

January 2020

Fire Evacuation Procedure (including EYFS)

1. Introduction

- 1.1. As an employer, St Andrew's Prep is responsible for ensuring that there are arrangements in place so that staff, children, visitors and contractors know what actions to take in the event of a fire and/or upon hearing the fire alarms.
- 1.2. To this end the School must ensure that appropriate pre-planned procedures are in place. This procedure has thus been prepared in accordance with the requirements of health, safety and fire legislation and the School's Health and Safety Policy.
- 1.3. Refuge Points are designated areas, which are separated by fire-resisting construction, identified at the School in conjunction with the Local Fire Authority. A refuge provides a temporary safe space for disabled people to be located in order to wait for others to help them evacuate or to rest before continuing to evacuate.

2. Statement

- 2.1. This procedure must be followed in the event of a fire and/or upon hearing the fire alarm.
- 2.2. The procedure 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.

3. Responsibilities

3.1. Definitions:

- 3.1.1. **Key Personnel** – Nominated School staff identified to undertake specific roles under the School's Fire Procedures.
- 3.1.2. **Fire Officer** – Person responsible for co-ordinating the fire evacuation.
- 3.1.3. **Fire Marshals** – School staff responsible for conducting sweeps within a set Departmental area in order to ensure all persons have evacuated the area.

3.1.4. **Refuge Point** – These are designated areas, which are separated by fire-resisting construction identified at the School in conjunction with the Local Fire Authority. A refuge provides a temporary safe space for disabled people to be located in order to wait for others to help them evacuate.

3.2. **Key Personnel:**

3.2.1. There are a number of key personnel that have been nominated to undertake specific roles in the event of a fire evacuation at the School. These key personnel are:

- Fire Officer□
- Estates Staff□
- Reception Staff□

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3.2.2. The roles of these key personnel are detailed in **Appendix 1**.

3.3. **Fire Officer:**

3.3.1. Is responsible for co-ordinating the fire evacuation. Role and responsibilities of the Fire Officer are described in Appendix 1.

3.4. **Managers:**

3.4.1. All line managers must ensure that staff, children, visitors and contractors, where applicable, are informed of the Fire Procedures. This must include, new or temporary staff, irrespective of the duration of contract with the School.

3.4.2. Once safely outside, all managers, not directly responsible for the supervision of Children, must assist the Fire Officer to evacuate persons to the fire assembly area.

3.5. **Soft Services Manager:**

3.5.1. In conjunction with the Deputy Head Pastoral, Estates Manager and Health and Safety Committee, is responsible for ensuring this procedure is adequately communicated and understood by all staff.

3.5.2. In conjunction with the Deputy Head Pastoral, Estates Manager and Health and Safety Committee, is responsible for reviewing the procedure annually to ensure it remains fit for purpose.

3.6. All Staff:

- 3.6.1. All staff must ensure that they are familiar with the fire evacuation procedures.
- 3.6.2. Where staff are responsible for children they must ensure that learners are informed of the School's Fire Procedures, not only when they first arrive at the School, but at regular (termly) intervals during the academic year.
- 3.6.3. In the event of an emergency, visitors to the School should be guided from the building and taken to the assembly area by the staff acting as their host. In the case of parents/guardians on site without a specific host then all staff have a shared responsibility to guide any visitors they come across to the assembly point.
- 3.6.4. All staff have a duty to take reasonable care for their own safety and that of other people who may be affected by their activities. This includes ensuring all potential fuel sources remain separated from sources of heat and that flammable materials are returned to suitable storage after use.

4. Procedures

4.1. Action on Discovering a Fire:

- 4.1.1. Sound the alarm by activating the nearest call point.
- 4.1.2. Leave the building by the nearest safe exit, closing doors, windows and switching off machines / equipment, where safe to do so.
- 4.1.3. Ensure that all pupils, visitors, parents etc in your area of work are instructed to leave the area and accompanied to the assembly point.
- 4.1.4. If you encounter any unaccompanied visitors, parents etc on your way to the assembly point then direct these people to accompany you immediately to the assembly point.
- 4.1.5. Do not stop to collect personal belongings.
- 4.1.6. If there are people with impaired mobility or disability, who are unable to use the stairs 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.
- 4.1.7. Refuge points are located close to the main staircases. The refuge points are clearly identified with a green and white sign and are uniquely numbered.

- 4.1.8. Where people have been escorted to a refuge point, their location and the refuge point number must be reported to the Fire Officer by a responsible member of staff.
- 4.1.9. It is preferable that a member of staff stay with persons escorted to refuge points in order to reassure them – this is on a purely voluntary basis.
- 4.1.10. The Fire Officer will be located at the assembly point wearing a yellow high visibility jacket marked Fire Officer
- 4.1.11. The Fire Officer will subsequently ensure that appropriate arrangements are made to facilitate the person's evacuation if the need arises.
- 4.1.12. Report to the designated Assembly Point.

**DO NOT RE-ENTER BUILDINGS UNTIL INSTRUCTED THAT
IT IS SAFE TO DO SO BY THE FIRE OFFICER.**

4.2. Action on Hearing the Fire Alarm:

- 4.2.1. Upon hearing a continuous alarm, leave the building by the nearest safe exit, closing doors, windows and switching off machines / equipment, where safe to do so.
- 4.2.2. Ensure that all pupils, visitors & parents in your area of work are instructed to leave the area and accompanied to the assembly point.
- 4.2.3. If you encounter any unaccompanied visitors or parents on your way to the assembly point then direct these people to accompany you immediately to the assembly point.
- 4.2.4. Do not stop to collect personal belongings.
- 4.2.5. If there are people with impaired mobility or disability, who are unable to evacuate unaided, they will have received either 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
- 4.2.6. Where people have been escorted to a refuge point, their location and the refuge point number must be reported to the Fire Officer by a responsible person. It is preferable that a responsible member of staff stay with persons escorted to refuge points in order to reassure them – this is on a purely voluntary basis.

- 4.2.7. The Fire Officer will be located at the assembly point wearing a yellow high visibility jacket marked Fire Officer
- 4.2.8. The Fire Officer will subsequently ensure that appropriate arrangements are made to facilitate the person's escape.
- 4.2.9. Report to the designated Assembly Point.
- 4.2.10. DO NOT RE-ENTER BUILDINGS UNTIL INSTRUCTED THAT IT IS SAFE TO DO SO BY THE FIRE OFFICER.

4.3. **Personal Emergency Evacuation Plans (PEEPs)**

- 4.3.1. PEEP's are prepared to ensure the health and safety of staff and children with a disability in the event of an emergency evacuation, e.g. fire.
- 4.3.2. The aim of a PEEP is to provide people (staff and children) who cannot get themselves out of a building unaided in the event of an emergency the necessary information and arrangements to facilitate their evacuation.
- 4.3.3. The plan is as the title suggests, 'personal' and it is pertinent to the child, 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.
- 4.3.4. The requirement for a PEEP is initiated by the Human Resources Department, if it relates to staff and by the Learning Support Department, if it relates to learners. The PEEP is subsequently prepared in conjunction with these areas and the person for whom the PEEP relates The PEEP pro-forma is detailed in **Appendix 3**.
- 4.3.5. 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.
- 4.3.6. To ensure the effectiveness of PEEP's, all appropriate staff, including, where practical, the person for whom the PEEP has been prepared, will receive all appropriate instructions, practical demonstrations and training appropriate to their actions/responsibilities.

Appendix 1 Key Personnel

Key Personnel

Fire Officer

Fire Evacuations will be co-ordinated by the Fire Officer

- Will be made aware of a fire alarm / evacuation by an audible alarm from fire detection system□
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- To proceed to reception area to collect tally board, radio, loudhailer and yellow high visibility jacket from Reception Staff;□
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- To move to the assembly point, ensuring that radio can be clearly heard;□
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- To collate information regarding the people waiting in refuges;□
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- To keep key fire personnel informed of information being relayed about the evacuation and significantly about people located in refuge points;□
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- To keep alert to information from Facilities and House staff if in the evening, of alarm status and in particular if Fire Brigade to be called;□
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- To ensure that the 999 call is made as required;□
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- To co-ordinate with the Fire Brigade, where applicable;□
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- Issue the instruction for people to return to the building when it has been confirmed it is safe to do so.□
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Facilities Team

□

- Following clearance of the buildings the Fire Officer will instruct the Facilities team to interrogate the fire detection system panel and area of activation to declare emergency or safe.□

□

- 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.□

□

**Appendix 3
Personal Emergency Evacuation Plan (PEEP)**

Personal Emergency Evacuation Plan		
Name:	Tutor / Year / Department:	
School Location(s) to which Plan Applies:		
Arrangements identified to ensure safe evacuation:		
People identified to provide assistance in the event of an evacuation (where applicable):		
Name	Job Function	Contact Details
Training / Information identified:		
Details	Person Responsible	Action Date
Issued By (signatory):	Received By (signatory):	
Date of Issue:	Date of receipt:	
Agreed Plan Review Date: (Please note this must be reviewed each term should any changes arise in building, teaching location, etc.)		

Location of Copies of Plan: (e.g. tutor, teaching staff, manager, HR, Learning Support, Facilities Support)

Questions for PEEP Preparation

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:
 - if they have difficulty in hearing the fire alarm, a visual indicator or vibrating pager;
 -
 - written emergency egress procedures;
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 - emergency egress procedures to be supported by BSL interpretation;
 -
 - an assistant
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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 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:
 - emergency procedures to be issued to them in Braille / on tape / in large print;
 -
 - different signs to mark emergency routes and exits; tactile signage or floor surface; coloured tape on the floor surface
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5. Are there any other concerns that they wish to raise?

Mobility Impairment:

1. Can they leave the building unassisted?
2. Do they need or use a wheelchair?
3. Is their wheelchair required for all circumstances?
4. Is their wheelchair a standard size or an electrically powered type with wider dimensions?
5. Would an evacuation chair help - and could they use it i.e. can they transfer from their wheelchair to an evacuation chair?
6. Would they find it acceptable to use a Refuge Point if required?
7. 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)?
8. What measures do they feel would assist them to exit the building safely in the event of an emergency?
9. 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;□
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- 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;□
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- 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. 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?
6. Are there any internal or external steps that are difficult to negotiate?