

# Emergency Evacuation Policy and Procedure



<b>It was developed by</b>	<b>Head Teacher</b>
<b>Consultation</b>	<b>Whole School</b>
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<b>It has been presented to the governors.</b>	<b>Autumn 2015</b>
<b>Communication: This policy is hosted on the school website and available for copying from there.</b>	
<b>It will be reviewed:</b>	<b>Annually</b>



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### **School Vision**

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

### **School Mission**

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

### **Policy Links**

This policy should be read in conjunction with the following school policies

#### **Emergency Evacuation Strategy**

Supporting Material

Fire Risk Assessment



## Introduction

Our number one priority is to keep everyone safe. The policy and procedure document sets out all important aspects for keeping all site users safe in an emergency situation. This document must be read in conjunction with the 'emergency evacuation route plans'

### 1.1. Aims

- Evacuate buildings in less than 4 minutes
- Account for all site users in less than 7 minutes
- All members of staff are competent and confident to undertake their role.
- All children are confident of what do when the emergency alarm sounds – whenever it sounds – normal lessons, breaktime, lunchtime, extra-curricular clubs, before registration in a morning.
- Evacuate in way that is calm, purposeful and above all not alarming for children
- Ensure all necessary procedures are in place to support the evacuation of users with additional needs, so they:
  - Leave the building efficiently and effectively
  - Are confident with their personal evacuation plan and that they are capable of following it.

## 2. Evacuation Overview

### 2.1. Discovery

On discovering an issue that would require an evacuation any building user is encouraged to activate the fire alarm by smashing the glass on the nearest fire activation point.

**The alarm sound is a continuous bell in excess of 4 seconds**

**In the event there was no need to activate the fire alarm a review will be undertaken to establish whether there were reasonable grounds for its activation** i.e. saw smoke, smelt gas. In cases where the alarm has been set off mistakenly but reasonably



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the action will be fully supported as it will be considered in the best interests of the school. However, where a senior leader believes the fire alarm has been set off unreasonably or recklessly then a temporary exclusion of no less than 4 days will be likely. Other factors will be taken into account and this outcome may be increased or decreased based on previous or typical behaviour.

There are 'Emergency Action' posters placed in key parts of the school building to guide all inhabitants actions should there be an emergency – appendix

### **2.2. Administration Arrangements**

#### **2.2.1. Normal Daily Procedures**

- The administration team are responsible for creating one hard copy of the class register at the earliest opportunity every morning. This should typically be complete by 9:30.
- A child from each class (usually the child emergency officer - CEO) will be assigned with the task of collecting the register sheet as soon after 9:30 as practicable. The child may combine this task with the return of any forms etc for the attention of the administration team.
- The CEO will return the hard copy register to the emergency tray and will alert the teacher to this fact once complete.
- In response to any children arriving or leaving during the school day either the teacher, member of support staff or where appropriate the CEO should update the sheet with the change e.g. child arriving late; a child leaving through illness etc.
- In response to children being sent home the senior administrator must ensure the class teacher is informed personally – **email must not be used to inform them**. The hard copy must then be updated by an appropriate adult.
- CEO will return clipboards at the end of each day to the school reception.

#### **2.2.2. Procedures in the event of an emergency**

In the event of an emergency evacuation real or drill the following will be undertaken by the admin team:



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#### ***Receptionist:***

In the event of a drill

Head teacher or site manager will inform appropriate admin staff no more than one minute before evacuation.

1. Receptionist
2. Senior Administrator
3. SLT PA

In the event of a **REAL** emergency complete the following in order

- Check fire zone alarm has been triggered
- Determine which car park gates need to be opened for emergency services. South and/or East. Once out at the fire assembly point direct any member of staff to open the appropriate car park gates.
  - Any emergency affecting the new building or Eastern part of the school building will need the East entrance opened.
  - Any emergency affecting the Western or southern part of the school building will need the South entrance opened.
- Call 999 – ensuring the following information is given:
  - School name, address and post code
  - Communicate which entrance they should enter the premises at
- In the event of a **REAL emergency or DRILL** Complete the following in order:
  - Collect visitor register and the fire file (including all necessary documents for recording)
  - Proceed to the visitor fire assembly point
  - Register visitors report to the fire officer by the sixth minute after the alarm sounds any visitors unaccounted for.

#### ***Senior Administration Assistant***

- In the event of a **REAL emergency or DRILL** Complete the following in order:
- Collect
  - hard copy prints of registers
  - children's signing in and out booklet.



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- evacuate any person in the first aid room and reception area
- children's medicines
  - delegate where possible to the administration assistant
  - if collection is not feasible, leave them (We are in very close proximity to a large hospital - 999)
- During normal lesson times go to the lead fire marshal and receive class registers ensuring any children deemed to be missing have not already left the school site. Confirm which children, if any, remain unaccounted for.
- During break and lunch times ensure the hard copy registers are sent to classes via any appropriate means possible. Go to lead fire officer zone and receive class registers ensuring any children deemed to be missing have not already left the school site. Confirm which children, if any, remain unaccounted for.

#### **IT Manager; IT Leader; SLT PA**

Communicate – once wording and organisation has been agreed with head teacher the early closure notice to parents

- twitter
- website
- email
- text

In the event of a real emergency evacuation it is likely the school would close for the remainder of the day. As such it is likely that children will be inappropriately dressed for the conditions and the secondary evacuation will be required so children can take appropriate shelter.

#### **Davisons High School for Girls**

Selborne Rd, Worthing, West Sussex BN11 2JX  
Senior staff to call in the event of emergency evacuation requiring secondary evacuation  
01903 233835

### **2.3. Class Organisation**

- All classes, children and staff are expected to be fully accounted for with the lead fire officer within 7 minutes.
- Class emergency officers must be appointed in the first week of the year. Class





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teacher must appoint at least two. **Their responsibilities are to collect the medical and register tray every time the class leaves en'masse.** In the event of an emergency, they take the box to the teacher on arrival at their fire assembly zone. Although class teacher has delegated responsibility for the emergency tray – **if it does not arrive outside it remains the teacher's responsibility not the child's.**

- The only exceptions to the above are break time, lunch time and assembly – at this point the back up administration copies will be used.
- Class teachers must train their classes to line up immediately in alphabetical order from the first day in the academic year. Classes must be confident and competent to do this by the end of the second academic week.
- PEEP arrangements, if required, must be set up prior to the child enrolling at Chesswood. The PEEP arrangements would need to be shared with and understood by staff working directly with children in possession of one.
- On hearing a fire alarm children:
  - Line up – 30 seconds estimate
  - Walk to fire assembly point using the predetermined route wherever possible, although variable 2:00 mins estimate for most
  - Registration – count heads but take register if numbers do not match. 1 min 30 seconds - estimate
  - Complete the missing child form accompanying (where possible indicating where child/ren was expected to be) register 30 seconds estimate
  - Send register to Year leader
  - Year Leader appoint staff member to deliver registers rapidly to the lead fire officer who will be on the South Playground.

### **2.4. Visitor Organisation**

Visitors to the school must clearly understand which part/s of the building they will be working in; their allocated fire assembly point and a route they might use to get to the fire assembly point. It is the receptionist's responsibility to ensure all visitors know what to do in the event of an emergency evacuation.

All administration staff, non-class specific staff and visitors will proceed to and meet at the visitor meeting point – SOUTH PLAYGROUND. The receptionist is responsible for confirming visitor numbers supported by bursar for staffing. Any missing



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staff will must be reported at the earliest opportunity to the lead fire officer.

The following are not considered to be visitors and will remain with allocated classes:

- Supply teachers
- Student Teacher
- Work Experience Students

It would be for the class teacher to check their allocated students are with them – they should alert the fire marshal using the 'missing persons' sheets provided where a student has not joined the class.

### **2.5. Fire Zones**

There are twelve fire zones on the school premises. The main building has seven A- G and the new building has five H- L. The number of fire zones is balanced between the typical number of staff that would be available to sweep an area and creating an area of an appropriate size that one person can sweep in less than three minutes.

The number one rule for sweeping fire zones is a fire marshal should only continue to sweep a zone if they believe it is safe for them to do so. If they believe they may be in danger they should leave the building by the nearest fire exit and report the danger to the lead fire marshal in the shortest possible time – as this information will be used to:

- direct emergency services to tackle the emergency
- concentrate any search for missing people in a high priority area.

There are fire extinguishers on the school premises, these should only be used:

- by persons who have had fire extinguisher training
- are not involved with the evacuation
- when the fire is minor and easy to extinguish
- knowing it is done at their own risk

### **2.6. Fire Marshall Arrangements**

At Chesswood we have Lead fire marshals and fire marshals.



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### 2.6.1. Lead Fire Marshal

The Lead fire marshal is expected to

- receive information from the fire marshals and a number of other sources
- determine
  - a picture of people currently unaccounted for.
  - areas checked and clear within the building.
  - the area that caused the emergency evacuation initially in readiness to brief emergency officers.
- Report on the details of the drill or actual incident. The lead fire marshal will receive the fire folder from the school receptionist. The following information will be recorded electronically and circulated to governors and staff after each incident:
  - Lead fire marshal name
  - Date
  - Evacuation time (fire warden buildings clear) All accounted for time
  - Response to: deliberate removal of child and blocking fire escapes
  - Arising issues and action required to address them

Typically the lead fire marshal will be the site manager, however due to working patterns the head teacher, deputy head teacher and school bursar (in order of leadership priority) will lead:

	<b>Before 8:00 a.m.</b>	<b>Before 8:30 a.m.</b>	<b>8:30 – 3:15</b>	<b>After 3:15 a.m.</b>	<b>After 4:30 until 6:00p.m.</b>
<b>Monday</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Head Teacher</b>
<b>Tuesday</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Head Teacher</b>
<b>Wednesday</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Head Teacher</b>
<b>Thursday</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Head Teacher</b>
<b>Friday</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Site Manager</b>	<b>Head Teacher</b>	<b>Head Teacher</b>
<b>The following staff will take the lead in order if the above are absent or confined to other duties:</b> <b>Head Teacher &amp; Site Manager</b> <b>Deputy Head Teacher</b> <b>School Bursar (until 4:30p.m.)</b> <b>Senior Administration Assistant (until 4:30p.m.)</b>					



**2.6.2. Fire Marshal**

Fire marshal arrangements are flexible in view of the many different working patterns within the staffing structure. Class teachers take a lead in either undertaking the fire marshal duties or delegating the task to an appropriate member of staff at the time of the alarm. The following arrangements are in place to ensure a flexible yet robust fire marshal system is in place:

The most senior teacher within any specific fire zone will assume responsibility initially.

They will:

Determine whether they can delegate the role to another member of support staff that is available immediately.


If they can

the marshal arrangement will be delegated to the member of support staff

the class teacher will evacuate their class as per the normal routine

If they cannot

The class will be led out to the fire assembly point by the child emergency officer.

The class teacher will undertake the fire marshal duty, collecting the fire marshal tag from the appropriate location at the appropriate time of the building sweep – The tag does not need to be collected strictly at the start or the end of the sweep any appropriate time will do. Refer to the ‘Emergency Evacuation Strategy’ for the location of tags look for the following icon .

The tag will then be sent by whatever safe means possible to the lead fire marshal zone indicating that part of the building is clear. However, the registration of the class is the most important task at this stage and nothing must delay this – if there is no safe means to send the fire tag it will ultimately be sent at the same time as the class registration sheet.

**2.6.3. Fire Marshal Lesson Times (including PPA & tutorial)**

Zone	Primary	Secondary	Final
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A	Most senior class teacher	Supporting adult i.e. TA	Any employee remaining in the fire zone either through being proactive or being directed.
B	Most senior class teacher	Supporting adult i.e. TA	
C	Head Teacher	Head teacher's PA	
D	School Office Assistant	Site Manager	
E	School Bursar	Head teacher's PA	
F	Most senior class teacher	Supporting adult i.e. TA	
G	Most senior class teacher	Supporting adult i.e. TA	
H	Most senior class teacher	Supporting adult i.e. TA	
I	Most senior class teacher	Supporting adult i.e. TA	
J	IT Manager	Site Manager	
K	Most senior class teacher	Supporting adult i.e. TA	
L	Most senior class teacher	Supporting adult i.e. TA	

**2.6.4. Fire Marshal Play Time**

Zone	Primary	Secondary	Final
A	Most senior class teacher	Supporting adult i.e. TA	Any employee remaining in the fire zone either through being proactive or being directed.
B	Most senior class teacher	Supporting adult i.e. TA	
C	Head Teacher	Head teacher's PA	
D	School Office Assistant	Site Manager	
E	School Bursar	Head teacher's PA	
F	Most senior class teacher	Supporting adult i.e. TA	
G	Most senior class teacher	Supporting adult i.e. TA	
H	Most senior class teacher	Supporting adult i.e. TA	
I	Most senior class teacher	Supporting adult i.e. TA	
J	IT Manager	Site Manager	
K	Most senior class teacher	Supporting adult i.e. TA	



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L	Most senior class teacher	Supporting adult i.e. TA	
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### 2.6.5. Fire Marshal Lunch Time

Zone	Primary	Secondary	Final
A	Allocated MDS	Supporting adult i.e. TA	Any employee remaining in the fire zone either through being proactive or being directed.
B	Allocated MDS	Supporting adult i.e. TA	
C	Head Teacher	Head teacher's PA	
D	School Office Assistant	Site Manager	
E	School Bursar	Head teacher's PA	
F	Allocated MDS	Supporting adult i.e. TA	
G	Allocated MDS	Supporting adult i.e. TA	
H	Allocated MDS	Supporting adult i.e. TA	
I	Allocated MDS	Supporting adult i.e. TA	
J	IT Manager	Site Manager	
K	Allocated MDS	Supporting adult i.e. TA	
L	Allocated MDS	Supporting adult i.e. TA	

### 2.6.6. School Disco

Zone	Primary	Secondary	Final
A	Closed	Closed	Any employee remaining in the fire zone either through being proactive or being directed.
B	Allocated Helper	Allocated Helper	
C	Allocated Helper	Allocated Helper	
D	Allocated Helper	Allocated Helper	
E	Allocated Helper	Allocated Helper	
F	Closed	Closed	
G	Closed	Closed	



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H	Closed	Closed	
I	Closed	Closed	
J	Closed	Closed	
K	Closed	Closed	
L	Closed	Closed	



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### 3. Special Arrangements

#### 3.1.1. Personal Emergency Evacuation Plans

These plans are created for any person that may not be able to leave the building efficiently or effectively during an emergency. By identifying potential frustrations and barriers ahead of time the risk of any child or adult being trapped inside any part of the building is significantly reduced. These are vitally important documents and as such they must be reviewed regularly:

Any child requiring a PEEP will have the PEEP reviewed termly, usually as part of the ILP process. In the event a child requires a PEEP but is not registered on the SEND register – the inclusion team will still take a lead role in creating and reviewing it – i.e. temporary injury requiring wheel chair or crutches. Class teachers are responsible for recognising a child potentially requiring a PEEP, particularly following an injury, and referring this to the inclusion team for creation.

Any adult, member of staff, is responsible for their own PEEP and making any changes they see fit as the need arises. As such they must keep their PEEP as a live document and any changes or suggested changes must be communicated and agreed with their line manager. These changes must be communicated with the head teacher for review and final agreement. The personnel PEEP will be stored within the electronic personnel file.

Refer to appendix for PEEP form

#### 3.1.2. Lunchtime & Playtime

During either lunch or play time the emphasis initially will be on building clearance first and registration second. It is important that children are only in the building typically on indirectly directly supervised activities – this seeks to ensure the minimum number of children are in the building at lunch or playtime.

**Children must only be in classrooms at lunch or playtime for the following reasons:**

- Returning lunch boxes.
- Collecting coats (once children have a coat outside it will remain outside until the end of the breaktime).
- They are participating in a known extra-curricular activity (this may include





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child led clubs) or young leadership task e.g. librarian, administration assistant, environment leader and digital leader.

- Class teacher supervised activities e.g. work completion, tidying up. This may be indirect – teacher has agreed specific names and they are detailed on the board in the class.

Class teachers must ensure their children confidently understand these expectations and adhere to them. Where they do not adhere to them class teachers will be informed through time out stickers and a 'promise' must be created for future behaviour.

Children must only be in corridors and at lunch or playtime for the following reasons:

- Going to, with permission, or leaving from the toilet.
- Participating in a calm, quiet activity with permission from an adult – use of computers, watching documentaries.
- Reading or selecting a reading book
- Collecting coats from lockers or returning lunch boxes to lockers
- Participating in an extra-curricular activity

Children found in school without good reason will receive a three or five minute time penalty. For persistent loitering (usually avoiding inclement conditions) a 10 minute time penalty can be given - outside on the playground.

On hearing the fire bell all adults within the building take responsibility for directing and shepherding children out of the nearest fire exits. Children must be directed to proceed to their class fire assembly point.

Agreement is made between any adults, including midday supervisors on duty available to undertake the fire warden duties for the different sections of the building.

All class teachers on school site will make their way to their class fire assembly point in the shortest possible time. Teachers will rely on either the senior administrator or the administration assistant to distribute the registers in the shortest possible time, as no one will enter the building to retrieve the emergency medical trays, including the registers until emergency services give permission or a senior leader believes it is safe to do so.

Medication and first aid will only be available from the medical/first aid zone on the



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south playground.

### **Playtime**

11:00 – 11:15

Children will be concentrated on the school playgrounds – only Y3 & 4 potentially need to change playground as they may be playing on the alternative playground.

### **Lunchtime**

12:15 – 12: 45 Dining Part

Children will be concentrated in the school dining halls.

12:45 – 13:15

Children will be concentrated on the school playgrounds – only Y3 & 4 potentially need to change playground as they may be playing on the alternative playground.

### **3.2. PPA & Tutorials**

Where a class teacher is undertaking PPA and the class is being led by other teaching staff the following arrangements have been put in place:

- The main class teacher will seek to meet their own class at the designated fire assembly point and take responsibility at the earliest opportunity.
- The lead adult for the class for the session will follow and implement the 'class organisation' procedures above until the designated class teacher for the particular class arrives.
- A formal handover must be given – i.e. where in the process they are – heads counted already etc. Once complete the designated class teacher completes the process and the lead adult will proceed to the general staff fire assembly point.

#### **3.2.1. Individual and group learning outside of the classroom**

Adult led groups or 1:1 activities outside of the main classroom base must not return to the classroom to start the fire procedures. They must guide all children out of the nearest fire exit leading them to their fire assembly point/s. Following normal fire evacuation procedures from that point.



As part of professional judgement of a member of staff children, once safely out of the building, may make their own way to their fire assembly point

### **3.2.2. Peripatetic Music**

Peripatetic music teachers (PMT) are responsible for taking any child in their lesson to their fire assembly points. Once the child has been safely delivered to their fire assembly point the PMT moves to the South Playground visitor assembly point.

As part of professional judgement of a member of staff children, once safely out of the building, may make their own way to their fire assembly point

### **3.2.3. Extra-curricular Evacuation**

In the event of an emergency evacuation, the club or activity leader is responsible for collecting and taking the following to the fire assembly zone South playground:

- hard copy registers for the club or activity (**register must be taken at the beginning of the club**).
- Children's medicines will remain in the classrooms unless it is a sporting activity.
- All other emergency medicines will be taken by an office representative to the Lead Fire Marshal and medical zone and can be accessed if required in an emergency.

## **3.3. Emergency Evacuation Outside of normal curriculum hours**

### **3.3.1. Times of potential uncertainty 3:15p.m.**

**From 3:15 p.m. the focus shall be on confirming that all buildings have been fully evacuated – not accounting for children with the use of registers.** Where a fire alarm is activated between 3:15-3:25 children who are due to go home will be actively encouraged to leave the site using their normal arrangements (once adults are aware that there is a potential emergency they will patrol exit gates and determine whether children are expected at after school clubs or not – if not they can go home; if yes they will be directed to the fire assembly point for that club. Children on the premises for after school clubs will remain and either:



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- Proceed with their club lead to the front playground or
- Make their way to the front playground to find their club group and lead adult

At which point – the registered extra-curricular clubs process will be activated.

Fire Warden duties will be undertaken by the most senior member of staff with the zone. The lead fire officer will be in line with the arrangements detailed in the Lead Fire Marshall section in this document.

### **3.3.2. Registered Extra-Curricular Clubs**

All users within the building must proceed to the South Playground and the leaders of each club will go to their allocated fire assembly number.

Each club will be allocated a number from the class fire signs on the front playground.

The most senior member of staff will take responsibility for co-ordinating outcomes from club or activity registration – identifying any missing and unaccounted persons.

Club or activity leaders must have their register with them and they must report to the senior member of staff whether any child is missing.

The lead fire marshal will contact emergency services.

### **3.4. *School Hire (Outside of normal school opening weekdays after 6p.m. and weekends)***

The hirer will follow the evacuation routes and procedures detailed within this document – Refer to appendices for further hire information and hire form. They are responsible for the registration, fire warden procedures and medical care of their activity and the good stewardship of the school premises.

### **3.5. *School and wider community events***

Any community events require fire marshals to be set up and designated. Events such as school disco, Christmas fair, summer fair, school concerts, open days etc.

Unless otherwise stated the fire zones will remain the same as those communicated in this document.

As part of the risk assessment for any event - emergency evacuation must be



considered and planned for. The following are essential tasks for any event:

- Allocation of named fire marshals – lead and support
- Any occupant requiring a PEEP – allocating a fire marshal for that person
- Identify which fire zones will be open or closed
- Registration or reliance entirely on fire marshals must be established
- Any change from normal fire assembly points e.g. school disco – West playground

### ***3.6. School events including large numbers of younger children from other schools***

At all times, when children visit from other schools would be expected to have designated members of staff from their school with them. In the event of a fire, children, guided and accompanied by their designated staff will use the nearest fire exit. They will then proceed to the South Playground and gather in the visitors area – children should line up facing the road in the class groups from their respective school. Any missing children must be reported to the lead fire marshal on the same playground immediately.

## **4. Quality Assurance**

The site manager undertakes daily, weekly and monthly scheduled checks. There is a monthly written record of fire checks kept by the head teacher in the 'Fire File'. Any defects of areas for improvement will be recorded on the fire check form and notable issues will be included in the school improvement plan.

Refer to appendices for fire checks form.

After every fire drill a fire drill record sheet is completed by the lead fire marshal and submitted to the head teacher for review and filing within the 'fire file'. Any areas for improvement will be recorded on the fire drill record sheet and notable issues will be included in the school improvement plan.

Refer to appendices for fire drill record sheet.

## **5. Continuing Professional Development**

All staff will discuss this policy and procedure, at least annually. Any areas for improvement identified by any staff group will be considered by the site manager on the extent to which they could reasonably be achieved with the finite resources available.



## Emergency Evacuation Policy & Procedure



All staff should expect to participate in emergency evacuation procedures keeping themselves and others safe. **As such, all staff may need to undertake different roles at different times depending on where they are in the building; the time of day; who they are with etc. Any member of staff at Chesswood Junior school may reasonably be asked to undertake a fire marshal duty or PEEP duty to help ensure the building is evacuated efficiently and effectively.**

Given confidence levels vary widely between individual members of staff – it is for the individual member of staff to undertake the following:

Read this policy in conjunction with the Emergency Evacuation Strategy

For any areas of uncertainty speak initially with the site manager – who will

- Seek to provide an answer – or will take the matter away to agree with other appropriate adults.
- Provide an answer of sufficient clarity within five working days
- If the issue or answer is not sufficiently clearly communicated within this policy then the policy will be updated accordingly.

As individuals raise issues with the site manager, the site manager will determine whether training is required for the individual, groups or whole staff. It is therefore incumbent upon each employee to contact the site manager at the earliest possible opportunity if there is any uncertainty about their confidence in fulfilling the demands of this policy.

## 6. Inclusion and Equal Opportunities

Chesswood Junior School makes every effort to avoid discriminating against particular groups and/or individuals in the application of its policies and its procedures. Furthermore, it will seek to use all policies and procedures to effect a positive impact on equality and inclusion. To that end, an equality impact assessment has been undertaken on this policy in relation to three specific criteria – Race & Culture, SEN & Disability and Gender. Please refer to the statement below to identify the assessed impact of the policy and then to the table to identify the specific procedures in place to reduce or remove the actual or potential inequality; alongside the procedures identified to promote equality.

### **Impact Assessment:**



Emergency Evacuation Policy & Procedure



This policy and its related procedures are judged as having some impact on addressing inequality and promoting equality.

**Procedures and actions to tackle inequality and promote equality:**

Procedure or action

&  
Race Religion  
Culture  
SEN & Disability ✓  
Gender

PEEPs are created and maintained to ensure any person with a temporary and permanent disability may take the fullest part in school life and in the event of an emergency evacuate in an efficient, effective, dignified and above safe way.

## Appendix Fire Posters

# Emergency Action Y3 Main Building



If adult discovers a fire or other emergency needing evacuation e.g. gas leak:

- evacuate - alert adjoining class to evacuate immediately.
- Either go to the nearest fire alarm call point in building and operate (whilst class evacuates) or delegate task.

If child

- **Get out** nearest exit, **tell an adult** as soon you can and set off the fire alarm at a call point if there is one where you exit. **Go to your fire assembly point.**



**Fire Alarm sound:** The setting off of a call point or smoke triggering an automatic smoke detector will set the fire alarm off. This is a continuous ringing bell.



**On hearing the fire alarm:**

- Alert children to evacuate rapidly and in silence
- Teacher to take the lead – children follow
- All use a safe designated route
- Any assistant should close doors once all children are out



- Classes meet on **West School Playground**
- Classes line up at 'Allocated room number'
- Face assembly point sign
- Teacher will take head count
- Check head count matches register number
  - a. **If yes** – give register to fire administrator immediately
  - b. **If no**
    - i. establish which child is missing
    - ii. record on fire drill prompt.

**All Children Remain Silent Throughout**



On an evacuation **do not** stop to collect personal belongings. After a fire evacuation **do not** re-enter any of the school buildings until told to do so by the school's lead fire marshal.



**Visitors** must proceed out of the **nearest exit** and directly to the **south playground**. Confirm with the fire duty officer that you have evacuated and are safe. (Student teachers & work experience remain with class)



## Emergency Action Y4 Main Building



If adult discovers a fire or other emergency needing evacuation e.g. gas leak:

- evacuate - alert adjoining class to evacuate immediately.
- Either go to the nearest fire alarm call point in building and operate (whilst class evacuates) or delegate task.

If child

- **Get out** nearest exit, **tell an adult** as soon you can and set off the fire alarm at a call point if there is one where you exit. **Go to your fire assembly point.**



**Fire Alarm sound:** The setting off of a call point or smoke triggering an automatic smoke detector will set the fire alarm off. This is a continuous ringing bell.



**On hearing the fire alarm:**

- Alert children to evacuate rapidly and in silence
- Teacher to take the lead – children follow
- All use a safe designated route
- Any assistant should close doors once all children are out



- Classes meet on **South School Playground**
- Classes line up at 'Allocated room number'
- Face assembly point sign
- Teacher will take head count
- Check head count matches register number
  - a. **If yes** – give register to fire administrator immediately
  - b. **If no**
    - i. establish which child is missing
    - ii. record on fire drill prompt.

**All Children Remain Silent Throughout**



On an evacuation **do not** stop to collect personal belongings. After a fire evacuation **do not** re-enter any of the school buildings until told to do so by the school's lead fire marshal.



**Visitors** must proceed out of the **nearest exit** and directly to the **south playground**. Confirm with the fire duty officer that you have evacuated and are safe. (Student teachers & work experience remain with class)

## Emergency Action Y5 Main Building



If adult discovers a fire or other emergency needing evacuation e.g. gas leak:

- evacuate - alert adjoining class to evacuate immediately.
- Either go to the nearest fire alarm call point in building and operate (whilst class evacuates) or delegate task.

If child

- **Get out** nearest exit, **tell an adult** as soon you can and set off the fire alarm at a call point if there is one where you exit. **Go to your fire assembly point.**



**Fire Alarm sound:** The setting off of a call point or smoke triggering an automatic smoke detector will set the fire alarm off. This is a continuous ringing bell.



**On hearing the fire alarm:**

- Alert children to evacuate rapidly and in silence
- Teacher to take the lead – children follow
- All use a safe designated route
- Any assistant should close doors once all children are out



- Classes meet on **East School Playground**
- Classes line up at 'Allocated room number'
- Face assembly point sign
- Teacher will take head count
- Check head count matches register number
  - a. **If yes** – give register to fire administrator immediately
  - b. **If no**
    - i. establish which child is missing
    - ii. record on fire drill prompt.

**All Children Remain Silent Throughout**



On an evacuation **do not** stop to collect personal belongings. After a fire evacuation **do not** re-enter any of the school buildings until told to do so by the school's lead fire marshal.



**Visitors** must proceed out of the **nearest exit** and directly to the **south playground**. Confirm with the fire duty officer that you have evacuated and are safe. (Student teachers & work experience remain with class)

## Emergency Action Y6 Main Building



If adult discovers a fire or other emergency needing evacuation e.g. gas leak:

- evacuate - alert adjoining class to evacuate immediately.
- Either go to the nearest fire alarm call point in building and operate (whilst class evacuates) or delegate task.

If child

- **Get out** nearest exit, **tell an adult** as soon you can and set off the fire alarm at a call point if there is one where you exit. **Go to your fire assembly point.**



**Fire Alarm sound:** The setting off of a call point or smoke triggering an automatic smoke detector will set the fire alarm off. This is a continuous ringing bell.



**On hearing the fire alarm:**

- Alert children to evacuate rapidly and in silence
- Teacher to take the lead – children follow
- All use a safe designated route
- Any assistant should close doors once all children are out



- Classes meet on **East School Playground**
- Classes line up at 'Allocated room number'
- Face assembly point sign
- Teacher will take head count
- Check head count matches register number
  - a. **If yes** – give register to fire administrator immediately
  - b. **If no**
    - i. establish which child is missing
    - ii. record on fire drill prompt.

**All Children Remain Silent Throughout**



On an evacuation **do not** stop to collect personal belongings. After a fire evacuation **do not** re-enter any of the school buildings until told to do so by the school's lead fire marshal.



**Visitors** must proceed out of the **nearest exit** and directly to the **south playground**. Confirm with the fire duty officer that you have evacuated and are safe. (Student teachers & work experience remain with class)

## Emergency Action - Not in classroom



If you discover a fire, smell gas or see something that is an immediate risk to everyone in the school:

**SMASH FIRE GLASS IMMEDIATELY**



**Fire Alarm sound:** The setting off of a call point or smoke triggering an automatic smoke detector will set the fire alarm off. This is a continuous ringing bell.



**On hearing the fire alarm:**

1. Alert children to evacuate rapidly and in silence
2. Teacher to take the lead – children follow
3. All use a safe designated route
4. Any assistant should close doors once all children are out



On an evacuation **do not** stop to collect personal belongings. After a fire evacuation **do not** re-enter any of the school buildings until told to do so by the school's duty fire officer.



**Children**

- Go out of the nearest exit
- Go to your class meeting point
- Go silently, Go carefully, Go sensibly
- DO NOT return to your classroom



**Visitors** must proceed out of the **nearest exit** and directly to the **south playground**. Confirm with the fire duty officer that you have evacuated and are safe.



## Appendix PEEP Form

It is the responsibility of the child's class teacher to ensure this document is completed and implemented accordingly – review is the responsibility of the inclusion team,  
 In the case of any adult requiring a PEEP it is the responsibility of the adult themselves to complete, review and update – communicating the information to an appropriate person – line manager and head teacher.

PEEP For:			
Please list the PEEP users disability:			
	<b>Personal Emergency Evacuation Plan (PEEP) detailed checklist</b>	<b>yes</b>	<b>no</b>
		✓	
1	Is child capable of understanding emergency procedures – if yes go to Q2, if no child must have a designated member of staff available at all times to take the lead in an evacuation		
2	Have the general emergency procedures been explained to the child?		
3	Could child raise the alarm if you discovered a fire (operate the call point)?		
4	Does child use a wheel chair?		
5	If so, what is the approximate width of the wheelchair		cm
6	If child uses another type of aid (crutches, hearing etc.) please list the details:-		
7	If child needs an assistant list their name down to assist in emergency evacuation:- Primary person: Secondary:		
8	List any potential barriers that would prevent or impede you using any of the fire escape routes serving the areas you will be using such as:		
9	Further measures aid child's evacuation?	Action Required	
11	For the area(s) the PEEP user will occupy, please list the room/s and their evacuation time from their occupation place to the assembly area:-		
	Note: This can also be tested on fire drills.		

	<b>Name</b>	<b>Date</b>
<b>Assessor Name</b>		
<b>PEEP User name</b>		
<b>PEEP Support Workers</b>		



## Appendix Emergency Procedures for outside hirers

### 6.1. Core Expectations

- There must be a responsible person in charge of the activity.
- This person will be the co-ordinator in the event of an emergency.
- There must be another person appointed to sweep the zones of the building used (or passed through) by the group.
- A further marshal must be appointed to assist in the event of an emergency for groups up to 25 in number. (Three adults is the minimum emergency fire arrangements)
- For each additional 25 persons present an additional marshal must be appointed.
- Personal Emergency Evacuation Procedures are created for any person for any person that may not be able to leave the building efficiently or effectively during an emergency.

On the first visit by the hirer, the responsible person of the activity should be shown the location of fire extinguishers, evacuation routes, set off devices such as manual call boxes, evacuation exits, outside routes and the emergency assembly area by the school. The hirer will be given a hard copy of the

- Emergency Evacuation Policy and Procedure
- Emergency Evacuation Strategy

On each visit it is the responsibility of the the responsible person to ensure

- all evacuation routes are unobstructed
- all escape doors leading from the activity area can be easily opened.

The responsible person shall report any concerns back to the site manager or the main contact during the letting at the time. If no one is available and there is a serious concern, such as a locked fire door, careful consideration should be given to stopping the activity take place – a full refund will be given in such instances.

Any changes to fire devices and/or fire escape routes must be informed to the responsible person before the activity takes place along with alternative arrangements.

The responsible person must be aware of persons present in their activity. An attendance sheet must be used.

Note: The activity should not involve potentially hazardous materials. Any questions on possible hazards please contact the site manager of the school before the activity starts.

### 6.2. Procedures in the event of a fire

On discovering an issue that would require an evacuation any building user is encouraged to activate the fire alarm by smashing the glass on the nearest fire activation point.

**The alarm sound is a continuous bell in excess of 4 seconds**



## Chesswood Middle School

### Emergency Evacuation Policy & Procedure



In the event there was no need to activate the fire alarm a review will be undertaken to establish whether there were reasonable grounds for its activation i.e. saw smoke, smelt gas. In cases where the alarm has been set off mistakenly but reasonably the action will be fully supported as it will be considered in the best interests of the school. However, where a senior leader believes the fire alarm has been set off unreasonably or recklessly then the hirer (responsible person) and all members of the group will not be permitted to use the premises again (unless they are children on roll at school in which action will be taken in line with the school behaviour policy).

On activation of the alarm the responsible person is to start the evacuation using the nearest safe exit (or multi-exits for large groups). It is expected that the hirer will

- Evacuate buildings in less than 4 minutes
- Account for all site users in less than 7 minutes

The assembly area will be the south playground as detailed in the Emergency Evacuation Strategy.

The responsible person is expected to be the lead fire marshal with at least two others appointed as fire marshals. Hirers are expected to follow the guidelines for fire zones and fire marshall arrangements in 'Emergency Evacuation Policy and Procedure'.

If there are school staff present in an emergency they should contact the emergency services. If there are no school staff present, after the evacuation, the responsible person should arrange for the emergency services to be contacted as soon as possible. If a mobile phone is available this could be used at the assembly area or a person could be tasked to use the nearest safe telephone.

In an incident when the emergency services are to attend, the responsible person is to meet them as they arrive. This can be jointly with a member of the school staff if any are present. Here information should be given to the emergency services regarding location of fire, persons accounted for or persons missing and likely places they may be. If there is any useful further information that could be useful, this should also be given.

I, as the nominated responsible person of the activity, have understood the above and will comply with all relevant requirements:

Signed:		Date:	
Name:			
Tel No:			
Organisation:			



### Appendix Fire Checks

## Fire Checks

Submit a hard copy of this form to the head teacher by the 31<sup>st</sup> of each calender month for school records.

Ensure any notable issue requiring improvement is included in the school improvement plan by the 31<sup>st</sup> of each calender month

Completed by:	Month & Year:
Daily Checks	Any required action?
Number of full daily checks complete this month	
Escape routes – are all fire doors unlocked, open quickly and all routes clear of obstructions? Fire alarm panel – indicator lights showing normal Escape lighting: Are lights, signs and emergency lighting undamaged and in working order? Fire fighting equipment: are extinguishers/hoses all in place and clearly visible? Fire service issues: are there any fire hydrants or fire tender routes blocked?	
Weekly Checks	Any required action?
Number of full weekly checks complete this month	
Escape Does all fire furniture work? Push pads, push bars, handles etc. Do all internal self-closing doors fully close and are seals in good order? Are all escape routes clear internal and external?	
Manual Call Point – (trip one different MCP weekly)	Any required action?
Signal to indicator panel? Alarm working correctly? Was it audible at an appropriate distance?	
Call Points Ref	
Dates DD/MM	
Did any linked systems operate correctly? Emergency lighting – are the charging indicators lit? Are emergency torches in good order? Extinguishers – are all present in good order and pressure levels correct? Are fire door seals in good working order?	





Chesswood Middle School  
Emergency Evacuation Policy & Procedure



## Appendix – Fire Drill Record Sheet

### Fire Drill Record Sheet

This sheet must be completed and presented to the head teacher fully complete, for school records within one working day of any fire drill

Date & Time	Session (lessons, play, lunch)	Week of next drill	Clear Building Time	All accounted for time	LFM
<b>Commentary</b>					
Areas for improvement		Action to be taken (include in SIP)		Action to be completed by	