



Emergency Fire Safety Plan Policy

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An academy within:



"Learning together; to be the best we can be"

FIRE DRILL

1. The fire alarm is a continuous sounding siren.
2. It will sound either during a real fire, or fire drill practice.
3. If you hear the Fire Alarm sound, do exactly what your Teacher tells you.
 - a) Leave bags, books, coats, etc where they are;
 - b) Go quietly, without running, rushing or pushing, to your fire drill station in the tennis courts;
 - c) Listen for any special instructions you may be given and obey them instantly; without argument;
 - d) Leave by the exit you are instructed to leave from;
 - e) If your way is blocked leave by the alternative exit point;
 - f) Line up in an orderly fashion when you arrive in the tennis court, and answer your name clearly when it is called;
 - g) Wait for further instructions from your teacher.

Your Normal Exit Is

Your Other Exit Is

4. If you see smoke or flames, indicating a fire, raise the alarm by telling a member of staff.

MUSTER STATION

Upper School

**Tennis Court
Muster
Station
Whole School**



Entrance

Lower School

FIRE SAFETY

FIRE DRILL CHECKING PROCEDURES

The instructions contained in these procedures require that checks be made by senior staff as follows:

Namely:

1. The school must meet a formal requirement of one Fire Alarm test per term, and if convenient, this is scheduled during the school day so that a full-scale fire drill evacuation can be held. In poor weather or other adverse conditions, the Fire Alarm test is scheduled after the end of the school day.
2. If staff discovers smoke or flames, indicating a fire, they should immediately actuate the nearest break glass call point and then contact the office and request that a 999 call is made (or use an outside line and dial directly).
3. Staff are not recommended to use fire extinguishers or fire hoses unless the fire appears to be strictly limited in scope. If a fire breaks out in a laboratory or workshop area, staff are strongly advised to proceed with extreme caution as these devices may assist the spreading of chemical fires. Fire brigade assistance must be sought.
4. A copy of the "FIRE DRILL PROCEDURE" along with the notice "FIRE DRILL STATIONS" should be on prominent display in all classrooms. Staff are asked to check that the notices are in good order and report deficiencies to the Headteacher who will organise replacements if necessary.
5. In the event of a fire:
 - (a) THE PRIORITY IS TO EVACUATE THE BUILDING.
 - (b) THE USE OF FIRE EXTINGUISHERS SHOULD BE STOPPED RAPIDLY IF THE SAFETY OF INDIVIDUALS IS THREATENED.

RESPONSE REQUIRED TO FIRE ALARM (continuously sounding bell)

1. Upon the sounding of the Fire Alarm, each class should follow instructions given by staff to:
 - (a) walk quickly and quietly to the nearest available exit
 - (b) switch off lights and close windows if it is safe to do so
 - (c) gate keys are hung near the top of external doors
 - (d) close the classroom door
 - (e) walk quietly, under supervision, and without rushing or pushing to the appropriate fire drill assembly point(s).
 2. Staff who are not actually teaching when the fire siren sounds should help to ensure that all appropriate areas are cleared of pupils.
 3. When groups arrive at their Fire Drill assembly points, they should quietly line up in form groups, in an orderly single file. Tutors are asked to ensure pupils remain in a straight line and behave in a quiet, restrained manner.
 4. Registers will be taken out by the office staff and are to be collected by tutors, who should then check that pupils marked present are not missing. Reference should be made to any exact arrangements, which should be known by the SLT
- SLT should substitute for tutors who are absent, seeking assistance from other staff, as required and help to keep their year.
5. If pupils are found to be missing without satisfactory explanation, there is a presumption that they are still in the building. This must be reported immediately to the Head or the Deputy and passed to the emergency services on their arrival.
 6. After checking of pupils is complete, staff should report to the designated staff below:-

CHECKING PROCEDURE

Staff Group	Report to	Report to
Teachers	U S C Medwell	L Allison/Acting DH
	or	"
	L S Jo Worrall	"

Staff without Tutor Groups	L Allison	L Allison/Acting DH
Support Staff – Technical and Catering Staff and Site Controllers	L Allison D Rosser	"
LSA's	M Jarred	"
Administration Staff - Office	L Allison	"
Supply Staff / Visitors	D Rosser	"
PGCE Students	D Rosser	"

N Swearman/M Jarred will assume responsibilities of L Allison in her absence.

SOUNDING OF THE FIRE ALARM DURING LUNCHTIME

In the event of the fire alarm sounding during lunchtime, evacuation procedures will continue as normal, UNLESS STAFF ARE OTHERWISE NOTIFIED IN ADVANCE, with these additions:

1. Lunchtime supervisors will have responsibility for evacuating designated parts of the building.
2. All staff should co-operate to the maximum extent to ensure that all registers are checked, in the possible absence of some staff who may be off-site at lunchtime.

ENDING OF THE EVACUATION PROCEDURES

1. Part-time staff will position themselves near the field and staff car park to ensure pupils keep to the designated paths and cross only by one marked exit. *Pupils must not pass in between the staff cars.*
2. Once all designated staff have reported to the supervisory official, K O'Reilly or L Allison, L Allison or N Swearman will dismiss each tutor group individually.
3. The official school RECORD OF EVACUATIONS will be completed by K O'Reilly and appropriate comments added.
4. If necessary, reference will be made to the fire drill evacuation at the next available staff briefing.

ADMINISTRATIVE NOTE

1. The keeping of accurate records is an essential part of Health and Safety Legislation relating to the Fire Evacuation Procedures.
2. Any discrepancies in the procedures should be drawn to the attention of K O'Reilly or L Allison who will be pleased to receive any suggestions or improvements.

ADDITIONAL INFORMATION

The fire precaution plan(s) shows,

- The layout of the workplace, escape routes, doorways, corridors, and areas of fire resisting structure
- The location of the manually operated call points
- The location of the detectors, sirens and fire alarm panel
- The location of escape lighting
- The location of fire fighting equipment
- The location of escape route signage and fire action notices

Note: A laminated copy of the emergency plan and fire precaution plan(s) must be displayed on the premise notice board accessible to all staff.

STAFF INSTRUCTION AND TRAINING

1. All employees and others sharing the building must be instructed and trained to ensure that they understand the fire precautions provided and the action to be taken in the event of fire. This must include persons engaged on regular duties outside normal working hours (e.g. cleaners) and any visiting employees, such as those of contractors, who may be at work on the site. The aim shall be to ensure that all staff receives instruction and training appropriate to their responsibilities in the event of an emergency.
2. Instruction and training must be given frequently by a competent person. All staff shall receive induction training and thereafter be given refresher instruction and training at least once in every period of 12 months.
3. Instruction and training must be provided on the following:
 - i. The action to be taken upon discovering a fire.
 - ii. The action to be taken upon hearing the fire alarm.
 - iii. Assembly points and the correct method of taking a roll call.
 - iv. How the Fire Brigade (and any other emergency service) are to be called and who is responsible.
 - v. Evacuation procedures, knowledge of escape routes and how they are protected from fire
 - vi. Appreciation of the importance of fire doors and the need to keep them closed at all times.
 - vii. Raising the alarm, including the location of alarm call points, detectors, sirens, external emergency telephones and alarm indicator panels where applicable.

- viii. Areas covered by escape lighting.
- ix. The location and use of fire fighting equipment.
- x. The location of escape route signage and fire action notices.
- xi. Specific arrangements for high risk areas.
- xii. Arrangements for safe evacuation of persons identified as being especially at risk from fire.

4. In addition to the above, certain categories of staff must be instructed and trained in any matters peculiar to their particular responsibilities at the time of a fire. Examples are:

- i Departmental heads and deputies
- ii Fire Wardens

5. At least three practice fire drill per year must be carried out simulating conditions in which one or more of the escape routes from the building are obstructed. During these drills a member of the staff who is told of the supposed outbreak should operate the fire alarm and, thereafter, the fire routine should be rehearsed as fully as circumstances allow.

6. Details of training and instruction given must be recorded. The record must include the following:

- i Date and duration of the instruction or exercise
- ii Name of person giving the instruction
- iii Names of the persons receiving the instruction
- iv The nature of the instruction, training or drill

SCHEDULE FOR MAINTENANCE AND TESTING OF FIRE PRECAUTIONS

Equipment	Period	Action
Fire detection and fire warning systems including self contained smoke alarms and manually operated devices.	Weekly	Check all systems for state of repair and operation. Repair or replace defective units. Test operation of systems, self contained alarms and manually operated devices. Where installed, operate a different call point each week so that all call points are tested in rotation over a prolonged period.
	Monthly	If some employees work during hours other than at which the fire alarm is normally tested an additional test must be carried out to ensure familiarity of these employees with the alarm signal(s).
	Annually	*Ensure the Automatic Fire Alarm System is Tested by a Qualified Person and Certificates Issued.

Emergency lighting equipment including self-contained units and torches.	Monthly	Check all systems and units for state of repair and apparent working order.
	Annually	*Ensure a competent person tests the system and certificates are issued accordingly.
Fire fighting equipment	Monthly	Check all extinguishers including hose reels and fire blankets are correctly located and are free from apparent defects
	Annually	*Ensure a competent person tests the system and certificates are issued accordingly.

*The Headteacher is responsible for ensuring that further testing and maintenance of the fire alarm, emergency lighting and fire fighting equipment is carried out by competent persons to ensure compliance with current relevant British Standards.

Hot Work Permit

Declaration	
To be completed by the person or contractor representative carrying out the work	
The described work area has been inspected and the fire precautions detailed have been complied with.	
Signature:	
Print:	
Position:	
Date:	

Completion Notice	
To be completed by the person or contractor representative carrying out the work	
The described work area and all adjacent areas have been inspected and are free from fire. This should be confirmed 60 minutes after cessation of work by a competent person	
Completion time:	
Inspection time:	
Signature:	
Print:	

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Position:	
Date:	

Proposal of Works	
To be completed by the person or contractor representative carrying out the work	
Site details:	
Building:	
Area of location of the proposed work:	
Nature of hot work proposed:	
Start time:	
Finish time:	
Operators names:	
Observers names:	

Issue Information
Issued by:
Signed:
Position:
Date:
Telephone number:
Issued to:
Name:
Position:

EVACUATION PROCEDURE FOR PEOPLE WITH SPECIAL NEEDS

Arrangements in the Event of an Emergency for Persons with Special Needs

Mission Statement

- As a minimum, the School arrangements and facilities will comply with the requirements of relevant legislation and Building Standards.
- The School will not permit individuals with special needs to be put at risk by permitting access to areas where insurmountable difficulties associated with egress in the event of an emergency would present an unacceptable risk to the health and safety of that individual or of other building users.
- The School will not seek to obtain personal information pertaining to an individual with special needs beyond that which may reasonably be required to make arrangements for their health and safety.
- This policy will be supported by documentation that records the operational procedures that are required at Institutional and departmental level to underpin the Policy.

Risk Assessment

Normal passenger or goods lifts must not be used in any emergency situation (e.g. fire). As a result it may be necessary to make other arrangements to allow individuals with special needs to evacuate a building. Assessment of emergency egress from a building will be an integral part of the routine assessment of access that is made prior to a formal offer of employment. This will ensure that access provision is complimented by egress provision.

The assessment process will be informed by data from a range of sources including:

- the nature and extent of the individual's special need;
- the building fire risk assessments;
- assessment of risk to the individual with a special need and other building users;
- suitability and availability of alternative arrangements in other buildings.

Where reasonably practicable, shortcomings in the facilities of a building will be addressed, however the design or protected status of some buildings may preclude this option.

Existing areas of refuge (as defined in BS 5588-8:1999) will be identified and clearly marked as part of the building fire risk assessment.

Planning an Evacuation Procedure

The following issues need to be considered when planning an evacuation procedure for people with special needs:

- Identify the number of staff and visitors with special needs and where they will be in the building.
- Implement Personal Emergency Evacuation Plans.
- Consider the characteristics of the building.
- Assess the evacuation equipment people will need.
- Train your staff to deal with emergency evacuations.
- Determine what needs to happen when the alarm goes off.

- Identify what needs to be done when it is not possible to evacuate people with special needs.

Personal Emergency Evacuation Plan (PEEP)

The purpose of a PEEP is firstly to ensure the safety of the named individual in a building evacuation situation. The PEEP will also record the safety plan e.g. routes, corridors, stairs or refuges etc, identify those persons who will assist and any training or practice needs.

All departments must produce a PEEP when aware that staff or visitors may experience difficulties in responding to a building emergency evacuation alarm.

The Head of Staff of each department (or nominee) will prepare the plan in consultation with the individual member of staff.

The Head of Department should ensure that the effectiveness of PEEPs and special evacuation procedures are tested twice yearly during routine fire drills. The arrangements that are in place should be reviewed in light of the findings and the PEEP updated to reflect this. Updated versions of PEEPs should be held with the initial version..

During the review particular attention will be paid to any alteration to the fabric of the building or the changing needs of the individual (for example as a result of changing abilities or a change of work reference).

Where there is no route by which a person with special needs can immediately exit a building unaided, the PEEP will identify suitable areas of refuge. In the event of the need to evacuate the building, people with special needs should, if necessary, be assisted to reach these areas. It is permitted for a member of staff, a friend, and a carer or for volunteer helpers to remain in the refuge area with them. The PEEP should identify these additional personnel and the mechanism by which evacuation to the refuge is achieved. It should also address the requirement for the individual to make their presence at these locations known. In some cases the process of evacuation for a person with special needs may impede the evacuation of other building users. In these circumstances the individual, and any carer or volunteer helpers should remain within the refuge area until the evacuation process has allowed other building users to clear the escape route. The PEEP should identify the preferred mechanism for evacuation from the refuge area. This may include the use of an evacuation chair or of a pre-tested carry down arrangement.

If a PEEP identifies a requirement for a person to be transported down stairs (either by evacuation chair or by any other means) the Head of Department must ensure that those entrusted with this task receive appropriate and adequate training.

All staff who could be expected to aid the evacuation of a person with special needs should receive a copy of the relevant PEEP.

A PEEP should be activated immediately the alarm is raised.

Visitors with Special Needs

When visitors with special needs enter the building they should report to the reception. The Head of the building will have created a generic evacuation plan and this should be handed to the individual. It will be the responsibility of the Head of the Department (or nominee) of

where the person is visiting, to ensure that in the event of an emergency that the individual is escorted to the refuge area and the supervising evacuation officer is informed.

Refuge Areas

Where staff and visitors with special needs are unable to use stairways without assistance it will be necessary to identify refuge areas. Refuge areas provide a place of relative safety for staff, pupils and visitors with special needs before being assisted to a final exit. With good communication links to the refuge area it may not be necessary to evacuate from the refuge if the fire does not pose a risk.

Refuge areas can be an enclosure such as a compartment, lobby, corridor or stairway that can provide protection from a fire.

Once a refuge area has been identified it should be suitably signed and kept free from obstructions. It is essential that the location of a refuge does not have any adverse effect on the means of escape.

The person with special needs' friend, colleague, assistant or the most senior member of staff present should report the location of the person with special needs awaiting evacuation to the building reception. In this way the fire brigade can be informed when they arrive.

It is desirable that all refuge areas have communication links to a staffed area to enable communication with any person(s) using the refuge in an emergency.

Techniques for the Evacuation of People with Special Needs

Staff pupils and visitors with a visual impairment may be guided on level surfaces by taking someone's arm and following. On stairways the guide should descend first and the person following can then place their hand on the guide's shoulder. If a member of staff or visitor is a guide dog user they should be asked about how/if they can be assisted. Many people with special needs will be able to descend (or ascend) a stairway, however others may need assistance. There is equipment available for safely transporting people with mobility impairments in stairways. In this building, evacuation chairs are provided on the second floor at the head of each stairway.

If it is safe to do so wheelchairs, guide dogs and other 'equipment' (crutches etc) must be evacuated as well as the person.

Conclusions

The safe evacuation of staff, pupils and visitors with special needs is the responsibility of the School. Safe evacuation procedures must be pre-planned and identifying the needs of the person and to make proper arrangements for their assistance. A PEEP must be produced with the active participation of the affected person.

Written instructions and where necessary training, are in ensuring a PEEP is followed and that all members of staff are aware of its existence.

It may be necessary to phase vertical movement of the personnel using refuge areas and the use of properly designed evacuation equipment.

There are minor modifications that can aid evacuation e.g. ramps, colour contrasted stair nosings and handrails (visual impairment), visual or vibration alarms (hearing impairment). Any modification to building must be discussed with the Buildings Estate Manager.

It should be borne in mind that it is the Schools responsibility to ensure the evacuation of people with special needs.

On arrival the Fire Brigade will make their own 'dynamic risk assessment' and dependant on their priorities may assist with the evacuation.

An arson plan and School Continuity Plan are under construction.

The building will not be used for 'After School Activities' until the alarm and emergency lighting have been renewed.