Policy when contractors are on site

Policy put in place- June 2016

Updated -June 2025 **Next update-June 2028**

- Health and safety in a school is about taking a sensible and proportionate approach to ensure the premises provide a healthy and safe place for all who use them, including the school work force, visitors and pupils.
- ***We use the HSE check list termly*** (**S Ridgway**) to provide reassurance to teaching staff that the most common areas of risk in the classroom are being adequately controlled.
- Health and safety executive homepage (www.hse.gov.uk/) has information on general topics for schools to comply with www.hse.gov.uk/services/education)
- The Department for education have guidance for schools on health and safety
- www.education.gov.uk/schools/adminandfinance/healthandsafety

The Risk Assessment for the job/task- can then be completed

Protocol:-

1. Pre start meeting
2. Give contractor HSE Construction phase plan CDM2015 for reference and completion
3. Method statement
4. Office manager to fill in contractor working on site timetable and contact details sheet
5. Point of work risk assessment and safety check list e.g ladders, step ladders, trestles
6. Manual Handling operations risk assessment and safety check list
7. Permission to access form to be completed
8. Notification of works form to be completed by office manager and sent to premises
9. Point of work risk assessment to be filled in by contractor to ensure and end of task review to be completed at end- (all in same document)

10. On the day they start contractors to fill in visitors sign in and sign out book.

11. All contractors must bring in DBS, photographic ID if children are on site. School will complete the visitor form and risk assessment

Health and safety checklist for classrooms

How this checklist can help you

School premises are a valuable resource for local communities and are increasingly being used for extended services.

Health and safety in a school is about taking a sensible and proportionate approach to ensure the premises provide a healthy and safe place for all who use them, including the school workforce, visitors and pupils.

Because written risk assessments are not required for every classroom activity, this checklist is being made available for use as required. It is not mandatory, but is intended as a helpful tool. Schools may choose other ways to comply with health and safety legislation and ensure staff and children are safe.

School-wide measures should be in place to deal with the real risks, so that teachers and support staff do not need to produce written assessments for an ordinary classroom – unless new activities lead to additional risks.

Members of staff can use this checklist to help ensure ordinary classrooms meet minimum health and safety standards. However, the results and findings from completed checklists will provide a useful resource to the school management team when reviewing their whole-school risk assessments.

The checklist is a tool for school staff to raise awareness of areas of concern in a classroom. Employers in the education sector, whether they are a local authority, governing body, trust or proprietor, have wider responsibilities under health and safety law (see www.hse.gov.uk/services/education for further advice).

Using the checklist

This checklist covers the most common areas of concern/risk in ordinary classrooms, but is not exhaustive. It does not cover drama and sports facilities or specialist classrooms, including laboratories, art, IT, design and technology facilities or pupil referral rooms.

Health and safety checklist for classrooms

It can be used by class teachers, teaching assistants, premises staff or department heads – those running the school can decide how best to use the checklist in their school. It can be used as required, for example at the start of a term to provide reassurance to teaching staff that the most common areas of risk in the classroom are being adequately controlled.

It is designed to be helpful and quick and easy to use but there is no obligation on staff to use it. If an issue is not relevant to a classroom, simply mark it as 'N/A' (not applicable) and move to the next question. There is space at the end to list any additional issues.

Further information

HSE's homepage (www.hse.gov.uk/) has information on general topics to help employers and teaching staff comply with health and safety law. We have specific web pages for education, which provide guidance on the common types of risks within the sector (www.hse.gov.uk/services/education).

The Department for Education, Welsh Assembly Government and Scottish Government have guidance for schools on health and safety:

- **England:** www.education.gov.uk/schools/adminandfinance/healthandsafety
- **Wales:** www.wales.gov.uk/topics/educationandskills/allsectorpolicies/healthandsafety
- **Scotland:** www.scotland.gov.uk/topics/education/schools

The Health and Safety Executive has developed this checklist, through a public consultation, to help schools comply with health and safety law. It has been produced in consultation with:

- Department for Education (DfE), England;
- Department for Children, Education, Lifelong Learning and Skills (DCELLS), Welsh Government;

- Learning Directorate, People and Places (LDSG), Scottish Government;
- Department for Communities and Local Government (DCLG), England;
- trade unions.

Health and safety checklist for classrooms

Questions you should ask:		Yes	Further action needed	N/A
Movement around the classroom (slips and trips)	Is the internal flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be highlighted?			
	Are gangways between desks kept clear?			
	Are trailing electrical leads/cables prevented wherever possible?			
	Is lighting bright enough to allow safe access and exit?			
	Are procedures in place to deal with spillages, eg water, blood from cuts?			
	For stand-alone classrooms: ■ Are access steps or ramps properly maintained? ■ Are access stairs or ramps provided with handrails?			
Work at height (falls)	Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
	Is a window-opener provided for opening high-level windows?			
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg cupboards, display boards, shelving?			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Is portable equipment stable, eg a TV set on a suitable trolley?			
	Where window restrictors are fitted to upper-floor windows, are they in good working order?			
	Are hot surfaces of radiators etc protected where necessary to prevent the risk of burns to vulnerable young people?			
Manual handling	Have trolleys been provided for moving heavy objects, eg computers?			
Computers and similar equipment	If you use computers as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, eg laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested.)			

	Has any damaged electrical equipment been taken out of service or replaced?			
Asbestos	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
Fire	If there are fire exit doors in the classroom, are they: ■ unobstructed; ■ kept unlocked; and ■ easy to open from the inside?			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
Workplace (ventilation and heating)	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds, to protect from glare and heat from the sun?			

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space overleaf, including any further actions needed. If necessary, discuss this with your head teacher or employer.

additional issues		Yes	Further action needed	N/A

Further action needed

Hazards noted:	Action taken and when:	
Name (and position):	**Signature:**	**Date:**
Location/name of classroom:		

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit www.hse.gov.uk/. You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops. This checklist can be found online at: www.hse.gov.uk/risk/classroom-checklist.htm.

Meeting Minutes – Pre-start Meeting

Meeting Title	
Date	
Time	
Location	

Attendees:

Distribution: As above plus apologies.

Items covered and actions

No	Item	Action
1	APOLOGIES	
2	Introduction	
3	Confirm Specification of Works	
4	Duration/Programme	
5	Minimising the impact of the works on school operations	
6	Required Hours of Access/Means of Access to the School	

7	**Storage of Materials**	
8	**Health and Safety Management**	
9	**Use of Amenities**	
10	**Contact Details**	
11	**Other Contractors known/anticipated/possibly working on site at the same time as these works, including description of works and areas of the school/academy site they will be located**	
12	**AOB**	

Construction Phase Plan (CDM 2015)

What you need to know as a busy builder

Under the Construction (Design and Management) Regulations 2015 (CDM 2015) a **construction phase plan** is required for every construction project. This does not need to be complicated.

If you are working for a domestic client, you will be in n control of the project if you are the only contractor or the principal contractor. A **simple plan** before the work starts is usually enough to show that you have thought about health and safety. You will be responsible for:

n preparing a plan;

n working together with others to ensure health and safety.

If the job will last longer than 500 person days or 30 working days (with more than 20 people working at the same time) it will need to be notified to HSE and it is likely to be too complex for this simple plan format.

You could be a builder, plumber or other tradesman, doing small-scale routine work such as:

n installing a kitchen or bathroom;
n structural alterations, eg chimney breast removal;
roofing work, including dormer windows; n extension or loft conversion.

n organising the work; and

The list of essential points below will help you to **plan** and **organise** the job, and **work together** with others involved to make sure that the work is carried out without risks to health and safety. It will also help you to comply with CDM 2015. You can use the blank template on page 2 to record your plan.

Plan

Make a note of the key dates, eg:

n when you'll start and finish; n when services will be connected/disconnected; n build stages, such as groundwork or fitout.

You will need to find out information from the client about the property, eg:

n where the services and isolation points are;
n access restriction to the property; n if there is any asbestos present.

Working together

It may be useful to record the details of anybody else working on the job, including specialist companies and labourers.

Explain how you will communicate with others (eg via a daily update), provide information about the job, coordinate your work with theirs and keep them updated of any changes, eg:

n to site rules;
n to health and safety information;
n what you will do if the plan or materials change or if there are any delays;
n who will be making the key decisions about how the work is to be done.

Organise

n Identify the main dangers on site and how you will control them, eg:

- the need for scaffolding if working at height;
- how structures and excavations will be supported to prevent collapse;
- how you will prevent exposure to asbestos and how supervision will be provided.

n Make sure that there are toilet, washing and rest facilities.

n Name the person responsible for ensuring the job runs safely.

n Explain how you will keep the site safe and secure for your client, their family and members of the public.

n building dust;

If you are unsure about how you can make your site safer, see www.hse.gov.uk/construction for more information and to download other Busy Builder sheets. See www.citb.co.uk for a free smartphone app *CDM wizard*.

PLAN	Name/company
	Name and address of client Contact details of architect or principal designer
	What is the job? Is there anything the client has made you aware of?
	Key dates: Start Finish Other
	Where are your toilet, washing and rest facilities?
WORKING TOGETHER	Who else is on site – and their contact details?
	Who will be the principal contractor?
	How will you keep everyone on site updated during the job?

	What are the main dangers on site, eg:	**Hazard is present**	**What controls do you have?**
ORGANISE	**Falls from height** n Make sure ladders are in good condition, at the correct angle and secured n Prevent people and materials falling from roofs, gable ends, working platforms and other open edges using guardrails, midrails and toeboards		
	Collapse of excavations n Shore excavations; either cover or barrier excavations to stop people and plant falling in		
	Collapse of structures n Support structures (such as walls, beams, chimney breasts and roofs) with props; ensure props are installed by a competent person		
	Exposure to building dusts n Prevent dust by using wet cutting and vacuum extraction on tools; use a vacuum cleaner rather than sweeping; use a suitable, well-fitting mask		
	Exposure to asbestos n If you suspect that asbestos might be present, don't start work until a demolition/refurbishment survey has been carried out n Make sure everyone on the site is aware of the results		
	Activities or workers requiring supervision n Who will be supervising?		
	Electricity n Turn electricity supply and other services off before drilling into walls n Do not use excavators or power tools near suspected buried services		
	Risks to members of the public, the client and others n Keep the site secure to prevent unauthorised access; net scaffolds, use rubbish chutes		
	Other dangers on site		

Bentilee Nursery school

Method statement (to be completed everytime a contractor comes onto the premises)

Details of what the job is and how you are going to do the job

job/ task			
How is it going to be completed?			
Tools and equipment you require to do the job			
What checks tools/ equipment require use ie: PAT testing for power tools, ladder safety check			
What training is required ie: manual handling, working at height, lone working, use of power tools			

Risk assessment for job now can be completed by contractor

Contractor working on site (date)_____

contractor	description of works	area works taking place	w/b	w/b	w/b

Contractor contact details

name and address	telephone	mobile	email

Point of Work Risk Assessment – Guidance Notes

The purpose of the Point of Work Risk Assessment is for you as an individual, or as part of a working team, to review the hazards local to the working area

The assessment should be undertaken before starting the task and when you have been away from the working area for any significant length of time such as following a lunch break, or when you are required to move to a new location.

The assessment should only take a couple of minutes to complete and you should refer to the Task Risk Assessment and Task Method Statement that should have been completed beforehand

Before starting work on the task the **STOP** section should be completed to ensure that any Risk Assessments, Method Statements and Asbestos Registers, for example, have been read and applied to the task in hand, and that tools and equipment are available and fit for use.

With reference to the hazards listed in the **THINK** section of the form you will see that some hazards listed are notes with an asterix *. These hazards will require a specific risk assessment to be completed before starting the task, or could require the use of a specialist contractor e.g. asbestos, intrusive works could require a targeted asbestos survey to be completed prior to commencing works, or if there is known asbestos elements of the task could require completing by a specialist asbestos contractor

Any hazards ticked and circled in the **THINK** section will require you to complete the **ACT** section of the form and additional control measures to be in place prior to commencing the task

If you identify an opportunity to make an improvement to how the task is approached and competed, or where a different way of approaching the task may create a new hazard, this information should be noted in the **REVIEW** section of the form

Definitions

Hazard	A hazard is anything with the potential to cause harm
Risk	A risk is the likelihood that a hazard will cause a specified harm to someone or something
Accident	An unplanned event that results in injury, ill health or damage
Near Miss	An event, while not causing harm, has the potential to cause injury, ill health or damage

If you are in any doubt, do not proceed and contact your line manager

Risk Assessment - LADDERS, STEP LADDERS & TRESTLES

Every year many people are injured some fatally whilst using ladders, step ladders and working platforms supported by trestles.

Risk of accidents can be substantially reduced by management planning before work starts and by controlling the way work is done. The first question to ask is - can the job be done more safely in a different way?

References

The Provision and Use of Work Equipment Regulations 1998.

The Construction (Health, Safety & Welfare) Regulations 1996.

Basic practical guidance is contained within the Health and Safety Executive Guidance Note GS 31: Safe Use of Ladders, Step Ladders and Trestles.

Hazard Identification and Risk Assessment

A ladder is a simple, versatile and relatively inexpensive piece of equipment. The temptation therefore is to use it for all sorts or work without considering whether the risk warrants an alternative method of work before it is used for this purpose. However, the circumstances need to be critically examined, hazards identified, and resulting risks controlled.

Risk Checklist

Ladders:

The following list contains details of the most common types of risk situations which may exist when using ladders as a means of access or to carry out work from ladders not secured.

Ladder unsuitable for task.

Damaged or defective equipment.

Incorrect length, position and angle of ladder.

Incorrect or misuse of equipment.

Wet, muddy, icy or snow conditions.

Control Measures

Aluminium type should not be used if electrical hazards exist.

A system of inspection and removal of damaged plant from the workplace.

The stays, chains or cords to prevent spreading should be in good condition and equal in length.

Ensure step ladder is extended to its fullest.

Do not work from the top tread unless the steps are designed with an extension to provide a handhold.

Only one person to use at any one time.

Ensure loose materials are not placed at the base.

If used in a doorway the door should be wedged open.

Risk Checklist - Trestle Scaffolding

The following list contains details of the most common risk situations which may exist when working on trestle scaffolds:

Using a single trestle without a platform.

Incorrectly used ie. heavy long term work.

Defective cross bearers, hinges, stiles etc.

Insufficient thickness or width of work platform and inadequate support.

Insufficient width of work platform.

Excessive in height.

Uneven ground conditions.

Incorrect access/egress to platform.

Folding trestles supporting more than one platform.

Control Measures

Single trestles should not be used as a means of access or as a place of work.

Folding trestles should not be used unless the work is of a light nature and of a comparatively short duration.

Have a system of checking for damage and take out of service if damaged.

Ensure the working platform is either lightweight staging or if scaffold boards, they are at least 0.431m.

Not to be used where a person can fall a distance of more than 4.50m.

For fixed trestles toe boards and guardrails are required for all heights in excess of 2m.

Ensure a reasonable height of trestle above the working platform, approximately one third.

Ensure even support of trestle base.

Provide separate means of access and egress to the work platform.

Only a one tier platform on folding trestles.

Safety Checklist

Tick each box to confirm that action has been taken. It shall be assumed that where a tick has not been placed **NO** action has been taken:

Ladders

☐ Has an assessment been carried out to determine the suitability of the equipment.

☐ Is there a system of inspection to ensure broken items are taken out of service.

☐ Are ladders secured as appropriate.

☐ Are loads, tools etc. being transported to the work area in a suitable manner.

☐ Is the position of the ladder suitable in order to eliminate over reaching.

Step Ladders

☐ Are step ladders high enough in order that workers do not have to use the top step.

☐ Is there a system of checking condition.

☐ Are broken steps being removed from the work place.

☐ Can steps be positioned so that persons do not have to over reach.

☐ Is the area at the foot of the steps clear of debris, tools and equipment.

☐ Are only wooden steps used where electrical risks exist.

☐ Are ground conditions suitable for support of ladder.

☐ Trestle Scaffolding

☐ Are trestles used in conjunction with propriety staging.

☐ Is the work of reasonable light nature.

☐ Is the ground condition satisfactory.

☐ Do the work platforms comply with the legal requirement.

☐ Is the work platform supported in the correct manner.

☐ Do folding trestles only support one platform.

☐ Can persons fall more than 4.5m.

☐ Are guard rails and toe boards in position on fixed trestles if the height of the platform exceeds 2m.

1. Hazard Identified: Date of assessment ☐☐/☐☐/☐☐

LADDERS, STEP LADDERS & TRESTLES Name of Assessor……

2. Description of circumstances in which people are or may be at risk:

3. Identify persons who might be harmed (employees and others):

4. Assessment of **Hazard Severity**:

What is the SEVERITY of the injury if it occured? Tick the box adjacent to the relevant item.

☐ High 3 - Fatality; major injury or illness causing long-term disability.

☐ Medium 2 - Injury or illness causing short-term disability.

☐ Low 1 - Other injury or illness.

5. Assessment of **Likelihood** that harm will be realised, i.e. the PROBABILITY of injury or ill-health occuring:

☐ High3 - Certain or near certain to occur.

☐ Medium 2 - Reasonably likely to occur.

☐ Low 1 - Very seldom or never occurs.

6. What is the FREQUENCY of exposure to the hazard, i.e. how often?

☐ Frequent 3 - Several times per day

☐ Occasional 2 - Daily

☐ Seldom 1 - Weekly or less

7. What is the overall risk rating figure?, i.e. Severity + Likelihood + Frequency

RISK RATING = ☐ SPECTRUM = ... ACTION =.....

The total risk rating can be used as a guide to determine the required action.

RISK RATING	SPECTRUM	ACTION
8 / 9	Unacceptable	Immediate
6 / 7	High	Urgent
5	Medium	Required
4	Low	Consider
3	Negligible	None

8. State the EXISTING CONTROL MEASURES / ACTION already taken to prevent or reduce harm:

8. State the ADDITIONAL CONTROL MEASURES / ACTION that needs to be taken to prevent or reduce further harm:

9. State whether health surveillance / monitoring is necessary:

10. State when this assessment requires reviewing:

SIGNED SECTION MANAGER……

SECTION……

Risk Assessment - MANUAL HANDLING OPERATIONS

More than a quarter of the accidents reported each year to the enforcing authorities are associated with manual handling - the transporting or supporting of loads by hand or by bodily force.

References

The Manual Handling Operations Regulations 1992 and associated guidance.

Hazard Identification and Risk Assessment

The most common injuries from manual handling are sprains or strains, often to the back. Sprains and strains arise from incorrect application of bodily force, poor posture and excessive repetition of movement can be important factors in their onset.

Many manual handling injuries are cumulative rather than being attributable to any single handling incident. A full recovery is not always made and the result can be physical impairment or even permanent disability.

Hands, arms and feet are also vulnerable and poor handling can also put excessive stress on the knees. If there is a risk of injury from manual handling and the operation cannot be avoided or mechanised an assessment should be carried out prior to the operation.

Risk Checklist

Types of risk situations may include:

- Limited space and floor conditions.
- Weather/temperature.
- Excessive carrying distances and poor handling techniques.
- Excessive pushing and pulling, sudden movements.
- Limited breaks, individual capability.
- Weight/size of load and physical properties of load.

Control Measures

Avoidance of manual handling by:

- Elimination of handling (can process such as machining be carried out in situ).
- Mechanisation such as fork lift trucks, hoists and cranes.

Task Improvement by:

- Changing the layout or sequence of operations.
- Removing obstructions.
- Replacing lifting with controlled pushing or pulling.
- Minimising the need for fixed postures.
- Ensuring the capability of the employee to carry out the task.
- Introducing team handling for difficult loads.
- Job rotation.

Load improvement by:

- Reducing its weight (liquids and powders in smaller containers).
- Providing handles, hand grips, indents etc.
- Using slings or other aids if the load lacks rigidity.
- Making sure loads are clean and free from dust, oil and corrosive deposits.
- Avoiding sharp corners, jagged edges and rough surfaces (if cannot be avoided provide personal protective equipment).
- Working environment improvement by:
- Making sure gangways and other working areas are clear.
- Having a properly drained surface where possible.
- Ensuring that temporary surfaces are prepared and kept even and firm.
- Cleaning spillages of water, oil etc.
- Avoiding extremes of temperature, excessive humidity, poor ventilation and winds etc.
- Ensuring there is sufficient well directed light.
- Good Handling Techniques

- STOP AND THINK (where is load to be placed).

- PLACE THE FEET (feet apart to give firm, stable base).

- ADOPT A GOOD POSTURE (bend the knees but do not kneel or overflex them. Keep back straight but lean forward over the load a little if necessary to get a good grip).

- GET A FIRM GRIP.

- DON'T JERK.

- MOVE THE FEET (don't twist the trunk when turning).

- KEEP CLOSE TO LOAD.

- PUT DOWN, THEN ADJUST.

Safety Checklist

Tick each box to confirm that action has been taken. It shall be assumed that where a tick has not been placed **NO** action has been taken:

☐ Have assessments been made.

☐ Has manual handling been avoided where possible.

☐ Have the task improvement measures been adopted.

☐ Have the task load improvement measures been adopted.

☐ Have the task working improvement measures been adopted.

☐ Has individual capability been considered.

☐ Are good handling techniques being employed.

☐ Has training been given.

☐ Is PPE being used.

1. Hazard Identified: Date of assessment ☐☐/☐☐/☐☐

Name of Assessor……

MANUAL HANDLING OPERATIONS

2. Description of circumstances in which people are or may be at risk:

3. Identify persons who might be harmed (employees and others):

4. Assessment of **Hazard Severity**:

What is the SEVERITY of the injury if it occured? Tick the box adjacent to the relevant item.

☐ High3 - Fatality; major injury or illness causing long-term disability.

☐ Medium 2 - Injury or illness causing short-term disability.

☐ Low 1 - Other injury or illness.

5. Assessment of **Likelihood** that harm will be realised, i.e. the PROBABILITY of injury or ill-health occuring:

☐ High3 - Certain or near certain to occur.

☐ Medium 2 - Reasonably likely to occur.

☐ Low 1 - Very seldom or never occurs.

6. What is the FREQUENCY of exposure to the hazard, i.e. how often?

☐ Frequent 3 - Several times per day

☐ Occasional 2 - Daily

☐ Seldom 1 - Weekly or less

7. What is the overall risk rating figure?, i.e. Severity + Likelihood + Frequency

RISK RATING = ☐ SPECTRUM = ... ACTION =.....

The total risk rating can be used as a guide to determine the required action.

RISK RATING	SPECTRUM	ACTION
8 / 9	Unacceptable	Immediate
6 / 7	High	Urgent
5	Medium	Required
4	Low	Consider
3	Negligible	None

8. State the EXISTING CONTROL MEASURES / ACTION already taken to prevent or reduce harm:

8. State the ADDITIONAL CONTROL MEASURES / ACTION that needs to be taken to prevent or reduce further harm:

9. State whether health surveillance / monitoring is necessary:

10. State when this assessment requires reviewing:

SIGNED SECTION MANAGER……

SECTION……..……

Permission to Access

Project Reference Number

Version 2.0

Part 1 - The Project Manager to complete and submit to The city council

Description of work- i.e. Plant/ Equipment/ System/ Building Fabric (Please give details)

Does the work require notification under the CDM regulations? yes/no

Does the work require planning permission or building regulations approval? yes/no

Have the following controls been considered: (and any relevant documentation submitted)

Method Statement	☐	Hot Works	☐
Risk Assessment	☐	Work at Height	☐
Personal Protective Equipment	☐	Lone Working	☐
Asbestos Register	☐	Confined Space	☐
CRB Checked	☐	COSHH	☐
		Construction Phase Plan	☐
Contractor Induction			☐

Does the work require any services to be isolated?

Water Yes/No Gas Yes/ No Electrical Yes/No

Part 2 - The city council to complete and submit to Balfour Beatty Workplace

CVN to be issued by SCC: No? Excusing Factor - No Changes to PFI Estate?

Site meeting required with SCC sub-contractor and Balfour Beatty WorkPlace prior to the works commencing: ☐

Part 3 - Balfour Beatty WorkPlace to complete and return to The city council:

Name: Date: PTA:

Certificates Required:

Part 4 - The city council to send back to the School:

Authorisation is given to proceed with the works as detailed. All work must be carried out in a safe manner at all times. Before commencement of the works the contractor must sign the asbestos register and the permission to access form.

Part 5 - Contractor - Acknowledge Reciept

I acknowledge receipt of this permit and accept responsibility for undertaking the work noted above and for the persons within my control in a safe manner. All persons working on the task detailed have read and understand the site rules. Any change to the work detailed must be authorised prior to the work being carried out.

Name and Signature: Date:

Part 6 - The city council to Balfour Beatty Workforce

Relevant Certification Submitted Electronically Date:

Notification of works

Part 1 - Schools to complete and email / fax to the city council: Stoke-on-trent City Council (Email: schoolpremises@stoke.gov.uk)

Note: This notice must be completed and submitted to the city council a minimum of 10 days prior to Work Commencement

Emergency : No

School Name:

PFI No:

Location/ Room Number:

Person Responsible for Work :

Return Email Id:

Date sent:

Proposed Work Details:

Work Commencement Date:

Work Completion Date:

Work to be carried out by:

Part 2 - The city council to complete email to: Cofely GDF Suez (Email: stephanie.field@cofely-gdfsuez.com)

PTA Permit Required?

Ref No: ***15-16-***

Asbestos Consideration :

Council Representative:

General Comments:

Should any intrusive works be carried out on the school site a targeted asbestos refurbishment survey should be carried out, unless the specific area where the intrusive works are to take place has been covered previously by a targeted refurbishment survey and no asbestos detected.

Contractor(s) working on school site should be asbestos awareness trained and have read and signed the site asbestos register in advance of commencing work .

Due to recent changes in CDM (Construction Design & Management) regulations 2015 please ensure that you have evidence that your contractor is suitably qualified to perform the task with appropriate accreditations, is asbestos awareness trained and that you have a Construction Phase Plan including copies of method statements, risk assessments provided to you in advance of works.

Part 3 - The city council to email / Fax to school:

Person Responsible for works (The city council):

Name:

Date :

PTA:

Please discuss with the Premises Officer for any further clarifications