



The **Willow** and  
the **Brook**  
on Broadwaters

# Fire Emergency Plan and Strategy Document

Broadwaters ILC  
Produced September 2011  
To be reviewed annually  
**Updated September 2015**

## FIRE PREVENTION

### FIRE SAFETY/HOUSEKEEPING RULES – Broadwaters ILC

#### **There are a number of general fire safety rules for the ILC**

- Keep your eyes open for fire hazards -remove or report any hazards found
- Keep corridors, stairways, entrances and exits clear and free of combustible materials **AT ALL TIMES. The space under staircases must not be used for storage.**
- Materials, such as cardboard boxes and packing materials must only be kept about the school if they are required. When such materials are not in use they must be kept in a designated locked storage area.
- Decorations, classroom displays and work displayed in corridors and class rooms should be set up with care particularly if they are hung near sources of heat or light fittings. In accordance with **Building Bulletin No.7** (Home Office Guide for Schools) display/notice boards are not allowed in dead end corridors.
- All waste paper bins must be made of metal or other non-combustible materials. Waste paper should be put into the recycling bins and not be left lying around or allowed to accumulate in hidden places. Maintain general tidiness and cleanliness, especially around electrical appliances.
- **Haringey Council has had a no Smoking Policy since January 1993 for all its premises. This is to be strictly enforced by the Head Teachers**
- Keep all stock rooms which contain stationery and other combustible materials locked.
- Keep Electrical Meter Rooms and Boiler Rooms clean, clear and locked.
- Use electrical equipment properly and keep in a safe working order. **DO NOT** overload electrical sockets. A competent person must check the electrical wiring regularly. Switch off, unplug or isolate any electrical appliance when not in use.
- Fit electrical plugs with correct fuse rating. Check cables for damage and if found, replace.
- Clothing and costumes, which are used in school, may be highly flammable. **DO NOT** place close to any heat source such as lighting/heaters.
- If you smell gas, report it. **DO NOT** search for leaks with a naked flame. **DO NOT** turn electric switches on or off as this causes sparks. Open windows and doors to ventilate room.
- If a fire is detected or suspected, check all windows are shut and locked and all internal doors are closed (to prevent spread of fire )

## **EMERGENCY EVACUATIONS – General Information**

Broadwaters Inclusive Learning Community will establish a well-organised procedure for evacuating the building in the case of a fire or other emergency. There will be adequate provision for means of escape leading to a safe position of muster/assembly in the open air. Specified escape routes and signs will be provided for all parts of the building including kitchens, swimming pools, etc. Muster and Assembly points will not be located in an enclosed area where dispersal cannot be achieved.

Broadwaters ILC will provide sufficient information and instructions for all staff and occupants of the premises to ensure that everyone knows what to do in an emergency. We will clearly display notices in every room, describing the action to be taken in the case of fire or emergency -the aim of the evacuation procedure is to ensure the safety of the occupant. **FIREFIGHTING MUST ALWAYS TAKE SECOND PLACE TO SAFETY.**

In checking the means of escape regularly, **it is everyone's responsibility** to ensure that escape routes **DO NOT** become obstructed and that a safe exit can be made via escape routes. Sometimes there is a conflict between the means of escape and the needs of security with schools, which have many entrances. Where such conflicts exist special locks should be fitted which allow easy exit while preventing unwanted entry. The Fire Prevention Officer will provide advice when formulating and planning means of escape. Fire doors must not be kept wedged open.

Trained Fire Marshalls and Wardens, alongside Floor Officers and other staff will be required to assist with the emergency evacuation procedures. **In addition, Qualified First Aiders will take the portable first aid boxes with them to the muster/assembly points.**

## **EMERGENCY DRILLS – General information**

Emergency drills allow occupants of the building to become familiar with exit routes and doors not used during normal occupancy. They also address faults in procedures and maintenance of exits.

Broadwaters ILC will carry out an emergency drill at **least once** a term, with one in particular at the beginning of the school year so that new staff and pupils can quickly become familiar with the procedures.

When planning evacuation procedures, BILC will need to consider the following:

- suitable muster/assembly points
- the needs of very young children and those with additional needs
- the need to include visitors, contractors, parent helpers and other visitors .
- the need to remove the visitors' book and the equivalent of class registers during the evacuation

## **FIRE EVACUATION PROCEDURES – General information**

### **FIRE WARNING SYSTEM**

The fire alarm signal is incorporated into the detectors and is an electronic siren and red strobe light. The building is divided into **three phases**:

**The full fire alarm sander will be operated only in the phase in which the fire is discovered. There will be an intermittent sander (staff will have knowledge of how this sounds) in the adjoining phase buildings. This will continue for five minutes and then move to full fire alarm sounding. This means that we need only fully evacuate the phase where the fire is located until investigations are complete.**

**Phase 1:** All classrooms on the ground and first floor of Key Stage 1/Foundation Stage/Administrative offices/Multidisciplinary Team Offices/Medical and Nurses Offices/Soft Play/Dark Room/Meeting and Parents Rooms/ Offices

**Phase 2:** Hydrotherapy Pool/Drama and Dance Studios/Gym/Dining Halls/Kitchens/gym changing/premises managers/staff room and staff prep/Library/ICT suite/Art and HE rooms/offices and small meeting room

**Phase 3:** All classrooms on the ground and first floor of Key Stage 2 plus offices

The fire alarm sander will be operated when either:

- (a) a fire alarm call point is operated by a person or
- (b) when smoke or heat cause an automatic detector to operate.

Automatic detectors are located throughout the school to L2 standard.

The fire control panel is located in the:

#### **Main Front Entrance**

A secondary repeat panel is located at the:

#### **Secondary Entrance for Key Stage 2**

On **NO** account should the alarm signal be silenced until it is confirmed that the fire is completely extinguished, or that it is a false alarm. If the Fire Brigade have been called, the fire alarm must **NOT** be reset unless the Fire Officer says so.

## MUSTER POINTS

Below shows the location of the 5 On-Site Muster Points to be used in the event of a fire:



## ON DISCOVERING A FIRE

**ACTIVATE** the alarm system by operating a fire alarm call point, which involves breaking the glass element. It is only necessary to apply a firm pressure to the centre of the glass element for it to be broken. It may also be advisable to shout FIRE repeatedly to alert fire trained personnel in the first instance whilst finding the nearest call point. Any person hearing the repeated shout of FIRE should operate the nearest call point if the fire alarm is not sounding in order to give the earliest possible warning to others.

**Fire extinguishers are located on site and are only for the use of those people who have been given a recognised fire extinguisher training course.**

If you have had no training in the use of fire extinguishers, **DO NOT USE THEM.** However, make yourself aware of the people within your working area who have received this training at the beginning of your working day so you can alert them to the nature of the incident immediately and allow them to deal with it without delay.

**DO NOT TAKE ANY PERSONAL RISKS.**

## **CALLING THE FIRE BRIGADE**

The ILC has identified reception staff (**Marcia Richards**)/**Lee Kaur** and Admin Officer **Felicia Rock** as the delegated persons to telephone (9) 999 and ask for the Fire Service. Once through to the operator it is important to speak clearly, state the nature of the emergency and give the full postal address, which should be kept visible at all times in the office; do not hang up until the address has been confirmed.

**BROADWATERS INCLUSIVE LEARNING COMMUNITY  
ADAMS ROAD  
HARINGEY  
LONDON  
N17 6HW**

## **FIRE SAFETY AND EVACUATION PROCEDURES FOR BROADWATERS INCLUSIVE LEARNING COMMUNITY – ALL PHASES**

### **Roles and Responsibilities**

#### **Senior Fire Marshal and Deputy Fire Marshall**

The Head Teacher of the Brook School will be the Fire Marshal and the Head Teacher for the Willow the Deputy. The Fire Marshals shall utilise the senior managers as they see fit to assist with the evacuation.

#### **Fire Wardens**

Teachers undertake the role of fire wardens and are responsible for gathering all their students together and leading them out of the school by the nearest fire exit and escorting them to the muster point. They must ensure that no-one is left in the classroom.

#### **Floor Officers**

The Business Managers and Site Managers shall on hearing the fire alarm, check all areas and ensure that there are no persons in classrooms, offices, toilets, store rooms and reprographic rooms en route, then report to the muster point. Site Managers should check the fire control panel to ascertain where the alarm was sounded and should then check the site.

**ONLY WHEN THE SITE HAS BEEN CHECKED AND FOUND TO BE AT RISK SHOULD THE FIRE BRIGADE BE CALLED.**

## **Other staff**

All other staff will evacuate the school via the nearest fire exit route and report to the muster point. Other staff may also be required to assist with particular less able pupils – see detailed procedures.

**On hearing the full fire alarm sounder IN THEIR PHASE class teachers (fire wardens)** should ensure that their pupils immediately leave the building by the nearest signed fire exit and report to the Muster Point. All other staff in the Phase should also immediately leave the building by the nearest fire escape and report to the Muster Points.

If possible, any electrical equipment should be switched off, providing this results in no significant time delay.

**First Aid personnel** should carry their first aid equipment with them. Staff may remove important documents, disks etc, only if this can be done without delaying the evacuation or endangering themselves or other persons.

**Staff should not take personal belongings and should never re-enter the building to get coats etc.**

**Staff in adjoining Phases hearing only the intermittent fire alarm sounder should prepare to leave but be aware that they may not have to evacuate.**

## Control Point Muster and Assembly Areas:

### PHASE 1: FOUNDATION STAGE/KEY STAGE 1

**Phase 1:** All classrooms on the ground and first floor of Key Stage 1/Foundation Stage/Administrative offices/Multidisciplinary Team Offices/Medical and Nurses Offices/Soft Play/Dark Room/Meeting and Parents Rooms/ Offices

#### Ground Floor:

- **Lacewing and Dragonfly** classes evacuate through their fire exit doors into their outside areas and from there to the muster point in the KS1 playground, **Muster Point D.**
- **Spider and Ants** classes evacuate through their fire exit doors into their outside areas and from there to the muster point in the KS1 playground, **Muster Point D.**
- **Frog and Butterfly** classes evacuate through their fire exit doors into their outside areas and from there to the muster point in the Reception Play Area, **Muster Point E.**
- Staff and pupils in the **Nurse's Office, Medical Room, Music Therapy Room, Soft Play and Dark Rooms and Laundry** exit through their doors and turn right down the corridor to evacuate through the Fire Exit by the lift. From there, they proceed to the muster point in the Reception Play Area, **Muster Point E.**
- Staff and pupils in the **Multidisciplinary Team Room** exit by the lift entrance. From there, they proceed to the muster point in the Reception Play Area, **Muster Point E.**
- Staff and pupils in the **Physiotherapy Treatment room** exit through their door, turn left and evacuate by the lift entrance. From there, they proceed to the muster point in the Reception Play Area, **Muster Point E.**
- Staff and pupils in the **Small Offices, Head's Offices and Main Administrative Areas** exit through their door and turn right towards the main entrance, exiting through the front doors and moving to the muster point in the car park outside the Gym, **Muster Point A.**
- **Deidre/Rachel's office and anyone** who may be with them leave through the classroom door and exit the building via Spider Class, moving to the muster point in the KS1 playground, **Muster Point D.**

**Nb. The school nurse should go to Daffodil class to give additional support in the evacuation of pupils.**



### **First Floor:**

- **Squirrel and Rabbit** classes evacuate through their classroom doors into the corridor, turning left and using the stairs to the ground floor. They exit the building at the bottom of the stairs and move to the muster point in the KS1 playground, **Muster Point D.**
- **Cricket** class evacuate through their classroom door into the corridor, turning right and using the stairs to the ground floor. They exit the building at the bottom of the stairs and move to the muster point in the KS1 playground, **Muster Point D.**
- **Bumblebee and Ladybird** classes exit through their classroom doors, turn right into the corridor and using the stairs to the ground floor. They exit the building at the bottom of the stairs and move left to the muster point in the KS1 playground, **Muster Point D.**
- Staff and visitors in the **Meeting Room** leave by the fire exit door, join the main corridor, turn right and leave down the main entrance staircase. They then exit the building through the front entrance into the car park outside the Gym, **Muster Point A.**
- Parents and visitors in the **Parents Room** leave by the fire exit, join the main corridor, turning right and leaving down the main stair case. They then exit the building through the front entrance into the car park outside the Gym, **Muster Point A.**
- Staff and visitors in **Offices** leave by their fire exit doors, join the main corridor and turn left, exiting by the main staircase and leaving through the main entrance into the car park outside the Gym, **Muster Point A**
- **Hedgehog and Fox** classes evacuate through their classroom doors, cross the corridor to the main staircase, exiting the building through the main entrance and leaving through the main entrance into the car park outside the Gym, **Muster Point A.**

**STAFF EVACUATING FROM THE FIRST FLOOR VIA THE LIFT WITH WHEELCHAIR USERS SHOULD GATHER IN THE HOLDING AREA AND EVACUATE VIA THE LIFT WITH TWO WHEELCHAIRS AND THEIR USERS AND TWO STAFF MEMBERS ON EACH JOURNEY. OTHER STAFF MEMBERS SHOULD RECEIVE WHEELCHAIRS AND THEIR USERS ON THE GROUND FLOOR AND MOVE THEM ALONG THE CANOPIED WALKWAY TO THE MUSTER POINT IN THE RECEPTION PLAYGROUND – Muster Point E**

**The lifts in Phase 1 and 3 are designed as EVACUATION LIFTS. They have not been identified as FIRE LIFTS and will not be used by the fire brigade leaving them available for evacuation use only.**

## PHASE 2

**Phase 2:** Hydrotherapy Pool/Drama and Dance Studios/Gym/Dining Halls/Kitchens/gym changing/premises managers/staff room and staff prep/Library/ICT suite/Art and HE rooms/offices and small meeting room

### Ground Floor:

- Staff and Pupils in the **Gym** leave through the fire exits and cross to the muster point in the Car Park in front of the Gym, **Muster Point A.**
- Staff and Pupils in the **dining or small hall** leave through the fire exits and cross to the muster point in the Car Park in front of the Gym, **Muster Point A.**
- Staff and Pupils in the **gym changing areas** go into the corridor, turn left and leave by the main KS2 doors, turning left into the staff car park, **Muster Point B.**
- Staff and Pupils in the **Hydrotherapy pool** should move to the fire exit doors and stay there to await further instructions. They should wrap the pupils in the large red towels provided, with staff members using the red bathrobes also provided. THESE MUST NEVER BE USED FOR ANY OTHER PURPOSE IN THE POOL AREA. If you hear nothing and the smoke is getting worse, leave by the fire exit double doors turn left along the hoarding and move to the KS1 playground, **Muster Point D.**
- Staff and Pupils in the **dance or music studios** leave by the fire exits, turn right along the hoarding and move to the KS2 Playground, **Muster Point C.**
- **Kitchen staff** leave by their fire exit and move to the staff car park, **Muster Point B.**

### First Floor:

- Staff and Pupils in the **Staffroom and Staff Prep Room** evacuate through the staff room door and down the stairs and exit the building through the fire exit, turn left and move to the KS1 playground, **Muster Point D.**
- Staff and Pupils in the **Library** evacuate onto the main corridor, turn right, go down the stairs and exit the building through the fire exit, turn left and move to the KS1 playground, **Muster Point D.**
- Staff and Pupils in the **ICT suite, Art and Cookery Rooms** evacuate onto the main corridor, turn left, go down the stairs and exit the building through the fire exit, turn right and move to the car park outside the Gym, **Muster Point A.**
- Staff in **Office or Small Meeting Room** evacuate through their doors onto the main corridor, turn left, go down the stairs and exit the building through the fire exit, turn right to the car park outside the Gym, **Muster Point A**

## PHASE 3: KEY STAGE 2

Phase 3: All classrooms on the ground and first floor of Key Stage 2 plus offices

### Ground Floor:

- **Poppy, Snowdrop and Daffodils** classes leave through their fire exit sliding doors and evacuate via their garden areas turning right through all gates and move to the KS2 playground, **Muster Point C.**
- **Nightingale, Honeysuckle and Swift** classes leave through their fire exit sliding doors and evacuate onto the main pathway, moving left to the KS2 playground, **Muster Point C.**
- **Willow Assistant Head, Senior Brook staff and other staff in the offices** leaves their office and evacuates through the KS2 main entrance, and turns right into staff car park, **Muster Point B.**
- **Buttercup and Primrose** classes leave by their fire exit doors and turn right into the staff car park, **Muster Point B.**

### First Floor:

- **Lily and Bluebell** classes go straight out into the corridor; through the double doors, turn left and go down the stairs and exit from the fire exit door under the stairs. When outside, turn left and go to the staff car park at **Muster Point B.**
- **Cuckoo and Owl** classes exit through the class door into the corridor and leave by the staircase opposite. Follow the stairs down and exit through the fire exit, then turn right and move to the KS2 playground, **Muster Point C.**
- **Woodpecker and Hawk** classes exit through the class door into the corridor; continue to the terrace and leave the terrace by the stairs. Turn right at the bottom of the stairs and exit the building into the KS2 playground, **Muster Point C.**
- **Kingfisher and Sunflower** classes go out through their classroom door into the corridor, turning left and left again onto the staircase. At the bottom of the staircase, exit the building through the fire exit door under the stairs. Turn right and move to the KS2 playground, **Muster Point C.**
- **Daisy Class** classes go out through their classroom door and turn right and right again to the staircase. Go down and exit the building through the fire exit door under the stairs. Turn left into the staff car park, **Muster Point B.**

## Assembly Points

In the event of a real fire, the school will evacuate the muster points and lead all personnel to the assembly points which are off the school premises. The assembly points are located as follows:

**Assembly Point 1** – The Broadwater Farm Children's Centre from **Muster Points D and E**

**Assembly Point 2** – on Adams Road in the children's playground opposite the main school entrance – everyone from **Muster Point A and B**

**Assembly Point 3** - on Moira Close - everyone from **Muster Point C**

**In inclement weather, the Senior Fire Marshal may decide to move personnel located at all assembly points to the Broadwater Farm Community Centre.**

### **Personal Emergency Evacuation Plans (PEEPS)**

1. To maintain legal compliance, the ILC will have evacuation procedures put in place for all mobility impaired people attending the ILC who require assistance in the event of an emergency. These are Personal Emergency Evacuations Plans (PEEPs) and are developed in consultation with the person or the person's carer and alongside any care plans already in existence.
2. In the case of a real fire, these plans may well involve a level of risk to staff due to the manual handling techniques used to evacuate particular pupils with very profound needs. **IN THE CASE OF A DRILL, STAFF SHOULD NEVER PUT THEMSELVES AT RISK.**
3. The school will have generic plans in place to address the needs of visitors who have advised the school that they would need assistance in the event of an emergency.
4. The management of the school's evacuation is dependant upon these evacuation plans being in place, having been rehearsed, reviewed and updated whenever changes take place. Examples when PEEPS may require changing:
  5. Changes / alterations to rooms or buildings
  6. Children grow heavier
  7. Carers leave or change roles
  8. Children's needs change as they develop
  9. Further guidance can be found at the end of this plan.

### **End of Fire Evacuation**

- 1 Nobody should re-enter any building until directed by the Senior Fire Brigade Officer. In the event of a drill the Fire Marshall or deputy will have ultimate responsibility and give directions that the school can be re-entered.
- 2 Staff and students will be dismissed by the Senior Fire Marshal (Head Teacher of Brook) or the deputy and dependant upon the incident will be given further instructions on how they must proceed.
- 3 Any problems with or suggestions for improving the evacuation procedure should be reported to the teachers, fire marshals or floor officers who in turn can inform the Head Teachers so they can facilitate continual improvement to the fire plan.

## **ROLES AND RESPONSIBILITIES**

### **Fire Marshall/Deputy Fire Marshall**

The Head Teacher of the Brook School will be the Fire Marshal and the Head Teacher for the Willow the Deputy. The Fire Marshal shall utilise the senior managers as they see fit to assist with the evacuation.

**The Fire Marshall and Deputy Fire Marshall** will in addition develop:

- a written emergency action plan for regular and after hours work conditions
- ensure that a system is in place for notifying the relevant services in the event of an emergency
- ensure the dissemination of procedures for reporting fire, bomb threat or other emergencies
- ensure that all staff members know the evacuation procedures and that evacuation procedures are visible in writing in each room
- ensure designated employees are trained in the use of fire fighting equipment and the application of first aid techniques
- maintain and distribute a list of key personnel contact details for emergencies occurring outside of business hours
- ensure emergency arrangements, in case of fire, bomb or similar emergencies, are effective and pertinent to the buildings.
- ensure testing of the alarms and emergency action plans/ evacuation procedures take place on a regular basis, and at least termly, and are recorded and checked
- act as Muster Point Marshalls and assist in guiding members of staff, pupils and general public to exits and supervising control point assembly areas.

### **Fire Wardens**

Teachers undertake the role of fire wardens and are responsible for gathering all their students together and leading them out of the school by the nearest fire exit and escorting them to the muster point. They will ensure that no-one is left in the classroom.

### **Floor Officers**

The Business Managers and Site Managers shall on hearing the fire alarm, check all areas and that there are no persons in classrooms, offices, toilets, store rooms and reprographic rooms en route, then report to the muster point.

### **Other staff**

All other staff will evacuate the school via the nearest fire exit route and report to the muster point

## SENIOR FIRE MARSHALS

	<b>Action to Take</b>
<b>Brook Head Teacher – Margaret Sumner</b>  <b>Willow Head Teacher – Dawn Ferdinand</b>	<p>On hearing the fire alarm the Senior Fire Marshal will report <b>Muster Point A</b> in the car park outside the Gym. The Senior Fire Marshall will be responsible for co-ordinating all the inputs by two way radio from the fire marshals, and liaising with the fire brigade.</p> <p>On hearing the fire alarm the Deputy Fire Marshal will report to <b>Muster Point D</b> and co-ordinate the inputs from the Fire Wardens, then pass this information by two way radio to the Senior Fire Marshal. <b>TWO WAY RADIOS MUST BE TUNED TO THE RIGHT FREQUENCY: FREQUENCY 1</b></p>

## MUSTER POINT FIRE MARSHALS

	<b>Action to Take</b>
<b>Muster Point A Sarah Harris/Margaret Sumner</b> <b>Muster Point B Natasha Beckles/Hannah Gibson and Tom Lavery</b> <b>Muster Point C Jenny Smith/Ed Putman</b> <b>Muster Point D Dawn Ferdinand/Deirdre Henderson</b> <b>Muster Point E Edyta Ballantyne/</b>	<p>On hearing the fire alarm Muster Point Fire Marshals will report to their allocated Muster Points and coordinate the inputs from Fire Wardens, then pass this information by two way radio to the Senior Fire Marshall. Report Floor Officer findings to Senior Fire Marshalls.</p>

## CALLING THE FIRE BRIGADE

	<b>Action to Take</b>
<b>Receptionist:</b> <b>Aime Morgan/Lee Kaur</b> <b>Marcia Richards in Aime's absence</b> <b>Admin Officer: Felicia Rock</b>	<p>On hearing the fire alarm the nominated person on duty will telephone the fire brigade by dialling (9)999.</p> <p>Once through to the operator it is important to speak clearly, state the nature of the emergency and give the full postal address; do not hang up until the address has been confirmed.</p> <p style="text-align: center;"><b>BROADWATERS INCLUSIVE LEARNING COMMUNITY</b></p> <p style="text-align: center;"><b>ADAMS ROAD</b>  <b>HARINGEY</b>  <b>LONDON</b>  <b>N17 6HW</b></p> <p>Confirm this has been completed with the Senior Fire Marshall</p>

## FIRE WARDENS

	<b>Action to Take</b>
<b>Class Teachers – all designated as Fire Wardens</b>	On hearing the fire alarm the fire wardens will lead their class pupils to the appropriate muster point. They will check that no persons are left in the classroom/quiet rooms. They will notify the Muster point Fire Marshal whether all are present or someone is unaccounted for.

### **FIRE WARDENS - Teachers Responsible for Classes and their deputies from each class.**

<b>Fire Warden</b>	<b>Class</b>	<b>Deputy Fire Warden</b>
<b><u>The Brook – Foundation Stage</u></b>		
<b><u>and Key Stage 1</u></b>		
Iria Ponte	Dragonfly	Christina Walker
Ivan Van Wyk	Lacewing	Doris Tagoe
Sol Pichel	Ants	Jasmin Aftar Shohid
Deirdre Henderson/Rachel Binstead	Crickets	Helena Mavvinga
Dan Jeans	Bumblebee	Nana Serwah
Brodie Lineham	Ladybird	Suzanne Cushman
Polly Forbes	Spider	Laura Jones
<b><u>The Brook – Key Stage 2</u></b>		
Maria Perdomo Garcia (Jara)	Daisy	Rose Kwaku
Lizzie Willsher	Daffodil	Ruby Roberts
James Horne	Honeysuckle	Perry Aydin
Maria Preftitsi	Kingfishers	Michelle Williams
Chia Barsen	Nightingales	Jennifer Lindsey
Edward Putman	Snowdrop	Bakhtar Khan
Thibaut De Wolf	Poppy	Asghar Ghanipour
Anna Carstea/Jennifer Shill	Sunflowers	Kay McGeown
Carlos Teixeira	Swifts	Vivienne Clarke
<b><u>The Willow – Foundation Stage</u></b>		
<b><u>and Key Stage 1</u></b>		
Linda Tomlinson	Butterfly	Alga Khayium
Brown Danousia	Frog	Renee Blygen
Malikah Moore (Johanna Augustus – Friday only)	Rabbit	Audrey Lloyds
Elishia Glaze	Squirrel	Myra Walters (Deborah Alexander – Friday Only)
Alicia Dolphy	Fox	Sangeeta Beekharry am/Denise Williams pm
Nicola Freeth	Hedgehog	Andrea Hibbert
<b><u>The Willow – Key Stage 2</u></b>		
Prince Kyei	Bluebell	
Petra Ahwe / Karen Mitchell	Buttercup	Sandi Davy/ Colette Collington

Sindy Dawson	Cuckoo	Faisa Guled
Chrystalla	Hawk	Rita Adu-Gyamfi
Ruth Gaille	Lily	Julie Sterling
Sarina Kapur	Owl	Faisa Guled
Claire Lunn	Primrose	
Ozlem Djoshkoun	Woodpecker	
<b><u>ILC Kitchen and Catering Staff – Fernanda Kuti</u></b>		

### **FLOOR OFFICERS and SITE MANAGEMENT**

	<b>Action to Take</b>
<p><b>KEY STAGE 1 including shared areas ie all the pink flooring</b></p> <p><b>Ground Floor</b>  <b>Felicia Rock – Senior Admin Asst.</b>  <b>Deputy: Marcia Richards</b>  <b>Receptionist/Finance Officer</b></p> <p><b>First Floor</b>  <b>Business Manager – Duwan Farquharson</b></p> <p><b>Deputy</b>  <b>Child wellbeing Officer – Pam Ashley</b></p> <p><b>Business Manager: Deborah Alexander</b>  <b>Deputy: PA to SLT - Premila Seecharam</b></p> <p><b>KEY STAGE 2 including shared areas ie all the blue flooring</b></p> <p><b>Ground Floor</b>  <b>Deputy Head – Hannah Gibson (M-Th)</b>  <b>(Maternity Leave until June 2016)</b>  <b>Deputy – Thomas Laverty (not Thurs)</b></p> <p><b>First Floor</b>  <b>Deputy Head – Jenny Smith</b>  <b>Deputy – Natasha Beckles</b></p>	<p>On hearing the fire alarm the floor officers will commence a sweep of the ILC. If possible, working from out from where the alarm was activated.</p> <p>They will check that no persons are left in the classroom.</p> <p>On completion of the sweep, proceed directly to their muster point where they can report to the Fire Marshal.</p> <p><b>Key Stage One:</b></p> <p>Floor Officers to Muster Point A</p> <p><b>Key Stage Two:</b></p> <p>Floor Officers to Muster Point C</p>



	<b>Action to Take</b>
<p><b>Site Managers on rota from:</b></p> <p>Ray Harvey</p>	<p>Check the fire control panel to ascertain where the alarm was sounded and then check the site of the fire.</p> <p>Inform Reception as to whether this is a fire or a false alarm a.s.a.p so that they can call the Fire Brigade.</p>
<p><b>All other teaching, support, administrative and catering staff.</b></p>	<p>Must assemble in the relevant assembly point area for the zone being evacuated. They will, if requested, assist the Head teacher to manage the assembly point.</p>

### **OUT OF HOURS**

	<b>Action to Take</b>
<p><b>Out of Hours Protocol</b></p>	<p>The basic rules and the fire muster and assembly points remain the same, irrespective of the time of the fire evacuation.</p> <p>On hearing the fire alarm....</p> <p>Visitors and students attending out of hours activities follow the directions of the member of staff and leave the building quietly and calmly by the nearest exit and assemble at the nearest fire muster point.</p> <p>Students who are not attending any activity should leave the school site by the nearest exit.</p> <p>Staff who are running out of hours activities accompany the students attending those activities to the fire muster point.</p> <p>Staff who are in meetings, offices etc, should 'sweep' the floor that they are on, checking toilets etc and leave by the nearest exit and congregate at the fire muster point. Once there, they should indicate to the Head teacher or senior member of staff present which floor they have cleared.</p> <p>All staff should work collectively to clear the buildings, reporting to and taking direction from the Head Teacher or Senior staff member present.</p>

**DO NOT RE-ENTER UNDER ANY CIRCUMSTANCES UNTIL TOLD IT IS SAFE TO DO SO BY THE FIRE BRIGADE or HEAD TEACHER / SENIOR STAFF MEMBER PRESENT.**

#### **Liaison with Fire Brigade:**

The Head Teacher of the Brook is the Senior Fire Marshall and will liaise with the fire brigade officer in charge, to advise on any missing persons, the location of the fire and

any other information requested by the fire brigade. The Head Teacher of the Willow acts as deputy. If they are not in attendance the most senior member of staff or the site managers will act in this role.

### **Visitors:**

This procedure applies to any visitors to the building in the same way it applies to the staff. Staff are responsible for their visitors and should ensure that they leave the building when the evacuation signal is given. Visitors are persons who are not employees or students of the school and may include contractors, cleaners, representatives, parents etc.

### **Fire Fighting Equipment:**

The fire fighting equipment in the building is distributed throughout the school at final exits, top of the stairs and the school kitchen. **Fire fighting equipment should not be used except by those who have received recognized training.**

### **Further Guidance for Assisting Less Able Persons**

The following guidance should be read in conjunction with the British Standard 5588: Part 8. The evacuation plan should only be devised by persons familiar with the location and the people involved.

1. Disabled people, like everyone else, should always have available, safe means of escape in the event of fire.
2. The nominated person in charge, must with the assistance of the employer, make the best practicable arrangements for ascertaining what areas is used by disabled people, and must, in consultation with them, make adequate arrangements for their evacuation in the event of fire. These arrangements must be tested.
3. A **Personal Fire Evacuation Plan** should be drawn up for every less able person or group of less able people in the building. Regular building users who have a disability should receive a copy of a Personal Fire Evacuation Plan. If there are a large number of visitors then relevant fire evacuation instructions should, so far as possible, be handed to disabled visitors, by reception staff.
4. So far as reasonably practicable, fire compartmentation in buildings used by disabled people, and any other arrangements, must comply with *British Standard 5588: Part 8 Code of Practice for Means of Escape for Disabled People*.
5. A sufficient number of people should be trained in advance in giving assistance to disabled people so that the necessary number would be present in the event of an emergency.
6. Where necessary, arrangements must be made for the presence of the disabled person to be known to those who would give assistance. This could be done with an in-out tally at the entrance or by informing someone, providing the desk or office involved is permanently staffed during the day. In some cases, for example ensuring that hearing or visually impaired people are helped out, a floor warden system may be more appropriate.
7. Less able people should include those temporarily disabled through injury

**Specialised advice may be obtained from:**

**Disabled Living Foundation**

380 - 384 Harrow Road  
London  
W9 2HU  
Tel: 071-289 6111

**National Federation of the Blind of the UK**

Unity House  
Smyth Street  
Westgate  
Wakefield  
West Yorkshire WF1 1ER  
Tel: 0924 291313

**Royal Association for Disability and Rehabilitation**

25 Mortimer Street  
London  
W1N 8AB  
Tel: 071-637 5315

**Royal National Institute for the Blind**

224 Great Portland Street  
London  
W1N 6AA  
Tel: 071 388 1266

**RNID (Royal National Institute for Deaf and Hard of Hearing People)**

19-23 Featherstone Street  
London  
EC1Y 8SL  
Tel: Freephone - voice 0808 808 0123  
Textphone: Freephone - textphone 0808 808 9000  
Fax: 020 7296 8199

[informationline@rnid.org.uk](mailto:informationline@rnid.org.uk)  
[www.rnid.org.uk](http://www.rnid.org.uk)

Note: Local names and addresses of organisations representing disabled and sensory impaired people can be found in Yellow Pages.

# **FIRE STRATEGY PLAN**

## **Introduction**

The Brook and Willow on Broadwaters Inclusive Learning Campus (ILC) has commissioned Safesmart Ltd to utilise existing documents which the school have made available, to create a single document comprising the specific actions to be taken in the event of a fire, called The Emergency Fire Plan and the Fire Strategy Plan

The aim of this Plan is for the ILC to ensure that, in the event of a fire; all persons in the building are sufficiently familiar with the fire routine and the fire safety arrangements.

It is important for all staff to receive training in fire precautions when evacuation procedures are to conform to this Strategy Plan.

This Emergency Fire Plan and Strategy document must be rehearsed at the earliest opportunity to identify its effectiveness and amended accordingly.

## **CONTENTS**

1. Fire Risk Assessment
2. General Information
3. Persons Named Responsible
4. Responsibilities
5. Fire Instructions and the Evacuation Procedure
6. Information for Fire Fighters
7. Instruction for Cleaners and Contractors
8. Procedures for the Safe Evacuation of Disabled Employees and Visitors

## **COMMENTS**

The Strategy Plan is for the benefit of all persons working in or reporting to the ILC.

In order that the Plan remains valid, changes that may affect the Plan should be immediately reported to the Business Managers of the ILC to ensure that a review of the plan can be carried out and changes, if necessary, can be implemented.

**Relevant changes would include:**

- a. Alteration in partition layout.
- b. Change in use of classrooms.
- c. Change in type, number and location of fire fighting equipment.
- d. Change of any named responsible person.
- e. Significant findings observed during a fire drill or evacuation.
- f. Input from the Fire Brigade Services.

**1. FIRE RISK ASSESSMENT**

The ILC shall undertake a fire risk assessment to meet the requirements of the Regulatory Reform (Fire Safety) Order 2005 and review annually.

Findings of the risk assessment will be remedied in reasonable time frames and the findings of the assessment will be made known to employees and the full report will be made available.

**2. GENERAL INFORMATION**

**2a School and Buildings Description**

Phase 1 of the new ILC was completed and handed over to the school for commencement of the new term starting in September 2011. A Fire Strategy Document was prepared by Gollifer Langston architects to ensure that the design satisfies the requirements of Approved Document B – Fire safety (Volume 2. 2 – Buildings other than Dwelling Houses). "Building Bulletin 100: design for fire safety in schools is the principle reference for developing the fire strategy on the new campus."

From September 2011, the premises will house the Brook and the Willow Schools. Both schools will have their own Head Teacher and teaching staff but the Head Teachers will take joint responsibility for the ILC.

The Brook School specialises in meeting the needs of primary age pupils with severe or profound and multiple learning difficulties and complex needs. It is, therefore, vitally important that PEEPS are in place and rehearsed.

**For Fire Purposes:**

Phase 1 of the ILC consists of one wing of the building with a ground and first floor. There are two internal staircases and 1 evacuation lift.

Phase 2, of the ILC consists of a two storey corridor containing shared areas eg library/art room etc. There are no staircases or evacuation lifts in Phase 2

Phase 3 of the ILC consists of the second wing of the building with a ground and first floor. There are three internal staircases and 1 evacuation lift.

## **2b Means of Escape**

Everyone within the premises should be able to escape to a place of total safety, either unaided or with assistance. Some persons will need help from staff who will be designated for this purpose. This should be addressed in their Personal Emergency Evacuation Plans. (PEEPS)

All escape routes must be easily identifiable and free from obstruction. They should be adequately illuminated and correctly signed with luminary signage and lead to a place of total safety.

If confronted by fire anywhere within the building, you should be able to turn away from it and escape (or be assisted) to a place of reasonable safety - e.g. a protected area or stairway from where you can go (or be assisted) to a place of total safety.

## **2c Muster and Assembly Points**

The ILC operates 4 muster points and 3 assembly points.

On the activation of the fire alarm, the school initially evacuates to the relevant muster points. If there is a real fire, then personnel are transferred to the assembly points which are located off the school premises as per map at the end of this document.

## **2d Fire Doors**

The doors to the staircase enclosure are manufactured to meet a minimum half-hour fire-resisting standard. The partition that the doors are set in is also fire resisting and is designed to protect escape routes and to contain fire in a risk area.

There are additional fire resisting doors to risk areas and they are normally indicated by a notice on the door i.e. FIRE DOOR KEEP CLOSED, FIRE DOOR KEEP LOCKED SHUT or AUTOMATIC FIRE DOOR KEEP CLEAR - when the door is held open by a special device.

The standard of fire resistance will ensure that, in the event of a fire occurring and affecting the doors, their integrity will be maintained against the passage of heat and smoke for a minimum period of thirty minutes. Doors to the boiler room should prevent the passage of fire for a period of one hour.

### **Fire Resisting Doors are installed to perform three functions:**

- a. to protect escape routes so that persons have adequate time to use those routes in safety, for example, a staircase enclosure;
- b. to prevent the spread of fire from one area to another;
- c. to stop the free flow of air carrying oxygen to feed the fire.

### **Notes:**

Wedging open fire resisting doors will break down the integrity of a compartment or the protection to the escape routes and this practice is not permitted.

The fire resisting doors to boiler rooms and electrical intake cupboards are to be kept locked shut and not to be used as convenient storage areas.

If it is noticed that a fire-resisting door is defective, it should be reported to the Business Managers / Site Managers so that repairs can immediately be undertaken.

All doors have smoke stop properties and many ordinary doors will withstand the effects of fire for a period of time. All doors should, therefore, be closed when a room is vacant.

**Intumescent strips between the doors should be checked regularly by the site manager and replaced where necessary.**

## **2e Fire Alarm System**

The fire alarm system comprises of break glass call points, detectors and a fire alarm control and indicating panel, which is situated in the ground floor reception.

The fire alarm call points are strategically sited on escape routes at each floor level. The fire alarm call points are operated by pressing the glass, which will easily fracture with a little pressure without splintering. When the call point is operated, it makes an electrical contact, which sends a signal to the fire alarm control panel indicating fire. The control panel will indicate the location where the alarm has been raised and will send a signal to the alarm sounders to put them into the evacuation mode of operation.

To reset the fire alarm system, the broken glass to call points must be replaced, any smoke in the detector must be cleared and the system can be reset by push button operation of the fire alarm control panel.

**Fire alarm systems should be activated from a different call point once a week and recorded on the Smartlog system.**

## **2f Emergency Lighting**

There is emergency lighting to show the escape route from the building in the event of a mains power failure. Emergency lighting should be regularly tested and properly maintained as follows:

- a. a daily visual check;
- b. a monthly test that ensures each emergency light illuminates;
- c. an annual full discharge test;
- d. record of all tests noted on the Smartlog system.

## **2g Fire Fighting Equipment – Fire Extinguishers**

Fire extinguishers should be provided in the staircase enclosure, at all floor levels

There are a variety of fire appliances in the buildings. Fire plan drawings should show their location and the following general guidance is given:

All extinguishers are five percent colour coded to denote the type of extinguisher and its use i.e.

**Red – Water**

**Black – CO2**

**Blue – Dry Powder**

**Cream – Foam**

**Canary Yellow – Wet Chemical**

**Water Extinguisher** – for use on fires involving normal combustible solids such as wood, paper, plastic and fabric

**DO NOT** use on fires involving live electrical appliances / apparatus

**DO NOT** use on fires involving flammable liquids

**Carbon Dioxide Extinguisher (CO2)** – for use on fires involving live electrical appliances / apparatus and small quantities of flammable liquids.

When extinguishing a fire in electrical appliances / apparatus it is important to turn off the power supply otherwise re-ignition can occur as the gas disperses.

#### **Warning**

The CO2 is dispersed through a black horn and but the CO2 will cause the horn to freeze and can cause frost burn injuries.

A loud noise may be emitted from the gas as it is released through the horn.

**Do Not Hold The Horn When Using A CO2 Extinguisher.**

**Dry Powder Extinguisher** – for use on fires involving flammable liquids. It may also be used on fires involving live electrical appliances / apparatus and combustible solids such as paper.

The extinguisher is multi-purpose, however, the discharge of powder in an area may cause problems for cleaning and could damage electrical equipment if it penetrates the inner circuitry.

The powder is very fine like talcum powder and when operated, will quickly fill an enclosed room making it unsafe for the user.

For office environments, careful consideration should be given before providing powder extinguishers.

**Foam** – for use on fires involving flammable liquids and combustible solids such as paper.

**DO NOT** use on electrical appliances /apparatus.

**Wet Chemical** – for use on cooking fat fires.



## **Use of Fire Fighting Equipment**

Staff should only tackle a fire if they have received adequate training in the use of the equipment. If you do find yourself having to use a fire extinguisher, then always ensure that you position yourself between the fire and the door. Do not let the fire block your exit. No risks should be taken and in case of doubt: **EVACUATE!**

### **3. PERSONS NAMED RESPONSIBLE**

The Head Teachers of both the Brook and Willow Schools are jointly responsible for the ILC meeting its obligations of the Regulatory Reform (Fire Safety) Order 2005 supported by the Business Managers. To prevent confusion in the event of an evacuation, the Head Teacher of the Brook School will undertake the responsibility of the Senior Fire Marshal supported by the Head Teacher of the Willow School.

To assist with this responsibility, the Head Teacher will appoint members of staff to take responsibility for the different zones that have been identified.

### **4. RESPONSIBILITIES**

#### **4a Head Teachers**

The Head Teacher of the Brook school has the overall responsibility for the fire safety of the school and meeting the requirements of the Regulatory Reform (Fire Safety) Order 2005 and:

- will appoint an adequate number of Fire Wardens to control evacuation from the occupancy to the muster points including onward movement to the assembly points
- release Fire Wardens for Fire Training when required by the School Business Managers
- will organize appropriate training for all staff under their control
- will undertake Fire Risk Assessments

The Head Teacher of the Willow school acts as deputy.

#### **4b Business Managers**

##### **Their role is:**

- to give appropriate notifications to staff and pupils for compliance with the Strategy Plan;
- ensure adequate maintenance of fire safety systems and provisions in the building;
- to ensure basic fire training for all members of staff and to keep appropriate records
- to ensure that the Strategy Plan is kept safely with the Risk Assessment on the Smartlog platform;

- to regularly update the Strategy Plan should circumstances change or persons named responsible change;
- to organize fire evacuation drills twice per school term.
- To record the result of the drill on Smartlog together with any deficiencies noted and to remedy deficiencies identified if necessary.
- To ensure that the findings of Fire risk Assessments are implemented

**Notes:**

Instruction and training should be given by a competent person at such intervals as to ensure that everyone at work is instructed on what action to take in the event of a fire. This to be carried out preferably at least twice and in all cases, at least once, in each period of 12 months.

It is particularly important that the Head Teachers ensure that all newly appointed and temporary staff to their particular schools are made aware of the means of escape and fire procedures at the commencement of their employment.

Good practice ensures that a record of this training is retained using Smartlog.

**5. FIRE INSTRUCTIONS AND THE EVACUATION PROCEDURE**

The purpose of the fire action plan detailed at the front of this document is to ensure that the following vital information and necessary actions are fully understood and take place:-

- the action to be taken upon discovering a fire;
- the action to be taken upon hearing the fire alarm;
- raising the alarm, including the location of the alarm call points and the alarm indicator panels;
- the correct method of calling the Fire Brigade;
- the location and use of fire equipment;
- knowledge of escape routes, including any stairway not in regular use;
- knowledge of the method of operation of special escape door fastenings;
- appreciation of the importance of fire doors and the need to close all doors at the time of a fire and on hearing the alarm;
- the need to stop machines and processes and isolating power supplies where appropriate;

- the testing of all escape doors, not in regular use, to ensure that they function satisfactorily;
- the need for evacuation of the building to a Muster Point and from there to an Assembly Point ( even when visitors to the school are present, this will include reassuring them and escorting them to exits etc.)

**5a Fire Wardens should:**

a. Daily check the section under their control to ensure the following:

- exit doors are available for use and unobstructed;
- housekeeping standards are being maintained with no build up of rubbish or combustible waste.
- fire extinguishers are in position within their boxes
- fire instruction notices and fire escape drawings are in position;
- fire alarm call points are indicated and clear from obstruction.

If any of these checks reveal deficiencies they are to be reported for remedial action.

b. Keep details of any differently able persons who may need assistance to evacuate and to ensure that the necessary arrangements are made.

d. In the event of the fire alarm operating take the following actions:

- check through floor area, including washrooms and stores, to ensure that all staff and pupils evacuate
- close all doors on the route of evacuation and windows if it is safe to do so
- follow the section staff encouraging them to proceed at good speed but without haste or panic to the muster point and, if necessary, the assembly point.
- note from staff/pupils/visitors their observations on the location and size of fire if in their section, whether it is being tackled by staff and if there are any highly flammable substances that could become involved
- report to the Muster Point Fire Marshal or deputy, at the muster point and give advice on status of evacuation from the section and other details obtained relevant to the fire that may be of assistance to the Brigade firefighters when they arrive
- stand by for instructions that may be given by the Fire Marshall or her Deputy
- the first Fire Warden to complete evacuation duties is to assume the role of the Muster Point Fire Marshal until the designated Fire Marshall arrives at the muster point.

**5b Senior Fire Marshall**

- a. Should wear something that is of high visibility and collect the list of staff / pupils / visitors and take up position outside the building at Muster Point B in Adams Road.
- b. Take control of the evacuation and record reports from Fire Wardens and personnel taking the roll calls;
- c. Obtain information in relation to the incident and pass to the Senior Fire Brigade Officer when the Fire Brigade attends site.

**Ensure that the Fire Brigade has been called to attend site.**

**To Call the Fire Brigade:**

- 1. Lift receiver (or use mobile) and dial **(9)'999'**
- 2. Give operator your telephone number and ask for **FIRE**
- 3. When the **FIRE BRIGADE** replies, give details distinctly:

**Give the Fire Brigade the relevant address depending on the location of the fire:**

**THE BROADWATERS INTEGRATED LEARNING COMMUNITY**

**ADAMS ROAD  
HARINGEY  
LONDON  
N17 6HW**

**DO NOT REPLACE RECEIVER UNTIL THE ADDRESS HAS BEEN REPEATED BY THE FIRE BRIGADE**

**CALL THE FIRE BRIGADE IMMEDIATELY TO EVERY FIRE OR SUSPICION OF FIRE!**

**Evacuation Procedure**

On discovering a fire, the first and immediate action to be taken is to raise the alarm by operating the nearest fire alarm break glass call point.

The person discovering the fire may tackle the outbreak using the fire appliances provided, but should only do so if they have received training and feel confident in their fire fighting ability. In case of doubt, start the evacuation following the normal procedure.

## **Day Time Evacuation**

There are more staff during the day to assist with an evacuation - they should all have reasonable knowledge of the premises.

Visitors/contractors are unlikely to have knowledge of alternative escape routes.

Pupils may know part of the premises and be familiar with some escape routes.

How quickly pupils/visitors evacuate will depend on their level of reliance on staff. It will, therefore, be helpful to consider the various dependencies:

### **Independent:**

Pupils/visitors mobility is not impaired and is able to leave the premises without the assistance of members of staff, or with minimal assistance from another person.

### **Dependent:**

Unless defined as independent, this will include those with mental health problems regardless of their independent mobility. These people will have a Personal Emergency Evacuation Plan that has been agreed with them.

### **Evacuation:**

On hearing the alarm, personnel in that location will evacuate the building and make their way to the assembly point. The Site Manager will go to the fire alarm panel to identify the location and if possible identify if there is a real fire or if it was an accidental activation. This information will be passed to the Senior Fire Marshal.

Designated person/s is/are to telephone the Fire Brigade.

### **Evacuation Strategy:**

**Single Stage Evacuation:** where it may reasonably be expected that all persons in the building will be able to (and will) evacuate immediately from the building to a place of total safety with or without assistance. Once established if the alarm was actuated in main or new building, a secondary assembly point should be considered away from both buildings.

**Progressive Horizontal Evacuation:** will be necessary where the pupils are dependant on staff to assist with their escape. Staff will move pupils from the fire affected area through the fire resisting doors to the adjoining fire protected area where they can wait in safety until the fire situation is dealt with. Refer to individual/generic PEEPS Plans.

**Vertical Evacuation:** if and when the "Fire" becomes more serious and starts to spread, the pupils/staff can be moved straight down the stairs to the fire exit.

### **Evening Time Evacuation: School Hire**

There are fewer staff members on duty in the evening so the situation will be made more difficult. Visitors are unlikely to have knowledge of alternative escape routes. The ILC to provide guidance through the lettings policy on these issues.

#### **Evacuation:**

On hearing the alarm, the site manager on duty will go to the fire alarm panel to investigate if the fire brigade needs to be called out.

Designated person is to telephone the Fire Brigade.

#### **Evacuation strategy:**

**Single Stage Evacuation:** where it may reasonably be expected that all people in the building will be able to (and will) evacuate immediately from the building to a place of total safety with or without assistance.

#### **For safety during evacuation the following guidance is given:**

- a. An evacuation lift is available for use during a fire evacuation
- b. Remain calm and proceed in an orderly manner
- c. Do not delay to finish an important telephone call
- d. Do not delay to collect personal belongings
- e. If the normal escape route is obstructed by fire turn away and go to your secondary escape route
- f. Give assistance, as necessary, to colleagues experiencing difficulty and do not hesitate to ask for help if you have a need
- g. Obey instructions given by Fire Wardens
- h. When the fire has been extinguished and the Senior Fire Brigade Officer is satisfied that the building is safe to re-occupy, the Senior Fire Marshalls will give instructions to the Fire Wardens for staff/pupils/visitors to re-enter the building

## **6. INFORMATION FOR FIRE FIGHTERS**

A copy of this page should be kept within the fire clipboard, along with the school register containing a list of names of pupils/staff, for the Fire Evacuation Coordinator, who should complete, as reports are given to them by other Fire Wardens, on the evacuation of various floors of the building.

**a. Location of Gas and Electricity intakes:**

**b. Location of Fire:**

**c. Are Persons tackling the fire** **YES/NO**  
(Record names)

**d. Materials Involved** **YES/NO**  
(Gas cylinders, Chemicals)

**e. All Persons Accounted For** **YES/NO**  
(Confirmed by roll calls)

## 7. INSTRUCTION FOR CLEANERS AND CONTRACTORS

All contract companies are to ensure that all their staff receives instruction on procedure and actions to be taken in the event of a fire. Documentary evidence to be sought by the ILC.

The fire alarm in the building consists of break glass call points, automatic fire detection and a control indicating panel.

For all contractors on site any operation of the fire alarm is to be treated as an evacuation signal.

Smoking is **NOT** permitted on site under any circumstances

### **FIRE INSTRUCTIONS - Cleaners and Contractors**

If you discover a fire, raise the alarm by operating the nearest fire alarm call point.

Tackle the fire using available fire extinguishers provided only if trained and it is safe to do so and without taking risks.

If you are not able to tackle the outbreak, evacuate using the nearest safe escape route.

All contract staff hearing the fire alarm sounder are to evacuate using the nearest safe escape routes and proceed to **Muster Point C in the Car Park**, where they will stand-by for further instructions.

Staff is not to delay evacuation for any reason.

Close doors as you evacuate.

**The most senior member of the cleaning/contract staff must ring the Fire Brigade**

### **Evacuation Muster Point:**

**Muster Point B in the Car Park.** This will be identified on the Fire Notice positioned by the fire exit.

### **Cleaners and Contractors**

Cleaners and contractors will evacuate to the muster point identified and report to the staff taking the roll call.

## 8. PROCEDURE FOR THE SAFE EVACUATION OF DIFFERENTLY ABLE EMPLOYEES AND VISITORS

It is the responsibility of the school to identify those employees who may require assistance in the event of an emergency evacuation. This cannot be intrusive and, unless obvious, relies on an employee volunteering the fact that they are disabled and may need assistance to evacuate.



Disabled people should include those temporarily disabled through injury.

The school and the employee must agree on what assistance is required and this will be recorded in the Personal Emergency Evacuation Plan (PEEP). This plan should be rehearsed to ensure that it does indeed provide the help it was designed to provide. In many cases it may be as easy as appointing a helper to give a helping hand along the way but for others a more detailed procedure may be necessary.

**Further Guidance for Assisting Less able persons and a list of contacts is provided at the end of the Emergency Plan.**

A sign or notice displayed at reception can inform visitors that if they require any assistance in the event of an emergency, please notify reception. Arrangements can then be made to meet the visitors requirements.

Refuges are areas where disabled persons may be taken to safety from a fire on the floor pending their safe evacuation down the staircase to a final fire exit.

The main staircase enclosure is approached through a fire-resisting lobby at each floor level. The lobbies are fire-protected areas that are Refuges from fire. All staircase enclosures are fire resisting and the entry to the secondary staircase serving each floor may also be considered as a Refuge.

When identified in the PEEPS, assistants should be appointed to assist that person to a safe Refuge. The assistants are to remain at the Refuge with the disabled person until the staircase has cleared. If it is then considered necessary to evacuate from the Refuge, the assistants can help the disabled person into the staircase and down to the exit.

The procedure decided upon for disabled evacuation is to be communicated to the Fire Marshall in writing. The proposed Refuge to where the disabled person will be taken in the event of an alarm operation is to be included in the communication. The additional detail will be added to the fire clipboard to advise the Senior Fire Officer on arrival of the Fire Brigade to the building.

The plans for the emergency evacuation of persons with mobility impairment should not rely on fire and rescue service involvement for it to be effective.