International School of London

Premises Management Policy

Date reviewed:
August 2026

To be reviewed:
August 2027

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world.

At the International School of London, we believe in:

Empowering students to maximise their learning opportunities and to fulfil their potential.
Actively integrating cultural diversity in the curriculum.
Creating inclusive, vibrant and innovative learning communities.
Offering a diverse and extensive international programme that supports personal, social and professional growth.

Aims

This document has been created as the basis for the maintenance and upkeep of the International School of London. The aim of this policy is to provide a framework within which individual members of staff, administration, the proprietor and other interested parties can maintain and ensure suitability the buildings and site of the school for the benefit of students, staff and visitors.

1. Principles of Premises Management

1.1 To ensure that the site and buildings are clean, safe and secure;

1.2 To ensure that the facilities and resources are in a good state of repair and decoration;

1.3 To ensure the school complies with current standards as set out in set out in Part 5 of The Education (Independent School Standards) Regulations 2014 – see Appendix 1;

1.4 To ensure that the school complies with all relevant building standards;

1.5 To ensure that the school complies with relevant health and safety requirements.

1.6 We understand that there are safeguarding issues related to managing our physical environment and personnel, which will be reviewed in facilities meetings.

1.7 We will be constantly vigilant to ensure that we do not have physical spaces that have the potential to facilitate child to child and adult to child abuse (e.g. hidden spaces).

2. Maintenance of the buildings

2.1 Redecoration
The school runs a rolling programme of redecoration, during which all classrooms, offices and communal areas will be redecorated regularly. The initial prioritisation will take account of health and safety, length of time since last decoration, appearance and cost.

2.2 Cleaning
Cleaning contractors are employed to conduct daily cleaning of the premises,and ensure deep cleans and other activities (e.g. window cleans) are undertaken during school holidays, to ensure that the environment is fit for purpose.

2.3 Repairs and Maintenance

2.3.1 All repairs and maintenance are conducted in a timely fashion without impacting on the running of the school. Operations Director will maintain a list of planned works and will supervise the management of these activities. Work will be prioritised according to health and safety, impact on day-to-day school life and cost.

2.3.2 Cyclical maintenance: The school ensures that systems and equipment are maintained and checked in accordance with statutory guidance and by competent persons where stipulated. This includes water testing, fire system and extinguisher testing etc.

2.3.3 Electrical testing: Electrical appliances will be tested by competent persons in line with guidance and statute.

2.3.4 Fire testing: The school is required to maintain fully working fire alarm and fire-fighting systems, as well as making sure that all possible and practical preventions are in place. The school has an evacuation plan, and drills are held at least termly to practise quick and safe evacuations. Fire extinguishers and fire alarms are serviced regularly by competent persons and at least annually, and the fire risk-assessment is reviewed annually, or when changes occur to the buildings.

3 Maintenance of the External Site

3.1 Grounds
It is important that the school site is clean, tidy and safe. Playgrounds are checked on a daily basis for obstructions, mess and damage and any potential hazards and action taken to minimise risk;

3.2 Cleaning
Playground rubbish and litter around the building are cleared safely on a daily basis by cleaning contractors daily and maintenance staff as and when necessary;

3.3 Repairs and Maintenance
All repairs and maintenance are conducted in a timely fashion without impacting on the running of the school. The Operations Director will maintain a list of planned works and will supervise the management of these activities. Work will be prioritised according to health and safety, impact on day-to-day school life, cost benefit and relevant guidance.

4 Repairs and Maintenance

4.1 The Operations Director oversees the Maintenance budget and reports to the Head of School.

4.2 Tools: The school provides tools for the repair and maintenance of the buildings and grounds. The tools are stored and supervised securely, and kept out of the reach of unauthorised users, including children. The tools remain the property of the school at all times.

5 Security

5.1 The Head of School is responsible for ensuring that the school is a safe environment for children to learn, staff to work and visitors to participate. All visitors must report to the school office on arrival to the school and be issued with a visitor's badge. A record of entry and exit will be kept. A log showing return of visitors' badges will be kept.

5.2 All visitors are required to sign in in the Visitor Book, held in the school reception, and to wear a visitor badge throughout their stay at the school.

5.3 External doors and gates are closed and locked if they are not supervised. This is especially important for those gates which open into areas outside of the school's security boundary. They are openable from within the premises – following suitable procedure to avoid unauthorised student egress.

6 Asset Management Plan

6.1 An Asset Management Plan will be held which will inform maintenance, repair and any capital works.

6.2 The Plan assesses school premises in terms of three main aspects:

- Condition
- Suitability
- Sufficiency

6.2.1 Condition assessments address the physical state of the buildings and provide a basis for preparation of planned maintenance programmes. They also cover some aspects of health and safety matters.

6.2.2 Suitability assessments address how well premises meet the needs of teachers, pupils and other users, and their implications in raising educational achievement. These assessments are concerned with the numbers and characteristics of each type of internal or external space. They also cover aspects of physical accessibility and some health and safety issues.

6.2.3 Sufficiency assessments focus on total areas and on the quality and organisation of pupil places within the school, in relation to demand.

6.3 The school uses the information gathered in these assessments as a basis for its Premises Improvement Plan, which is reviewed annually.

7 Capital Projects

7.1 The Managing Director will ensure that capital projects and expenditure is planned and undertaken according to health and safety, the impact of day-to-day school life and cost.

7.2 Priorities for capital spending are decided by the Managing Director in consultation with the leadership of the school. Decisions are made based on the school's condition survey, the premises development plan and emergency or unforeseen occurrences.

8 Roles and Responsibilities

8.1 The role of the Head of School is:

- To be responsible for the overall management of the premises of the school
- To approve the budget and delegate responsibility to budget holders
- To ensure the requirements of Government Statutory Instruments and other associated guidance are met
- To ratify policies
- To approve expenditure on major capital projects

8.2 The role of the Operations Director:

- To oversee the day to day maintenance and safe condition of the premises
- To monitor compliance with health and safety requirements
- To monitor the condition of the premises
- To plan and oversee a Maintenance budget
- To report on premises matters to the Head of School

8.3 The role of the teaching and non-teaching staff is:

- To inform the Head of School at the earliest opportunity of any risks or dangers presented by the school's premises. This is done through the maintenance ticketing system if not urgent as a clear and present danger to persons on site;
- To ensure, to the best of their ability, that any danger or risk is managed effectively until the responsible person can assess it. This may include informing a member of the office staff, contacting a member of the Senior Management Team, restricting pupil access to common areas and/or supervising an area until the risk is reduced (e.g. by the children returning to class), or has been passed on to the Principals or a senior member of staff.
- To identify other premises issues which may provide barriers to learning, and bring them to the notice of the Principals at the earliest opportunity. These should also be recorded in the maintenance file.

9 Monitoring

10.1 It is the responsibility of the Head of School, Principals and the Operations Director to monitor the effective deployment of this policy.

10.2 This policy will be reviewed on a two-yearly basis.

Appendix 1: Relevant Section of Education (Independent School Standards) Regulations 2014

PART 5
Premises of and accommodation at schools

22. The standards about the premises of and accommodation at the school are those contained in
this Part.

23. (1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—
(a) suitable toilet and washing facilities are provided for the sole use of pupils;

(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and

(c) suitable changing accommodation and showers are provided for pupils aged 11 years or
over at the start of the school year who receive physical education.

(2) Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.

24.—(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—

(a) accommodation for the medical examination and treatment of pupils;

(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and

(c) where a school caters for pupils with complex needs, additional medical accommodation
which caters for those needs.

(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other
purposes (apart from teaching) provided it is always readily available to be used for the purposes
set out in sub-paragraphs (1)(a) and (b).

(3) For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a
physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special
schools or by children with special requirements.

25. The standard in this paragraph is met if the proprietor ensures that the school premises and
the accommodation and facilities provided therein are maintained to a standard such that, so far as

is reasonably practicable, the health, safety and welfare of pupils are ensured.

26. The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.

27. The standard in this paragraph is met if the proprietor ensures that—

(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and

(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.

28. (1) The standard in this paragraph is met if the proprietor ensures that—
(a) suitable drinking water facilities are provided;

(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;

(c) cold water supplies that are suitable for drinking are clearly marked as such; and

(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if—

(a) they are readily accessible at all times when the premises are in use; and

(b) they are in a separate area from the toilet facilities.

29. (1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—

(a) physical education to be provided to pupils in accordance with the school curriculum; and

(b) pupils to play outside.

30. The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

31. For the purposes of this Part—
(a) “physical education” includes the playing of games;

(b) any requirement that anything provided under this Part must be “suitable” means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and

(c) a pupil has “special requirements” if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools.

At ISL London, Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.