

## Fire Evacuation Procedures

### 1. Introduction

Emanuel School is responsible for ensuring that there are adequate and reasonable arrangements in place so that staff, pupils, visitors, and contractors know what actions to take in the event of a fire and/or upon hearing the fire alarms. Particular attention will be given to those who have special educational needs, including those with a disability.

### 2. Statement

This procedure has been prepared in accordance with the requirements of health, safety and fire legislation and must be followed in the event of fire and/or upon hearing the fire alarm to ensure that the school community can respond calmly and effectively.

It describes the fire evacuation arrangements at the school, the roles of key personnel in the event of an evacuation and specific arrangements for those with a disability that affects their ability to evacuate unaided.

Instructions of the routine to be followed in case of fire ('Emergency Procedure', Appendix 4) are prominently displayed around the school buildings including classrooms.

It should be noted that this procedure is applicable to Emanuel School's main site only. The school has standalone fire evacuation procedures for the offsite sports facility in Raynes Park and the boathouse site to consider local arrangements.

### 3. Definitions

**Key Personnel:** Nominated school staff identified to undertake specific roles under the school's fire procedures. This includes estates staff, reception staff, teaching staff, designated staff, fire marshals and the pastoral PA. Their roles are detailed in Appendix 1.

**Duty Manager:** Person responsible for co-ordinating the registration and oversight of pupils.

**Fire Officer:** Person responsible for co-ordinating the evacuation and liaising with the emergency services

**Fire Marshals:** School staff responsible for conducting sweeps within each departmental area to ensure all persons have evacuated the area.

**Refuge Point:** A refuge provides a temporary safe space for mobility impaired and disabled people to either wait for a period of time whilst the evacuation process is being undertaken or to rest before continuing to evacuate. Refuge points are designated areas, which are separated by fire resisting construction, identified at the school in conjunction with the Local Fire Authority.

**Designated Staff:** School staff responsible for accounting support and teaching staff.

### 4. Fire Evacuation Procedures

The safety and welfare of people is paramount. All staff must ensure that they are familiar with the fire evacuation procedures. Where staff are responsible for pupils, they must ensure that pupils are informed of the school's fire evacuation procedures, not only when they first arrive at the school, but at regular (termly) intervals. Staff hosting a visitor have to ensure the visitor's safety in the event of an emergency and guide them to the designated visitor assembly point.

#### 4.1 Actions on Discovering a Fire

- Sound the alarm by activating the nearest 'break glass' call point immediately.
- Where safe to do so, dial 999 and request attendance by the emergency services. Or, where considered appropriate due to the nature of the circumstances of the fire, nominate another member of staff.
- Evacuate the premises by the nearest safe exit immediately and notify the fire officer at the assembly point of the location of the fire and actions taken (if any).
- Do not stop to collect personal belongings.

- If a fire is known to be in a specific room and it is safe to do so, then the door to the room should be closed to slow down the spread of fire. Under no circumstances should personal safety or the safety of others be compromised.
- Follow 'Actions on hearing the Fire Alarm (School Hours)' (point 4.2) as appropriate and depending on your role.

#### 4.2 Actions on Hearing the Fire Alarm (School Hours)

- Upon hearing a continuous alarm, remain as calm as possible and leave the building by the nearest safe exit, in an orderly manner. Do not take any unnecessary risks, which could endanger yourself or others.
- Where it is safe to do so without delaying evacuation, windows and doors should be closed.
- If you are based in 'specialist' rooms (e.g. IT server room, Science/DT rooms, canteen) air conditioning systems, gas, electricity and machinery must be turned off where it is safe to do so.
- Do not stop to collect personal belongings.
- Lifts should not be used due to possible electrical failure unless they are part of a Personal Emergency Evacuation Plan (PEEP).
- Ensure that pupils and others in your immediate vicinity are guided to the nearest means of escape. If there are people with impaired mobility or disability, who are unable to evacuate unaided, they will have received a Personal Emergency Evacuation Plan (PEEP) to facilitate their escape. In the unlikely event that they have not received such a plan, they must be escorted to a designated refuge point.
- If a person with impaired mobility was escorted to a refuge point, their location and the refuge point number must be reported to the fire officer. If safe to do so, it is preferable that a responsible member of staff stays with persons escorted to refuge points to reassure them. The fire officer will subsequently ensure that appropriate arrangements are made to facilitate the person's escape.
- Make yourself known to the designated member of staff **without delay** and wait at your designated fire assembly point (Appendix 3) for further instructions. Teaching staff must ensure that pupils remain in their registration group until the all-clear is given.
- Pool users should refer to procedures listed in **Appendix 5**.
- Those taking exams should refer to procedures listed in **Appendix 5**.
- **IMPORTANT:** Do not re-enter buildings until instructed that it is safe to do so by the fire officer. The alarm being silenced is not a sign that it is safe to return to the building.

#### 4.3 Safe Evacuation Plans for People with Special Needs

Persons with visual, hearing or mobility restrictions are to be provided with assistance if necessary to move to a designated place of safety during a fire evacuation.

Whilst the majority of people with special needs wish to and are able to make their own escape, there may be some who are only able to move or react adequately with assistance by staff. Where people with special needs work or learn in the school premises or use/visit its facilities, their needs will be, so far as practicable, be discussed with them in an equality-based manner.

Planning for means of escape is about planning for exceptional circumstances. Personal Emergency Evacuation Plans (PEEPs) are prepared to ensure the health and safety of staff, visitors, and pupils with a disability in the event of an emergency evacuation.

The aim of a PEEP is to provide people (staff and pupils) who cannot get themselves out of a building unaided in the event of an emergency the necessary information and arrangements to facilitate their evacuation.

The plan is as the title suggests, 'personal' and it is pertinent to the pupil, visitor, or member of staff for whom it has been prepared. It outlines the actions to be taken by the individual and appropriately identified school staff, should an evacuation take place. The school's consultation exercise will consider the matter of personal dignity.

The requirement for a PEEP for new starters (staff) is initiated by the human resources department but will be completed by the health and safety officer. The head of section carries out the PEEP if it

relates to pupils. If a PEEP is required for a visitor to the school, the visit organiser is responsible for initiating it.

PEEPs should be written in cooperation with the health and safety officer who will keep a record of all PEEPs. The PEEP pro-forma can be found on [Firefly](#). Questions to assist facilitating the PEEP are detailed in **Appendix 2**.

Casual visitors who cannot evacuate unaided and for whom circumstances prevent a personal plan being developed in advance, will be taken to a refuge area to await assistance to evacuate.

To ensure the effectiveness of PEEPs, all appropriate staff, including, where practical, the person for whom the PEEP has been prepared, will receive all appropriate instructions, practical demonstration and training appropriate to their actions / responsibilities. The school understands that the level of effort required of a disabled person may not be acceptable for a practice or false alarm or in everyday activities.

#### *4.4 Procedures Outside of Core School Hours*

Any member of senior staff on site may assume the roles of fire officer and duty manager as directed outside of the school's core hours 8.25 -15.50.

Staff will be expected to undertake their normal emergency response responsibilities when on-site, at whatever time.

Teaching staff supervising pupil groups, are responsible for ensuring pupils safely evacuate the school buildings, ensuring they assemble at their designated assembly points and do not attempt to enter any building until the all-clear is given.

##### *4.41 Pre-Registration Procedures (7.00 – 8.25)*

Pupils on site before 7.30 attending sports practice and other activities will remain the responsibility of the member of staff leading the activity. If the alarm sounds before 7.30, the member of staff will muster all pupils on the field and take a register.

Pupils who are on site between 7.30 – 8.25 when the alarm sounds, should make their way directly to their designated year group assembly points as per normal procedures.

Pupils arriving but not yet on site when the alarm is sounding, should be held at the gate. The member of staff in the gatehouse with the assistance of available teaching staff will ensure pupils queue in an orderly manner on the bridge until advised by the duty manager. The duty manager will advise when pupils waiting on the bridge may either enter the school or assemble at their designated year group assembly points. A decision as to when to register the pupils at this stage will be communicated by the duty manager should it be required.

##### *4.42 Procedures after 15.45*

- The gatehouse, with support from available teaching staff, should stop pupils attempting to leave site until the all-clear is given. Pupils should be directed to their designated assembly areas:
  - Lower school, outside the Year 7 blocks
  - Middle school, headmaster's lawn
  - Sixth Form, lawn opposite the common room
- Pupils will not be allowed to leave site without the duty manager's approval.
- Heads of sections and heads of year may be directed by the duty manager to assemble pupil groups outside of the sports hall if form tutors are not present and pupil groups are small.
- Pupils taking part in an organised club or activity after-school remain the responsibility of the staff leading the activity. The staff member should ensure all pupils vacate the building and lead them to a distinct area on the field away from other assembling groups where a register of names should be taken. If any pupils are missing, the duty manager should be informed immediately.
- Registration is not required for pupils who are expected to leave site at 15.45.

- Guests and pupils taking part in an after-school event will remain the responsibility of the staff leading the event. The event coordinator will act as the duty manager and will assign fire marshal duties to other members of staff supporting the event. Guests and pupils will be advised of the fire evacuation procedures at the start or prior to the event taking place. Estates staff on duty will act as the fire officer.

## **5 Fire Evacuation Management**

### *5.1 Role of the Fire Officer*

The estates director is the designated school fire officer, who is responsible for ensuring:

- The fire safety policy and fire evacuation procedure are kept under regular review by governors and the SMT.
- The fire safety policy and fire evacuation procedure are promulgated to the entire school community.
- Everyone in the school (including visitors and contractors) are given clear instructions on where they should go in the event of fire.
- Ensure fire safety training is undertaken for all new staff with refresher training taking place every three years.
- Ensure fire warden training is undertaken and recorded on a tri-annual basis.
- Ensure emergency evacuation procedures are tested a minimum of once a term and lessons learnt are recorded.
- Ensure all standard legislative maintenance requirements are undertaken for all fire systems.
- Ensure all standard legislative maintenance requirements are undertaken which indirectly impact upon fire risk.
- Ensure weekly call-point tests are undertaken and recorded.
- Fire risk assessments are regularly reviewed and updated.
- Fire prevention measures are meticulously followed.
- Fire procedures and risk assessments are reviewed on each occasion that a building is altered, extended or rebuilt, or when new buildings are acquired.

### *5.2 Fire Risk Assessment ("FRA")*

An FRA is conducted every three years by a reputable third-party consultant who acts as the school's competent advisor and appropriate action is taken further to the FRA performed. The FRA will identify fire hazards and who may be harmed and suggest recommendations to minimise that risk. The FRA is reviewed annually at a minimum. Please refer to the *Fire Safety Policy* for further details.

### *5.3 Fire Evacuation/Safety Training*

As part of the school's induction program, all new staff (*teaching and non-teaching alike*) are briefed on the school's fire safety arrangements and fire evacuation procedures by a member of the estates team and are asked to complete fire awareness training. All staff are required to attend fire training refresher as requested.

Staff with specific responsibilities within the evacuation procedure will be required to undertake specialised training depending on their role (e.g. fire marshal training).

Pupils are given a briefing on the school's fire evacuation procedures on their first day at school and in regular intervals thereafter. The emergency procedures (Appendix 4) are displayed on the walls of classrooms.

Fire drills form part of the school's ongoing fire safety training and everyone on site on the day of the termly drill is expected to participate. Pre-arranged exceptions might apply.

Please refer to the *Fire Safety Policy* for detailed fire safety training arrangements at Emanuel School.

#### 5.4 Fire Panel and Contacting the Emergency Services

The main fire panel is in the school's reception area. All areas within the school are zoned to establish the location of the alarm activation. The main fire panel is linked to sub-panels to other buildings. The main panel will not indicate the zone within another building however, only the building where the activation has taken place. Sub-panels in other buildings will indicate the zone where the activation has taken place.

If a fire is discovered between 7.00 – 18.00, the emergency services must be contacted directly and immediately if a fire is confirmed. This call will be made by the person identifying the fire or, where considered appropriate due to the nature of the circumstances of the fire, another member of staff may be nominated to make this call.

The fire and emergency service will be called automatically between 18.00 – 7.00 as the school has a BT Redcare remote monitoring installed. The BT Redcare monitoring service will also call the resident estates staff if an alarm is activated.

#### 5.5 Evacuation Procedure Awareness for Visitors and Third Party Lettings

All visitors and contractors (*who intend to access the school buildings*) are required to sign in at the gatehouse where they are issued with a visitor's or contractors' badge, which are worn at all times whilst on the school's property. All visitors are advised to read the emergency procedures printed on the rear of their pass. School staff sponsors are required to support their visitors in the event of an emergency and guide them to the designated assembly point.

When large numbers of visitors are attending the school, for open days, plays, concerts, exhibitions etc. the event organiser will make a brief announcement advising them of the location of the emergency exits that they should use in the event of the alarms sounding and the assembly point. The organiser of an event must determine whether supplementary fire evacuation procedures are required.

External organisations letting and hiring the school's facilities are required to comply with the school's procedures. They have a duty of care for the safety of those they are responsible for, so must provide their own fire evacuation procedures as required to supplement the school's standard procedures.

### 6 Policy Review and Approval

The fire officer, compliance manager and all members of the health and safety committee are responsible for reviewing the evacuation procedure at least annually to ensure it remains fit for purpose and considers fire risk assessment findings.

This policy was approved by the school's Cabinet and the health and safety committee in February 2023.

#### Table of Key Changes

Date	Change
September 2023	Role update from deputy head: pastoral to deputy head: pupils/designated safeguarding lead and health & safety and compliance officer to health and safety officer throughout the document.

### **7 Related Guidance, Documents and Policies**

- Fire Evacuation Procedures – Boathouse
- Fire Evacuation Procedures – Offsite Sports Facility
- Health and Safety Policy
- Fire Safety Policy
- HM Government Fire Safety Risk Assessment (Educational Premises)
- HM Government Fire Safety Risk Assessment (Means of Escape for Disabled People)
- [Building Bulletin 100: Design for Fire Safety in Schools](#)
- HM Government's Fire Safety in new and existing school buildings

## **Appendix 1: Specific Responsibilities in the Event of Fire Evacuation**

### **Key Personnel**

The list of key personnel is available in the fire logbook held in the reception desk drawer. The list will note roles and responsibilities in the event of an emergency and contact details.

### **Duty Manager Responsibilities**

The duty manager is the deputy head: pupils/designated safeguarding lead. In their absence, the deputy head: co-curricular, partnerships and admissions will take on this role (deputy duty manager). The duty manager will:

- Be made aware of a fire alarm/evacuation by tannoy and/or the audible alarm.
- Proceed to reception area to collect loudhailer, walkie-talkie and yellow high visibility jacket. The fire logbook will be provided by reception staff.
- Be located in front of the sports hall main reception entrance, ensuring the walkie-talkie is operating and all estates staff can be contacted.
- Collate reports from heads of sections about any missing pupils and/or form tutors/heads of year.
- Collate report from deputy head: academic about missing members of teaching staff who are not form tutors, heads of year and/or heads of section.
- Collate information regarding people in refuges.
- Collate information regarding staff and pupils known to be on site.
- Keep key fire personnel informed of information being relayed about the evacuation and significantly, about people located in refuge points or others not accounted for.
- Ensure that the 999 call is made. The call centre will automatically call the fire brigade between hours 18.00 – 7.00 midweek and 24 hours, weekends, and bank holidays if the fire alarm is activated.
- Co-ordinate with the fire brigade, where applicable.
- Issue the instruction for people to return to the building when it has been confirmed it is safe to do so by the fire officer.
- Ensure the headmaster and governors for the school are informed of the fire activation as soon as is practicable to do so after dealing with the emergency (see *emergency contacts details accessible in the fire box and fire logbook*).
- Share all relevant information to assist the emergency services.

### **Fire Officer Responsibilities**

The fire officer is the estates director. In his absence, the health and safety officer will take on this responsibility. The fire officer will:

- Be made aware of a fire alarm / evacuation by tannoy and/or the audible alarm.
- Proceed to reception area to collect loudhailer, walkie-talkie and yellow high visibility jacket.
- Collate support staff, visitor and contractor registers provided by the gatehouse and designated support staff.
- Stand outside on the grassed area in front of the main reception entrance, wearing the yellow high visibility jacket and ensuring the walkie-talkie is operating and all estates staff can be contacted.
- Await confirmation from fire marshals that all buildings have been evacuated.
- Collate information regarding people in refuges and update duty manager.
- Keep key fire personnel informed of information being relayed about the evacuation and significantly, about people located in refuge points or others not accounted for.
- Ensure that the 999 call is made. The call centre will automatically call the fire brigade between hours 18.00 – 7.00 midweek and 24 hours, weekends and bank holidays if the fire alarm is activated.
- Co-ordinate with the fire brigade, where applicable.



- Advise duty manager that people may return to the building when it has been confirmed it is safe to do so.
- Share all relevant information to assist the emergency services.

Should the fire officer need to leave site during their duty, they must inform reception and estates staff for the health and safety officer to assume all duties and responsibilities.

### ***Fire Marshal Responsibilities***

During an evacuation fire marshals must:

- direct everyone to leave the building/area using all appropriate routes and exits.
- check all accessible spaces in the designated zone/area, including bathrooms and toilets, to make sure everyone has evacuated; this should be done whilst exiting the area so as not to expose themselves to unnecessary risks or delays.
- (if safe to do so) close windows and doors behind them so as to isolate any spread of fire.
- inform the fire officer their area is clear or if any person is in the refuge area and advise of any issues that they may have identified during their check / 'sweep'.
- make themselves known to the designated member staff **without delay** and wait at their designated fire assembly point for further instructions. All fire marshals, who are not responsible for the supervision of pupils, are expected to assist the duty manager in accounting for all evacuated persons from the nominated assembly points shown in **Appendix 3**.
- ensure people in the refuge areas are informed of the 'all-clear' once given.

Fire marshal are expected to attend regular refresher training and briefings as requested.

A list of trained fire marshals and their designated areas/zones can be found in Appendix 7.

### ***Designated Staff to account for support and teaching staff***

Designated staff are responsible for ensuring all support and teaching staff are assembled and accounted for.

On alarm activation, the designated support staff lead, and deputy head academic will:

- Await evacuation attendance reports from nominated support staff and teaching staff at the dedicated assembly point at the front of the school.
- Take staff registers and tap in/out records to ensure all staff are accounted for.
- Report any missing support staff to the fire officer and missing teaching staff to the duty manager.

A list of designated support staff can be found in Appendix 6.

### ***Estates Staff Responsibilities***

All estates staff will proceed to the main fire panel (reception) to identify the location of the alarm activation. They will collect and check walkie-talkies, loud hailer and hi-vis vests and agree upon each delegated role to undertake:

- Panel monitoring and support to fire officer
- Fire/alarm activation investigation
- Gas and electrical isolation if required
- Provide table and chairs for duty manager and general office staff
- Support to duty manager– including, updated instructions passed from the fire officer



- Tannoy updates
- Investigate fire alarm activation and report back immediately to staff manning the fire panel.
- Update duty manager and fire officer as whether a false alarm or fire.
- Advise pool users not to evacuate if it is a false alarm as per **Appendix 5**.
- Advise examiners not to evacuate if it is a false alarm as per **Appendix 5**.
- Update messages sent over the tannoy may include (*not exhaustive*):
  - Call for duty manager to immediately report to reception
  - False alarm - do not evacuate (Pool users and pupils undertaking examinations for example)
  - Fire in a specific area, do not use the fire escape in this area
  - If you are unsure of your assembly point make your way to the front of the school opposite reception and report to the fire officer.
- If the alarm activation is activated, a member of the estates staff will be sent to investigate reporting back to reception (via walkie-talkie) whether a false alarm or not and reporting the “zone” activated. The full evacuation button will be activated from the main fire panel in all cases. Walkie-talkie contact must be maintained throughout this operation.
- Estates staff will provide walkie-talkies and loud hailer as necessary to the heads of section. The heads of section will return to assembly points and pass on instructions and updates given by the duty manager or fire officer.
- If a localised alarm, (outside the main school building) a nominated member of the estates team will update and advise all within the school building via the tannoy system.
- To make necessary repairs where applicable (false alarm) or to ensure the 999 call is made in the event of a real emergency.
- To collate information regarding the people waiting in refuges and co-ordinate the subsequent evacuation of refuges should this become necessary. Refuge rescues will be prioritised depending on the location of the fire.
- To co-ordinate the fire brigade on their arrival, where applicable.
- To account for all contractors working for the estates department who should assemble at the visitor’s assembly point.
- Collect visitor/contractor registers from the gatehouse including any registers of staff, visitors, contractors, and pupil who have signed off site.
- Access to refuge areas in order to assist those with mobility difficulties, will be gained via the final external exit from the refuge area in question – going in the way you intend to come out ensures your escape route has not been compromised. PEEPS will be available in the main reception noting who is currently on site and their refuge point.
- To assist in the evacuation of persons who cannot exit the building unaided. This may include use of the emergency chairs designed specifically for the purpose.
- To assist the fire brigade, fire officer and duty manager as required. Providing school zone plans, directions to access the buildings as required, provide information on missing persons.

***Estates’ role outside of core hours (when fire officer, duty manager and/or reception staff are not on site)***

- Duties will be as the core hours but will be required to undertake the role of the fire officer if not on site.
- If a genuine emergency the headmaster, fire officer (estates director) and bursar will be contacted.
- All remaining staff and visitors on site should assemble at the front of the main reception.

***Teaching Staff Responsibilities***

**Teaching staff**

- are responsible for escorting the pupils in their charges safely out of the building in silence and in an orderly fashion. It is good practice for a member of staff to lead pupils and where possible for a member of staff to follow behind.

- must instruct pupils not to collect any belongings.
- (if safe to do so) should close all windows turn off any gas taps, and, when the room is clear, follow the class, closing the door as they leave.
- must ensure that if they have a disabled pupil or visitor in their class/room that they are both (teacher and pupil/visitor) aware of any special arrangements for evacuation.
- will escort all pupils in their charge to their designated assembly points.

The heads of year will collect form registers from the pastoral PA at the assembly point and circulate them to all form tutors.

Form tutors are responsible for conducting a register of their form group at their designated assembly point and reporting to the head of year anyone who cannot be accounted for (*and, if possible, their likely location*). They must ensure that pupils remain in their registration group until the all-clear is given.

The heads of year are responsible for coordinating all form registers and accounting for any missing persons. If a form tutor is absent the head of year must complete the register on their behalf. They are responsible for ensuring all staff and pupils not accounted for are reported back to duty manager via the heads of section.

The heads of section must report all pupils unaccounted for to the pastoral PA who will check the absence register.

The deputy head: academic will account for all academic staff who are not form tutors, heads of year or heads of section and report to the duty manager any staff not accounted for.

### **Designated Support Staff Responsibilities**

- Designated support staff must take a register for their department and report attendance/absence to the compliance manager at the assembly point. The dedicated departments for the purpose of taking the register include Estates, Finance, Catering, IT, Welfare, General Admin/PA/MRO/HR, Admissions & Marketing.
- Designated support staff need to ensure that they have a named deputy and keep their evacuation attendance sheet up to date.
- The compliance manager is responsible for ensuring all support staff are assembled and accounted for, reporting any missing persons to the fire officer. The HR director will deputise for the compliance manager as required.
- The estates team are responsible for ensuring all contractors and visitors are assembled and accounted for, reporting any missing persons to the fire officer.

Please refer to Appendix 6 for a designated support staff overview.

### **Reception Staff Responsibilities**

*(This includes all staff deputising for reception duties.)*

- Will be made aware of a fire alarm/evacuation due to proximity to alarm panel.
- To contact the estates staff and fire officer via the tannoy or mobile telephone, requesting immediate assistance if the fire panel is activated and the main building alarm has not been activated.
- To ensure that the equipment required by the duty manager, fire officer and estates staff is readily accessible.
- Walk-talkies (fully charged), hi-vis vests, fire register for visitors and contractors, and fire logbook.
- To update external parties of the emergency and terminate calls to allow emergency services to contact the school as applicable.

- To assist the fire officer and duty manager to manage ingoing and outgoing calls. This will include informing external school stakeholders and information necessary to pass to the emergency services.
- Will answer calls from the refuges – noting the locations of persons who require assistance and passing this information to the fire officer who will then facilitate their evacuation in conjunction with estates staff. Priorities will be based on the location of the fire – nearest refuge areas to be evacuated first.

### **Pastoral PA**

The pastoral PA keeps form registers up-to-date and has a printed version readily available for evacuation purposes. Absence registers are printed every morning.

Following alarm activation, the pastoral PA will take the form registers out to the assembly point. Heads of year should look for and collect their registers from the designated person and circulate them to the form tutors.

The heads of section will report all pupils unaccounted for to the pastoral PA who will check the absence register. Any pupil still unaccounted for will be immediately reported to the duty manager control point outside of the sports hall.

The PA to the senior deputy head deputises the pastoral PA.

## **Appendix 2 Questions for Personal Emergency Evacuation Plan (PEEP) Preparation**

The PEEP form can be found on [Firefly](#).

### **General**

1. Where is the person based for most of the time?
2. Can they hear the fire alarm(s)?
3. Can they move quickly in the event of an emergency?
4. Do they find stairs difficult to use?
5. Could they raise the alarm if they discovered a fire?
6. Do they need assistance to get out of their place of work in an emergency?
7. Is anyone designated to assist them to get out in an emergency?
8. Is their arrangement with their assistant(s) a formal arrangement?
9. Is their contact always in easy reach?

### **Hearing Impairment:**

1. Can they hear the fire alarm in normal circumstances?
2. Are they aware of any special or purpose-designed hearing system or device that is available and would assist them in hearing the fire alarm more clearly?
3. What measures do they feel would assist them to exit the building safely in the event of an emergency? For example:
  - a. if they have difficulty in hearing the fire alarm, a visual indicator or vibrating pager;
  - b. written emergency egress procedures;
  - c. emergency egress procedures to be supported by BSL interpretation;
  - d. an assistant
4. Are there any other concerns that they wish to raise?

### **Visual Impairment:**

1. Do they have a visual impairment which could inhibit them being able to leave the building safely in the event of an emergency?
2. Do they require help to move around the building for example: a cane, guide dog, buddy or other equipment?
3. In normal circumstances, how long does it take them to leave the building unaided from their place of work?
4. What measures do they feel would assist them to exit the building safely in the event of an emergency? For example:
  - a. emergency procedures to be issued to them in Braille / on tape / in large print;
  - b. different signs to mark emergency routes and exits; tactile signage or floor surface; coloured tape on the floor surface
5. Are there any other concerns that they wish to raise?

### **Mobility Impairment:**

- Can they leave the building unassisted?
- Do they need or use a wheelchair?
- Is their wheelchair required for all circumstances?
- Is their wheelchair a standard size or an electrically powered type with wider dimensions?
- Would an evacuation chair help - and could they use it i.e. can they transfer from their wheelchair to an evacuation chair?
- Would they find it acceptable to use a refuge point if required?

- Would it be helpful if a member of staff were to be assigned to assist them (e.g. someone to stay with them in the refuge)?
- What measures do they feel would assist them to exit the building safely in the event of an emergency?
- Are there any other concerns that they wish to raise?

**Some examples of helpful measures for consideration when discussing needs with mobility impaired people:**

- Locating a team, which include disabled people with mobility impairments, as near to ground floor level, and close to fire exits as possible;
- The provision of evacuation chairs, to enable mobility impaired people unable to negotiate stairs, to be safely helped out of the building. Both the disabled person using the chair and those operating it should be properly trained in the use of the equipment in order to avoid accidents and to maintain adequate safety for other users of the stairs. This will require sufficient numbers of staff to be trained in the use of, handling, and lifting into the chair and available to respond in the event of an emergency;
- Clear designation and instructions for the use of 'Refuge Points' – for use while waiting for help to move from the refuge to safety

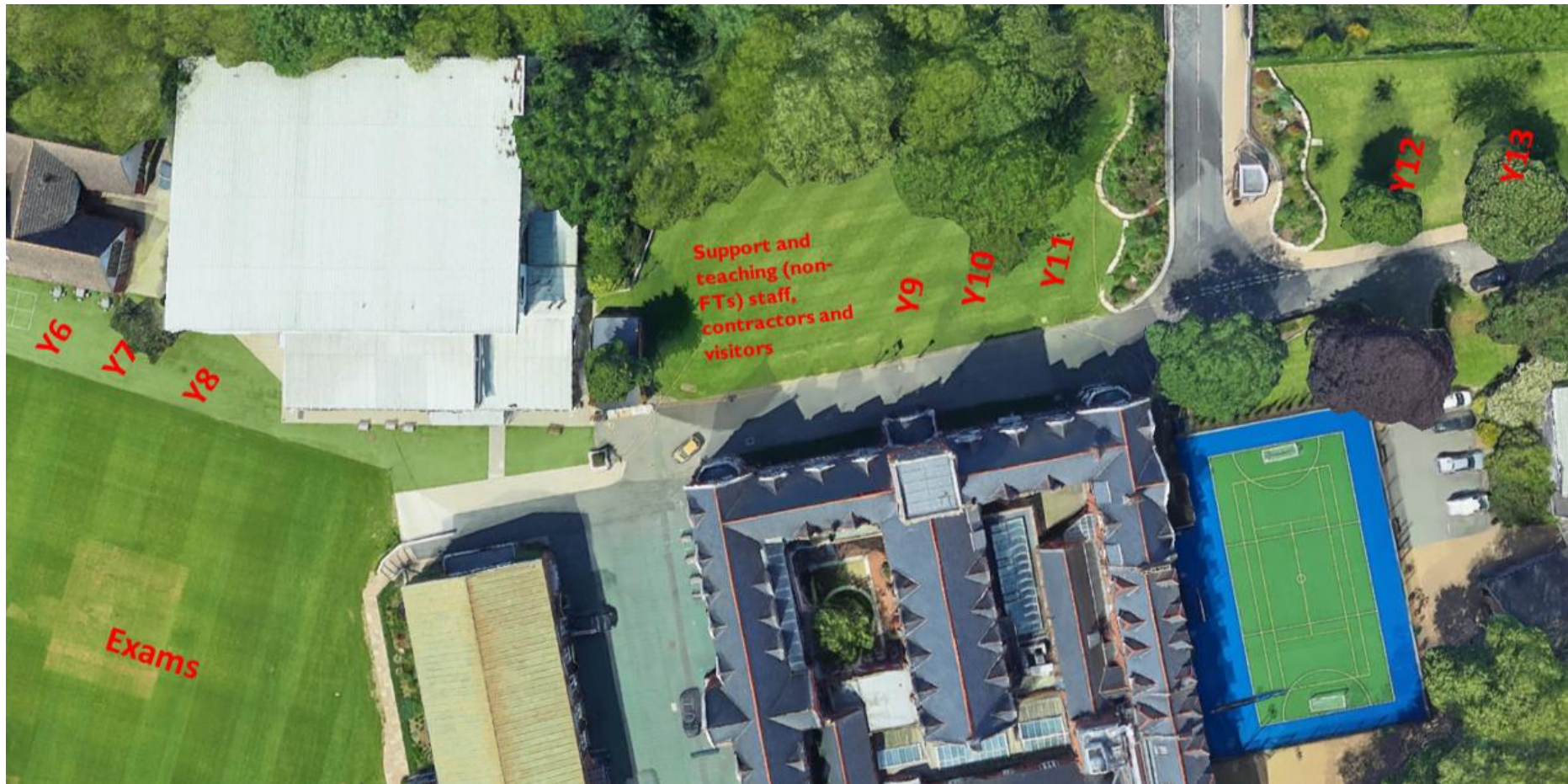
**Tour of the Building / Work Environment that they work in / generally require access to:**

Initial discussions with the disabled person should be followed by a tour of the place of work, including any exit routes. The following questions are provided as prompts for relevant observations relating to the building and work environment. These issues must be discussed during the tour – and recorded to form part of the PEEP / assessment

1. Is the directional and instructional signage adequate and relevant?
2. (If they have a hearing impairment) – are there illuminated alarm devices within the toilet areas that they use?
3. (If they have a partial mobility or sight impairment) – do they routinely negotiate staircases or do they use the lifts?
4. If they use the staircase, are steps adequately identified?
5. If they use a lift, is there easy access / egress and is it easy to operate the lift?
6. If they use a lift, is there an emergency telephone installed or an emergency button clearly marked for them to use?
7. Are there Fire Doors with self-closing devices on their exit routes – would that hinder them if they had to leave the building in an emergency?
8. Are there any internal or external steps that are difficult to negotiate?






**Appendix 3: Fire Evacuation and Assembly Point Plan**



## Appendix 4: Emergency Procedures (Wall Display)

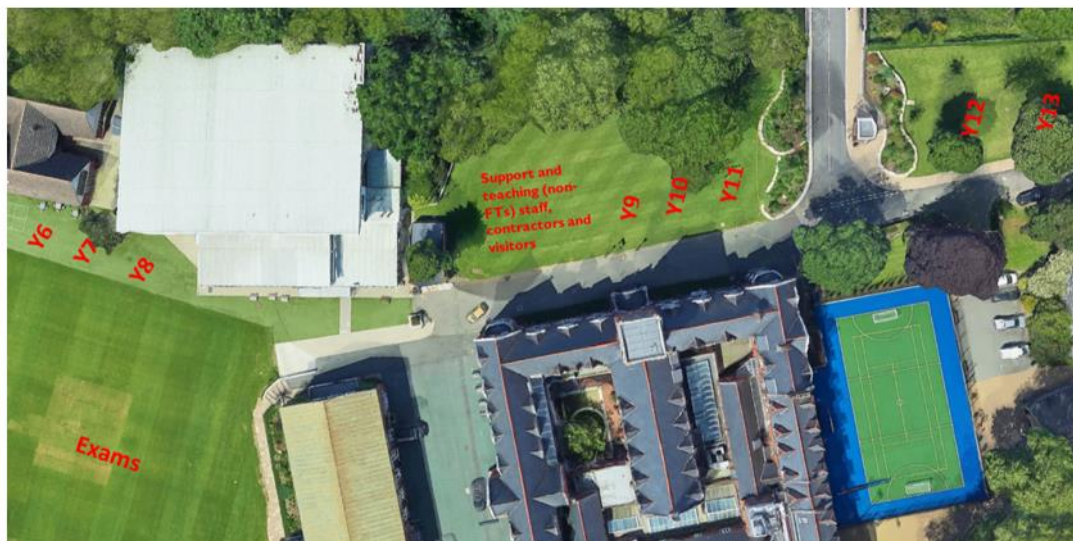
### Fire Emergency Procedures

- Activate the nearest call point if you discover a fire.  Where safe to do so, dial 999.
- If you hear the fire alarm, calmly leave the building using the nearest available fire exit.  Do not take any unnecessary risks.
- Assemble at your designated fire assembly point and make yourself known to the designated member of staff. 
- Please report anyone missing or any concerns about individuals with mobility issues.
- Do not re-enter any building until you have been instructed that it is safe to do so by the fire officer or duty manager (the staff co-ordinating the emergency response).

### Emergency Contacts

Duty Manager	For any serious incident	07377 735057
School Nurse	For medical assistance	020 88756914 (ext. 414) 07535 796151
Estates	For building and locker access issues	07388 937881
Estates Emergency Contact		07387 901267 07572 764919
Reception	For any other assistance	020 88704171 (ext.126)

### Assembly Point Plan





## Appendix 4(ii): Fire Notice Guidance



### **Escape Route Sign**

Exit the building to your fire assembly point following these signs by the nearest exit.



### **Call Points and Call Point Signs**

If you discover a fire, you should press the white panel indicated with where arrows are shown.



### **Fire Extinguisher Sign**

Only trained and authorised members of staff should use fire extinguishers and only to be used for minor fires.



### **Refuge Point**

These signs are located in areas where the disabled wait for assistance. Nominated school staff will take responsibility for any disabled visitor, staff or pupil. In the event of an emergency, anyone requiring assistance from the refuge point will be able to alert reception that they are need of assistance.



### **Assembly Point**

These areas are marked to each designated point. Refer to the Fire Assembly Area Plan.



### **Fire Door Keep Shut**

Mandatory instruction. Keep the door shut to prevent the spread of fire.



### **Fire Exit Keep Clear**

Mandatory instruction – ensure nothing blocks the exit to allow a clear escape route.

## **Appendix 5: People who are not required to evacuate during a false alarm**

### *Pool Users*

Users of the pool are required to vacate the pool and assemble in the pool foyer if the alarm is activated. Teachers will assemble swimmers at the most appropriate fire exit and await further instructions. A member of the estates team will advise pool users of a false alarm within 5 minutes of the alarm activation if it is believed that the tannoy announcement was not sufficient.

### *Pupils Undertaking Examinations*

The foremost concern during exams is for the safety of all involved. Provided their safety is ensured, the next priority is to provide a secure environment for the examination.

All lead invigilators in exam venues will be in possession of a walkie-talkie, as will be the exams officer. Walkie-talkies will be kept by the exams officer who will ensure they are charged, issue them to lead invigilators at the start of each day and ensure they understand how to use the devices. **All walkie-talkies must be set to channel 2.**

On the sounding of a fire alarm;

1. The invigilator will inform the candidates to stop their exam and will record the time at which the exam was halted.
2. The exams officer will contact the estates team to establish the nature and location of the alarm and establish whether it is a false alarm or a genuine alarm.
3. **If the fire alarm is genuine**, the exams officer will use their walkie-talkie to instruct the invigilators to evacuate the venues.
4. Evacuation procedure: The invigilators will escort the candidates in silence to their allocated exam location. Candidates do NOT assemble with their tutor groups. They will remain in silence, arranged as for the exam. The last invigilator to depart the exam venue will make sure it is secure. The lead invigilator will take a register for each of the exam venues. The exams officer will then inform the duty manager if any candidates are not present.
5. Returning procedure: When the fire officer has determined that it is safe to return to the exam venue the candidates will be escorted back into the venue in silence. Once the candidates are settled, the invigilator will inform them of the remaining time and re-start the exam, record the time and update the finishing times on the displays accordingly. The exams officer will inform the exam board(s).
6. **If the fire alarm is a false alarm**, the exams officer will use the walkie-talkie to inform all invigilators that candidates should stay put in their venues.
7. Where the venue has not had to be evacuated, once the alarm has ceased sounding and the duty manager has determined that the site is safe, the exams officer will use their walkie-talkie to inform the invigilator(s) to re-start the exam. The invigilator will inform the candidates of the remaining time and re-start the exam, record the time and update the finishing times on the displays accordingly. If required, the exams officer will inform the exam board(s).

Following a fire alarm, whether or not it is a genuine alarm, the lead invigilator for each venue will submit a written account of their actions to the exams officer, signed, dated and witnessed, to explain in detail the process conducted so that the exams officer can inform the exam board(s) as required.

### *Disabled People*

Some disabled people are put at a greater risk when carry-down procedures of any kind are used. The school will discuss the fire or emergency evacuation process with disabled people to ensure its success and to reduce the need for emergency escapes except in exceptional circumstances.