HINQUAR PRIMARY SCHOOL AND NURSERY

PERSONAL EMERGENCY EVACUATION PLAN POLICY

**Responsible members of Staff**

Mrs. F. Willis (Acting Headteacher)
Mrs. C. Hamblin (School Office Team Leader), Sharon Wilson (Attendance Officer)
Mr. D. Moores (Site manager)

Our Governor with responsibility for Safeguarding is Mr. M. Sweeting
Our Governor with responsibility for H&S is Mr. M. Kelly

This Policy was approved by the Governors
January 2019

This policy will be reviewed on an annual basis.

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, parents, governors and volunteers to share this commitment”.

This policy should be read and implemented in line with school policies on the following:

- Health and safety;
- Fire
- Equality, Diversity and Inclusion Policy
- Lettings
Introduction
It is a general requirement that emergency procedures for evacuation of buildings and grounds are pre-planned and that planning should have regard to the needs of all occupants. It is therefore essential to identify the needs of disabled staff, students and visitors and to make proper arrangements for their assistance in the event of an emergency evacuation for an event such as fire, toxic substances or terrorist activity. This document sets out the approach of Hinguar Primary School and Nursery to meet this requirement.

Policy
The Hinguar Primary School and Nursery policy is to provide a comprehensive and fully integrated approach to evacuation which includes disabled students, staff and visitors in accordance with the law and other linked school policy. This approach includes the provision of ‘Standard Evacuation Plans (SEPS) for infrequent or casual visitors and ‘Personal Emergency Evacuation Plans (PEEPS) for staff, pupils and regular visitors. The head teacher as the ‘responsible person’ ensures that the details of the policy and procedures are implemented by appropriate key staff, e.g. SENCO, office staff, lettings officer.
These arrangements must be tested, and must be included in the fire risk assessment for the building.

Standard Evacuation Plans for occasional visitors (SEP)
A standard plan is used where there are visitors or casual users of a building, including, contractors, who may be present infrequently or on only one occasion. These plans are written procedures conducted at the main school office and are displayed to disabled people as part of the reception procedure. A disabled person requiring assistance in escaping is offered options for their assistance and is given suitable instructions.

Personal Emergency Evacuation Plan (PEEP)
This is an individual plan for disabled staff, registered pupils with a disability, and regular disabled visitors to the school. If contractors are regularly on site then a PEEP should be completed for those for whom it is appropriate. It must be tailored to their individual needs and will give detailed information on their movements during an evacuation.

Fire Risk Assessments
Fire risk assessments will identify any groups particularly at risk. This will include those with physical impairments such as hearing, sight, mobility, strength and dexterity and any other factor which could affect the efficiency of their evacuation. The fire assessment will identify all reasonable adjustments which affect fire safety, but they may not deal with the specific requirements of a single disabled person. Individual needs should be addressed in a Personal Emergency Evacuation Plan (PEEP)

Standard Evacuation Plans for occasional visitors
A Standard Evacuation Plan is a collective control measure to be used where there are disabled visitors, contractors or casual users of a building who may be present infrequently or on only one occasion. These plans are written procedures held at the main office of the school reception and are offered to disabled people as part of the reception procedure. A disabled person requiring assistance in escaping is offered options for their assistance and is given suitable instructions. With this in mind the school will be aware of the need to integrate this within the generic evacuation procedures.
Individual control measures including Personal Emergency Evacuation Plans (PEEPs)
Allocation of rooms and timetables will take account of known disabilities and where possible, activities will be organised at entry level floors, or in places with adequate evacuation facility in preference to places from which escape is more difficult. The first priority is to examine the learning activity timetable and for each location identify the appropriate exit routes or refuge points. (Appendix 3 and Appendix 4)
Evacuation routes on the ground floor are generally straightforward, following a route to the assembly point. Horizontal evacuation (through fire resisting doors) should be considered as well as vertical evacuation.
If assistance is required to facilitate a safe evacuation from other floors then the route should lead to a meeting point e.g. one of the refuge areas, where staff trained in the appropriate evacuation procedures will also meet
Key designated persons associated with the development of a PEEP will be responsible for ensuring particular facilities suitable for disabled persons are prioritised and reception staff, teachers and support staff are made aware of this

Personal Emergency Evacuation Plans (PEEPs)
This plan will record the arrangements to evacuate that person from the building or area in the event of an emergency.

Staff and pupils
The PEEP will be prepared in consultation with the individual member of staff and any other relevant party. For pupils the Inclusion manager, parents of the child and individual pupil will be consulted and prepare the plan. (Appendix 2 PEEP questionnaire)
A review of the PEEP will be undertaken every year and following any significant change in circumstances. The review should pay particular attention to any alterations to buildings or the changing needs of the individual, for example as a result of changing abilities or a change of year group.

Some disabled people will require assistance in leaving the building. In these cases there will be identified pre-arranged meeting place and an appropriate buddy assigned. If the disabled person is likely to move around the building, a means of communication will be necessary between the helper(s) and the disabled person. They can then arrange to meet at a particular refuge point during the escape.

The school acknowledges the responsibility of managing a PEEP and will ensure that a disabled person is never left in a refuge to wait for the Fire and Rescue Service. However, the refuge will be used as a safe resting place as well as a place to wait in a phased evacuation while the go ahead for a full escape is established.

If the PEEP identifies that the disabled person is to be transported down stairs (either by evacuation chair or by any other means) the designated persons entrusted with this task will receive appropriate and adequate training.

Targeting Requirements
There are a number of trigger mechanisms to identify when a PEEP should be completed. These are:

Staff – as part of the school’s new staff induction process or a change of personal circumstances might be identified by Occupational Health or reported by the member of staff.
**Pupils** – the school maintains a DSE register and will use this information to identify individual pupils.

**Visitors and contractors** – the reception office staff will ensure where practicable, any particular requirements are identified and appropriate procedures are put in place to coincide with the visit.

**Training**
Staff and other personnel involved in the person's safe evacuation will be trained in their specific emergency procedures and in the use of the evac-chair (where appropriate). The staff member / pupil will also have appropriate training to ensure that they are kept up to date with the procedures.

Staff will be informed of any specific responsibilities (according to the timetable and the emergency evacuation routes identified above) in an emergency evacuation. This must include a sufficient number of staff to cover in the event of some personnel being absent.

All staff will be shown the locations of communication equipment in the refuge areas. Staff will also be shown how to use such equipment in an emergency situation (this will be in conjunction with the equipment and the recipient).

Staff will also be given relevant information on issues pertinent to the individual's safe evacuation.

Records of personnel training, and refresher training will be logged on the individual's PEEP.

**Practicing The Evacuation Drill.**
This will be in four phases.

1. The individual responsibilities, methods, evacuation routes and assembly points must be identified. All personnel involved, including staff member / pupil will travel the routes and go through the procedures.

2. The next stage in the drill practice, will involve a physical evacuation of staff member / student, and where appropriate, using equipment provided (e.g. evac-chair).

3. The final stage will involve an evacuation during a full school emergency evacuation drill.

4. After each practice event there will be a debrief meeting and review to identify any problems encountered and improvements to be made, these issues will all be recorded.

**Inspecting / Testing of equipment**
Evac-chairs or other essential safety equipment will be visually checked on a termly basis with a more thorough check annually (the equipment should be subject to visual inspection before a practice drill is carried out.) The communication equipment (where fitted) will be tested termly to ensure it is functioning. It will also be tested during an actual emergency evacuation drill to ensure that procedures for its use are followed under emergency conditions

**Informing New Staff Of These Arrangements**
All new staff will be informed of these emergency arrangements as part of their induction process.
Appendix 1 Check list for the implementation of policy in respect of the emergency evacuation of disabled staff, students, contactors and visitors

The head teacher, as the 'responsible person', will make the best practicable arrangements for ascertaining what use is made of the building or area by disabled people and put in place procedures for monitoring, measuring and reviewing their effectiveness.

1. Plans for evacuation must be made in consultation with the individual disabled person, and must make adequate arrangements for their evacuation in the event of fire or any other life threatening incident i.e. suspected bomb, toxic substances or terrorist activity.

2. These arrangements must be tested, and must be included in the fire risk assessment for the building.

3. A Personal Emergency Evacuation Plan (PEEP) must be drawn up for each pupil or employee whose disability could affect his/her response to an emergency situation.

4. With the knowledge and agreement of the disabled person, copies of the PEEP will also be provided to those with responsibilities under it, and to the person co-ordinating the evacuation procedures, having regard to the safety of others.

5. On welcoming visitors, information about emergency evacuation will be readily available by means of Standard Evacuation Plans.

6. A disabled person requiring assistance in escaping will be given a number of options and then be given suitable instructions.

7. Information and signs should be provided clearly at the building entrance about how to obtain assistance.

8. When providing information consideration must be given to those whose native language is not English.

9. Where the need is identified, a sufficient number of people should be designated and trained in advance to give assistance to disabled people. This should take into account the number of people likely to be present at any time (particularly out of normal opening or use hours).

10. Where necessary, arrangements will be made for the presence of the disabled person in any part of the school to be made known to those who would give assistance. This will be achieved by an in-out tally at the entrance, informing key office person throughout the disabled person’s stay.

11. Restrictions on access will only be considered when, despite making reasonable adjustments, that are reasonably practical, there remain significant concerns about safety. On occasions such as weekends or evenings, it may be necessary to restrict access to disabled people who would need assistance to leave in an emergency, if insufficient trained assistants are present.

12. Disabled persons should not use any part of a building where it would be difficult for them, even with help, to escape in the event of an emergency. Reasonable adjustment should be made, and this might include moving activities which might take place in such areas should be moved to different areas, to avoid excluding disabled persons.

13. The school’s lift is not designated as an evacuation lift and must not be used in the event of an emergency unless under the direction of the emergency services.
Appendix 2. Questionnaire  

PEEPS Questionnaire  
(To be completed using input from the person with the disability or their representatives or carers where necessary)

1. Are you aware of the emergency evacuation procedures for the school/establishment?  

2. Do you require written emergency evacuation procedures?  

3. Do you require emergency evacuation procedures to be accompanied by:

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<td>c. Braille</td>
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<td>g. Large Print</td>
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<td>i. Other</td>
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4. Are the signs indicating the Emergency Routes or the Emergency Exits clear enough?  

5. Are the methods of fire or emergency evacuation warning you require available?  

6. Could you raise the alarm if you discovered a fire?  

7. Do you need assistance to evacuate the building in an emergency?  

8. If yes are the arrangements with your assistant(s) formal?
9. Are you always in easy contact with those designated to help you?

10. Are you able to move quickly in the event of an emergency?

11. Are you able to negotiate the stairs?

12. Are you a wheelchair user?

13. Are there special circumstances to be taken into consideration during an emergency evacuation e.g.:
   i. Are you able to use an evac chair?
   ii. Is there anything that you must have with you?
   iii. Have you identified other requirements?

Comments

Signature

(Date)

(Person completing this form)
### Appendix 3 Curriculum

**PERSONAL EMERGENCY EVACUATION PLAN**

**Curriculum Time Table**

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Appendix 4 Evacuation

**Evacuation Routes from Identified rooms / floors**

*Do not use the lift*

<table>
<thead>
<tr>
<th>Room / Floor</th>
<th>Refuge Point</th>
<th>Personnel Required</th>
<th>Emergency Exit Route / Assembly Point</th>
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Date Checked
Signed

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Appendix 5

### Personal Emergency Evacuation Plan (PEEP) for Pupils
**In Primary School**

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the pupil’s intended means of escape in the event of emergency, including drills. The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the pupil’s continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:
- In the Pupil’s personal records
- By the Fire coordinator (for each building identified)
- 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 pupil) is anticipated or identified. The PEEP should be coordinated by the SENCO/Inclusion Manager or designated member of the SMT.

<table>
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<tr>
<th>Pupil’s Name:</th>
<th>Class Room Number or Name:</th>
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<tr>
<td></td>
<td>Location of classroom in building:</td>
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<table>
<thead>
<tr>
<th>Teacher’s Name:</th>
<th>Tel: Ext No:</th>
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<tr>
<td>Date Completed:</td>
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<tr>
<th>Name of Person who Completed this Form:</th>
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<td>Date Completed:</td>
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| Date of Next Review: |
**Points to consider:** In preparation for completing details in this form, consider the following, (discuss with the pupil if appropriate):

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Does the pupil change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?</td>
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<tr>
<td>Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?</td>
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<td>Does the pupil have any difficulties hearing the fire alarm?</td>
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<td>Are they likely to experience problems independently travelling to the nearest emergency exit?</td>
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<td>Does the pupil find stairs difficult to use?</td>
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<td>Are they dependent on a wheelchair for mobility?</td>
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<td>If the pupil uses a wheelchair would they have problems transferring from the wheelchair without assistance?</td>
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**A: Alarm System.**

1. The pupil is able / unable to raise the alarm (delete as appropriate).

If the pupil is **unable** to raise the alarm independently, please detail alternative procedures agreed. If **able** give brief description of how.
2. The pupil has been informed of an emergency evacuation by:

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<td>existing alarm system</td>
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<td>visual alarm system</td>
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<td>other: (please specify)</td>
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Give Details:

B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit).

C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).
D: Method of Assistance (e.g. transfer procedures, methods of guidance)

E: Equipment Provided (details of all equipment needed to execute the plan and its location).

F: Training on use of equipment:

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### G: Safe route(s) (description of all the safe routes that can be used).

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<th>Yes</th>
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<tr>
<td>Have the route(s) been travelled by pupil and responsible person?</td>
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<td>☐</td>
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<tr>
<td>Has a copy of the exit route on plan been attached?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Has the equipment detailed above been tried and tested?</td>
<td>☐</td>
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<td>Have all issues been completed to full satisfaction?</td>
<td>☐</td>
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<tr>
<td>Has a copy of this form been sent to the person responsible for the fire evacuation?</td>
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<tr>
<td>Has the fire coordinator informed all relevant staff of these arrangements? I.e. Class teacher, support assistant.</td>
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Record the length of time of practice evacuation. _________ mins

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

N.B. A copy of the building plan with routes clearly marked may be useful.
I (pupil/parent) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this off on behalf of a minor):

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<tr>
<th>Role</th>
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<td>Pupil Signature:</td>
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<td>Inclusion Manager Signature:</td>
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List of people who have received a copy of this completed document: