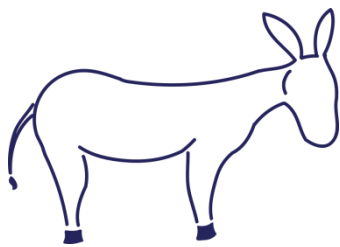


Fire Safety Policy

Policy Reviewed by **Phil Moss (H&S Manager)**
Policy Reviewed **March 2025**
Next Review Due **March 2026**

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INTRODUCTION

Gloverspiece School and Minifarm will ensure, so far as reasonably practicable, that all staff, pupils, service users, volunteers, contractors and visitors are protected from the risks of fire whilst on the premises.

LEGAL REQUIREMENTS

The Regulatory Reform (Fire Safety) Order 2005 (commonly referred to as the FSO) came into force on 1st October 2006. The purpose of the legislation is to place a greater emphasis on fire prevention by ensuring that all persons responsible for premises comply with their 2 statutory duties and implement the general fire precautions which are needed to protect all persons from death or injury in the case of fire.

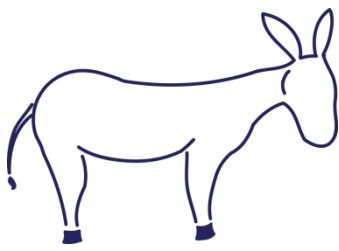
This Policy explains how the school and farm complies with the Regulatory Reform (Fire Safety) Order 2005 to ensure that, where possible, fire is prevented and that any fire risks are adequately controlled.

2024 - Following the Grenfell Tower fire, the official government advice is that fire risk assessments should now be completed by an appropriately trained and competent assessor. Gloverspiece School and Minifarm has employed the services of Brookside Fire to complete our risk assessment, and this was carried out July 31st 2024.

RESPONSIBILITIES

The School and Farm's Fire Safety Policy forms part of the School and Farm's Health and Safety Policy and in common with that policy extends through the whole school, with specific responsibilities below:

- The Directors, CEO and Senior Management ensure that an appropriate policy is in place in the school and that arrangements are made for its effective implementation.
- The CEO, Directors and Health and Safety Manager have the ultimate responsibility for the implementation and management of this policy.
- The CEO and Health and Safety Manager are responsible for the effective implementation of this Policy and its role within the School's Health and Safety Policy.
- The FSO places duties on the 'Responsible Person'. The CEO is the employer and they are therefore the 'Responsible Person'. Certain day to day responsibilities can be delegated down to a 'duty holder' (Health and Safety Manager).
- The 'Responsible Person' is the CEO, Lynne Duffy – 66, Little Hill, Droitwich, Worc's, WR9 0RQ. Email – lynne@gloverspieceminifarm.co.uk
- The 'Duty Holder's are the Site Manager, Charles Duffy, Gloverspiece Minifarm, Ladywood, Droitwich, Worc's, WR9 0AJ, email – lemonribs@gmail.com and the Health and Safety Manager, Phil Moss, Gloverspiece Minifarm, Ladywood, Droitwich, Worc's, WR9 0AJ. Email – philip@gloverspieceminifarm.co.uk



All employees have the responsibility to cooperate and to ensure that the workplace is safe from fire and its effects and must not do anything that will place themselves or other people at risk.

POLICY OBJECTIVES

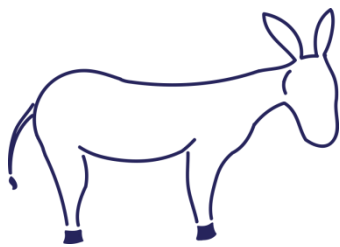
- To safeguard all persons from death or injury in the event of fire by the effective management of fire safety.
- To minimise the risk of fire and to limit fire spreading.
- To minimise the potential for fire to disrupt services, damage buildings and equipment, or harm the environment.

MANAGING FIRE SAFETY

The school and farm have delegated day to day responsibility for managing fire safety to the 'duty holders'.

The CEO and Site Manager will:

1. Ensure that all means of escape are properly maintained, kept free from obstruction and available for safe and effective use at all times; and that the means of escape have adequate lighting.
2. Provide and maintain in working order all fire-fighting appliances and devices including:
 - a. Fire detection and alarm systems.
 - b. Emergency lighting systems.
 - c. Firefighting equipment.
 - d. Notices and signage relating to fire procedures.
 - e. Means of escape, considering the needs of any disabled users.
3. Arrange to have a fire safety risk assessment carried out by a qualified assessor on the school and farm buildings to ensure that the school and farm's facilities are compliant; and reduce the risk of fire incidences by carrying out appropriate task risk assessments.
4. Provide appropriate instruction and training for all school staff on the action to be taken to protect people and property including regular fire evacuation practices for the school and farm.
5. Ensure that all staff, students, volunteers, service users, contractors, visitors and third-party hirers are made aware of and comply with the company's fire procedures.
6. Identify any special risks, e.g. the storage of hazardous materials, and put in place appropriate procedures to minimise the risks.
7. Liaise with third parties; the emergency services, and the insurers to ensure that best practice for fire prevention and procedures is in place.
8. Monitor and review this policy on a regular basis so as to ensure that any new risk or alteration to regulations is addressed.



MONITORING

The school and farm utilise the services of various outside personnel to carry out effective monitoring of its duties.

The school and farm's fire detection and alarm system is maintained and checked by Brookside Fire, 30, New Rd, Rubery, Birmingham, B45 9HU (BAFE registered) bi annually. The alarm sounders are tested on a weekly basis by the Health and Safety Manager, Notices and Signage are updated as and when required and checked monthly by the Health and Safety Manager.

Fire Fighting equipment is visually checked weekly by the Health and Safety Manager and extinguishers are replenished or replaced annually by Brookside Fire.

A Fire Log Book which contains records of fire safety issues is maintained by the Health and Safety Manager and located in the in the fire folder, kept in the left side filing cabinet in the school kitchen (online copies are also kept), these issues include:

- Fire drills.
- Hot work permits, etc.
- The inspection and testing of:
 - Fire detection and alarm systems (weekly).
 - Emergency lighting systems (weekly).
 - Fire fighting equipment (weekly).
- Staff training records.
- The storing of safety data sheets for hazardous materials (also held on our H&S consultant's, peninsula's business Safe Online database).

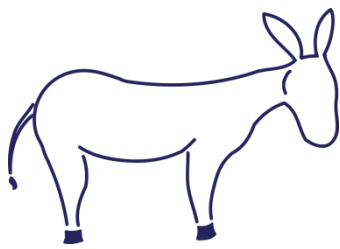
STEP 1 FIRE RISK ASSESSMENT

MANAGING FIRE SAFETY

Good management of fire safety is essential to ensure that fires are unlikely to occur; that if they do occur they are likely to be controlled or contained quickly, effectively and safely; or that, if a fire does occur and grow, everyone at Gloverspiece School and Minifarm is able to escape to a place of total safety easily and quickly.

Following the Grenfell Tower fire, the official government advice is that fire risk assessments should now be completed by an appropriately trained and competent assessor. Gloverspiece School and Minifarm has employed the services of an assessor representing Brookside Fire to complete our risk assessment, and this was carried out July 31st 2024.

The risk assessment has been carried out and will help ensure that our fire safety procedures, fire prevention measures, and fire precautions (plans, systems and equipment) are all in place and working properly, and the risk assessment should identify any issues that need attention.



FIRE RISK ASSESSMENT

A fire risk assessment is an organised and methodical look at our premises, the activities carried on there and the likelihood that a fire could start and cause harm to those in and around the premises.

The aims of the fire risk assessment are:

- To identify the fire hazards.
- To reduce the risk of those hazards causing harm to as low as reasonably practicable.
- To decide what physical fire precautions and management arrangements are necessary to ensure the safety of people in our premises if a fire does start.
- Hazard: anything that has the potential to cause harm.
- Risk: the chance of that harm occurring.

HOW WE HAVE CARRIED OUT THE FIRE RISK ASSESSMENT

The fire risk assessment will help us determine the chances of a fire starting and the dangers from fire that our premises present for the people who use them and any person in the immediate vicinity. The assessment method suggested shares the same approach as that used in general health and safety legislation and has been carried out as a separate exercise.

Much of the information for our fire risk assessment has come from the knowledge our employees, colleagues and representatives have of the premises. A tour of our premises has been carried out with the assessor from Brookside Fire to confirm, amend or add detail to our initial views.

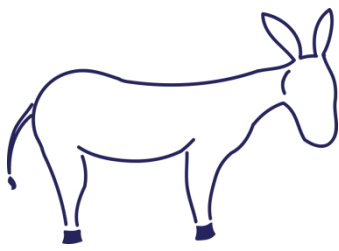
The fire risk assessment has been completed by an appropriately trained and competent assessor. Gloverspiece School and Minifarm has employed the services of Brookside Fire to complete our risk assessment, and this was carried out July 31st 2024.

Under health and safety law (enforced by the HSE or the local authority) we are required to carry out a risk assessment in respect of any work processes in our workplace and to take or observe appropriate special, technical or organisational measures. We have used a third party organisation to assess the signage and equipment – Brookside Fire and a third party to carry out a full health and safety audit including fire – Peninsula Services.

For a fire to start, three things are needed:

- A source of ignition.
- Fuel.
- Oxygen.

If any one of these is missing, a fire cannot start. Taking measures to avoid the three coming together will therefore reduce the chances of a fire occurring.



1.1 *Identify sources of ignition*

- Electrical fixed room heaters.
- Kitchen and staff room (cooker, hob, toaster and microwave).
- Arson, deliberate ignition, vandalism and so on.
- Tig welder and butane blow torch.
- Faulty or misused electrical equipment, e.g. Technology, art and craft facilities.
- Smokers' material, e.g. Cigarettes, matches and lighters.
- Light fittings and lighting equipment.
- Un-extended electrical extension leads.
- Hot surfaces and obstruction of equipment ventilation, e.g. office equipment.

Indications of 'near-misses', such as scorch marks on furniture or fittings, discoloured or charred electrical plugs and sockets, cigarette burns etc., can help identify hazards which you may not otherwise notice.- none witnessed.

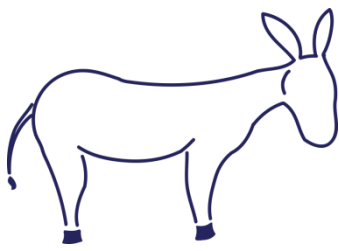
1.2 *Identify sources of fuel*

Anything that burns is fuel for a fire. We have identified things that will burn reasonably easily and are in enough quantity to provide fuel for a fire or cause it to spread to another fuel source.

- Flammable liquids, such as cooking oils in food technology areas.
- Gas cylinders, solvents and adhesives used in workshops.
- Hay and straw.
- Displays of teaching materials.
- Paper, books, clothing, computer equipment and decorations.
- Muck heap.
- Fuel and chemicals stored securely outside.
- Cloakrooms in circulation areas.
- Chairs and other soft furnishings.

1.3 *Identify sources of oxygen*

The main source of oxygen for a fire is in the air around us.



STEP 2 IDENTIFY PEOPLE AT RISK

As part of our fire risk assessment, we have identified those at risk if there is a fire. To do this we have identified where we have staff or students working, wherever they are in the premises. We have considered who else may be at risk, such as members of the public, visiting contractors etc., and where these people are likely to be found.

- Students in classrooms.
- Students on the farm.
- Students in unsupervised areas.
- Pupils or students with language or communication difficulties.
- Employees who work alone and/or in isolated areas.
- People who are unfamiliar with the premises, e.g. Visitors and members of the public.
- People with disabilities (including mobility impairment, hearing, or vision impairment, etc.).
- People who may have some other reason for not being able to leave the premises quickly, e.g. Young children or babies, those who you know have special needs or the elderly.
- Other people in the immediate vicinity of the premises.

In evaluating the risk to people with disabilities we have discussed their individual needs with them, most of them are under either 1:1 support, moving up to 1:3 supervision (depending on the level of required support) with a support worker

STEP 3 EVALUATE, REMOVE, REDUCE AND PROTECT FROM RISK

The management of the premises and the way people use it has influenced our evaluation of risk.

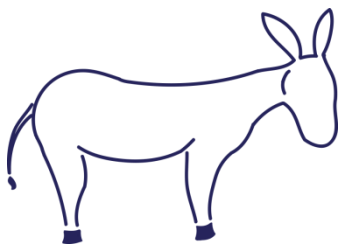
3.1 *Evaluate the risk of a fire occurring*

The chances of a fire starting is medium due to potential arson attacks.

In general, fires start in one of three ways:

- Accidentally, such as when smoking materials are not properly extinguished or when lighting displays are knocked over; This is unlikely as there is a no smoking policy and there are no lighting displays.
- By act or omission, such as when electrical office equipment is not properly maintained, or when waste is allowed to accumulate near to a heat source; this is not very likely as all of our equipment is relatively new and will be regularly PAT tested and maintained. Extension leads are situated safely and wires are never wrapped around the electrical plugs.
- Deliberately, such as an arson attack involving setting fire to external rubbish bins placed too close to the building. This is our most likely problem due to the hay and straw stored on site and the remote location.
- A build up of combustible waste items in the building; all wastepaper bins and rubbish containers are emptied daily and disposed of safely. However the muck heap is combustible, it is on a metal trailer and emptied every few days.

Arson is a particular problem in schools and on farms, which are top of the list of building types vulnerable to an arson attack. Some 85% of the property losses in schools are due to the effects of fire.



3.2 Evaluate the risk to people

To evaluate the risk to people in our premises, we will need to understand the way fire can spread.

Fire is spread by three methods:

- Convection.
- Conduction.
- Radiation.

Convection

Fire spread by convection is the most dangerous and causes the largest number of injuries and deaths. When fires start in enclosed spaces such as buildings, the smoke rising from the fire gets trapped by the ceiling and then spreads in all directions to form an ever-deepening layer over the entire room space. The smoke will pass through any holes or gaps in the walls, ceiling and floor into other parts of the building. The heat from the fire gets trapped in the building and the temperature rises.

Conduction

Some materials, such as metal shutters and ducting, can absorb heat and transmit it to the next room, where it can set fire to combustible items that are in contact with the heated material. Our building is a steel framed building.

Radiation

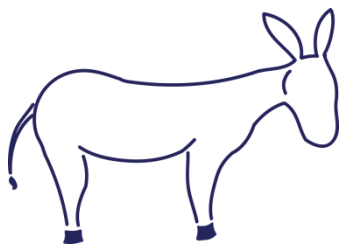
Radiation heats the air in the same way as an electric bar heater heats a room. Any material close to a fire will absorb the heat until the item starts to smoulder and then burn.

Smoke produced by a fire also contains toxic gases which are harmful to people. A fire in a building with modern fittings and materials generates smoke.

It is essential that the means of escape and other fire precautions are adequate to ensure that everyone can make their escape to a place of total safety before the fire and its effects can trap them in the building.

In evaluating this risk to people, we have considered situations such as:

- Fire starting on a lower floor affecting the only escape route for people on upper floors or the only escape route for people with disabilities; does not apply as upstairs is only used for storage with access restricted to SLT only.
- Fire developing in an unoccupied space that people have to pass by to escape from the building; the kitchen and medical room doors are always shut when not in use, however they are never unoccupied for long periods. All other rooms and inside areas are occupied throughout the day and there is more than one escape route. The upstairs storage area is the only unoccupied area, this does contain large amounts of paper.
- Fire or smoke spreading through a building via routes such as vertical shafts, service ducts, ventilation systems, poorly installed, poorly maintained or damaged, walls, partitions and ceilings affecting people in remote areas; this does not apply to us.



- Fire and smoke spreading through a building due to poor installation of fire precautions, e.g. Incorrectly installed fire doors (see Appendix B2 for more information on fire doors) or incorrectly installed services penetrating fire walls; this is a relatively new building which was built in 2015 and constructed using advice from fire safety officers.
- Fire starting in a storeroom affecting hazardous materials (such as chemicals); we have no hazardous materials in the locked storeroom. All waste is removed regularly.
- Fire spreading rapidly through the building because of combustible structural elements and/or large quantities of combustible material; and this is a possibility as our buildings are timber clad.
- Fire and smoke spreading through the building due to poorly maintained and damaged fire doors or fire doors being wedged open. This does not apply to us as our fire doors are new and maintained regularly.

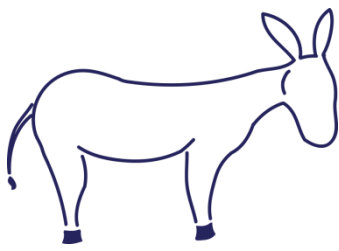
3.3 *Remove or reduce the hazards*

We cannot remove the hazards identified above.

Remove or reduce sources of ignition.

There are various ways that we reduce the risk caused by potential sources of ignition, for example:

- Replacing naked flame and radiant heaters with fixed convector heaters or a central heating system. Fire guard naked flames and restrict the movement of portable heating appliances. Our heaters are hot air heaters, there are no naked flames.
- Strictly control hot processes/work undertaken by students in laboratories and control hot work by contractors by operating permit to work schemes. We have none.
- Wherever possible replace a potential ignition source a safer alternative. The oven hob in the kitchen is always isolated when not in use. Portable electrical equipment should also be isolated when not in use (e.g kettle, toaster, laptop charging)
- Take precautions to avoid arson. The premises are locked at night and guarded by dogs. Our Site Manager is living on site.
- Ensure electrical, mechanical and gas equipment is installed, used, maintained and protected in accordance with the manufacturer's instructions. All equipment has been professionally installed, is maintained and used following manufacturer's guidelines.
- Operate a safe smoking policy in designated smoking areas, ensuring sufficient ashtrays are provided and cleaned appropriately, and prohibit smoking elsewhere.
- We operate a strict no smoking, no vaping policy onsite. Anyone wishing to smoke or vape has been/will be instructed to do so outside of a 30m radius of the site.
- Separate ignition hazards and combustibles, e.g. ensure sufficient clear space between lights and combustibles. Our hay and straw are outside, away from lights and the building
- Ensure cooking and catering equipment is installed, used, maintained and protected in accordance with the manufacturer's instructions. The oven in the kitchen is always isolated when not in use and there is a safety warning sign clearly visible above. The kitchen is used for cookery lessons, no more than 3 students supported by 2 members of staff at any time. Students must attend their induction lesson which focuses on health and safety procedures and are always supported whilst in the kitchen.



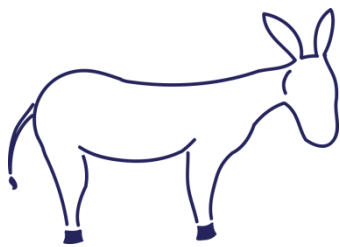
Remove or reduce sources of fuel

There are various ways that we can reduce the risks caused by materials and substances which burn,

- Reduce stocks of flammable materials, liquids and gases on display in public areas to a minimum. Keep remaining stock in dedicated storerooms or storage areas, preferably outside, where the public are not allowed to go, and keep the minimum required for the operation of your educational premises;
- Ensure flammable materials, liquids and gases, are kept to a minimum, and are stored properly with adequate separation distances between them.
- Equipment used on site, i.e. TIG welder and butane blow torch are only used by the site manager and site owner who are both trained to operate the equipment. Use is limited to outside of school business hours and only in a safe environment and the equipment is always switched off, isolated and stored securely when not in use; The equipment is operated in the garage, near the entrance, away from the school building and farm units.
- Ensure that display materials (including artificial and dried foliage), scenery and stands, are fire retardant, or have been treated with a proprietary fire-retardant treatment designed to enhance their fire performance.
- Minimise the amount of combustible display materials in corridors and circulation spaces (e.g. art work, etc.). We only have one corridor which is kept clear. All waste bins are emptied regularly and displays are secured to dedicated notice boards.
- Ensure that all upholstered furniture, curtains, drapes and other soft furnishings, are fire retardant, or have been treated with a proprietary fire-retardant treatment designed to enhance their fire performance. We do not have curtains (roller blinds installed) and very few soft furnishings.
- Do not keep flammable solids, liquids and gases together.
- Do not keep scenery or properties which are not in current use on an open stage other than in an approved scenery store or property store. We do not have a stage
- Take action to avoid any parts of the premises, in particular cloakrooms, locker rooms, storage areas and rooms for ground staff equipment, being vulnerable to arson or vandalism. They are inside the building
- Develop a formal system for the control of combustible waste by ensuring that waste materials and rubbish are not allowed to build up and are carefully stored until properly disposed of, particularly at the end of the day. This is carried out as part of our cleaning rota. All staff are informed to empty and dispose waste bins when they become full.

Remove or reduce sources of oxygen we can reduce the potential source of oxygen supplied to a fire by:

- Closing all doors, windows and other openings not required for ventilation, particularly out of working hours.
- Not storing oxidising materials near or within any heat source or flammable materials.



3.4 *Remove or reduce the risks to people*

Having evaluated and addressed the risk of fire occurring and the risk to people (preventative measures) it is unlikely that we will be able to conclude that no risk remains of fire starting and presenting a risk to people in our premises.

The level of fire protection we need to provide will depend on the level of risk this has been assessed by a fire safety officer and Brookside Fire.

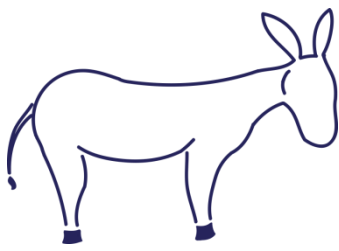
Flexibility of fire protection measures:

- Provide earlier warning of fire using automatic fire detection.
- Revise the layout to reduce travel distances.
- Reduce the fire risk by removing or reducing combustible materials and/or ignition sources.
- Control the number of people in the premises. We have a maximum number of 60 as instructed by the fire service.
- Building hire:
We clearly communicate fire safety regulations to hirers, including the requirement to follow posted instructions and report any potential hazard.
- Limit the area to trained staff only (no public). We are not open to the public.
- Increase staff training and awareness. Our existing staff receive annual mandatory training. New starters will undergo training on their induction day.

3.4.1 *Fire detection and warning systems*

In simple, open-plan, single-storey premises with limited educational activities (such as ours), a fire may be obvious to everyone as soon as it starts. In these cases, where the number and position of exits and the travel distance to them is adequate, a simple shout of 'fire' or a simple manually operated device, such as a bell, gong or air horn that can be heard by everybody when operated from any single point within the building, may be all that is needed. Staff will need a managed fire evacuation plan to do this. However, we have a fire alarm system fitted. Senior school staff will conduct a 'sweep' and alert others working on the farm or other areas outside of the school building.

False alarms from electrical fire warning systems are a major problem (e.g. malicious activation of manual call points) and result in many unwanted calls to the fire and rescue service every year. To help reduce the number of false alarms, the design and location of activation devices should be reviewed against the way the premises are currently used. Ours are in the main classrooms, lobby and visible by staff and are not directly linked to the fire service.



Checklist

- Can the existing means of detection ensure a fire is discovered quickly enough for the alarm to be raised in time for all the occupants to escape to a place of total safety? **yes**
- Are detectors of the right type and in the appropriate locations? **yes**
- Can the means of warning be clearly heard and understood by everyone throughout the whole building when initiated from a single point? Are there provisions for people or locations where the alarm cannot be heard? **yes**
- If the fire detection and warning system is electrically powered, does it have a back-up power supply? **yes**

3.4.2 Firefighting equipment and facilities

Firefighting equipment can reduce the risk of a small fire, e.g. a fire in a wastepaper bin, developing into a large one. The safe use of an appropriate fire extinguisher to control a fire in its early stages can also significantly reduce the risk to other people in the premises by allowing people to assist others who are at risk. The purpose of our fire safety strategy is to primarily ensure the safety of pupils/students, staff and visitors. In case of fire, the first priority should be to raise the alarm to ensure that all pupils/students, staff and visitors are safely evacuated. If teachers/lecturers are in any doubt, they should concentrate on evacuation rather than firefighting.

People with no training should not be expected to attempt to extinguish a fire. Only staff that are familiar with the location and basic operating procedures for the equipment provided, in case they need to, can use the equipment.

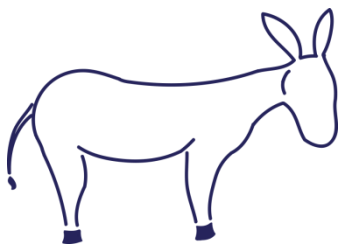
Our extinguishers are located in areas where they can be easily accessed by trained members of staff, but not in areas where equipment is open to misuse or vandalism.

This equipment will need to comprise enough portable extinguishers that must be suitable for the risk.

In simple premises, having one or two portable extinguishers of the appropriate type, readily available for use, may be all that is necessary. In more complex premises, a number of portable extinguishers may be required and they should be sited in suitable locations such as on the escape routes at each floor level. It may also be necessary to indicate the location of extinguishers by suitable signs. We undertook specialist advice from Brookside

Fire on the type and number of extinguishers. All our firefighting equipment has been implemented as recommended.

In most cases it will be necessary to consult a competent service engineer. Keeping records of the maintenance carried out will help you demonstrate to the enforcing authority that you have complied with fire safety law. Ours are tested biannually by Brookside fire.



Checklist

- Are the extinguishers suitable for the purpose? **yes**
- Are there enough extinguishers sited throughout the premises at appropriate locations? **yes**
- Are the right types of extinguishers located close to the fire hazards and can users get to them without exposing themselves to risk? **yes**
- Are the extinguishers visible or does their position need indicating? **yes**
- Have you taken steps to prevent the misuse of extinguishers? **yes**
- Do you regularly check equipment provided to help maintain the escape routes? **yes**
- Do you carry out daily checks to ensure that there is clear access for fire engines? **yes**
- Are those who test and maintain the equipment competent to do so? **yes**
- Do you have the necessary procedures in place to maintain any facilities that have been provided for the safety of people in the building (or for the use of firefighters, such as access for fire engines and firefighting lifts)? **yes**

3.4.3 Escape routes

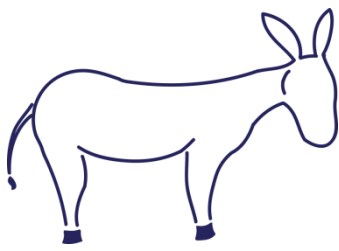
Once a fire has started, been detected and a warning given, everyone in our premises should be able to escape to a place of total safety unaided and without the help of the fire and rescue service. However, the type of occupancy of educational premises varies significantly in terms of age and mental and physical ability. Very young children (e.g. in nurseries) and some people with disabilities will require the help of teachers/lecturers and staff who will need to be designated for the purpose.

Escape routes have been designed to ensure, as far as possible, that any person confronted by fire anywhere in the building should be able to turn away from it and escape to a place of reasonable safety, e.g. a protected stairway. From there they will be able to go directly to a place of total safety away from the building.

Those who require special assistance (e.g. very young children and some people with disabilities) could be accommodated on the same level as the final exit from the premises to facilitate escape. Where they need assistance to evacuate, you should make sure that there are sufficient staff to ensure a speedy evacuation.

When determining whether our premises have adequate escape routes, we have considered a number of factors, including:

- The type and number of people using the premises; **max 60**
- Escape time; **due to the size, layout and that all rooms are at ground level it is anticipated that the escape time would be quick.**
- The age and construction of the premises; **new**
- The number and complexity of escape routes and exits; **simple layout, on one level with 3 emergency exits.**
- The use of phased or delayed alarm evacuation; **n/a**
- Assembly points; **main entrance car park**
- Assisted means of escape/personal evacuation plans. **Disabled ramp**

**The type and number of people using the premises.**

The people present in our premises will primarily be a mixture of teachers/lecturers, employees, pupils, students, visitors and members of the public and can vary significantly in terms of age and physical and mental ability. Teachers/lecturers, employees, students and pupils can reasonably be expected to have an understanding of the layout of the premises, while visitors (particularly in larger premises) or very young children will be unlikely to have knowledge of alternative escape routes.

Escape time

In the event of a fire, it is important to evacuate people as quickly as possible from the premises. Escape routes in a building should be designed so that people can escape quickly enough to ensure that they are not placed in any danger from fire. The time available will depend on a number of factors, including how quickly the fire is detected and the alarm raised, the number of escape routes available, the nature of the occupants and the speed of fire growth.

The age and construction of the premises

Older buildings may comprise different construction materials from newer buildings and may be in a poorer state of repair. The materials from which your premises are constructed and the quality of building work and state of repair could contribute to the speed with which any fire may spread, and potentially affect the escape routes the occupants will need to use. A fire starting in a building constructed mainly from combustible material will spread faster than one where fire-resisting construction materials have been used. Our building conforms to building regulations

The number of escape routes and exits

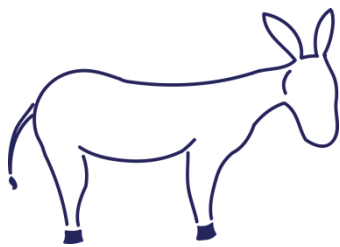
In general there should normally be at least two escape routes from all parts of the premises but a single escape route may be acceptable in some circumstances (e.g. part of your premises accommodating less than 60 people or where the travel distances are limited). We have 3 Exit doors on escape routes and final exit doors should normally open in the direction of travel (2 open in the direction of travel), and are quickly and easily openable without the need for a key. All exits remain unlocked throughout opening hours.

Management of escape routes

It is essential that escape routes, and the means provided to ensure they are used safely, are managed and maintained to ensure that they remain usable and available at all times when the premises are occupied.

Corridors and stairways that form part of escape routes are to be kept clear and hazard free at all times. Items that may be a source of fuel or pose an ignition risk should not normally be located on any corridor or stairway that will be used as an escape route. All escape routes are kept clear and free of any obstructions.

Emergency evacuation of persons with mobility impairment. All people with restricted mobility or underlying health issues have been assessed and have their own 'Personal Emergency Escape Plan' (PEEP). We also have a PEEP for every one of our SEN students. We have written plans for every PEEP.



The means of escape we provide is suitable for the evacuation of everyone likely to be in our premises (we have ramps for wheelchairs and wide doors). This may require additional planning and allocation of staff roles - with appropriate training.

Provisions for the emergency evacuation of disabled persons may include: horizontal evacuation; ramps.

Checklist

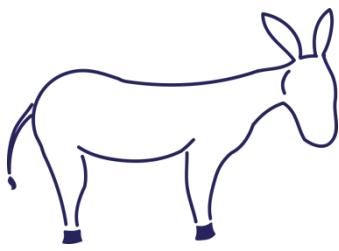
- Are the escape routes and final exits kept clear at all times? **yes**
- Do the doors on escape routes open in the direction of escape? **2 do**
- Can all final exit doors be opened easily and immediately if there is an emergency? **yes**
- Will everybody be able to safely use the escape routes from your premises? **yes**
- Are pupils, students and staff who work in the building aware of the importance of maintaining the safety of the escape routes, e.g. by ensuring that fire doors are not wedged open and that combustible materials are not stored within escape routes? **Yes, staff and pupils are given regular reminders.**
- Is your building constructed, particularly in the case of multi-storey buildings, so that, if there is a fire, heat and smoke will not spread uncontrolled through the building to the extent that people are unable to use the escape routes? **yes**
- Are any holes or gaps in walls, ceilings and floors properly sealed, e.g. where services such as ventilation ducts and electrical cables pass through them? **yes**
- Can all the occupants escape to a place of total safety in a reasonable time? **yes**
- Are the existing escape routes adequate for the numbers and type of people that may need to use them, e.g. staff, pupils and students, members of the public, disabled people, and young children? **yes**
- Are the exits in the right place and do the escape routes lead as directly as possible to a place of total safety? **yes**
- If there is a fire, could all available exits be affected or will at least one route from any part of the premises remain available? **yes**

3.4.4 Emergency escape lighting

People in our premises must be able to find their way to a place of total safety if there is a fire by using escape routes that have enough lighting. Where any escape routes are internal and without windows, or your premises are used during periods of darkness, including early darkness on winter days, then some form of back-up to the normal escape route lighting (emergency escape lighting) is likely to be required. Emergency lighting has been installed.

Checklist

- Are your premises used during periods of darkness? **yes**
- Will there always be sufficient lighting to safely use escape routes? **yes**
- Do you have back-up power supplies for your emergency lighting? **yes**



3.4.5 Signs and notices

Signs

Signs must be used, where necessary, to help people identify escape routes, find firefighting equipment and emergency fire telephones. These signs are required under the Health and Safety (Safety Signs and Signals) Regulations 1996, 6 and must comply with the provisions of those Regulations.

Notices

Notices must be used, where necessary, to provide the following:

- Instructions on how to use any fire safety equipment.
- The actions to be taken in the event of fire.
- Help for the fire and rescue service (e.g. Location of sprinkler valves or electrical cut-off switches).

Checklist

- Where necessary, are escape routes and exits, the locations of firefighting equipment and emergency telephones indicated by appropriate signs? **yes**
- Have you provided notices such as those giving information on how to operate security devices on exit doors, those indicating doors enclosing hazards that must be kept shut and fire action notices for staff and other people? **yes**
- Are you maintaining all the necessary signs and notices so that they continue to be correct, legible and understood? **yes**
- Are you maintaining signs that you have provided for the information of the fire and rescue service, such as those indicating the location of water suppression stop valves and the storage of hazardous substances? **yes**

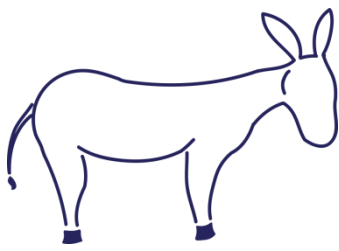
3.4.6 Installation, testing and maintenance

New fire precautions should be installed by a competent person.

We must keep any existing equipment, devices or facilities that are provided in your premises for the safety of people, such as fire alarms, fire extinguishers, lighting, signs, fire exits and fire doors, in effective working order and maintain separating elements designed to prevent fire and smoke entering escape routes. We must ensure regular checks, periodic servicing and maintenance are carried out whatever the size of our premises and any defects are put right as quickly as possible.

When we allow our premises to be hired we retain overall responsibility. However, some of the checking responsibilities should be passed to the hirer under their hiring agreement to carry out these checks on the day(s) they use the premises. We clearly communicate fire safety regulations to hirers, including the requirement to follow posted instructions and report any potential hazard.

The following are examples of checks and tests that should be carried out.



Daily checks

Remove bolts, padlocks and security devices from fire exits, ensure that doors on escape routes swing freely and close fully, and check escape routes to ensure they are clear from obstructions and combustible materials, and in a good state of repair. Open all final exit doors to the full extent and walk exterior escape routes.

Check the fire alarm panel to ensure the system is active and fully operational. Where practicable, visually check that emergency lighting units are in good repair and apparently working. Check that all safety signs and notices are legible.

Weekly tests and checks

Test fire detection and warning systems and manually-operated warning devices weekly following the manufacturer's or installer's instructions. Check the batteries of safety torches and that fire extinguishers and hose reels are correctly located and in apparent working order. Every Monday at 8:30am.

Monthly tests and checks

Test all emergency lighting systems and safety torches to make sure they have enough charge and illumination according to the manufacturer's or supplier's instructions. This should be at an appropriate time when, following the test, they will not be immediately required. Every 4 weeks when conducting the weekly alarm system checks

Check that all fire doors are in good working order and closing correctly and that the frames and seals are intact. Daily

Six-monthly tests and checks

A competent person should test and maintain the fire-detection and warning system. The Site Manager and Health and Safety Manager.

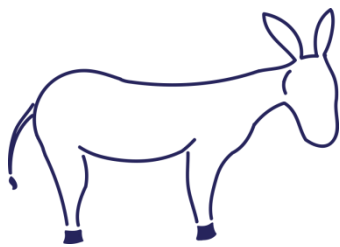
Annual tests and checks

The emergency lighting and all firefighting equipment, fire alarms and other installed sprinkler and smoke control systems should be tested and maintained by a competent person. Brookside Fire.

All structural fire protection and elements of fire compartmentation should be inspected and any remedial action carried out.

Checklist

- Do you regularly check all fire doors and escape routes and associated lighting and signs? **yes**
- Do you regularly check all your firefighting equipment? **Bi-annually by Brookside Fire.**
- Do you regularly check your fire detection and alarm equipment? **yes**
- Are those who test and maintain the equipment competent to do so? **yes**
- Do you keep a log book to record tests and maintenance? **Will be when building is in regular use.**



STEP 4 RECORD, PLAN, INFORM, INSTRUCT AND TRAIN

FIRE SAFETY TRAINING

- The CEO and Health and Safety Manager successfully completed and passed the IOSH Health and Safety for School Business Professionals training course which included full fire safety training as part of the course.
- All staff are to receive basic fire safety induction training from the National College and are to attend refresher sessions annually. Fire safety training is also delivered on staff CPD training days, delivered by the Health and Safety Manager.
- Key staff in the individual school buildings are to receive more detailed instruction and will have completed the National College training on how to be an effective Fire Marshal. Fire Marshals: P Moss (Health and Safety Manager), L Duffy (CEO), all Support TA's – school. Fire Wardens: L Allibone (Deputy Headteacher), J Evans (teacher) – school. J Chaudry (DSL), C Duffy (Site Manager), C Smith (Farm Supervisor), A Duffy (Farm Manager) – farm.
- Pupils are given instruction by their class teachers during the first week of the Autumn term on their actions to be taken in the event of a fire.
- Fire drills are planned each term to evaluate the effectiveness of the school's evacuation procedures. The findings of the drill are reported to staff through staff meetings any conclusions and remedial actions are recorded and implemented.

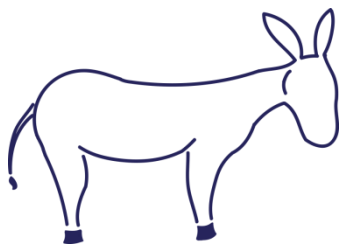
4.1 *Record the significant findings and action taken* our organisation employs five or more people therefore we must record the significant findings of our fire risk assessment and the actions we have taken.

Significant findings should include details of:

- The fire hazards we have identified
- The actions we have taken or will take to remove or reduce the chance of a fire occurring (preventive measures).
- Persons who may be at risk, particularly those especially at risk.
- The actions we have taken or will take to reduce the risk to people from the spread of fire and smoke (protective measures).
- The actions people need to take in case of fire including details of any persons nominated to carry out a particular function.
- The information, instruction and training we have identified that people need and how it will be given.

Checklist

- Have you recorded the significant findings of your assessment? **yes**
- Have you recorded what you have done to remove or reduce the risk? **yes**
- Are your records available for inspection by the enforcing authority? **yes**



4.2 Emergency plans

We need to have an emergency plan for dealing with any fire situation.

The purpose of an emergency plan is to ensure that the people in our premises know what to do if there is a fire and that the premises can be safely evacuated.

Our emergency plan is based on the outcome of our fire risk assessment and be available for our employees, their representatives (where appointed) and the enforcing authority.

Our emergency plan is a fire action notice situated in the main training room.

Checklist

- Do you have an emergency plan and, where necessary, have you recorded the details? **yes**
- Does your plan take account of other responsible people in the building? **yes**
- Is the plan readily available for staff to read? **yes**
- Is the emergency plan available to the enforcing authority? **yes**

4.3 Inform, instruct, co-operate and co-ordinate

We must give clear and relevant information and appropriate instructions to our staff and the employers of other people working in our premises, such as contractors, about how to prevent fires and what they should do if there is a fire.

Information and instruction

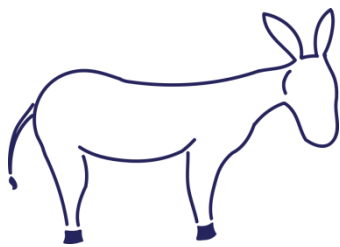
All staff should be given information and instruction as soon as possible after they are appointed and regularly after that the information and instruction is based on our emergency plan and includes:

- The significant findings from our fire risk assessment.
- The measures that you have put in place to reduce the risk.
- What staff should do if there is a fire.
- The identity of people you we nominated with responsibilities for fire safety.
- Any special arrangements for serious and imminent danger to persons from fire.

In simple premises such as ours, where no significant risks have been identified and there are limited numbers of pupils/students, information and instruction to staff involve an explanation of the fire procedures and how they are to be applied. This includes showing staff the fire-protection arrangements, including the designated escape routes, the location and operation of the fire-warning system and any other fire-safety equipment provided, such as fire extinguishers. Fire action notices can complement this information and, where used, should be posted in prominent locations.

Checklist

- Have you told your staff about the emergency plan? **yes**
- Have you informed pupils, students and visitors about what to do in an emergency? **yes**
- Have you identified people nominated to do a particular task? **yes**
- Have you given staff information about any dangerous substances? **yes**
- Do you have arrangements for informing other employers whose staff are guest workers in your premises, such as maintenance contractors and cleaners? **yes**



Our training includes the following:

- what to do on discovering a fire.
- How to raise the alarm and what happens then.
- What to do upon hearing the fire alarm.
- The procedures for alerting students, pupils, members of the public and visitors including, where appropriate, directing them to exits.
- Arrangements for calling the fire and rescue service.
- The evacuation procedures for everyone in your premises (including young children or mobility impaired persons) to reach an assembly point at a place of total safety.
- The location and, when appropriate, the use of firefighting equipment.
- The location of escape routes, especially those not in regular use.
- How to open all emergency exit doors.
- The importance of keeping fire doors closed to prevent the spread of fire, heat and smoke.
- Where appropriate, how to stop machines and processes and isolate power supplies in the event of a fire.
- The reason for not using lifts (except those specifically installed or nominated, following a suitable fire risk assessment, for the evacuation of people with a disability) n/a.
- The safe use of and risks from storing or working with highly flammable and explosive substances.
- The importance of general fire safety, which includes good housekeeping.
- The use of premises by outside bodies, e.g. IT training, music, etc.

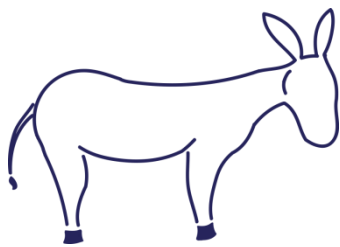
All staff identified in our emergency plan who have a supervisory role if there is a fire (e.g. heads of department, fire marshals or wardens and, in complex premises, fire parties or teams), have been given details of our fire risk assessment and receive additional training.

Checklist

- Have your staff received any fire safety training? **yes**
- Have you carried out a fire drill recently? **yes**
- Are employees aware of specific tasks if there is a fire? **yes**
- Are you maintaining a record of training sessions? **yes**

EVACUATION PROCEDURE

1. The fire alarm person discovering fire should trigger the nearest alarm call point.
 2. A senior member of staff rings 999 on hearing alarm.
 3. If fire is in the kitchen all staff and pupils are to evacuate via the rear of the building leading to the nurture/overhang area and exit the building from the back.
 4. On hearing the fire alarm
 5. All persons proceed to assembly point in the entrance car park.
- No electrical switches should be used.



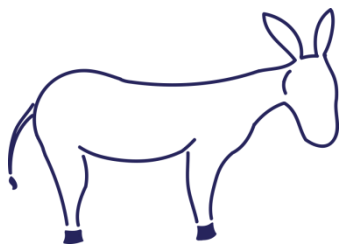
- In classrooms, TA's nearest windows should be told to close them. TA Support Staff assemble pupils CALMLY and instruct them to proceed to the Assembly Point with them CALMLY, walking rapidly NOT running. The classroom door should be closed behind the last person to leave if safe to do so.
- Use the directed route down the segregated path to the car park. Be prepared to find an alternative route if necessary. Should the alarm ring during Break or Lunchtime pupils should be instructed to leave the building by the nearest safe fire exit and proceed to the Assembly Point. Staff should assist this process where possible without putting themselves at risk. Under no circumstances should staff or pupils return to the school or farm buildings. All doors should be opened by those who are first to reach them and closed by the last person to pass through them (if possible).
- P Moss or L Duffy or L Allibone will secure the fire assembly register, located either at the main classroom entrance/exit door, lobby entrance/exit door or at the rear exit next to the Nurture room.
- P Moss or L Duffy or L Allibone will check members of staff against the signing in book including any visitors.
- Fire Wardens are to 'sweep' all classrooms and all areas to ensure no one is left in the building.
- P Moss or L Duffy or L Allibone will ensure that all children are accounted for once clear of danger outside.
- The Site Manager (C Duffy) or Farm Lead onsite will make contact with farm staff to establish their whereabouts and to direct them to specific tasks as necessary and will attempt to identify the source of the fire from external visual observation.
- J Chaudry, M Duffy and farm technicians will lead a sweep of the farm units to ensure all staff/students are evacuated and guide any animals at risk to safety if safe to do so.
- The fire marshal lead on duty will supervise the gates for student safety and the Fire Service, await their arrival and will discourage any casual visitor from entering the premises. Anyone who has a named responsibility should ensure that they have a deputy to take over if they are absent and that the deputy is aware of their role in the event of an emergency evacuation.

PROCEDURE FOR ASSEMBLY AND ROLL CALL

Pupils' Reporting Procedure: Pupils line up in alphabetical order at Assembly Point where a roll call will take place for all pupils and staff.

Once roll call is completed, report absences to The CEO, Health and Safety Manager, Site Manager or the most senior member of staff and take appropriate action.

Staff/Visitors Reporting Procedure: SLT or the Site Manager will check that all persons are accounted for, will await the arrival of Fire Service and respond to and relay Fire Officer's instructions No-one should leave the Assembly Point until instructed to do so by the fire service or CEO/Headteacher.



GUIDANCE ON THE EVACUATION OF DISABLED PERSONS FROM THE SCHOOL

BUILDINGS.

Students and employees with a disability should already have been identified and information held in the main school office.

Having considered the risks, the CEO and Health and Safety Manager will propose specific procedures for assisting in the evacuation of persons with a known disability. A “buddy” will be appointed for any student or employee requiring assistance in an emergency evacuation. Where teachers have a student with a known disability, they must ensure that that student is aware that the alarm has been triggered and that they follow the evacuation procedure accordingly.

Disabled staff must have identified themselves to the CEO and any specific requirements must be addressed as soon as they are known.

Specific Evacuation Requirements Wheelchair users/Persons with Mobility Difficulty, Wheelchair users or any person with difficulty walking (e.g. anyone temporarily using crutches) should wait until everyone else has left the room before making their way to the exit, assisted by a support worker or other third party if required.

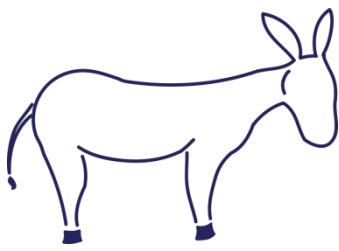
Visitors with disabilities

On arrival, disabled visitors to the School should be asked to identify any special requirements in the case of an emergency evacuation. The person hosting the visitor should ensure the visitor’s safety in the event of an emergency evacuation.

As we only have a ground floor all persons, including wheelchair users, should make their own way out of the building by utilising the fire escape routes. Whenever the route is blocked wheelchair users must be either assisted by their “buddy” or other third party. When evacuating the upper floors of the buildings, anyone unable to leave without assistance should wait for assistance in the refuge areas.

The use of the term “Refuge” is intended to mean a place where people can safely wait for a period of time whilst the evacuation process is being undertaken. It is not a place to leave people for the duration of the alarm, but it has been selected for its additional protection from fire, meaning that it will remain a safe place to wait. Support staff will always supervise pupils and people with disabilities.

Lifts must not be used during an emergency evacuation n/a



STEP 5 REVIEW

We constantly monitor what we are doing to implement the fire risk assessment, to assess how effectively the risk is being controlled.

If we have any reason to suspect that our fire risk assessment is no longer valid or there has been a significant change in our premises that has affected our fire precautions, we will need to review our assessment and if necessary revise it.

Reasons for review could include:

- Changes to work activities or the way that you organise them, including the introduction of new equipment (e.g. Installation of computer equipment in a classroom).
- A change of use to part of your premises (e.g. A school hall for public performances).
- Alterations to the building, including the internal layout.
- Substantial changes to furniture and fixings.
- The introduction, change of use or increase in the storage of hazardous substances.
- The failure of fire precautions, e.g. Fire-detection systems and alarm systems, life safety sprinklers or ventilation systems.
- Significant changes to display material.
- A significant increase in the number of people present.
- The presence of people with some form of disability.

We should consider the potential risk of any significant change before it is introduced.

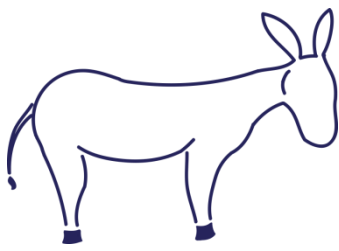
It is usually more effective to minimise a risk by, for example, ensuring adequate, appropriate storage space for an item before introducing it to our premises.

If a fire or 'near miss' occurs, this could indicate that our existing assessment may be inadequate, and we should carry out a re-assessment. It is good practice to identify the cause of any incident and then review and, if necessary, revise our fire risk assessment in the light of this.

Managing fire safety

Good management of fire safety in our premises is essential to ensure that any fire safety matters that arise are always effectively addressed. In small premises such as ours this can be achieved by a teacher responsible for maintaining and planning fire safety in conjunction with general health and safety.

This fire safety policy should be flexible enough to allow modification. It should be recognised that fire safety operates at all levels within our organisation and therefore those responsible for fire safety should be able to develop, where necessary, a local action plan for our premises.



This policy set out in writing and covers such:

- Who will hold the responsibility for fire safety at board level (or equivalent); **Chair of trustees**
- Who will be the responsible person for the premises (this will be the person who has overall control); **Manager/head teacher**
- The arrangement whereby those responsible for fire safety will, where necessary, nominate in writing specific people to carry out particular tasks if there is a fire; **daily supervisors**
- Arrangements to monitor and check that individual persons responsible for fire safety are meeting the requirements of the fire safety law.
- Arrangements to give those persons hiring out the premises relevant information. **Hirer's agreement.**

To be reviewed February 2026.