

# TASIS



THE AMERICAN SCHOOL IN ENGLAND

## Fire Safety & Emergency Evacuation Procedures

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### Document

<b>Information Sharing Category</b>	PUBLIC
<b>TASIS Document reference (Org, Doc, version, date)</b>	TASIS_FSEEP_V3_0_05112018
<b>Version</b>	4.0
<b>Date published</b>	04 September 2019
<b>Date ratified by Head of School</b>	04 September 2019
<b>Review/Update date</b>	04 September 2020
<b>Responsible area</b>	Estate Managers Office

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## **1. Scope**

- 1.1 This policy is in compliance with Part 3 Welfare, Health and Safety of Pupils paragraph 12, Regulatory Reform (Fire Safety) Order 2005, as stated in the Independent School Standards Regulations (ISSR currently in force).
- 1.2 This policy is applicable to all premises under the control of TASIS The American School in England (the School) and describes the approach to the control of risk from fire.

## **2. Objectives**

- 2.1 To ensure that risks from fire are identified and that arrangements are in place to control those risks. To enable the school to comply with its duties under the Regulatory Reform (Fire Safety) Order 2005 and other education specific guidance.
- 2.2 When planning and developing areas of the school we ensure we engage with Building Control and seek advice on fire safety and fire precaution measures and especially with reference to Building Bulletin 100 - Design for Fire Safety in Schools.

## **3. Introduction**

- 3.1 The School has in place procedures for:
  - a. carrying out fire risk assessment;
  - b. fire prevention through automated detection;
  - c. fire practice evacuations in the event of a fire;
  - d. evacuation in the event of a fire;
  - e. maintaining and checking all fire detection, alarm and fighting systems
- 3.2 The Estates Manager reporting to the Bursar has responsibility for maintaining and ensuring the local implementation of the School fire procedures; ensuring that there is escape route documentation in each part of each building and will provide at least one trained Fire Marshal in every building and boarding dormitory. All Fire Marshals will be trained to provide 'safety assistance' in the event of a fire. Fire Marshals will receive regular refresher training.

## **4. Fire Risk Assessment**

- 4.1 All of the School premises will be subject to a fire risk assessment. This may be conducted by an external consultant or other competent person to be determined by the Estates Manager and Bursar. The person undertaking the assessment should liaise closely with Divisional Heads.
- 4.2 The fire risk assessment will be reviewed and updated every year or in the event of significant changes to the building layouts or means of escape, occupancy or use of the building.
- 4.3 A copy of the fire risk assessment report will be available on site and employees' attention brought to any hazards found in the assessment.
- 4.4 Fire hazards will be eliminated, or the risk reduced to the minimum level practicable by implementing control measures and safe systems of work.
- 4.5 Regular assessments will be made by staff, including the Fire Marshals/Estates Manager/Head of Maintenance and boarding staff to ensure that the walkways are kept clear of obstruction and tripping hazards.
- 4.6 The School operates a no-smoking policy on the School campus.

## **5. Emergency Contact**

- 5.1 Some Pro-forma for emergency contact telephone numbers is issued to parents at the beginning of each academic year and this is to be completed and returned to the School Office as soon as possible.
- 5.2 Notification of any change to these details must be reported to the School Office. Every employee at the School has been asked to complete a form giving details of next of kin, emergency contact numbers, and relevant details about medication. If they do not wish to do this, a "disclaimer" must be signed.

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5.3 Were there ever to be a disaster or crisis affecting the staff and/or students of the School, there would be need for easy access to certain data. It would also be essential for considered procedures to be pre-determined to avoid the risk of ill-considered action being taken during a time of stress.

## **6. Fire Detection**

6.1 Each of the School premises has adequate means of fire detection. The detection equipment is maintained and regularly checked by competent persons.

## **7. Fire Alarm**

7.1 Each of the School premises has an adequate means of raising the alarm in the event of fire.

7.2 The fire alarm system in each location is to be tested weekly with the date and time made known. This will be managed by the Head of Maintenance. The alarm will be activated using a different activator point each week, where this is practicable (in accordance with BS 5839-1:2013).

7.3 The fire alarm system will be serviced six monthly by a competent contractor (e.g. ISO 9001/ BAFE)

7.4 Records of these tests and servicing are maintained in a fire log book held by the Estates Manager.

## **8. Action on Hearing a Fire Evacuation Alarm**

8.1 The following actions should occur when anyone hears a fire evacuation bell:

a. **Evacuate** all buildings and carry out roll call

b. **Confirm** what has happened; decide whether to call the fire brigade

c. **Control** re-entering to buildings. The Head should investigate all false alarms, recording all details for record keeping purposes.

d. **Firefighting**: The aim is to evacuate the buildings as quickly as possible.

## **9. Fire Fighting Equipment**

9.1 The fire risk assessment will determine the minimum level of firefighting equipment which must be present in the School premises.

9.2 Fire extinguishers and other fire suppressant systems are serviced by a competent contractor annually and the service date recorded on each extinguisher.

## **10. Emergency Lighting**

10.1 Emergency lighting is installed in the School where lighting would continue to be required in the event of a mains power failure, e.g. stairs, passageways and emergency exits.

10.2 Battery operated emergency lighting will be tested monthly (charge & illumination) and an annual full discharged test by a competent contractor.

10.3 Records of testing and servicing of emergency lights will be maintained by the Head of Maintenance.

## **11. Emergency Procedures**

11.1 Fire Action Notices are displayed in each building of the school premises detailing the action to take in the event of a fire. There may be different assembly points from the fire evacuation point depending on your location, staff should familiarize themselves with the assembly points that relate to their location. An example Fire Action Notice is included at Appendix 1 to this guidance.

11.2 There must be adequate means of escape for all occupants of the school premises. These means of escape will be clearly signed with illustrated maps of the building you are in.

11.3 The means of escape will be regularly inspected by the Fire Marshals to ensure they are kept clear of obstructions and tripping hazards.

11.4 Where disabled persons use the premises, specific arrangements are made to ensure they can escape in an emergency. For staff and students there will be a Personal Emergency Evacuation Plan (PEEP) completed, visitors will be catered for by the employee responsible for the visitor. An example PEEP is included at Appendix 2 to this guidance.

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- 11.5 Teaching staff are responsible for escorting their students safely out of the building in a calm, quiet and orderly fashion. They are responsible for conducting a head count on arrival at the assembly point, and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the senior staff member or 'Silver' Fire Marshal to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.
- 11.6 Outside usual business hours, members of the Security Staff have standing instructions to summon the Fire and Emergency Services in the event of the fire alarms sounding outside these hours
- 11.7 Fire drills will be held three times a year at the School. A night-time evacuation of the boarding houses is practiced every semester. Dorm Parents are Fire Marshal trained.
- 11.8 Written records of fire drills and evacuation drills will be maintained in the fire log book which is kept by the Estates Manager. An electronic version is available to key personnel on the google shared drive.

## **12. Fire Training**

- 12.1 Staff will be advised in:
  - a. action to take if they discover a fire, including how to activate a fire alarm;
  - b. action to take on hearing the fire alarm, including location of assembly points and the use of exits and escape routes.
- 12.2 Students are informed of exits, escape routes and assembly points.
- 12.3 Fire Marshals will be trained in:
  - a. emergency evacuation procedures;
  - b. use of fire extinguishers;
  - c. emergency procedures; and
  - d. how to spot fire hazards.
- 12.4 Visitors and contractors:
  - a. on arrival at the School, visitors will receive a leaflet advising them of basic actions to take in the event of a fire alarm or discovering a fire;
  - b. for events with large numbers of attendees, such as Graduation, plays and concerts an announcement will be made at the beginning of the event regarding evacuation arrangements.

## **13. Fire Prevention**

- 13.1 The School takes all reasonable precautions to prevent a fire from breaking out and recognises that for a fire to take place oxygen, flammable materials and a source of ignition must all be present. The processes of prevention are aimed at preventing one or more of these elements being together at the same time. To ensure these processes are being implemented the Bursar, Estates Manager, Head of Maintenance, and Heads of Division will:
  - a. Comply at all times with relevant regulations on the storage, transportation, handling and disposal of flammable materials (including hazardous substances);
  - b. Regularly inspect all the areas where there are potential sources of ignition and ensure that no flammable materials are stored close by;
  - c. Maintain awareness through training and refresher training of the preventative steps that need to be taken;
  - d. Consult regularly with the Fire Marshals;
  - e. Include fire prevention and evacuation procedures during the induction process with all new starters – staff and students;
  - f. Pay close attention to the activities of contractors as appropriate;
  - g. All portable equipment is PAT tested in line with new assessments and legislative requirements.

## **14. Fire Records**

- 14.1 Records are kept of training; inspections; evacuations and maintenance of systems and equipment.

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## 15. Allocation of Responsibilities

15.1 Responsibilities are as follows:

	Tasks	Comments
Proprietor	Responsible in law for what happens on the premises	Ensures the advisory board undertakes an annual review of the policy
Responsible Person	Plans, monitors and reviews the policy	Makes sure that the Fire Brigade (999) has been contacted as well as the Security Gate House - general oversight too.
Business Office	General oversight including supervision of the Health and Safety Officer	Quarterly Health and Safety meeting
Health and Safety Manager (HSM):	Implements the policy	Weekly Fire Alarm Tests and termly evacuation procedures (including night time evacuations in conjunction with the Head of Boarding)
Fire Marshalls	Assist the Responsible Person in the Management of H&S including fire precautions	Members of staff appointed by the Head
Employees	Comply with H&S policy and take reasonable steps to protect themselves and colleagues at work.	Staff assigned to take students and visitors registers
Kitchen Manager or Chef	Shuts the emergency cut-off valve in the kitchen, encourages her/his team to leave via the safe exist and meet at the assembly point	Kitchen Staff will do their own roll call and report to fire wardens.
Visitors	Should be briefed on any H&S issues that will affect them, as required, when they are on site	Leaflet issued to visitors regarding safeguarding, first aid, health and safety, fire evacuation and smoking

## 16. Smoking

16.1 Responsibilities are as follows: Smoking can be a major source of fires. Smoking on the School's premises is prohibited except in the designated area only for staff.

16.2 There is a designated smoking area situated off campus.

## 17. Practice evacuation

17.1 There will be a number of practice evacuations each term.

17.2 The aim of the practices is to familiarise students and staff with evacuation procedures.

17.3 A full evacuation is considered successful when a building is evacuated within 4 minutes.

17.4 It will be the responsibility of all staff to ensure they familiarize themselves with the evacuation route/procedure for each zone they visit or use.

17.5 All evacuation procedures are displayed at the fire exits.

17.6 The practice supervisor will set off the fire panel and monitor the time it takes to evacuate the buildings; these details are to be passed to the Responsible Person for record keeping purposes.

17.7 The following practices should occur every term:

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	<b>Detail</b>	<b>By whom</b>
Whole School	One daytime evacuation practice	HSM
Each building (girls boarding – main building / boys boarding)	Out of School hours – Night time Boarding evacuation for each house.	HSM with Head of Boarding

**18. Annual Review**

18.1 This policy will be reviewed annually as part of the H&S Annual Report to the proprietor and H&S board. Ad hoc reviews may occur during the year if deemed applicable.

**19. Bombs and Hoaxes**

19.1 **Postal bombs** are unlikely to be in large parcels, rather in flat packages. Staff should be on their guard for:

- a. The post mark – especially unusual, and any name/address of sender.
- b. The writing – especially of foreign style unknown to staff and students at the school.
- c. Stains – these could be sweating explosives.
- d. The smell – usually an aroma of marzipan or almonds indicate an explosive.
- e. The sound – if the parcel rattles, ticks, etc.

19.2 **Telephone Calls:** These are more of a common occurrence than parcels. All members of staff should be aware of the necessary procedures should they receive such a call:

- a. Alert security/police immediately.
- b. Above all, be calm, listen carefully, and report exactly what is said

19.3 Regular training is given to the Security team and school secretaries. Details are included within the security policy document. Refresher training is two yearly, next session booked for Nov. 2019.

**20. Prevention of Arson**

20.1 People who are attracted to arson in Schools often start their first fires by chance. This chance element can make it appear that arson is the hardest of all the security risks to control. With the number arson attacks on Schools rising rapidly and the number of large fires also rising, some credence is given to this view. But the fact that the action of most arsonists is either unplanned or badly planned does give the School a good chance of preventing these fires.

20.2 Because it seems to be easy, because they don't get caught, because of the thrill they get from the adrenaline rush, because the School seems powerless to do anything about the problem, the arsonists do it again – which is why School fires come in cycles. Larger scale attacks – a serious attempt to burn the whole School down – normally come after the smaller-scale events. Some arson is aimed at hiding the details of another crime – although this is rare in Schools.

20.3 Arsonists do not usually bring the method of starting the fire into the School – they are reliant on finding accelerants in the School to start the fire. There are few instances of arsonists seemingly tearing up books etc. The School policy on arson prevention is therefore:

- a. As far as is practicable inflammable materials are locked away.
- b. All waste bins are emptied regularly.
- c. The Head and Estates Manager make occasional unannounced checks that the procedure is being adhered to.

20.4 On campus security is provided around the clock. CCTV staffed cameras, plus day & / night security patrol.

**Appendix 1: Emergency Evacuation Notice**

All new staff and students, all contractors and visitors are shown the following notice:

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1. If you discover a fire, break the glass in the nearest alarm point to set off the alarm. Leave the building by the nearest exit
2. If you are responsible for a class, ensure your students leave quietly and calmly with you. No one should talk or run. Make your way to the assigned assembly point.
3. If you are teaching a class, take your register with you. Do not stop to take anything else with, and ask your students to do the same. Shut doors behind you when the room is empty.
4. Security will summon the Emergency Services if the alarm sounds.
5. Take the register of your class as soon as you reach the assembly point.
6. Remain at the assigned assembly point with your students until the all clear is given.

## **Appendix 2: Disabled Staff, Pupils or Visitors**

### **Guidance for writing a Personal Emergency Evacuation Plan (PEEP)**

**Background** The aim of a Personal Emergency Evacuation Plan (PEEP) is to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.

**Responsibilities** Head Teachers should identify persons who may need additional help in evacuating from the school in the event of an emergency and ensure they are able to offer suitable practical assistance. However, the aim should be to facilitate independent escape wherever possible.

For students, staff, contractors and regular visitors, once it has been identified that a person would require assistance in the event of a fire, the Personal Emergency Evacuation Plan Questionnaire contained in Appendix 1 should be completed, and the individual's needs determined from the information supplied i.e. the number of assistants (including deputies) and methods used. **These assistants may require specialist training.** The potential for lone working also needs to be considered here. The responsible person preparing the plan should not make assumptions about the abilities of the disabled person. They are likely to know what they can achieve. It is also important though that the disabled person does not feel pressured to do more physically than they would generally be able to achieve.

#### **Supporting Information - Students**

When a child is enrolled in the school, their escape plan should be developed as part of the admission process. Care should be taken that all disabled children are provided with a plan if they need one.

Students with learning difficulties may need to practice their routes for escape more regularly than termly. If so, this should be written into their PEEP.

All people involved in the escape plans for PEEPs involving students will need to practice. However, to avoid unnecessary distress or risk to some students, simulated escape may be more appropriate.

**Staff** Existing staff identified should complete the PEEP in consultation with the school without delay if such a plan has not already be completed or when there is a change in a person's ability to make their way out of the building (temporary or permanent). For all new staff this should form part of the induction process. This should be in confidence and it should be made clear that if they need help, it will be provided.

Some people may have difficulty in evacuation situations that they would not normally have e.g. people who have asthma may be affected in smoky conditions caused by fire, or people may be affected by the stress of an emergency situation.

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**Occasional visitors/contractors** The HM Govt publication 'Means of Escape for Disabled People', which is endorsed by the Disability Rights Commission, details escape measures for ten disability groupings:

- Electric wheelchair user
- Wheelchair user
- Mobility impaired person
- Asthma and other breathing / health issues
- Visually impaired person
- Hearing impaired person
- Dyslexic/orientation disorders
- Learning difficulty / autism
- Mental health problems
- Dexterity problems

It should not be assumed that because a person has a disability that they will need or ask for a PEEP. Some will be confident that they can get out of the school building unaided. Conversely there should be an opportunity for other people who may not be considered as having a disability to request an escape plan e.g. epilepsy, asthma, heart disease or emotional problem.

### **School plays, Parent evenings ETC.**

In the event of a school play, parents evening etc. unknown visitors may enter the school and it may be more difficult to gather the information prior to the need to escape. In addition, it may be impossible to know how many disabled people are present at any one time or their level of disability. In these instances, a system of standard PEEPs should be used and advertised.

Disabled visitors will be able to make their own way into the school grounds and may have assistance from friends or family. It can be assumed that with this assistance they will be able to evacuate from the building without additional support.

A dynamic risk assessment approach will be required to assess the suitability of venue being accessed or location of seating that should be provided i.e. Ground floor by the exit in the theatre

The appropriate time required to make the disabled person's escape should be identified. Disabled people should not automatically be required to wait for the main flow of escape, but if they are likely to cause obstruction for other people, or there might be a risk of injury to themselves or others, it will be safer for everyone if they follow the main flow of people.

### **Deaf and Hearing Impaired persons**

Deaf people working alongside hearing colleagues/students may not require special equipment and a buddy system may be the most appropriate method for alerting them of the operation of a fire alarm. This must not be done on a casual basis in case everyone assumes that someone else has given the warning.

Providing they have been made aware of what to do in the event of a fire, they will be able to see and understand the behaviour of those around them.

Flashing beacons are installed around the school buildings

### **Blind and Visually impaired people**

Staff, Visitors and students should be accompanied by designated staff to assist with evacuation and orientation training may also be necessary. People who are visually impaired are helped to escape by the provision of good signage and other orientation clues.

### **Assistance for the person and their dog**

Where a person uses a guide dog, they may prefer the dog to assist and only need escape routes pointed out to them. Others may request a human assistant so a buddy needs to be allocated. It may also be necessary to provide a person to look after the dog. This may be provided in a formal or informal manner.

### **Assistance with opening doors**

Some people may need assistance with opening doors e.g. upper limb disorders. A formal or informal arrangement can be made here, but the potential for lone working must be considered here.

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**People with cognitive disabilities** People with cognitive disabilities, including dyslexia, dyspraxia and autism often have problems comprehending what is happening in escape conditions, or may not have the same perceptions of risk as non-disabled people. Provision of good orientation facilities and measures within the building is essential. There may be a reluctance by some to take an unknown route from the school building. The PEEP should be used to give them an opportunity to understand the possible need for choice and change of direction during an escape

**Appendix 3**

*TASIS PERSONAL EMERGENCY EVACUATION PLAN FOR STUDENTS*

A completed form should be held:

- In the student’s personal records
- By the Head teacher (Responsible Person for Fire Safety)
- By the Competent Person for Fire Safety at the school
- By the Class teacher

**Note:** This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or student) is anticipated or identified.

<b>Student’s Name:</b>			
<b>Class Room Number or Name:</b>			
<b>Location of classroom in building:</b>			
<b>Teacher’s Name:</b>		<b>Tel: Ext No:</b>	
<b>Date Completed:</b>			

<b>Name of Person who Completed this Form:</b>	
<b>Date Completed:</b>	
<b>Date of Next Review</b>	

**Points to consider:** In preparation for completing details in this form, consider the following; discuss with the parents/guardian and, if appropriate, the student.

Question	Answer	Comments
Does the student change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the student have any difficulties hearing the fire alarm?	Yes <input type="checkbox"/>	

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	No <input type="checkbox"/>	
Are they likely to experience problems independently travelling to the nearest emergency exit?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the student find stairs difficult to use?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are they dependent on a wheelchair or other walking aid for mobility?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If the student uses a wheelchair would they have problems transferring from the wheelchair without assistance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the student have behaviour issues, eg noise sensitivity, fleeing, aggression	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the students have any medical concerns that could affect their evacuation of the building I.e. Epilepsy etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>	

**METHODS OF ASSISTANCE:**

(eg: Transfer procedures, methods of guidance, etc.)

**EQUIPMENT PROVIDED (including means of communication):**

**EVACUATION PROCEDURE:**

(A step by step account beginning from the first alarm)

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**SAFE ROUTE(S):**

	Yes	No	N/A
Have the route(s) been travelled by the student and responsible person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of the exit route on plan been attached?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the equipment detailed above been tried and tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have all issues been completed to full satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of this form been sent to the person responsible for the fire evacuation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire safety competent person informed all relevant staff of these arrangements? i.e. Class teacher, support assistant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Record the length of time of practice evacuation.

\_\_\_\_\_ mins

_____ minutes
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**If No to any of the above please explain:**

<b>List of people who have received a copy of this completed document:</b>

Teachers Signature		Date	
Teachers Name:			
Headteacher Signature:		Date:	
Headteacher Name:			

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## Appendix 4

*TASIS PERSONAL EMERGENCY EVACUATION PLAN FOR STAFF*

A completed form should be held:

- In the Staff members personal records
- By the Head teacher (Responsible Person for Fire Safety)
- By the Competent Person for Fire Safety at the school

**Note:** This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or staff member) is anticipated or identified.

<b>Staff Name:</b>	
<b>Teaching or working area</b>	
<b>Location of working areas:</b>	

<b>Name of Person who Completed this Form:</b>	
<b>Date Completed:</b>	
<b>Date of Next Review:</b>	

Question	Answer	Comments
Does the staff member change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the staff member have any difficulties hearing the fire alarm?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are they likely to experience problems independently travelling to the nearest emergency exit?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the staff member find stairs difficult to use?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are they dependent on a wheelchair or other walking aid for mobility?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

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If the staff member uses a wheelchair would they have problems transferring from the wheelchair without assistance?	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	
Does the staff member have any medical concerns that could affect their evacuation of the building i.e. Epilepsy etc.	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	

**METHODS OF ASSISTANCE:**

(eg: Transfer procedures, methods of guidance, etc.)

**EQUIPMENT PROVIDED (including means of communication):**

**EVACUATION PROCEDURE:**

(A step by step account beginning from the first alarm)

**SAFE ROUTE(S):**

	Yes	No	N/A
Have the route(s) been travelled by the staff member and responsible person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of the exit route on plan been attached?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the equipment detailed above been tried and tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have all issues been completed to full satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of this form been sent to the person responsible for the fire evacuation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire safety competent person informed all relevant staff of these arrangements? i.e. Class teacher, support assistant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Record the length of time of practice evacuation.

\_\_\_\_\_ mins

_____ minutes
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**If No to any of the above please explain:**

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Staff member Signature		Date	
Staff member Name:			
Headteacher Signature:		Date:	
Headteacher Name:			

<b>List of people who have received a copy of this completed document:</b>

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