

Local Code of Practice 34

Fire Precautions (including Fire Risk Assessment and Fire Emergency Plan)

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Contents

Page no

1. Introduction	1
2. Fire Risk Assessment (FRA) an overview	2
• Identifying fire hazards (Sources Of Ignition)	2
Identifying fire hazards (Sources of fuel)	2
Identifying fire hazards (Sources of oxygen)	3
Identifying people at risk	3
Evaluating, removing, reducing and protecting from risk	3
Recording, planning, informing and training	5
Reviewing your FRA	5
3. Competent person to carry out the Fire Risk Assessment & Emergency Plan	5
4. Implementation of recommendation and preventative/protective measures	6
5. Providing employees and non employees with clear and relevant information	6
Ensuring that premises and equipment provided for safety are in good working order and in good repair	6
7. Summary	7
Appendix 1 : Arson Prevention	8
Appendix 2: Fire Instructions for All Staff	9
Appendix 3: Fire Extinguishers	10
Appendix 4: Fire Exit Signage	11
Appendix 5: Fire Risk Assessment (FRA1)	12
Appendix 6: Fire Emergency Plan (FEP1)	
Appendix 7: Personal Evacuation Plan (PEEP1)	25

Procedure for dealing with Bomb threat

INTRODUCTION

The purpose of this Local Code of Practice (LCoP) is to assist establishments in taking the necessary fire precautions to ensure the safety of employees and ensure that premises are safe for non-employees and persons in the immediate vicinity. This is in accordance with The Regulatory Reform (Fire Safety) Order 2006.

Specifically, headteachers, senior managers and controllers of premises must:

Appoint a competent person to undertake a **Structural Fire Risk Assessment (SFRA)** and prepare a Fire Emergency Plan (FEP);
Implement recommendations following the SFRA.
Ensure that the fire alarms bell is tested on a weekly basis
Carry out internal fire inspection checks using the standard proforma
Provide employees and non-employees with clear and relevant information on the risks;
Co-operate and co-ordinate your arrangements with other employers on your premises eg catering and contractor staff;
Establish a suitable means for contacting the emergency services;
Provide appropriate **training** for staff regarding your fire safety arrangements;
Ensure that premises and equipment provided for safety are maintained in good working order and in good repair;

This LCoP provides guidance, checklists and proformas that need to be implemented as part of a fire safety file. The file should also include the fire alarm logbook and any fire safety related documents e.g. inspection reports, condition surveys and training records. Remember that fire has the potential to injure or kill large numbers of people very quickly.

FIRE RISK ASSESSMENT (FRA) – AN OVERVIEW

Fire risk assessment is in **2 parts**:

(1) Structural Fire Risk Assessment (SFRA) to be carried out by a every 2/3-years, unless there are any changes

(2) Internal fire safety checks using the attached appendix 5 or the LCoP 21 or 21a Inspection checklist.

Your FRA will help you to determine the chances of a fire starting and the dangers from fire in your premises as well as the control measures you and your employees need to take to reduce the risk of fire.

Fires occur when combustible materials come into contact with an ignition source. Fires may be started accidentally, through human error, or deliberately.

The steps that a competent person would take to develop the structural fire risk assessment are list below as follows:

5 Steps to FRA

Step 1. Identify fire hazards (sources of ignition/fuel/oxygen)

Step 2. Identify people at risk (in and around premises and those especially at risk)

Step 3. Evaluate, remove, reduce and protect from risk (evaluate risk of fire occurring and risk to people from fire. Remove or reduce fire hazards and risks to people. Protect via detection and warning/fire-fighting/Escape Routes/lighting/signs and notices/maintenance)

Step 4. Record, plan, inform, instruct and train (Record significant findings and action taken. Prepare a fire emergency plan. Inform and instruct relevant people. Co-operate and co-ordinate with others. Provide training).

Step 5. Review (Keep assessment under review and revise where necessary)

Step 1 – Identifying fire hazards (Sources of Ignition)

Look for potential ignition sources in your premises by looking for possible sources of heat which could get hot enough to ignite material in your premises.

- Electrical, gas or oil-fired heaters and boilers
- Hot processes and surfaces (e.g. welding, use of Bunsen burners)
- Poor electrical installations (e.g. overloads, damaged or bunched cables)
- Faulty or misused electrical equip (the cause of around 25% of all accidental workplace fires)
- Smoking materials (matches, cigarettes, naked flames)
- Cooking, hot ducting, flues
- Chemical agents (e.g. in laboratories)
- Machinery
- Lighting fittings and equipment
- Hot surfaces and obstruction to vents
- Arson, deliberate vandalism
- Static electricity

Step 1 – Identifying fire hazards (Sources of fuel)

Anything that burns is a fuel for a fire. Look for things that will burn reasonably easy and are in sufficient quantities to provide fuel for a fire.

- Flammable liquids (e.g. cooking oils, solvents, adhesives, petrol, paints, white spirit and varnish)
 - Flammable chemicals
 - Flammable gases (e.g. LPG)
 - Displays of teaching materials
 - Paper, books, clothing, computer equipment and decorations
 - Props and scenery
 - Cloakrooms
 - Textiles and soft furnishings
 - Hanging curtains
 - Waste and litter products (particularly finely divided items such as swarf and wood shavings, off cuts and dust)
 - Loose packaging e.g. plastics and rubber (e.g. polyurethane foam-filled furniture)
 - Gymnasium mats and crash pads with cellular foam filling

Step 1 - Identifying fire hazards (Sources of oxygen)

- Mostly through air around us.
- Oxidising materials.
- Oxygen supplies from cylinder storage and piped systems
- Pyrotechnics (e.g. fireworks)

If possible, sources of ignition and fuel should be removed from the workplace or replaced with safer forms. Where this is not possible the ignition source should be kept well away from combustible materials or made the subject of management control measures as part of the FRA.

Step 2 – Identifying People at Risk

Fire is a dynamic event. If unchecked it will spread through the workplace; all persons present will eventually be at risk. Some people may be at significantly greater risk e.g. they may work in areas where fire is more likely such as a science laboratory or food preparation area or they may need assistance in being evacuated, via an evacuation chair. Specific steps need to be taken to ensure their safety. Particular attention should be paid to:

Pupils in unsupervised areas;
Pupils who may have communication issues;
Lone or isolated workers eg premises and cleaning staff;
People who are unfamiliar with the premises eg visitors and contractors;
People with disabilities; and
Young children and babies;

Step 3 - Evaluating, removing, reducing and protecting from risk

Evaluate the risk of a fire occurring and the risk to people from this. Look critically at your workplace and try to identify any accidents waiting to happen and any acts or omissions which might allow a fire to start. In general fires start:

Accidentally e.g. a lighting display is knocked over;
By act or omission e.g. waste accumulates near to a heat source;
Deliberately e.g. arson

Fire is spread by three methods:

Convection, this is the most dangerous, fire rises and spreads in all directions. Smoke passes through any gap. The heat from the fire is trapped and the temperature continues to rise.
Conduction, some materials e.g. metal shutters absorb and transmit heat where it can set fire to combustible items in contact with the heated material;
Radiation, the air is heated. Material close to a fire absorbs the heat, smoulders then burns.

When evaluating the risk of people consider:

Fire starting on a lower floor affecting the only escape route;
Fire developing in an unoccupied space that people must pass through;
Fire or smoke spreading through vertical shafts/service ducts/ventilation systems/poorly maintained walls, doors and ceilings;
Fire and smoke through incorrectly installed/compromised doors or fire walls/separation;
Fire starting in a store room affecting hazardous materials e.g. chemicals;
Fire spread rapidly due to combustible structural elements or combustible materials;
Fire and smoke spread due to poorly maintained and damaged fire doors or fire doors wedged open.

Removing or reducing the hazards

Having identified the fire hazards in step 1, remove them where reasonably practicable to do so or take reasonable steps to reduce them – this is a priority action!

Removing or reducing sources of ignition

Take precautions to prevent arson;
Strictly control hot work processes (e.g. contractors permit to work schemes);
Ensure electrical, gas and mechanical equipment (e.g. catering and cooking) is installed, used and maintained in accordance with manufacturer's guidance;

Separate ignition hazards and combustibles;
Use competent contractors who can demonstrate safe systems of work and risk assessments.

Removing or reducing sources of fuel

Close doors and windows not required for ventilation;
Shut down non-essential ventilation systems;
Store oxidising chemicals away from heat sources or flammable materials;
Control use, and storage of oxygen cylinders.

Removing or reducing the risk to people

Appropriate fire detection and warning
Fire fighting equipment
Adequate escape routes
Adequate lighting and emergency lighting
Adequate signs and notices see appendix 4.
Test and maintain safety equipment

Step 4 – Recording, planning, informing, instructing and training

A full report of the finding should be devised with details of the following:

Main fire hazards identified;
Actions required to remove or reduce the risk of fire;
Persons who may be especially at risk;
Protective/preventative measures to reduce the risk to people from the spread of fire and smoke;
Training required and how it will be given.

Step 5 – Reviewing your FRA

Your FRA needs to be monitored to assess how well the risk is being controlled. If you have any reason to suspect the FRA is no longer valid or there has been a significant change in your premises or activities you should review and revise as necessary. Schools should undertake termly health and safety inspections and complete the annual report proforma for health and safety. Both of these contribute to the review of fire safety arrangements.

If a fire of 'near miss' occurs this should be investigated and the FRA revised/updated as necessary.

Other reasons for review of your FRA could include:
Changes to work activities and introduction of new equipment eg computers;
Change of use to part of the premises;
Alterations to the building, including internal layout;
Substantial changes to furniture and fixings;
Changes in usage and storage of hazardous substances;
Failure of fire precautions and fire fighting equipment;
Significant changes to display material;
Significant increase in the number of people present; and
The presence of people with disabilities.

3 FIRE EMERGENCY PLAN (FEP 1), See Appendix 3.

Your FEP will detail the pre-planned procedures in place for use in the event of fire. It should be based around the FRA findings and be appropriate for the establishment. It could include:

How people are warned if there is a fire;

What staff or pupils etc should do on discovering a fire;
How to evacuate the premises;
Fire assembly points and checking procedures for evacuation;
Identification of fire escape routes;
Arrangements for fire fighting;
Roles and responsibilities in case of fire;
Arrangements for safe evacuation of people identified as being specifically at risk e.g. babies and young children, those with disabilities, contractors, members of the public and visitors;
Any machines/equipment/processes and power supplies that need to be stopped or isolated if there is a fire;
Specific arrangements for higher risk areas e.g. science/D&T/Food preparation areas;
Arrangements for Hirers/Lettings;
Contingency plans for when lifesaving systems e.g. evacuation lifts, fire detection and warning systems are out of order;
How the Fire Brigade will be called and by whom;
Arrangements for meeting the Fire Brigade and provision of vital information to them eg location of highly flammable equipment;
Phased evacuation arrangements;
Implementing the school Emergency Response Plan including arrangements for keeping key documents off site.

APPOINTING COMPETENT PEOPLE TO CARRY OUT PREVENTIVE/PROTECTIVE MEASURES FOR FIRE SAFETY

You must appoint one or more competent persons, depending on the size of your premises, to carry out the preventive and protective measures. You can nominate yourself but it is more than likely to be a small team of people to produce a meaningful FRA and FEP. A competent person is someone with enough knowledge, experience, training and other qualities to be able to implement these measures properly. You can identify people in your FRA, FEP and Health and Safety Policy.

Fire safety is everyone's responsibility but staff who carry out specific roles and responsibilities need to be consulted and receive adequate information, instruction and training as is necessary.

PROVIDING EMPLOYEES AND NON EMPLOYEES WITH CLEAR AND RELEVANT INFORMATION

After undertaking your FRA you must provide easily understandable information to Employees, contractors, visitors and pupils and other employers working in your premises about the measures in place for fire safety including:
Any significant risks to staff;
Fire prevention and protective measures and procedures in your premises eg evacuation;
Procedures for fighting a fire in the premises; and
The identity of people nominated with specific responsibilities.

Employees should inform you of any activity that they consider would present a serious and immediate danger to their own safety and that of others.

ENSURING THAT PREMISES AND EQUIPMENT PROVIDED FOR SAFETY ARE IN GOOD WORKING ORDER AND IN GOOD REPAIR

You must ensure that the premises and any equipment provided in connection with fire fighting, fire detection and warning or emergency escape routes and exits are covered by a suitable system of maintenance and are maintained.

This may include training key members of your staff and enlisting specialist contractors periodically to ensure that equipment such as the fire alarm system is in efficient working order by carrying out weekly test upon alternative call points. Fire alarm systems have a corresponding logbook. This outlines procedures to be followed on a daily/weekly/monthly/quarterly and annual basis. It also contains the relevant contact numbers. Checking that fire fighting equipment (fire extinguishers) is serviced on an annual basis.

SUMMARY

Generic fire safety checklists have been incorporated into this LCoP as part of FRA1 to assist establishments in deciding what needs to be done to reduce the risk of fire occurring. Your FEP will detail the pre-planned procedures in place for use in the event of fire.

This LCoP also features guidance on:

Arson Prevention;

Fire Instructions for all staff;

Types of Fire Extinguishers; and

Fire Exit Signs.

Arson Prevention

Fires started deliberately account for approximately 60% of all causes of fire. Fires started deliberately can be particularly dangerous because they generally develop much faster and may be intentionally started in escape routes. The effects of arson can be devastating.

Measures to reduce the risk of arson

Deter unauthorised entry by limiting site entrances, provide appropriate boundary security and implement controlled site access

Secure entry points to premises including windows and roof.

Ensure outside of building is well lit

Reduce concealed entrances and areas which offer cover

Regularly remove combustible rubbish

Keep rubbish skips and containers away from buildings

Site wall mounted waste bins away from windows and walls covered in combustible cladding

Secure areas at the end of the working day to prevent easy access

Safely store flammable liquids so that intruders cannot use them

Maximise the use of CCTV and signage

Promote good relations with neighbours who overlook the premises

Park vehicles away from windows and doors opening into the building

Encourage staff, parents, carers and pupils to report people acting suspiciously

A DfES online assessment for schools at risk from arson is available at

www.teachernet.gov.uk/emergencies/resources/arson/index.html

Further guidance can be found at www.arsonpreventionbureau.org.uk

The health and safety manual contains guidance on improving security in schools (LCoP9)

FIRE INSTRUCTIONS FOR ALL STAFF

ACTION IF YOU DISCOVER OR SUSPECT A FIRE

Sound the fire alarm immediately

Leave the room or area involved, closing the door to restrict spread of smoke and heat

Call the fire brigade (if the member of staff responsible for this is not available) by dialling 999

Evacuate to the assembly point

ACTION ON HEARING THE FIRE ALARM

Leave the building by the nearest exit route and go directly to the assembly point as quickly as possible

Walk quickly and quietly but do not run

When supervised, instructions to evacuate will be given by the person in charge who will decide which escape route will be followed

Staff should evacuate persons in their charge by leaving the building by the nearest exit and going to the assembly point

Do not use lifts, unless the lift is suitable for evacuation of people with disabilities

Once you have left the building or your room, DO NOT return for any reason unless you are instructed that it is safe to do so

TRAINING AND INSTRUCTION

All staff (including temporary and supply) should be aware of

How to warn others of the fire including the operation of the fire warning apparatus provided

The location and use of escape routes

The need to assist or direct visitors or members of the public from the workplace

The location of a nominated assembly point

How to summon the fire service

FIRE EXTINGUISHERS

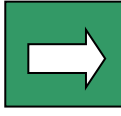
Class A Fire: Combustible eg paper, wood fabric

Class B Fire: Flammable Liquids

It is vital to find out the type and location of fire extinguishers where you are working as establishments are more frequently utilising carbon dioxide and foam extinguishers only.

Type	Colour Code	How it Puts Out Fire	How to Use
Water (Use on Class A fires only) Do not use on Electrical fires.	Red	Mainly by cooling the burning material	Direct jet at the base of the flames and keep it moving across the area of the fire. Seek out any hotspots after main fire is out
AFFF (Aqueous film forming foam multi-purpose) (Use on Class A & Class B fires) Do not use on Electrical Fires.	Red with cream handle	Forms a fire extinguishing water film on the surface of the burning liquid. Has a cooling action with a wider extinguishing application than water on solid combustible materials.	For Class A fires use as directed for water extinguishers. For Class B fires use as directed for foam extinguishers.
Dry Powder Use on Class A & Class B fires Can be used on electrical fires.	Red with blue handle	Knocks down flames.	Direct discharge horn at base of flames and with rapid sweeping motion drive the flame toward the far edge until they are out. If the extinguisher has a shut off control wait until the air clears and if flames visible, attack the fire again. WARNING - this type of extinguisher does not cool the fire very well so watch out that fire does not start up again.
Dry Powder (Multi-purpose)	Red with blue handle	Knocks down flames and on burning solids, melts down to form a skin smothering the fire. Has a cooling effect.	Instructions as above
CO₂ - Carbon Dioxide for use on class A & Class B fires Can be used on electrical fires.	Red with black handle	Vaporising gas which smothers flames by displacement of oxygen in the air.	WARNING - these type of extinguishers do not cool the fire so need to ensure that the fire does not start up again. DANGER - fumes from CO ₂ extinguishers can be harmful if used in confined spaces eg in cupboards. Ventilate the area soon after the fire is under control.
Hose Reel Use as per water extinguisher	Red	Mainly by cooling the burning material.	Direct jet at the base of the flames and keep it moving across the area of the fire.

FIRE EXIT SIGNS NON-ILLUMINATED SIGNS ONLY

		STRAIGHT ON FROM HERE OR STRAIGHT ON AND UP FROM HERE
		LEFT FROM HERE
		RIGHT FROM HERE
		DOWN AND LEFT FROM HERE
		STRAIGHT ON AND DOWN FROM HERE
		DOWN AND RIGHT FROM HERE
		UP AND LEFT FROM HERE
		UP AND RIGHT FROM HERE

FIRE EXIT SIGNS in Compliance with BS 5499 PT 1
White pictogram and arrow on green background.

INTERNAL FIRE RISK ASSESSMENT (IFRA1) Appendix 5.

Description of premises

Address and telephone/fax number	
Date built and type of building/construction	
Details of fire alarm and smoke detection	
Number/location of access/egress points	
Location of fire assembly point(s)	
Number/location of lifts (are they fire rated)?	
Details of emergency lighting	
Number of occupied buildings and floors	
Number and location of staircases	
Location of main electrical intake	
Location of boiler house and hazardous stores	
Location of catering/food preparation facilities	
Location of other high risk areas	
Number of people on site (approximate) Staff, pupils/visitors	
Details of contact personnel/risk assessor(s)	

Organisation for managing fire safety		Lead person /team	Comments/action taken or required by whom and when	Checked	Further action required to monitor that arrangements are effective	Checked
	Member of staff/team appointed to co-ordinate fire safety and cover for absence?					
	Staff, including supply staff, made aware of their roles and responsibilities for fire safety, including fire drills?					

Step 1: Identifying the Fire Hazards		Who is at risk?	Action taken to reduce risk of fire	Risk H/M/L	If remaining risk is high or medium Further action required by whom and when?	Checked
1.1	Have all potential ignition sources been identified? Electrical, gas or oil fired heaters Hot processes eg welding, Bunsen burners Cooking equipment, hot ducting, flues and filters Naked flames Arson Poor electrical installations eg overloads, bunched or damaged cabling Faulty or misused electrical equipment Chemical agents Light fittings and equipment Central heating boilers Hot surfaces Obstruction of equipment ventilation					
1.2	Have all potential sources of fuel been identified? Flammable liquids Flammable chemicals Flammable gases Displays of teaching materials and pupils work Paper, books, clothing, decorations Computer equipment Props and scenery and costumes (Drama) Cloakrooms Textiles, soft furnishings and curtains Waste and litter products Gym mats and crash mats Plastics, polystyrene and rubber Polyurethane foam filled furniture Carpet tiles wall and ceiling linings					
1.3	Have all potential sources of oxygen been identified? Naturally circulating air for ventilation					

	Forced air systems Oxygen cylinders Oxidising materials eg chemicals Oxygen piped systems eg welding Oxygen generating science practical lessons					
1.4	Have the following been considered Fire on a lower floor affecting the only escape route Fire in an unoccupied space that people have to pass by to escape Fire/smoke spread via vertical shafts, service ducts, ventilation systems, damaged walls, ceilings and partitions Fire/smoke spread due to damaged/wedged open fire doors, damaged fire walls or compromised fire partitions Fire spread due to combustible structural elements and combustible material Fire starting in a store room affecting hazardous materials eg chemicals, flammable liquids					

Step 2: Identifying people who could be at risk		Who is at risk?	Action taken to reduce risk of fire	Risk H/M/L	If remaining risk is high or medium Further action required by whom and when?	Checked
2.1	Has consideration been given to the safety of all persons who may be affected by fire ie who is at risk and why? visitors contractors lone workers cleaning staff new/supply staff pupils/staff with special needs pupils with language difficulties					

	pupils in unsupervised areas young children/babies					
2.2	Is there an adequate recording system to account for staff and visitors in the event of an evacuation of the building(s)?					
2.3	Have plans been made and rehearsed regarding assisting disabled staff and visitors to evacuate the premises?					
2.4	Are there a sufficient number of exits of suitable width for the people present?					
2.5	Do the exits lead to a place of safety?					
2.6	Are gangways and escape routes free from obstructions?					

Step 3: Remove, reduce and protect from risk		Who is at risk?	Action taken to reduce risk of fire	Risk H/M/L	If remaining risk is high or medium Further action required by whom and when?	Checked
3.1	Outline measures taken to remove or reduce sources of ignition		Naked flame and radiant heaters replaced with fixed convector heaters or a central heating system Naked flames fire guarded where possible Movement of portable heaters restricted Hot processes strictly controlled (risk assessment) Contractors operate to hot work permits issued/monitored by competent persons Potential ignition sources replaced for safer alternatives Electrical, mechanical and gas equipment installed, used, maintained and protected in accordance with manufacturer's instructions Smoking Policy in operation Combustibles stored in a safe manner away from ignition sources eg lighting Cooking and catering equipment installed, used, maintained and protected in accordance with manufacturer's instructions Regular checks of areas where hot processes carried out			
3.2	Remove or reduce sources of fuel		Stocks of flammable materials, liquids and gases on display kept to a minimum Remaining stock stored in dedicated storage areas Amount of flammables required kept to a minimum Curtains, upholstered furniture, drapes and scenery are fire retardant Combustible display material (eg artwork) in corridors and circulation spaces kept to a minimum Flammable solids, liquids and gases stored safely and securely Scenery and props stored safely away from open stage when not in use Waste materials and rubbish removed to secure storage areas on a daily basis Foam mats, gym mats etc stored in a fire			

			resisting store			
3.3	Remove or reduce sources of oxygen		Doors, windows and other openings not required for ventilation, particularly out of hours are kept closed Ventilation systems not essential to the functioning of the premises are shut down when not required Oxidising materials stored safely and securely away from heat sources and flammable materials Oxygen cylinders stored, used and maintained in line with CLEAPSS guidance			
3.4	Reduce likelihood of arson		Deter unauthorised entry by limiting site entrances, provide appropriate boundary security and implement controlled site access Secure entry points to premises including windows and roof. Ensure outside of building is well lit Reduce concealed entrances and areas which offer cover Regularly remove combustible rubbish Keep rubbish skips and containers away from buildings Site wall mounted waste bins away from windows and walls covered in combustible cladding Secure areas at the end of the working day to prevent easy access Safely store flammable liquids so that intruders cannot use them Maximise the use of CCTV and signage Promote good relations with neighbours who overlook the premises Park vehicles away from windows and doors opening into the building Encourage staff, parents, carers and pupils to report people acting suspiciously			
3.5	Fire detection and warning systems		Existing means of detection ensures that a fire is discovered quickly enough for the alarm to be raised in time for all occupants to escape to a place of safety			

			A survey has been undertaken as part of asset management to ensure that detectors of the right type are in the appropriate location Fire alarm can be clearly heard and understood throughout the building when initiated Fire detection and warning system has a back-up power supply			
3.6	Firefighting equipment and facilities		Fire Extinguishers and fire blankets are suitable for the purpose, appropriately located close to the fire hazards, available for use and serviced by a competent person (eg UK Fire) Fire signs show the location of fire extinguishers Extinguisher covers are utilised where necessary to prevent vandalism Staff are reminded to report any faults with fire fighting equipment			
3.7	Escape routes and exits		Escape routes and final exits are kept clear at all time Doors on escape routes open in the direction of escape Final exit doors are easily operable in an emergency Staff, pupils, contractors and visitors are regularly reminded of the importance of maintaining the safety of escape routes, fire doors are not wedged open and combustible materials stored away from escape routes Fire doors are fitted and maintained and able to prevent the uncontrolled spread of heat and smoke Any holes or gaps in walls, ceilings and floors are properly sealed Occupants can escape to a place of safety in reasonable time A survey has been undertaken as part of asset management to ensure that existing escape routes are adequate for the uses of the school and that fire exits are properly located leading to a place of safety			

3.8	Emergency escape lighting		Sufficient emergency lighting is available to use escape routes when the premises are used during periods of darkness Emergency lighting has a back-up power supply			
3.9	Signs and notices		Appropriate signs are displayed indicating escape routes and exits and location of fire fighting equipment Where necessary, notices are provided giving information on how to operate security devices on exit doors, doors to be kept shut and fire action notices for staff and others			
3.10	Checks and tests		Staff daily checks of all fire doors and escape routes and associated lighting and signs etc. Also, to check the following:- Bolts, padlocks and security devices removed from fire exits Fire doors fully functioning Escape routes clear of obstructions and combustible materials Final exit doors operable Exterior escape routes to ensure good condition walked Alarm panel checked that system is healthy Emergency lighting units visibly checked Safety signs and notices are legible Weekly checks and tests Fire detection and warning systems tested following manufacturer/installer's instruction and entries recorded in fire logbook Batteries of safety torches checked Fire extinguishers and fire blankets in apparent working order and correctly located Termly Undertake fire drill Entries recorded in fire logbook Monthly checks and tests Emergency lighting tested Fire doors, frames and seals checked for			

			good working order and fully closable Entries recorded in fire logbook Six-monthly tests and checks Fire detection and warning system checked by a competent person Entries recorded in fire logbook Annual tests and checks All firefighting equipment, emergency lighting and sprinkler and smoke control systems tested and maintained by a competent person Entries recorded in fire logbook			
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Step 4: Record, plan, inform, instruct train and record		Lead person /team	Comments/action taken or required by whom and when	Checked	Further action required to monitor that arrangements are effective	Checked
4.1	Recording of significant findings of this Fire Risk Assessment (FRA1) Consulted with staff and Safety Representative Roles and responsibilities discussed and agreed Control measures agreed and monitored Persons at specific risk identified and control measures implemented FRA findings made available to other employers as necessary to ensure a co-ordinated response (e.g. shared sites). Copies of FRA kept off site					
4.2	Fire Emergency Plan (FEP) Proforma FEP1 consulted with staff and Safety Representative and implemented FEP made available to other employers as necessary ensure a co-ordinated response (e.g. shared site), Fire Brigade and LBWF health and Officers etc					

	Copies of FEP kept off site					
4.3	Information and instruction on fire prevention and what to do in case of fire issued to all staff (including temporary and agency), pupils, visitors, other employers and contractors Based on significant findings of FRA and FEP Includes documents outlined in point 3 of FRA Clear, relevant and appropriate Takes into account those with disabilities and those who do not use English as their first language Posted in prominent positions and noticeboards					
4.4	Fire Safety Training Training guidance available via LBWF Community Learning and Skills Services (CLaSS). Termly fire drills sessions					

Step 5: Carry out a Periodic Review of the Assessment		Lead Person / team	Comments/action taken or required by whom and when	Checked	Further action required to monitor that arrangements are effective	Checked
5.1	FRA control measures are monitored		The FRA is monitored as part of routine activities of staff as outlined in H&S Policy, FRA and FEP. H&S inspections are undertaken on a termly basis and Fire Safety is included as part of these inspections and the H&S Annual Report for the academic year and discussed with staff, safety representative and Governors.			
5.2	FRA and FEP Review		FRA and FEP are reviewed as part of the annual H&S report on the academic year			
5.3	Revision of FRA and FEP triggered by Significant change to workplace, activities or organisation Alterations to buildings, including internal layout Substantial changes to furniture and fixings Significant hazardous and flammable substances are introduced Failure of established fire precautions Significant changes to display materials Presence of people with disabilities Significant increases in the number of people present					

Appendix: 6

Schools etc are required to complete this template by infilling relevant gaps and *italics*
(NAME OF SCHOOL) FIRE EMERGENCY PLAN (FEP1)

This plan has been produced in conjunction with the Structural Fire Risk Assessments (SFRA) as part of our overall fire safety strategy. The SFRA is designed to reduce the risk of fire. This FEP details the pre-planned procedures in place for use in the event of fire.

1.	USEFUL INFORMATION	Telephone Contacts
	Name and address of Establishment:	
	Out of hours contact:	
	Number of staff	
	Number of pupils:	
	Nearest fire station:	
	Fire Assembly Point(s):	
	Location of fire alarm logbook:	
	Location of SFRA:	
	Multi Fire Alarm Maintenance	Contact Details: 01179555301
	Location of Asbestos Survey Report:	
	Location of Emergency Response Plan:	
	Details of External lettings:	
	LBWF 24/7 Helpdesk:	020 8496 3000
	LBWF Business Support	020 8496 3592
	LBWF ICT	020 8496 3000
	LBWF Insurance	020 8496 4289
	NPS London Ltd	020 8523 6232
	Property Service Repairs/Maintenance	020 8496 8962/8053
	Health and Safety Unit	020 8496 3408/693/3413.

2. ROLES AND RESPONSIBILITIES FOR THE PLAN

Position	Name	Role/Responsibility
Headteacher		
Deputy Headteacher		
Chair of Governors		
Senior Management		
Site Premises Staff		
Office Manager		
Head of Science		
Head of D&T		
Head of Domestic/Food Science		
Heads of Department		
Technicians		
SENCO		
Fire Marshal		
Class Teachers/ Fire Wardens		
Safety Representatives		
MDA's		
Cleaning Staff		
Others		

3. ACTION ON DISCOVERING OR SUSPECTING A FIRE

If you discover a fire, break the glass of the nearest fire alarm call point to activate the system (if a smoke detector has not already activated the system).

Please describe the sound of your fire alarm warning

The Fire Brigade should then be called (dial 999), giving the full postal address of the building – reliance should not be placed on any automatic calling system.

Immediately the fire alarm is sounded, staff should escort pupils and any visitors and contractors for whom they are responsible to the nearest fire assembly point via the nearest exit.

So as to prevent the spread of fire the last person going through any set of internal fire doors must ensure they are closed, if safe to do so.

A roll call should then be carried out.

FIRE EXTINGUISHERS SHOULD ONLY BE USED ONCE THE SAFETY OF ALL PRESENT HAS BEEN ENSURED. DO NOT TAKE ANY RISKS. THE EVACUATION OF PEOPLE TAKES PRECEDENCE OVER FIRE FIGHTING

4. ACTION BY STAFF IF THERE IS A FIRE

Headteacher, Senior Staff or designated member of staff

Proceed to fire alarm control panel and note the time and location of fire.

If safe to do so, proceed to relevant zone and check the situation. Do not go alone and carry means of communication if possible.

Unless you are sure it is a false alarm, give instructions to the Office Staff to call the Fire Brigade, using the 999 system – do not rely on any automatic calling system linked to the fire alarm.

Teachers should be aware that they must undertake a roll of their class pupils

Support staff should check communal areas to ensure those areas are cleared.

Await the arrival of the Fire Brigade and liaise with the Fire Officer in charge.

Do not halt evacuation of the building, once it has commenced

Assume that all alarms are the real thing, unless **certain** that it is a false alarm

Always evacuate the building and call the Fire Brigade to every fire, however small.

Let the Fire Brigade take responsibility for the following:

That the fire is fully out and has not spread;

That all harmful smoke has been cleared;

That the fire alarm is properly reset; and

That it is safe for staff and pupils to go back into the building.

Teaching Staff

Fire alarm sounds

Stop work

Escort children from the teaching area to the open air by the nearest exit

Ensure that children:

Walk quickly, but do not run;

Keep quiet;

DO NOT RETURN for clothing or books, etc. once they have left the building;

Proceed to the assembly point

Stay with your children, take a roll call and report any deficiencies to the Headteacher or senior member of staff

Office Staff

Collect visitors' book and registers

Follow fire procedures outlined, displayed in each room

Be prepared to call the Fire Brigade, using the 999 system, on instructions from the Headteacher or senior member of staff– do not rely on any automatic calling system linked to the fire alarm

Have relevant keys to hand (if Premises Staff are not available)

Unlock fire access gates (if premises staff are not available)

Site Premises Staff

Meet headteacher at fire alarm control panel and note the time and location of fire.
If safe to do so, proceed with headteacher to relevant zone and check the situation.
Do not go alone and carry means of communication if possible.
Await arrival of the Fire Brigade in order that your specialised knowledge of the premises can be utilised.
Have relevant keys to hand.
Unlock fire access gate.

Heads of Science/Food technology/ D&T and other higher risk areas

Outline action that staff working in higher risk areas need to take if there is a fire e.g. turning off heat sources, gas supplies, stopping class practicals/equipment/machinery as appropriate in a safe manner

5. EVACUATION OF THE SCHOOL, INCLUDING THOSE PARTICULARLY AT RISK

Staff or Pupils with Disabilities Should have a Personal Emergency Evacuation Plan (PEEP) in place outlining their disability and the support in place for them to assist them with a safe evacuation. See template sheet attached in appendix 1.

Please give details of pre-arranged plans here

Staff or Pupils with Impaired Hearing

Ensure that any person with impaired hearing knows that the alarm has sounded and assist as necessary

Staff or Pupils with Impaired Vision

Provide assistance to any person with impaired vision, to ensure that they are not proceeding towards flames and smoke whilst moving towards an exit.

Staff or Pupils with Impaired Mobility and Babies/Young Children

In single storey buildings provide assistance to any person with impaired mobility to ensure that they negotiate steps or changes of level safely.

In multi storey buildings provide assistance to get to ground level:
Either by lift (only if it is to an evacuation standard provided with fire safe refuges) or
By proceeding to the fire escape stairs and being assisted to ground level using EVAC type chairs

Please give details of pre-arranged plans here

Arrangements for contractors working on site

The FEP takes into consideration contractors on site including the work that they carry out and how this affects the school.

Please outline local arrangements for the following

All contractors register on arrival at the school and sign in the visitors book

Contractors are issued with the schools fire safety procedures

Contractors are informed of their means of escape through the procedures given and fire notices displayed in every room around the school

Contractors are to confirm any hot work (including hot work permit arrangements) e.g. blowlamps, cutting, welding and other heat producing equipment with school senior management. Hot work permits must be issued by a competent person.

NB. In case of fire/fire drill everyone (including contractors) must evacuate the building.

6. POWER/PROCESS ISOLATION

Location of services intakes and cut off points

Electricity – *Electricity meters and trip switches are located...*

Mains Water – *The mains water meter is located...
The mains shut off tap is located...*

Gas – *The gas meter is located...
The main shut off valve is located...*

Please ensure that service intakes are considered for all buildings and kitchens

Please outline arrangements for any machines/equipment/processes and power supplies that need to be stopped or isolated if there is a fire in higher risk areas e.g. Science/D&T/Food preparation areas etc;

7. PLACES OF ASSEMBLY AND ROLL CALL

*Please outline school arrangements here on evacuating to the fire assembly point(s) and procedures for roll call. Also outline arrangements in place for reporting **immediately** any persons thought to be missing*

Diagrams may be useful and should be added as appendices to the plan

8. PHASED EVACUATION PLAN

Please outline procedures to alert whole school in case of fire where the fire alarm system does not cover the whole site for example schools with more than one building, mobile class rooms and split sites. Not all buildings may need to be evacuated but they may need to be alerted or evacuated in phases depending on the circumstances.

9. IDENTIFICATION OF FIRE ESCAPE ROUTES

Please append diagram(s) of the school with marked escape routes

NB. Fire escape routes must be suitably signed

10. FIRE-FIGHTING EQUIPMENT PROVIDED

A diagram of the location of fire-fighting equipment should be appended to the plan

For the health and safety of all concerned fire-fighting is best left to the professionals. The fire brigade have an attendance time of 5 minutes and do not charge. Breathing in smoke will almost certainly affect your health.

NOTE all fire extinguishers are now manufactured red with 15% of the body in the colour of the extinguishing agent. These are:

Water – Red

Foam – Cream

Foam F Type for deep fat fryers – Yellow

CO2 – Black

Dry Power - Blue

If you have to use a fire extinguisher then here is what you need to know.

Water - appropriate for carbonaceous materials (wood, paper, furnishings), but always be aware of the dangers of electrocution.

Foam - appropriate for wood, paper textiles and flammable liquids. This should not be used for live electrical equipment or on flammable metal fires.

Foam, Type F for deep fat fryers - 9 litre, found in catering areas, appropriate for wood, paper and textiles. Not suitable for use on flammable liquids or gases

CO2 - appropriate for fires involving live electrical equipment and flammable liquids

Fire Blankets – appropriate for flammable liquids and fires involving clothing or costumes

To operate all extinguishers:

Pull out the safety pin

Aim the nozzle at the fire

Depress the operating lever

NB The CO2 extinguisher is noisy and the horn becomes extremely cold during discharge – hold the handle not the horn.

To use a fire blanket:

Pull on the black tabs and the blanket will come away from the container.

Shield your face, body and hands from the fire and lay the blanket over the fire.

Turn off the source of heat. DO NOT REMOVE THE BLANKET

On burning clothing, wrap blanket around the person and drop them to the ground.

As soon as the flames are extinguished, treat for burns.

11. LOCATION OF FLAMMABLE MATERIALS

Please outline location and means of storage of any flammable substances e.g. liquids and chemicals etc

12. CONTINGENCY PLANS FOR SYSTEM FAILURES

Please outline interim arrangements for when lifesaving systems such as evacuation lifts, fire detection and warning systems are out of order

13. ARRANGEMENTS FOR LETTINGS

Please formulate arrangements as part of your lettings procedures

Before use

Prior to use of the premises the person in charge should ensure that relevant escape routes are signed, unlocked and available for use and that all persons are familiar with the layout and the location of fire alarm, emergency contacts etc.

Persons in charge of activities must be familiar with the building and must know where to find a telephone in case of emergency.

In event of fire

In the event of fire the first duty of all concerned is to evacuate the building to prevent injury or loss of life.

In the absence of the Headteacher or a nominated deputy, the person in charge is responsible for ensuring the Fire Brigade is called on the sounding of the alarm.

Immediately a fire is discovered or one is reported, the alarm should be sounded, the Fire Brigade called (dial 999) and the address of the premises clearly given. If safe to do so, doors immediately surrounding the fire area should be closed.

There may be an opportunity in the event of fire for an attack to be made upon it with the nearest extinguisher or hose reel but fire fighting must always be secondary to life safety.

Immediately after the fire alarm is sounded the person in charge should escort persons in their charge from the building ensuring that all doors that are passed through are closed after them. Having safely arrived outside the building a check should be made to ensure that all persons are present.

After use

Always after use of premises, persons in charge should carefully check that there are no apparent fire risks and all doors and windows should be closed on vacating the building.

14. BOMB ALERTS

Obtain as much information as possible from caller, especially as to location of device. **Only use the fire alarm** if you are confident that staff can be directed away from the suspected location of the device.

The Head Teacher and Site Services Officer should be prepared to direct Staff to exits remote from the location of the device.

Identify a different assembly point, away from the building, to minimise the effects of the blast e.g. flying glass etc:

DEFUSING THE THREAT

❖ Encourage your staff to be alert at all times for suspicious objects and people- both inside and outside your building.

❖ Always ensure that details of the premises key holders are kept up-to-date and are available to the Council's Emergency Service.

❖ Try and reduce the number of places in which a bomb could be concealed. Lock all cupboards and unused rooms. Do not let rubbish accumulate and do not let shrubbery become overgrown.

1. If you find a suspicious package :-

❖ you should evacuate the premises to a predetermined assembly area at least 150 meters from the building and out of its line of sight.

❖ inform the police by dialling 999.

❖ doors and windows should, whenever possible, be left open.

❖ lights should be left on to assist any subsequent search.

❖ the person finding the suspicious object should be available immediately for interview by the police.

2. The Telephone Threat

see appendix 8 and 9.

❖ obtain as much information from the caller as possible. A checklist of the action to be taken by anyone receiving a threatening call is attached. It should be completed by whoever received the bomb threat. It may assist police to trace the caller as well as locate the bomb.

❖ you will need to make an assessment of the call and decide to

:- i) evacuate the building immediately or

ii) search first before considering evacuation.

❖ notify the Police and Local Authority immediately. They will advise you on searching, evacuation and re-occupation.

3. Re-occupation

❖ when you have evacuated without a search and no explosion occurs, you will in due course have to consider re-occupation.

❖ do not allow staff or the public to return before the building has been thoroughly searched (if a time of explosion was given over the phone, you must allow

at least 30 minutes to elapse before undertaking a search.

Personal Emergency Evacuation Plan (PEEP)

Name of person plan prepared for:-	
Describe nature of impairment(s):	
Service area:	
Location of person	
Other areas routinely used	
Location of refuge point(s)	
Does the person work outside of normal working hours? If yes, please state duration	
List disability.....	

List aid or support required:	
Can you hear the fire alarm in normal circumstances? If no, please provide details of special measures that may assist you, e.g. visual indicator, assistant "Buddy".	
Can you use a break glass point to raise the alarm?	Yes
Do you have any mobility issues?	Yes
Do you use a wheelchair or any other device to aid your mobility? If yes, list the aid(s) used.	
If a wheelchair is used, what type of wheelchair is it?	Manual
What are the dimensions of your wheelchair? Also give make and model number where possible	
Could you dispense with your wheelchair for short periods?	Yes
Would it be possible and would you agree to being transferred from your wheelchair into an evacuation chair in order to be evacuated from the building?	Yes

Can you self transfer into an evacuation chair?	Yes
If no, can you weight bear to enable others to assist you into an evacuation chair?	Yes
Are the escape routes free from any structural features that will present either a hazard or a barrier to you using any of the available fire exits?	Yes

Do you have any other suggestions that you believe could be implemented to ease your evacuation from the building? If you are unable to identify any other measures please state no.	
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Name of Assessor	
Date of assessment	

Appendix 8

ACTION CHECKLIST FOR ANYONE RECEIVING A TELEPHONE BOMB THREAT

*If possible immediately alert someone else (so that the Site Manager can be informed) But **DO NOT PUT DOWN THE HANDSET OR CUT OFF THE CONVERSATION.***

Obtain as much information as you can.

Try to keep the caller talking (apologise for bad line, ask him to speak up.)

Complete this form as you go along, asking questions in sequence as necessary.

MESSAGE (exact words)

Where is it ?

What time will it go off?

What does it look like?

What kind of bomb is it?
(type of explosive)

Why are you doing this?

Who are you ? Name :

Address :

Time of call :

WHEN THE CALL HAS FINISHED GIVE THIS FORM TO THE SITE MANAGER, WHO WILL DECIDE WHAT TO DO. THE MORE INFORMATION YOU GET, THE EASIER IT WILL BE TO DECIDE WHETHER THE WARNING WAS GENUINE OR NO

COMPLETE THE FOLLOWING AS SOON AS PRACTICABLE

DETAILS OF CALLER

Man ----- Woman----- Child -----
Old/Young ----- Not known -----

SPEECH

Intoxicated----- Rational ----- Rambling -----
Speech Impediment ----- Laughing -----
Serious ----- Accent -----
Was the message read or spontaneous ? -----

DISTRACTIONS

Call box pay
Any noise on the line ? ----- tone or coins -----
Operator ----- Interruptions -----
-
Anyone in background ? -----

OTHER NOTES

Traffic ----- Talk ----- Typing ----- Machinery -----
Aircraft ----- Music ----- Children ----- Other -----
Person receiving call -----
Number of telephone on which call was received.

