

Asset Management Planning for Milton Keynes Schools

A Guide for Head Teachers and Governors
(and Business Managers/Site team)

Produced by Construction & Development Team – v17v2



ASSET MANAGEMENT PLANNING (AMP) FOR MILTON KEYNES SCHOOLS

A GUIDE FOR HEAD TEACHERS AND GOVERNORS

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1. PURPOSE OF THE BOOKLET

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

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

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

2. INTRODUCTION

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

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

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

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

3. A BACKGROUND

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

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

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

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

4. ROLES AND RESPONSIBILITIES – WHO DOES WHAT?

4.1 Council and Schools (Community, Foundation and VC)

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

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

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

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

The definition of capital is based on the current CIPFA *Code of Practice on Local*

Authority Accounting in Great Britain: A Statement of Recommended Practice (SORP).

The main provisions of this are:

- Capital must not be used for general maintenance, redecoration (unless part of a wider scheme or where the expected lifespan is greater than 10 years) or general repairs.
- Capital must not be used for the purchase of books, ICT software or training materials/services.
- Capital work must be distinct from any element of routine repairs and maintenance that may be included in delegated Fair Funding budgets.
- Capital must not be used to fund operating leases in respect of equipment or facilities. Finance leases are classed as borrowing.
- Capital cannot be used for the purchase of equipment unless this is peripheral to the main scheme and is not a major part of the total project expenditure to be funded from this grant. NB – as an exception to normal capital rules the Department for Children, School & Families (DCSF) does allow DFC to be spent on IT equipment.

In taking forward a capital project, the de minimum capital threshold for the Council is **£20,000**. Alterations to the fabric of the building, services of security or other capital works that cost less than this figure cannot be taken forward by the Council as a capital project.

4.2 Head Teachers and Governing Bodies

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

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

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

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

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

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

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

4.3.1 Construction & Development Team

The Construction & Development Team's main responsibilities are:

- Planning and delivering the annual capital programme.
- Giving advice, setting criteria and being responsible for co-ordinating information.
- Treating schools in all categories fairly.

- Providing the necessary information to the DfE.
- Acting as a client on behalf of Milton Keynes City Council for all capital schemes, procured centrally.
- Provide building and mechanical surveying services (chargeable @ approx. 10% of scheme costs).

4.3.2 Schools (Community, Foundation and VC)

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

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

4.3.3 Key issues for Schools

- Schools have total responsibility for all revenue repair and maintenance.
- Schools share responsibility for capital work with Milton Keynes City Council.

Schools should plan their own programmes of work using AMP data and professional advice and guidance.

- LA centrally funded programmes are generally agreed between July & December for the following budget year.
- Inspection/servicing programmes (boilers, electrical systems etc.) and statutory checks **MUST** be completed by the school.
- Schools must follow council standing orders and financial regulations.
- Managing the sites safety & health welfare.

4.3.4 Department for Education (DFE)

The DfE are responsible for:

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

4.3.5 Diocesan Authorities

Diocesans are responsible for:

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

5. CONDITION DATA COLLECTION (CDC)

The key assessment that makes up the bulk of premises data held by Milton Keynes City Council are the condition data collections undertaken by the DfE.

Assessments are undertaken for every school and the data is held in an AMP management database by the Construction & Development Team. Other premises data is also held – site area, addresses, age of building etc. and condition.

5.1 School Asset Management Plan (AMP)

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

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

6. HOW PRIORITIES ARE DETERMINED

6.1 Determining Future Programmes of Works

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

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

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

6.2 Determining Condition Improvement Priority Schemes

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

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

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

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

Remaining priorities are determined by applying several factors such as:

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

7. FUNDING ARRANGEMENTS

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

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

7.1 Delegated Budgets for Repairs and Maintenance

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

7.2 Devolved Formula Capital (DFC) Funding

a) How has DFC been allocated?

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

b) What can DFC be spent on?

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

7.3 Centrally Funded AMP Programmes

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

8. PROPERTY MANAGEMENT – A PRACTICAL GUIDE FOR SCHOOLS

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

8.1 Purchasing Professional Advice

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

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

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

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

Self Help Schemes

Are you planning to:

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

Are you intending to fund the work through:

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

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

- Planning and Building
- Health and Safety

Whilst these procedures only relate to larger scale projects, much of the advice in this guidance note is equally applicable to smaller schemes commissioned by schools. It is suggested that these principles should be adopted in all cases.

Schools are asked to complete the 'Self Help Scheme' application. If you are unable to access these, please contact a member of the Construction & Development Team who will forward copies to you. Completion of these forms is necessary for school managed projects that affect the structure and/or services of a school.

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

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

At this stage, the Head teacher can proceed to obtain competitive quotes unless this has already been done. You must follow the Council's Regulations regarding contract procedures, as set out in the LMS Handbook. Details on:

- Insurance,
- Health & Safety,
- Building Regulations,
- Things to Consider,
- Procurement & Financial Regulations

Can all be found in the [School Managed Projects](#) guide.

9. PLANNED PREVENTATIVE MAINTENANCE – what schools need to do

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

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

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

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

The [good estate management for schools](#) has been produced & can be accessed via the GOV.UK web pages and is a good start to how the sites can be managed. It is to help schools plan and implement a cyclical maintenance programme that can help prolong the durability of buildings, plant and equipment and reduce reactive repairs.

10. BUILDING DEFECTS – Types of problems and remedies

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

Please refer to section 11 in the School Managed Projects guide for a detailed list of what a defect may be.

11. YOUR LEGAL DUTIES

11.1 Statutory Testing of Plant and Equipment

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

Schools must arrange for servicing and testing to be undertaken at the appropriate time and frequency. Any organisation chosen to undertake the works must be recognised by an appropriate industry standards body to secure safe maintenance and management through competent, trained, and qualified operatives and contractors. A certificate must always be obtained from the contractor to show that the works have been carried out.

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

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

The following information only provides a generalised view of the issues involved.

Specific information and guidance should be sought from the Council's [Property Services Team](#).

As well as the need to identify specific ownership, school sites may be subject to other restrictions or rights. It is often necessary to identify these very specifically when considering building works or changing land ownerships. If in doubt the

[Council's Legal](#) and / or [Property Services Teams](#) can verify the position and where necessary obtain advice to clarify the position if this is required.

- **Community Schools** - Interest in the land and buildings is held by the Council. Exceptions can exist, such as buildings and houses owned by schools were purchased from its own funds.
Land owned by: Local Authority;
Buildings owned by: Local Authority;
Capital maintenance undertaken by: Local Authority.
- **Foundation School** - a state primary or secondary school that owns its own land and has responsibility for staffing and for admissions arrangements. These schools are funded in the

same way as other local authority-maintained schools.

Land owned by: Governing Body;

Buildings owned by: Governing Body;

Capital maintenance undertaken by: Local Authority.

- **Voluntary Aided schools** - A voluntary aided school is a state-funded school, but their capital costs would only be partially state funded, with the foundation retaining greater influence over the school.
Land owned by: Diocese;
Buildings owned by: Local Authority;
Capital maintenance undertaken by: Diocese.

- **Voluntary Controlled Schools** - have all their costs met by the state but would be controlled by the local education authority.
Land owned by: Local Authority;
Buildings owned by: Local Authority;
Capital maintenance undertaken by: Local Authority.

- **Academy School** - a school which is funded by the government and sometimes also by a private individual or organization but is not controlled by the local authority, a review of the lease is required before undertaking any alteration to the building and land.
Land owned by: Local Authority (125-year lease);
Buildings owned by: Local Authority (125-year lease);
Capital maintenance undertaken by: Governing Body.

For all schools there are also certain legal procedures to be followed when disposing of or acquiring land. For Community schools, the Council must agree to any land disposal, Voluntary schools should refer the matter to the Diocese. All decisions to dispose of land are subject to the requirements of Section 77 of the Standards and Framework Act 1998. All maintenance under **£20,000** is undertaken by the individual schools directly (for ALL school categories above).

11.3 Community Use

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

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

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

A typical licensee might be a “wrap round club” operating in part of the school outside

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

- **Lease** - This is a formal document where a lessor or landlord grants a lease or tenancy to a lessee or tenant. This will normally grant exclusive possession of land and or property to a third party who can exclude everyone else, even the landlord. It is like selling the land but for a fixed period. Due to the serious nature of such a transaction, case law and statute surrounds this area and is essential to obtain proper professional advice from the Council's Property Services Team. If this is done at an early stage, this will minimize the likelihood of anything going wrong.

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

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

11.4 Playground Equipment

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

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

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

12. EMERGENCY KEY HOLDERS

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

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

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

Milton Keynes Security Services (Tel 01908 644007)

Milton Keynes Group Security (Tel 01908 316999)

13. EMERGENCY PROCEDURES

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

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

Where a major incident occurs in the community near the school that has an impact on the school, for example, fires, floods, utilities outages etc. it is likely that MK Council emergency planning arrangements will be triggered. Contact can be made on 01908 254555 or 01908 311773 (24hrs). Ask for duty Emergency Planning Response Officer.

13.1 Action by Heads/Caretakers

FIRE AND OTHER MAJOR EMERGENCIES IN EDUCATION ESTABLISHMENTS

ACTION TO BE TAKEN BY HEAD TEACHERS / CARETAKERS OF SCHOOLS IMMEDIATELY

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

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

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

13.2 Action by Construction & Development Team

FIRE AND OTHER MAJOR EMERGENCIES IN EDUCATION ESTABLISHMENTS

ACTION TO BE TAKEN BY CONSTRUCTION & DEVELOPMENT TEAM IMMEDIATELY

- 1) When the incident occurs during normal office working hours (9.00am to 5.00pm) upon receipt of notification of an incident, the Built Assets Team will:
 - a) Confirm that the premises have been evacuated.
 - b) Confirm that the fire brigade has been summoned.
 - c) Notify other departments in MK Council as appropriate.
 - d) Attend the scene of the incident as soon as possible after notification is received.
 - e) Assess the situation at the scene of the incident.

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

13.3 Health and Safety

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

As part of its core function, the health and safety team:

- Undertakes health and safety policy, development and workplace inspection and monitoring.
- Undertakes relevant incident & accident investigation & reporting.
- Offers guidance and advice.
- Attends relevant liaison or committee meetings.
- Liaise with the Health and Safety Executive and other bodies e.g., the occupational health service, legal representatives, and insurers regarding Health and Safety claims.
- Advises the school on completion of the Statutory Premises Checks as required.

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

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

14. SCHOOL SECURITY

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

Milton Keynes is reported to be the most dangerous city in Buckinghamshire and is among the top 20 most dangerous overall out of Buckinghamshire's 216 towns, villages, and cities. The overall crime rate in Milton Keynes in 2022 was 104 crimes per 1,000 people. This compares poorly to Buckinghamshire's overall crime rate, coming in 36% higher than the Buckinghamshire rate of 76 per 1,000 residents. For England, Wales, and Northern Ireland as a whole, Milton Keynes is the 23rd most dangerous city, and the 680th most dangerous location out of all towns, cities, and villages.

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

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

Fire Alarm Testing / Fire Fighting Equipment

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

15. ASBESTOS

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

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

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

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

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

For further advice & guidance please check out the HSE website below:

<http://www.hse.gov.uk/asbestos/index.htm>.

The legislations:

Health and Safety at Work etc. Act 1974

Control of Asbestos Regulations 2012

Construction (Design & Management) Regulations (CDM) 2015

The Management of Health & Safety at Work Regulations 1999

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

16. USEFUL INFORMATION

16.1 Key Contacts

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

Mark McKinlay, Project Lead:

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

Construction & Development Team:

- 01908 254722  built.assets@milton-keynes.gov.uk

16.2 Other Useful Reference Material

[Good Estate Management for Schools \(GEMS\)](#)

Published by GOV.UK

[Creating Excellent Buildings – A Guide for Clients](#)

Published by CABE (Commission for Architecture & the Built Environment)

[Joined Up Design for Schools \(John and Frances Sorrell\)](#)

Published by Merrell Publishers.

[BB98 Briefing Framework for Secondary School Projects](#)

Published by DfE.

[BB99 Briefing Framework for Primary School Projects](#)

Published by DfE.

