



Brampton Abbotts CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

ESTATE MANAGEMENT POLICY SUITE

This policy will be reviewed and updated by the governing body at least annually.
All references to 'the school' imply both Brampton Abbotts and Bridstow Primary Schools.

Date signed off by full governing body: 17th October 2022

Signed Daniel Brearey, Head teacher

Paul Mason, Chair of governors

Date next review due: October 2023

Introduction

Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. Through our Christian ethos we seek to nurture every child to reach their potential by working together in friendship, growing together in honesty and respect, and flourishing together in happiness. To this end, and in order to create a positive learning environment, it is essential that we provide an environment that is both safe and stimulating, and which enables pupils to learn how to take managed risks.

This suite of policies aims to ensure that our school is:

- safe - well-maintained schools are likely to be less hazardous;
- successful - well-designed facilities can be linked to levels of attainment;
- financially sustainable - an effectively managed estate improves the efficiency and effectiveness of estate expenditure and capital investment, minimises surplus space and revenue costs, optimises revenue generation, prioritises investment, and maintains the value of our assets;
- operationally efficient - planned repairs and maintenance can minimise emergency works, prevent failures and loss of facilities, and save money;
- appealing – a well-maintained school will help create a positive impression, and attract pupils and staff.

This policy suite contains the following chapters:

[Chapter 1](#): Estates vision and strategy

[Chapter 2](#): Asset Management Plan

[Chapter 3](#): Health & safety

[Chapter 4](#): Emergency Management Plan

Other key school documents to refer to are:

- Curriculum delivery policy suite, which sets out the context for actions relating to improving accessibility of the buildings and grounds for pupils with disabilities;
- Finance policy suite, which sets out how capital spend will be scheduled and prioritised;
- First aid section of the Healthy Schools suite, which connects to the health & safety section of this suite;
- Covid-19 risk assessment.

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

Compliance

This policy is set out in line with the Department for Education's guidance for [Good Estate Management for Schools](#), [Emergency Planning and Response](#), and [Health and Safety](#). It also complies with the [Schools Financial Value Standard guidance](#).

Roles and responsibilities

The headteacher is responsible for developing and updating this policy suite, in consultation with school staff. Governors are responsible for approving and overseeing implementation.

Day-to-day decisions about estate management are taken by the headteacher, where they are in line with this policy suite. If a decision has to be taken that is contrary to or outside the remit of this policy suite then the chair of governors will be consulted.

CHAPTER 1: ESTATES VISION AND STRATEGY

1.1 Vision

Our vision is to have school grounds and a school building that enable us to deliver excellent education and provide a safe environment for all children. Above all, we believe that the environment in which children operate sets the tone for their expectations, behaviour and attainment. A high-quality environment encourages children to be proud of their school and keen to learn and engage. It is therefore a vital way of how we enable children to flourish.

Educationally, our development priorities for the next three to five years are to:

- offer the current pupil numbers for each site at current levels as a minimum and to ensure that every class can cater for 30 pupils;
- enhance the outdoor environment in order to provide our children with multiple opportunities for physical development during recreation times and during more structured physical education lessons;
- enhance the outdoor natural environment to cater for outdoor learning provision (including Forest Schools) for all classes;
- ensure that all aspects of the school site are accessible by any child or adult with disabilities who is a member of the school or who might visit the school

Our estates vision therefore is to:

- ensure that all buildings provide a safe and welcoming learning environment which is fit for purpose for current pupil numbers and has scope for future growth;
- provide the necessary space and facilities to develop a broad and balanced curriculum in line with DfE statutory requirements, including a high-quality outdoor learning environment that can cater for all aspects of outdoor learning and Forest Schools pursuits.

1.2 Strategy

Our strategy sets out at a high level how our vision will be achieved.

Vision statement	Aims	Actions	Considerations
Ensure that all buildings provide a safe and welcoming learning environment which is fit for purpose for current pupil numbers and has scope for future growth	Maintain buildings in a condition which enables a positive learning environment consistent with Estates Strategy priorities, the maintenance standards set out in this suite, and the school's service-delivery needs	Arrange for and act on regular buildings inspections; Consider creative approaches to the design and use of existing space to enable current and future pupils and staff to thrive	A comfortable and inspiring learning environment in which children want to learn, which attracts teachers and parents; High Health and Safety standards
Provide the necessary space and facilities to develop a broad and balanced curriculum in line with DfE statutory requirements, including a high-quality outdoor learning environment that can cater for all aspects of outdoor learning including Forest School	Maintain all resources in a condition which is consistent with Estates Strategy priorities; Explore ways of improving & increasing available opportunities	Arrange for and act on regular inspections of the grounds, trees etc. as well as of all equipment both indoor and outdoor	A continuously improving educational experience (outdoor as well as indoor) which takes account of individual needs and skills

CHAPTER 2: ASSET MANAGEMENT PLAN

2.1 Overview

This asset management plan provides more detail on how the estates strategy and vision will be achieved. This includes both planning and keeping up to date with the maintenance of existing building and grounds and putting in place a prioritised action plan for development.

2.2 Day-to-day maintenance and emergencies

Day-to-day maintenance is sensible and practical repair on a like-for-like basis for the continuing preservation, protection, repair to and upkeep of the buildings and grounds. All day-to-day maintenance will be carried out with minimum disruption to the educational activities of the school.

As part of termly site reviews with an appointed member of the governing body, the headteacher is responsible for agreeing maintenance priorities, based on their joint assessment of the state of the building and grounds.

Priority will always be given to statutory and other health and safety requirements and any work relating to emergencies such as major electrical failures, floods, gas escapes etc. In an emergency, immediate actions will focus on making the area safe and preventing further damage. Repairs will be undertaken as soon as reasonably practicable, taking account of financial considerations and disruption to education. Our policy is to have a proper programme of planned maintenance to minimise the need of disruptive emergency repairs.

Damage to the grounds will be prioritised alongside buildings maintenance requirements e.g. from weather, graffiti or vandalism. In all cases, the priority will be to make equipment/spaces safe and accessible, and to return them to their original specification as rapidly as possible.

2.3 Planned maintenance

The Finance & Resources Committee, in consultation with the headteacher, prepares a 5-year schedule and costings of planned maintenance work to be carried out. The schedule is combined with planned development works to support the delivery of the estates strategy and vision and is reviewed and approved by the governing body.

Planned maintenance will be undertaken based on manufacturers' recommendations and relevant British Standards and Codes of Practice, adjusted where appropriate to take account of local experience, survey observations, anticipated weather, and seasonal implications.

Consideration will be given to whether maintenance identified is required to comply with health and safety requirements, the school's fire safety risk assessment, and the school's commitment to maintaining a safe and secure environment. Any risks identified as non-compliant and likely to put staff and pupils at risk will be prioritised and addressed as soon as is practicably possible.

2.4 Prioritised plans for development

In order to deliver on our estates vision and strategy, we also recognise the need to develop and enhance the existing buildings and grounds. In order to achieve the objectives set out in Chapter 1, the Asset Management Plan (AMP) sets out how we will achieve the objectives in section 1.2. The Asset Management Plan is a working document and is also reviewed termly by the Finance and Resources Committee.

2.5 Use of contractors

Contractors must carry out risk assessments and provide method statements prior to carrying out any works. All contractors carrying out work during term time must be vetted by the Disclosure and Barring Service (DBS) or under the supervision of a member of staff (usually the headteacher, deputy headteacher or administrator).

2.6 Monitoring and review

Progress on the action plan will be reviewed termly by the headteacher and annually by governors, unless the headteacher highlights a need for governors to review the plan sooner.

CHAPTER 3: HEALTH & SAFETY

3.1 Overview

Health and safety considerations are not intended to prevent us from running activities that enable pupils to learn, experience new environments or have fun. They are intended to ensure that all of those things happen safely. To this end, we have developed the following simple guidelines and procedures. Their purpose is to ensure pupils, staff, volunteers and visitors are in a safe and secure environment whilst also being able to learn, grow and develop. Our general intentions are to:

- provide adequate control of the health and safety risks arising from our school activities;
- consult with our employees on matters affecting their health and safety;
- provide safe equipment;
- ensure safe handling and use of substances;
- provide information, instruction and supervision for employees and pupils;
- ensure all employees are competent to do their tasks and to give them adequate training;
- prevent accidents and cases of work-related ill health;
- maintain safe and healthy working conditions.

3.2 Roles and responsibilities

Ultimately, the headteacher is responsible. However, in planning class activities and laying out the classroom, all staff have a responsibility to consider health and safety and to ensure that activities are as safe as possible. All staff are provided with regular training to support them in both planning to avoid risks occurring and managing issues when they arise.

All staff have a responsibility to consider the safety of their working conditions, including lone working. If lone working they should ensure that someone knows where they are, that they are medically fit to do so, and should not undertake any risky activities such as climbing ladders.

A representative of 'Fire and Risk Management Services' is engaged as Health & Safety Advisor.

3.3 Risk assessment

Risk assessment and mitigation is at the heart of our approach to health and safety. We maintain a live risk assessment document for the school's buildings, grounds and routine activities using the following template. This covers but is not limited to:

- condition of buildings and grounds;
- condition of equipment and fittings (planned maintenance of larger items of equipment is covered in Chapter 2 above);
- working conditions in classrooms and offices;
- off-site visits and activities.

In addition:

- we identify substances that require an assessment in accordance with the Control of Substances Hazardous to Health Regulations (COSHH), carried out by Fire and Risk Management Services, for which the headteacher approves any required risk mitigation;
- the Asbestos Management Plan and the Asbestos Register are managed by the School Administrator;
- it is the school's policy that no personal electrical equipment should be brought into school without the headteacher's permission (excluding mobile telephones).

A standard template form, incorporating risk, impact, likelihood and mitigation, is used to assess and mitigate the risks within school and occasional or one-off activities such as school trips. Parental consent will be sought before their child participates in higher risk activities.

A record of all risk assessments is stored in the school office and is reviewed annually.

3.4 Recording incidents

Occasionally, despite all plans and mitigations, something will go wrong. When this is minor, it should be recorded in the school's incidents records book. When it is more major, it may be necessary to report to the Health & Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). The following incidents will always need to be reported:

- specified injuries;
- "over-7-day" injuries, i.e. when an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days;
- an accident connected to work which causes injury to pupils, members of the public or other people not at work and they are taken from the scene of an accident to hospital;
- specified dangerous occurrences, where something happens that does not result in an injury, but could have done;
- deaths.

For more details on the types of incidents that must be reported to HSE, please refer to [this link](#). Reporting is the responsibility of the headteacher and Fire and Risk Management Services and must be undertaken within 72 hours of the incident.

Parents/carers will be contacted immediately in the event of a significant incident related to Health & Safety.

3.6 Reviewing incidents and issues

Where risks materialise and become incidents or issues, we always investigate to understand the reasons why they occurred and to put in place measures to reduce the likelihood of their happening again. We use a simple root cause analysis technique called the 'five whys' to do this.

3.7 Emergency Procedures - Fire and Evacuation

The responsibility for ensuring the fire risk assessment is undertaken and completed is that of Fire and Risk Management Services.

To ensure that fire and evacuation can easily take place, the following protocols are adhered to.

- School escape routes are checked every day by the headteacher or deputy Headteacher; classrooms and other teaching areas are also checked daily by class teachers.
- Fire alarms are tested regularly, and all break-glass points are reviewed at least once per term.
- Fire extinguishers are maintained and checked annually by external contractors.
- Emergency evacuation is reviewed as part of every fire drill at least once a term. Actions based upon these reviews are implemented to ensure maximum possible fire safety for all those working in the buildings.

Responsibility for checking that the emergency lighting operates effectively is delegated to a member of the administration team. Emergency lighting in classrooms and teaching areas is reviewed monthly, with a complete discharge half-termly to prevent battery memory. Please refer to the Fire Risk Assessment for final details.

The school administrator maintains contacts and procedures in a secure format, easily removable from the school site. There is an annual assessment of fitness for purpose and results recorded.

3.8 Consultation with employees

Employees are consulted about Health & Safety matters directly, in staff briefings, and in contribution to and feedback from governors' meetings.

3.9 Monitoring and review

Health and safety incidents are reported annually to governors, together with any lessons learnt and mitigating actions introduced.

CHAPTER 4: EMERGENCY MANAGEMENT PLAN**4.1 Overview**

The Emergency Management Plan focuses on the potentially major risks and issues that might arise, which (although highly unlikely to occur) would have a significant impact on the school's ability to continue functioning if they were to occur.

4.2 Risk assessment

The optimal solution is to recognise potential major issues and plan to mitigate them / reduce the likelihood that they will happen.

Risk	Impact	Likelihood	Mitigation
Failure of IT systems	Registers will not be able to be completed centrally Teaching and learning will be affected	Moderate	Daily off-site back-ups using cloud-based systems Back-up fire registers completed daily Ensure more traditional teaching approaches continue to be available Adequate insurance in place
Destruction of buildings or contents	Nowhere to educate children	Unlikely	Adequate insurance Asset register stored off-site
Death or serious injury: <ul style="list-style-type: none"> • Natural causes • Playground accident • Sporting accident • Transportation incident • Suicide • Other 	Multifaceted – depends upon event	Moderate	Adequate first aid training for all staff Trip hazard training – all teachers Adequate risk assessments in place for all circumstances
Accident on an educational visit	Minor or serious injury	Moderate	Comprehensive risk assessment completed prior to travel and agreed with EVC (Educational Visits Coordinator) and Head and LA (if out of county or residential
Asbestos	Long-term illness concerns	Unlikely	Asbestos register and risk assessment process
Legionella's disease	Minor or serious illness	Unlikely	Regular legionella checks and risk assessment reviews
Influenza pandemic	Illness and/or death	Unsure	Regular cleaning regimes in place Close monitoring of absence figures to give insight into causes of illness
Contagious disease (e.g. meningitis)	Illness and/or death	Unsure	Regular cleaning regimes in place Close monitoring of absence figures to give insight into causes of illness
Fire: <ul style="list-style-type: none"> • Accident • Arson 	Loss of property	Minor	Aron prevention reviewed regularly Annual PAT testing Regular fire evacuation procedures reviewed and checked

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Loss of electricity supply	No heating or lighting	Minor	Server battery back up Closing of school – if longer than 6 hours
Loss of gas supply	No heating	Minor	Closing of school – if conditions (low temperatures) dictate this.
Loss of water supply	No access to cleaning and drinking water	Minor	Closing of school if longer than a whole school day
Loss of telecommunications	Communications with Parents/carers will be limited	Minor	Ensure multiple platforms for communication are maintained.
Burst water pipe	Damage to property	Moderate	Temporary school/class closure if direct impact
Drainage / sewerage defect	Blocked pipes and overflow of raw sewage	Moderate	Regular check of likely blockage sites or septic tank (BW only)
Building collapse / structural instability	Damage to property and/or injury/loss of life	Minor	Regular site surveys (at least annually) to ensure up to date maintenance
Heavy snow / widespread icy roads	Injury/loss of life	Minor	Review weather warnings regularly Close school if necessary
Storms / severe gales	Injury/loss of life	Minor	Review weather warnings regularly Close school if necessary
Heatwave	Injury/loss of life	Minor	Review weather warnings regularly Close school if necessary
Violence / assault	Injury	Minor	Phone Police Clear expectations of behaviour on site for all individuals
Threats / threatening behaviour	Mental injury	Moderate	Phone Police Clear expectations of behaviour on site for all individuals
Bomb threat	Injury / death	Unlikely	Phone Police
Suspicious package	Injury / death	Unlikely	Phone Police
Significant vandalism	Damage to property	Moderate	Phone Police Repair damaged property Risk assess impact
Intruder on school premises	Personal injury or theft or damage to property	Moderate	CCTV Police
Sexual assault	Physical and mental harm	Unsure	RSE Curriculum
Terrorism	Injury and/or death	Unsure	Lock-down procedures – school wide
Disruption to fuel supply	No heating	Unsure	School closure – if long-term
Industrial action	Loss of education (no teaching staff)	Unsure	School closure - temporary

4.3 Business continuity planning

The following considers the potential disaster recovery mechanism for a number of potential emergency scenarios.

Loss of...	Back-up measures / restorative arrangements
Gas (BA Only)	<ul style="list-style-type: none"> • Contact WMS to see if they can provide support • Contact Local Authority to see if they can provide support – if WMS cannot help
Water	<ul style="list-style-type: none"> • Contact Welsh Water to see if that can provide support • If not, contact Local Authority to see what support they can offer. • Procure bottled water – if available? • Could portable toilets be procured? • Could bowsers for washing / hygiene facilities be procured?
Electricity	<ul style="list-style-type: none"> • Contact WMS to see if they can provide support • Contact Local Authority to see if they can provide support – if WMS cannot help • Is a back-up generator installed? • Is enough fuel for the back-up generator available?
Heating	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? • Could temporary heaters be procured?
Transport	<ul style="list-style-type: none"> • Could alternative methods of transport be used (e.g. public transport / walking)? • Could staff be encouraged to car-share? • Could educational visits which require transport be rescheduled?
Catering	<ul style="list-style-type: none"> • Is enough stock kept to cope with a temporary disruption to the supply chain? • Could alternative suppliers be used? • Could nearby schools provide support? • Could the local authority provide support? • Could the number of school meal options be reduced (whilst taking account of special dietary needs)? • Could pupils be encouraged to bring a packed lunch?
Cleaning	<ul style="list-style-type: none"> • Is enough stock kept to cope with a temporary disruption to the supply chain? • Could alternative suppliers be used? • Could nearby schools provide support? • Could the local authority provide support?
Heating fuel	<ul style="list-style-type: none"> • Is enough stock kept to cope with a temporary disruption to the supply chain? • Could alternative suppliers be used? • Could nearby schools provide support? • Could the local authority provide support?
Grit / salt	<ul style="list-style-type: none"> • Is enough stock kept to cope with a temporary disruption to the supply chain? • Could alternative suppliers be used? • Could nearby schools provide support? • Could the local authority provide support?
Office	<ul style="list-style-type: none"> • Is spare accommodation available on-site (e.g. ICT suites)? • Is spare accommodation available off-site (e.g. nearby schools)? • Could the local authority provide support? • Could some office staff work from home?
Classrooms	<ul style="list-style-type: none"> • Is spare accommodation available on-site (e.g. halls, ICT suites, gymnasias)? • Is spare accommodation available off-site (e.g. nearby schools, libraries, church halls)? • Could the local authority provide support? • Could temporary classrooms be provided? • Could lessons be staggered across break times to maximise use of available space? • Could classes be merged (whilst maintaining an adequate pupil / staff ratio)? • Could the school day be extended to maximise use of available space? • Could available space be prioritised for those pupils preparing for exams (or taking lessons deemed most important)? • If the weather permits, could lessons take place outside? • Could remote learning be provided?
Library	<ul style="list-style-type: none"> • Is spare accommodation available on-site (e.g. ICT suites)? • Is spare accommodation available off-site (e.g. nearby schools, libraries)? • Could the local authority provide support?

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Laboratories	<ul style="list-style-type: none"> • Is spare accommodation available off-site (e.g. nearby schools)? • Could the local authority provide support?
Sport facilities	<ul style="list-style-type: none"> • Is spare accommodation available on-site (e.g. halls, playgrounds)? • Is spare accommodation available off-site (e.g. nearby schools, leisure centres, parks)? • Could the local authority provide support?
Staff room	<ul style="list-style-type: none"> • Is spare accommodation available on-site (e.g. ICT suites)?
Toilets	<ul style="list-style-type: none"> • Could the local authority provide support? • Could portable toilets be procured?
Headteacher	<ul style="list-style-type: none"> • Are deputies identified and adequately trained? • Are documented procedures for critical activities in place?
Teaching staff	<ul style="list-style-type: none"> • Could temporary staff be recruited? • Could secondments from other schools be arranged? • Could lesson plans be pre-arranged for delivery by trainee teachers? • Could increased reliance be placed on support staff (e.g. teaching assistants)? • Could classes be merged (whilst maintaining an adequate pupil / staff ratio)?
Site manager(s) / caretaker(s)	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged?
School administrator(s)	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged?
Office staff	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged?
Catering staff	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged?
Cleaning staff	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged?
Computer network	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? • Are paper-based copies of important records available? • Is data backed-up remotely?
Website / extranet	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support?
Attendance management system	<ul style="list-style-type: none"> • Is a paper-based back-up system (such as paper-based fire registers) available?
Text messaging system	<ul style="list-style-type: none"> • Could alternative methods of communication be used?
Telephone	<ul style="list-style-type: none"> • Could alternative methods of communication be used?
Mobile 'phone	<ul style="list-style-type: none"> • Are mobile 'phones on different networks available? • Could alternative methods of communication be used?
Fax	<ul style="list-style-type: none"> • Could alternative methods of communication be used?
Email	<ul style="list-style-type: none"> • Could alternative methods of communication be used?

4.4 Responding in an emergency

Emergencies outside the school's control may still occur, as demonstrated by the Covid-19 pandemic. In this case, it is helpful to have clear procedures to follow in the early stages of the emergency. The school's procedures, including clear contact details, are set out in the Emergency Response Plan, copies of which are available online and in the school office.

Staff members are briefed on the Emergency Response Plan annually, and periodic exercises are undertaken to ensure that we are ready to respond. We use [this resource](#) to support this.

Appendix 1: Legislation and Statutory Guidance

[Good Estate Management for Schools](#) (2018)

[Emergency Planning and Response guidance](#), (2014, updated 2021)

DfE guidance on [Health and Safety : advice for schools](#) (updated 2021)

DfE guidance on [Health and Safety : advice on legal powers and duties](#) (2014)

HSE guidance on [Incident Reporting in Schools \(2013\)](#)

[Schools Financial Value Standard guidance](#) (2019, updated 2021)