, hydraulics, controls switchgear.	Monthly	Service contract for maintenance and servicing of passenger lifts and platform lifts in accordance with manufacturer's instructions and recommendations.
	Servicing hoists, lifting aids, barriers and electric door motors etc.	6 Monthly	Service contract to test, maintain electric motors hydraulics and controls.
<b>POWERED STAIR LIFTS</b>	Periodic inspection and servicing of motor etc.	6 monthly	Service contract for maintenance and servicing all as above.

<b>Elements</b>	<b>Maintenance Activity</b>	<b>Frequency</b>	<b>Comments</b>
<b>FIRE ALARM</b>	Audible fire alarm test.	Weekly	Can be carried out by premises manager or nominated representative.
	General test of fire alarm system.	3 Monthly	Test fire alarm and fire procedures.
	Servicing fire alarm system, including panel, call points, detectors etc.	Annually	Service contract to inspect and test fire alarm system and issue certificate.
	Test and commission integral fire alarm, and emergency lighting system and battery back up.	Annually	Service contract to test and reset fire alarm system and issue certificate annually (required where public licence in operation).
<b>SECURITY SYSTEM</b>	Periodic inspection and testing of security system.	6 Monthly	Service contract for testing and maintenance of security system including detectors, cameras, panels etc.
<b>EMERGENCY LIGHTING</b>	Periodic inspection and testing of the emergency lights.	Monthly	Monthly check can be carried out by premises manager or nominated representative
		6 Monthly & annually	Service contract for testing and inspection for 6 month and annual checks.
<b>F. FURNITURE, FIXTURES AND FITTINGS</b>			
<b>FIXED SPORTS AND GYMNASIUM EQUIPMENT</b>	Periodic inspection and ad hoc repairs.	6 Monthly	Service contract with manufacturers or specialist supplier to check, inspect and repair defects/damage.

<b>Elements</b>	<b>Maintenance Activity</b>	<b>Frequency</b>	<b>Comments</b>
<b>EXTERNAL PLAY EQUIPMENT</b>	Periodic inspection and ad hoc repairs to children's play equipment and adventure areas.	Monthly	Can be undertaken by premises manager or nominated representative. Specialist supplier to be contacted for repairs as required.
<b>KITCHEN EQUIPMENT</b>	Inspect folding table/chair units.	Daily	Can be carried out by premises manager or nominated representative. Annual inspection by supplier/manufacturer.
<b>PEST CONTROL</b>	Periodic inspections and eradication of vermin.	As required	Check for signs of vermin and seek specialist advice.
<b>G. EXTERNAL WORKS / CARETAKER'S HOUSE</b>			
<b>PLAYGROUNDS, CAR PARKS, ROADS AND FOOTPATHS</b>	General inspection, maintenance and surface treatment.	Establish regular recorded checks	Maintain hard surfaces and walkways in safe condition and request ad hoc repairs as necessary.
	Inspect kerbs, channels, verges, line marking etc and ad hoc repairs.	Establish regular recorded checks	Generally maintain perimeters of hard surfaces, clean channels and maintain line markings as required.
<b>GROUND GENERALLY</b>	Normal ground maintenance.	Weekly	Ground maintenance for grass cutting, planting and flower bed maintenance etc to suit.
<b>FENCES, BOUNDARY WALLS AND GATES</b>	Periodic inspection and ad hoc repairs.	As required	Check gates for correct operation, inspect and maintain boundary walls fences etc in safe condition and request ad hoc repairs as required.

Elements	Maintenance Activity	Frequency	Comments
<b>H. BELOW GROUND DRAINAGE</b>			
<b>FOUL DRAINAGE</b>	Periodic inspection of all inspection/ access chambers.	Annually	Check for clear running location and fit of access covers/doors, grease and refit seals as appropriate. Clear soil and debris from channels. Note condition of pointing, broken covers and other obvious defects and arrange remedial work.
	Periodic rodding and flushing of debris.	As required	Report frequent need for rodding and arrange camera survey for possible breakages/ serious blockages.
<b>SURFACE WATER DRAINAGE</b>	Periodic inspection of all inspection/ access chambers.	Annually	Check clear running location and fit of access covers/doors, grease as appropriate. Clear soil and debris from channels. Note conditions of pointing, broken covers and other obvious defects and arrange remedial work.
	Periodic rodding and flushing of debris.	As required	Report frequent need for advice and/or camera inspection for breakages/ serious blockages.
<b>CARETAKERS' HOUSING</b>	Periodic inspection of residential accommodation including checks for dampness, rot, infestation and habitable condition.	Annually	As per main school buildings but caretaker/ site manager to repair defects as required.  Service all gas equipment.
	Change of tenancy.	As required	Check, test and inspect all gas, electric and other services.

Elements	Maintenance Activity	Frequency	Comments
<b>OUTBUILDINGS</b>	Periodic inspection and ad hoc repairs to all outbuildings, stores, temporary buildings, sheds etc.	Annually	Can be carried out by premises manager or nominated representative – checks to report defects or damage likely to lead to failure in weather tightness or structural stability.

## **Funding**

This section sets out the funding options and opportunities available to schools for repair, maintenance and new investment in school premises.

### **Revenue**

*Formula funding – delegated repairs and maintenance budget.*

The repairs and maintenance element within the overall delegated budget is intended to provide for the routine servicing of plant and equipment, day to day repairs in schools and other cyclical maintenance works. Funding is allocated to schools using a formula which provides a variable lump sum to cover the cost of statutory servicing and testing. In addition to the lump sum schools receive an allocation based on the floor area of the buildings, weighted by the building condition score. The budget can also be used as a contribution to 'top up' major schemes funded through Capital sources.

### **Capital**

*The Education Capital Programme*

This is an aggregate of Government formula funding allocation (e.g. NDS Modernisation – see below), Standards Fund grants, credit approvals and the Council's own resources (e.g. Capital receipts from land and building disposal). The priorities for expenditure as agreed by Council Members are statutory provision (e.g. additional primary and secondary school places), needs highlighted in the various education plans and to support wider policy initiatives or regeneration and raising of standards.

*New Deal for Schools – Modernisation*

An annual allocation from the DCSF to the department to address various issues (e.g., suitability, condition, surplus places, etc). Priorities are determined by a number of factors, including condition of existing premises from Asset Management Plan (AMP) data, capacity of building relevant to pupil places and Council objectives (e.g. regeneration of neighbourhoods).

*Devolved Formula Capital*

Funding allocated to schools direct by the DCSF according to a set formula. This is based on a 'lump sum' and then formula per pupil based on pupil numbers. Devolved Capital can be accrued or rolled forward over a three year maximum period in order to fund major schemes of work.

The funding must be used to address priorities as identified in the school's Asset Management Plan and Premises Visit priorities and meet the criteria stipulated by the DCSF.

### *Seed Challenge Capital Grant*

The funding is allocated following a bidding process against pre-determined criteria managed by CYPD. The grant contributes towards a specific priority property need of the school as identified within the AMP

Further guidance on the process can be obtained from the “Useful documents” on your school’s Technology Forge web page.

### *School Access Initiative (SAI)*

This grant is an allocation from the DCSF to improve access to mainstream education for pupils with Special Educational Needs (SEN) and to education buildings for all sections of the community. The allowances for future years are currently incorporated within an overall SEN strategy. SAI is allocated to the City Council as part of the Single Capital Pot (see below).

### *Single Capital Pot*

A fund managed by the City Council to support the most significant schemes identified by elected members for city wide improvement. Bids are submitted to the fund by the CYPD (EPDS) annually for projects fitting Council criteria.

### *Other Standards Fund*

The DCSF have historically made available miscellaneous grant allocations targeted towards specified criteria, e.g. Classrooms of the Future, Staff Workplace improvements.

### *Locally Co-ordinated Voluntary Aided Programme (LCVAP)*

A capital fund from the DCSF but administered by the Department in consultation with voluntary aided school authorities for capital works at Voluntary Aided schools to address priorities as identified within the AMP.

## **Procurement**

In undertaking the sourcing of any building or building services related works, there are certain procedures that it is recommended are followed to ensure that the works and project are a success.

### **Repairs and Maintenance**

Emergency and day to day repairs, cyclical maintenance and statutory servicing and testing must be carried out by a competent person or contractor. The choice of contractor rests with the school and the City Council provides schools with access to a contract covering the above areas provided by Kier Sheffield LLP.

All orders for work must comply with the Schools Financial Procedures Manual

### **Larger Projects**

The larger schemes of repairing, maintaining and developing buildings can be a very detailed and complicated area of responsibility as well as needing resourcing to a high level.

The following flow charts provide a guide to the process of procuring such works when commissioned by the school. Allied to the next section on 'consultants' and those involved in the construction process, the aim is to try to explain the various stages and aspects of a project that form 'The Plan of Work', and the roles of the 'building professional'.

The Assets Team within CYPD is responsible for maintaining and updating the Authority's Asset Management Plan (AMP). To meet DCSF requirements for AMPs any changes to the size or use of rooms and the condition of school buildings must also be recorded in the AMP database.

In accordance with the Permission to Work procedure, schools must inform CPD of planned work well in advance and seek approval and permission of the CPD before the project begins. Any changes to accommodation could impact on the Suitability and Sufficiency factors of the school and have consequences for the AMP process.

Final versions of plans and other associated details must be forwarded to the Assets Team on completion of the scheme. In respect of all works ensure that the contractor has an understanding and knowledge of health and safety issues relative to working within a school environment.

Between the day to day repairs and maintenance work and the larger complex projects of repair, refurbishment and improvement lie those schemes which can be viewed as being of a minor nature. These areas of work require relatively small capital/revenue expenditure and do not necessarily involve all the disciplines associated with major building works.

In such instances, many schools have appointed a contractor directly to obtain a quotation for the works and subsequently placed an instruction to proceed. Others have sought a number of quotations, prior to placing an order. Obtaining like for like

quotations on similar specifications is often difficult without independent advice and assistance.

In any respect, it should be noted that the person placing an order, i.e., the client, will be responsible for ensuring compliance with Health and Safety legislation and that the necessary statutory and financial approvals have been sought prior to commencement of works.

The DCSF advise that schools should seek professional advice when undertaking works of a building or building services related nature.

Professional advice can, in the first instance, be from your Senior Premises Officer. The initial advice is not only free, but it can also save you time and expense in helping you to avoid the pitfalls that may arise with 'self help' projects. The Senior Premises Officer can also act as the Client Officer for the project for a small fee.

You may also find that consultants are willing to undertake preliminary or feasibility studies at risk, and will give some indication of proposals, timescales and an indication of costs and subsequent fee charges.

However, you will be required to enter into a contractual arrangement with them and incur fees for the development of the project through the various stages of the Plan of Work to completion.

### **Legislative Issues**

Once again a reminder of the statutory approvals that must be met and complied with:

## **The Construction, Design and Management (CDM) Regulations 2007**

The CDM Regulations now apply effectively to all construction and maintenance projects and aim to improve health and safety during construction work.

Any work of over 500 person hours or requiring over 30 days work on site is classified as being notifiable and imposes additional statutory requirements. The Regulations place specific duties on schools as clients, for example, to appoint a competent Planning Co-ordinator to manage and coordinate the health and safety aspects at particular stages of a project.

### **Building Regulations**

Any scheme where there will be any alteration to the external elevations appearance, structural works or drainage changes will require Building Regulations approval.

This means that you will need to provide drawings and a specification, with the application forms, and submit these to the Building Control Section of the City Council for approval. A fee is payable for the approval process.

### **Planning Approval**

Any building extension, new build – permanent or temporary accommodation, new or changes in boundary walls or fences will need Planning Approval.

As with Building Regulations, you will need to provide drawings and specifications for submission to the Planning Department. Approval can take up to 12 weeks and a fee is payable.

### **Financial Regulations**

Financial Regulations/Standing Orders form an integral part of a number of documents which describe the powers, authority and responsibilities of employees, officers and committees of the City Council.

Further advice and guidance on the meaning and application of these regulations is available from the Financial Services Team – 0114 273 6270.

The table opposite summarises the recommended procurement arrangements for different types and values of construction work.

The City Council's procurement procedures are fully detailed in the CYPD's Financial Procedures Manual.

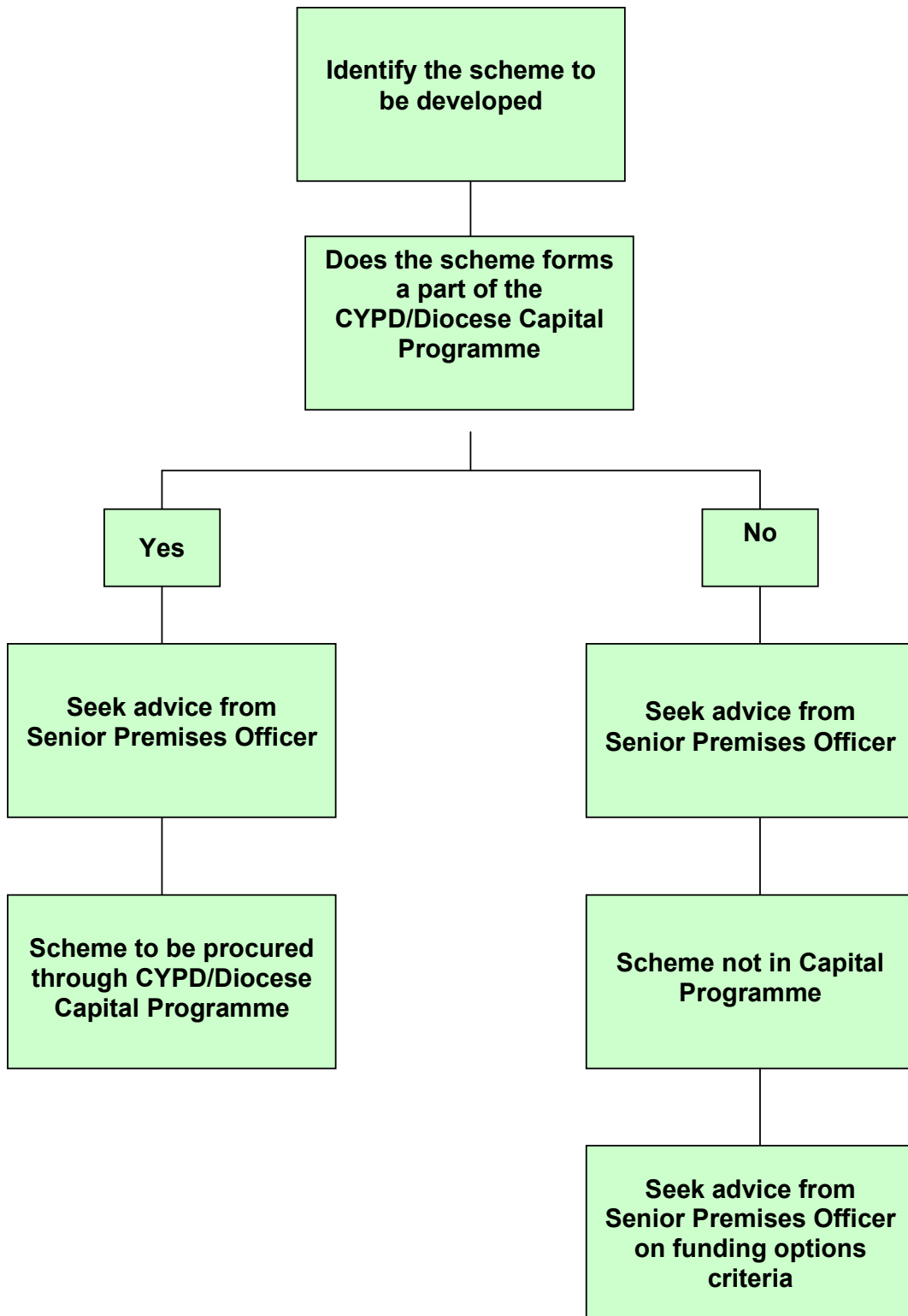
Type of project	How can I obtain approximate cost?	Cost and recommended best value approach	Recommended procurement method	Level of support recommended
Responsive repairs E.g. glazing, joinery	Ask contractor for estimate	Up to £1,000  Seek good value based on the cost of previous work	Use a contractor, based on past experience, who can complete the repair to your timetable and to a reasonable quality and cost	Use Leaf specification  Supervision by school support staff
Responsive repairs E.g. roof repairs, heating system	See condition report for 'worst case' budget cost	£1,000 - £24,999  Obtain three competitive written quotations	Approach contractors from the CYPD approved list	Use Leaf specification for small projects; develop a client brief and use a project manager for larger scale work  Expert support recommended
Planned 'single element' renewal E.g. new windows, roofing or asphalt	See condition report for 'worst case' budget cost	£1,000 - £24,999  Obtain three competitive written quotations	Approach contractors from the CYPD approved list	Use Leaf specification for small projects, develop a client brief and use a project manager for some or all stages of the project, depending on its size  Expert support recommended
Type of project	How can I obtain approximate cost?	Cost and recommended best value approach	Recommended procurement method	Level of support recommended

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<p>Planned 'single element' renewal or repair</p> <p>E.g. concrete frames, wooden cladding</p>	<p>See condition report for 'worst case' budget cost</p>	<p>Over £25,000</p> <p>Use a formal tender process</p>	<p>Formal tender process</p>	<p>Develop a client brief and use a project manager for all stages of the project</p> <p>Expert support strongly recommended</p>
<p>Refurbishment</p> <p>E.g. redecoration, renewing floor coverings in single rooms to change of use of rooms</p>	<p>£250 - £850/m2 of floor area depending on the complexity &amp; scope of the project</p>	<p>Up to £25,000</p> <p>Obtain three competitive written quotations</p>	<p>Approach contractors from the CYPD approved list</p>	<p>Develop a client brief and use a project manager or designer depending on the size and scope of the project</p> <p>Expert support very strongly recommended</p>
<p>New build</p> <p>E.g. an extension, or mobile classrooms</p>	<p>£1500/m2 depending on the scope of the project</p>	<p>Usually over £25,000</p> <p>Use a formal tender process</p>	<p>Formal tender process</p>	<p>Develop a client brief and always use a project manager or designer</p> <p>Expert support essential for this type of project</p>

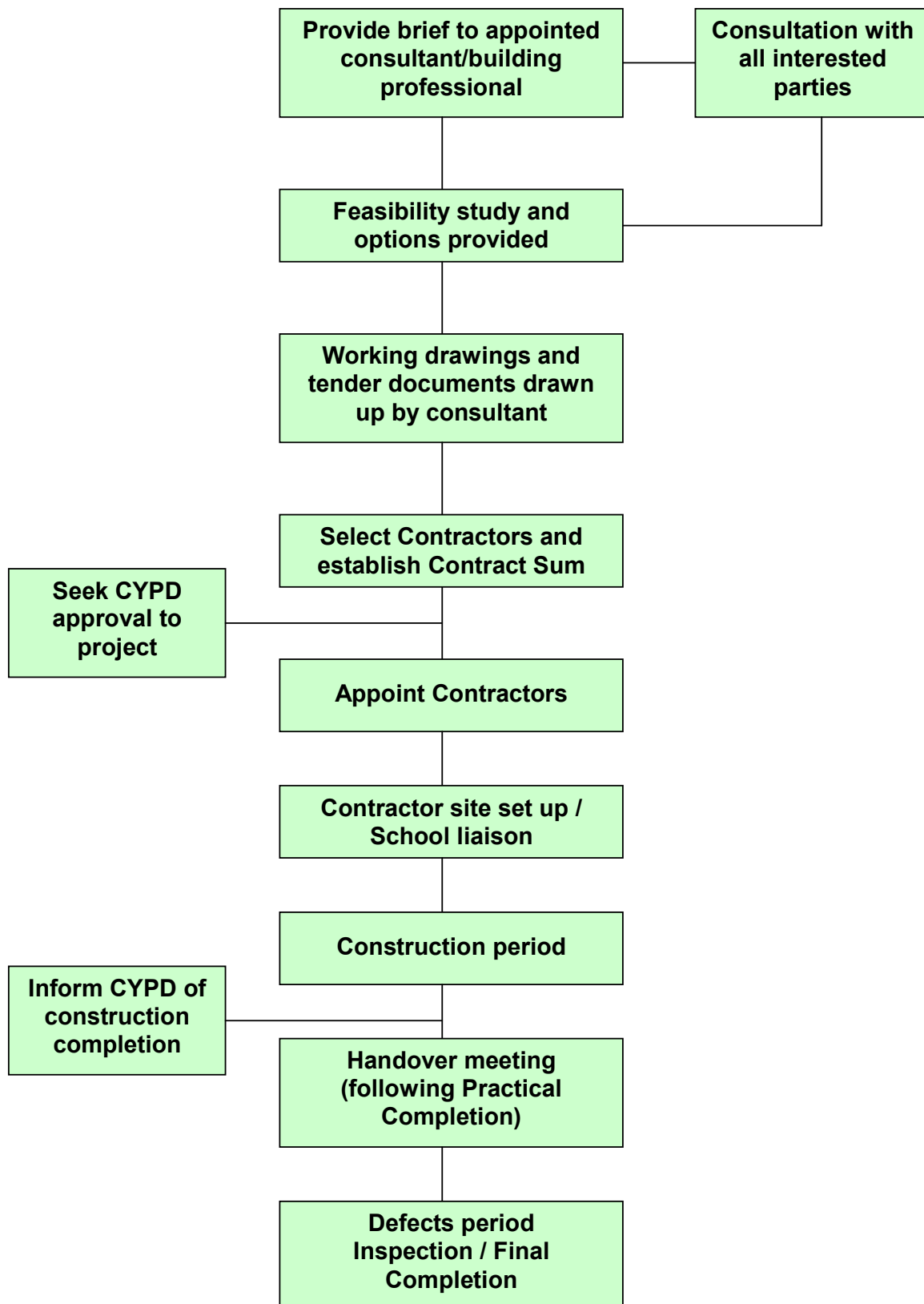
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# 1. Procurement flowchart – initial decisions





### 3. Procurement flowchart – the project process



## **Consultants – Professional Advice**

Construction related works in schools is commissioned through by CYPD, Diocese, or the school itself. The technical management of projects in CYPD or Diocesan projects is carried out by an appointed approved consultant who will liaise with schools through a CYPD appointed Client Officer for the project.

The consultant is essential to the success of any scheme. They have the skills and experience not only to turn a concept into reality, from initial feasibility through the various stages of the Plan of Work, but also produce estimates of cost, compile specifications, obtain tenders, supervise the contract safely and bring the project in on time and to budget. They ensure due regard is paid to all relevant regulations and legislation.

**For school procured work, it is very strongly recommended that a consultant is appointed.**

You may already be aware of a consultant who is qualified, experienced and a proven member of a recognised construction related professional institute or body who can manage the project on your behalf. However, if you wish to seek advice contact the Assets Team.

Alternatively, always seek references requesting details of schemes managed, their range and nature, and request contact numbers of other schools where the consultant has undertaken commissions.

Insurance cover must be adequate and provided by the consultant. It is recommended that £1m indemnity for professional advice is a satisfactory minimum with £5m Public Liability advisable.

## The Plan of Work

In undertaking a project there is a recommended procedure to follow to aid success. This procedure breaks the process into a number of stages from inception to completion.

- Consultation - Setting up the project team, including school governor(s), lead consultant, CYPD client officer etc.
- Feasibility - The stage where the consultant puts forward various options to produce the required result – agreement is reached on the preferred solution.
- Option appraisal - Establish the aims and key objectives of the proposals, timescales, budget, consultants and consider various options for meeting these aims.
- Brief - The development of the agreed option into a written document outlining the details of the project, e.g. schedule of spaces, services to be included, room data sheets, furniture, fittings and equipment etc.  
  
Note: if it is not in the 'brief' it may not be included and will incur extra cost if added later.
- Sketch design - Where the consultant has translated the brief into a set of drawings. Final drawings will indicate room locations, positions of doors, windows and what the proposal will look like.
- Working drawings - The consultant should at this stage have all the information, instructions and requirements they need to produce the detailed drawings from which the builder will construct the building.
- Tender document - The tender document quantifies the project and includes the terms and conditions under which the contract is to be let. Contractors submit prices for the project against this document and the working drawings.

There are a number of methods for obtaining competitive tenders, which should be in accordance with Financial Regulations and Standing Orders of the City Council.

The tenders, when received, should be vetted, ideally by a Quantity Surveyor, to ensure compliance in respect of the requirements of the tender document. In most circumstances the lowest tender will be accepted but the principles of Best Value should be taken into account at all times

Contract period - The construction phase of the project. During this period regular meetings should be held to discuss progress and address potential problems.

Hand over - The stage when the builder offers the project as being complete.

A formal inspection usually takes place of the works / project to agree to the handover. A certificate of practical completion will be issued by the consultant when they are satisfied that the works are “substantially complete”.

Defects period - After the certificate of practical completion is issued, the defects liability period commences, usually for 6 or 12 months. During this period any problems which relate to the project should be noted.

Following a formal inspection at the end of the set period the contractor should make good any defects.

## Roles and Responsibilities of the Consultant / Professional Advisor

The following are the main types of discipline that can be involved in a project from inception to completion.

- Architect - The person who leads the project team where there is a substantial design element and planning or reorganisation of accommodation is involved.
- Building Surveyor - Can also lead the project team where design element is less. Also undertakes surveys, knowledge of costs and contracts.
- Building Control Officer - Employed by the City Council to ensure all construction meets with the requirements of the Building Regulations.
- Client Officer - Employed by the school to support the headteacher and governors during the project
- Quantity Surveyor - Prepares specifications and tender documents / contract documentation. Provides cost advice.
- Clerk of Works - Responsible for ensuring the project is undertaken in accordance with the drawings, specification. Employed by the client to check quality of work through the project leader.
- Planning Supervisor - Person engaged by the client to ensure that the requirements of the Construction, Design and Management Regulations are complied with by all parties to the project.

There are many other building professionals who may be required on a project depending on the size, complexity and nature, such as:

Building Services Engineers	Planning Officer
Landscape Architects	Security Consultant
Structural Engineers	

Generally, most of the above would work with, and can be appointed through, the project leader. Planning officers are employed through the local authority.

## **Building Contractors**

The City Council maintains a list of Approved Contractors including building and building services contractors. These contractors have been subject to checks for financial stability, tax status, and levels of insurance cover. The checks also focussed on health and safety standards and equal opportunities policies.

You are strongly advised to select from these companies when arranging building or building services at your school. However, you must ensure that any company or individual appointed is competent in their sphere of operation, have appropriate insurance cover, i.e. Public Liability cover, and have a knowledge and understanding and be able to adhere to Health and Safety requirements.

The City Council works in partnership with Kier Sheffield in offering broadly based construction and maintenance service to schools.

You should be aware that you will be responsible, when procuring construction related works, for ensuring that the appropriate notifications are made in accordance with the statutory requirements of the CDM Regulations where appropriate.

### **GAS**

Only CORGI (Council for Registered Gas Installers) registered gas installers with the appropriate ACS assessment (See [www.trustcorgi.com](http://www.trustcorgi.com)) should be allowed to work on City Council establishments including schools. They must carry their registration card with them.

### **ELECTRIC**

It is strongly recommended that only contractors on the NICEIC (National Inspection Council of Electrical Installation Contracting) register are employed to carry out electrical work on City Council establishments.

When any electrical work is carried out, the contractor on completion of the work must issue a certificate. This certificate provides written confirmation that the electrical installation work to which it relates has been designed, constructed, inspected and tested in accordance with the Institute of Electrical Engineers Wiring Regulations.