

Area:	Mackenzie Thorpe Centre		
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1. RATIONALE

This guidance is designed to assist disabled pupils and staff in the event of a fire evacuation. Should fire break out in the school, it will be the responsibility of staff members to:

- raise the alarm using nearest break glass,
- evacuate the school,
- check all pupils/visitors are out of the building.

All staff should be aware of their nearest exit, not only in their classrooms but other areas of the school. Fire evacuation notices and plans are in place in all areas of the school. All staff should take time to familiarise themselves with these plans.

2. PROCEDURES AND DUTIES

On hearing the fire alarm, the following staff procedures/duties will take place:

Teachers and Teaching Assistants:

- On hearing the fire alarm, the person managing the class/group/individuals will take the learners through the nearest fire exit and to the muster point along with the class fire register.
- Staff to take their 2-way radios with them.
- **NO ONE** should stop to collect any belongings.
- Children must be evacuated to the muster point, or to a safe place if this is not accessible.
- Staff must inform administration staff via radio if this different from their usual class assembly point so their fire registers can be brought to them.
- Staff will check children against the register and immediately inform administration staff via radio of any missing children.
- Any staff who have children in a different location to their normal assembly point must notify via radio the child's class teacher.

Administrative Staff:

- Unless otherwise informed that a fire drill is to take place, the administrator/office coordinator will upon hearing the alarm, immediately contact the Fire Brigade on the emergency number 999.
- The school registers will immediately be distributed at the muster point.
- The radios must be taken out with the registers to receive any class messages regarding fire assembly point changes.
- Visitor, staff and volunteer signing in books must also be taken out and checked. Any persons missing must be reported to the fire control officer.

Senior Leadership Team:

- Upon the evacuation, a designated member of the school leadership team will be assigned the role of Fire Control Officer and will wear a hi-vis to indicate this.
- The Fire Control Officer will monitor the evacuation of the premises.
- To enable monitoring of the assembly points, teaching staff will raise the fire registers if they tally. Any missing pupils/staff must be reported by radio immediately.
- When the headcount has been completed, the Fire Control Officer will inform the Senior Fire Officer of any missing persons.
- SMT (not the designated FCO), will check the alarm panel for the fire zone and if safe and appropriate check the zone and pass any relevant information to the Fire Control Officer.

- Provide the instruction to everyone once it is safe to re-enter the building, with authorisation from a senior fire officer.

Designated Fire Wardens

- Designated Fire Wardens should check the zone they have been assigned if it is safe to do so.
- They should inform the Fire Control Officer, via 2-way radio, that the area has been checked and clear or if any person is trapped.
- Where an area is unsafe to check they should not put themselves in danger and inform the Fire Control Officer that they were unable to check the area.
- Where it is in their individual responsibilities, they should check the appropriate refuge point and provide assistance with the evac chairs, where required.
- Upon evacuation, the caretaker/ fire wardens should open all gates required to allow the fire brigade access.
- They should monitor the main gate and inform the Fire Control Officer if anyone leaves the site.
- They should watch for the fire brigade and direct them to the Fire Control Officer when they arrive.

Kitchen Staff

- Turn off and unplug any equipment if safe to do so.
- Evacuate by designated route.
- Close doors and windows as they leave.
- Assembly at the muster point.
- **NO ONE** should stop to collect personal belongings.
- Do not re-enter building until told to do so by the Fire Control Officer.

No-one may re-enter the building until they have been given the, all clear by SMT, in the case of a fire drill or Fire Officers, in the case of a fire.

Evacuation Procedures

- All areas have a site plan indicating nearest escape route and outside assembly points.
- Regular fire drills are arranged.
- Bells, break glass and smoke detector units are situated throughout the buildings. These are tested on a rota basis weekly.
- The main fire alarm panel is situated on the wall opposite the main entrance doors. **This is serviced annually.**
- Personal 2-way radios: most staff are in possession of a 2-way radio. A radio check is carried out every week.

Key Escape Routes

- All areas have direct escape routes to assembly points on the school yard near the fixed play equipment. If necessary, pupils and staff can further be evacuated from the site via the gateway on to Beech Grove (Bomb threats/gas leaks)
- Fire exit signs are posted on all exits.
- All exits are kept unlocked and clear of obstructions.
- There is emergency lighting on key routes throughout the building and above fire exits on the external building walls. These are tested weekly on a rota basis and full serviced bi-annually. There is also outdoor lighting, illuminating the fire evacuation points and gates to ensure it is safe to exit the site.

Fire Fighting Equipment

- There are a variety of fire extinguishers, CO2, and foam throughout the building. These are checked weekly on a rota basis and serviced annually.
- A foam suppression system is installed in the main school kitchen.

Assembly/ Muster Points

- Rear of the main school playground.

Fire Risk Assessments

- Risk assessments are carried out annually.

3. PERSONAL EMERGENCY EVACUATION PLANS (PEEP)

The problems encountered by disabled people evacuating the building in the event of a fire will vary with the disability of the individual and the physical configuration of the building. Whatever, the parameters of each individual case, in the event of a fire alarm sounding a disabled person should be able to try to leave the building.

This section is particularly relevant that people who use wheelchairs or have impaired mobility. It is also of relevance to any person who has a disability, which is less obvious, for example, heart problems, arthritis etc., and those who have impaired sight or hearing.

A PEEP is:

- An individual plan for means of escape from fire/emergency for adults/children with a disability.
- These are put in place after consultation with staff involved either directly with a disability or with a child's support worker and class teacher.
- Appendix 4 provides detailed guidance regarding the requirements of a PEEP.

General Fire Precautions

This term is used to describe the equipment, systems and procedures required to ensure the ability of all people to safely evacuation in the event of fire occurring. The general fire precautions will include:

- Pre-planning
- Fire Risk Assessments
- Making emergency plans and PEEPS
- Formulation of fire procedures
- Fire Drills
- Provision of information, instruction and training
- Cooperation and coordination with other premises users

Fire Prevention Measures

- Good housekeeping and adequate security measures
- Emergency signs/instructions and emergency lighting
- Control of contractors working on site
- Maintenance, inspection and testing of electrical installations and equipment

Fire Protection Measures

- Raising the fire alarm

- Smoke and Heat Detectors
- Escape routes, fire exits
- Fire-fighting equipment
- Limiting the spread of fire
- It is illegal to smoke on our school site.

It cannot be over emphasised that the main aim is to ensure everyone reaches a place of safety. Putting a fire out is secondary to this.

APPENDIX 1 – Personal Emergency Evacuation Plan

PERSONAL EMERGENCY EVACUATION PLAN

Service User Name:	
Service User Location:	
Number of Assistants Required to Evacuate:	
Disabilities Affecting Evacuation	

Visual Impairment		Mobility	
Sensory Impairment		Other	
If other, please state what the disability is:			
The effect of the disability on evacuation from the building or to a place of safety is:			

The following additional equipment/assistance is required in the event of an evacuation:					
Tick as appropriate					
Wheelchair		Evac Chair		No Equipment/Assistance Needed	
Hoist/Sling		Assisted Person Lift		Other	
If other, please state what equipment/assistance is required:					

Please provide a brief description of what will happen to ensure the safety of the individual in the event of a fire:			
Plan completed by:		Signature:	
Principal/ Vice-Principal:		Signature:	
Agreed by (individual or individuals representative):		Signature:	
Date completed:		Date Reviewed:	
Date Reviewed:		Date Reviewed:	

APPENDIX 2- Fire Warden Duties

ALL STAFF	In the event of a fire alarm; safely and calmly exit the building with learners at the nearest fire exit and go to the muster point in the playground off the dining hall.
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Designated Fire Wardens	Corrina McEwan: ○ Planned fire alarm (termly): Corrina will put alarm on test when applicable ○ Go to control panel to identify trigger location ○ If false alarm: deactivate with Apollo key ○ Inform staff at muster point when safe to re-enter Backup: Kirstie Howe (if Corrina is absent)
Designated Fire Wardens	Emma Thorne: ● Call Cleveland Fire Brigade at 01429 872311 to report false alarm Backup: Emma Box
Designated Fire Wardens	Martin Rouse, Nicola Gibson and Vicki Hughes: ○ Check and monitor both sets of gates
Designated Fire Wardens	Daniella Richards & Emma Box: ○ Collect staff, agency, and visitor registers (staff mobile phone: Power apps: sign in app: fire register) ○ Go to muster point in playground and complete register check Class Teachers/ Level 4 Teaching Assistants: ○ Learners on assessments must be added to the class fire register when they arrive in school. Daniella Richards: ○ Collect first aid kit from Reception cupboard for the main muster point
Designated Fire Wardens	Lauren Pearson and Ardrianna Gabell: ○ Make way to muster point (Playground) with learners
All staff	Support learners in designated muster points.

Caretaker	Martin Rouse Back Up: Nicola Gibson • Perform weekly fire alarm tests • Keep records up to date All NEAS staff are fire warden trained
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Learners and Staff with PEEPS

- Charlie Davis
- Freddie Davis
- Mikey Wanless
- Frankie Lee
- John-James Taylor
- Theo Darcy
- Freddie McQuillan
- Daniel Richardson
- Alex Kirby
- Joseph Hutchinson
- Amaal Rohman
- Theo Cane
- Noah Croll
- Alexandra Stan
- Olivia Holland
- Folarin Olarewaju

APPENDIX 3 – Personal Emergency Evacuation Plans

STAFF

Where staff feel that they may encounter difficulty in evacuating the building, it is important that they speak with a member of the senior leadership team and complete the initial emergency evacuation questionnaire, which is contained within this document. Therefore, it can be ensured that the correct assistance is provided.

LEARNERS

Where pupils may encounter difficulty evacuating the building, this will be discussed with parents or carers and any

relevant professionals as appropriate, to gain the required information to produce a PEEP. This will also take in to account the use of the learners STEP plan to support their safe evacuation.

GENERAL INFORMATION

All pupils at the Mackenzie Thorpe Centre must be able to leave the building safely in the event of a fire or other emergency. The school is committed to ensuring that we meet our obligations by providing evacuation support and guidance. We understand that many people with disabilities or other medical conditions will be able to escape unaided; however, some may require assistance. Therefore, we consider emergency evacuation arrangements in relation to individual pupils and as appropriate, we will draw up a Personal Emergency Evacuation Plan (PEEP), in partnership with parents or carers and other professionals. A PEEP might for example specify the assistance required in the event of an emergency evacuation and any precautions necessary, the use of equipment, and/or simply record the action you need to take in an emergency evacuation.

Some of the main types of assistance or equipment typically used and available are outlined on the information sheet enclosed. Pupils and staff may not fall directly into one of the examples given, this information is for guidance only. The objective of a PEEP, should you need one, is to ensure that individual needs are met – and if necessary, to devise ways of achieving this.

If staff feel that they may need a PEEP then they are required to complete and return the enclosed initial emergency evacuation questionnaire as soon as possible to the Principal.

Once the Principal has received the questionnaire, they will organise a meeting to review the questionnaire and identify if a PEEP is needed. This meeting may be attended by an appointed person rather than the Principal. The staff involved in reviewing the requirements and drawing up PEEPs will work with you to find the best solutions. Please note that if you do not reply, you accept that you are able to respond to fire alarms and make your own way out of the building(s) promptly, unaided and without impeding any other person's emergency escape.

Staff and pupil confidentiality is important to us and your PEEP(s) will only be disclosed where necessary, as follows:

- Teachers and Teaching Assistants
- Fire Wardens
- School Leadership Team
- Safeguarding and Welfare Officer

Any person assigned specific duties in providing assistance to you under the PEEP (this may include relevant members of staff where necessary)

INITIAL EMERGENCY EVACUATION QUESTIONNAIRE FOR STAFF

This questionnaire is intended to be completed by any member of staff who may require a Personal Emergency Evacuation Plan (PEEP). An appointed member of staff will review this information and where required will assist in the development of a suitable PEEP. If you prefer not to answer the question overleaf then that is your choice, however, please be aware that if you do not provide information which is necessary for the development of your PEEP then a suitable and sufficient plan may not be able to be developed. Once developed, the PEEP will be the accepted means of escape in the event of an emergency evacuation (including drills). If you consider there to be significant issues raised by this process that will require attention, please contact the Principal.

1. Why should a member of staff fill in the form?

The Mackenzie Thorpe Centre has a legal responsibility to protect everyone from fire risks and ensure the health and safety at work for all. To do this properly we need to know if any member of staff requires information about our emergency evacuation procedures and if you need assistance during an emergency.

2. What will happen once the form has been completed?

An appointed person will arrange to meet with the member of staff to discuss the information provided and to ascertain if any further information is required.

Name:	
Date:	
Job Title:	
School:	
Signature:	

A PEEP may be required due to a disability or medical condition, such as those listed below which may affect your ability to evacuate a building unaided:

- Auditory impairment
- Visual impairment
- Cognitive impairment
- Mobility impairment

When considering your answer, consider if you are able to:

- Become aware of the need to evacuate
- Evacuate promptly without impeding the escape of other persons
- Evacuate without causing distress to yourself or others

Do you feel that you have a disability or medical condition that would impact on your ability to evacuate promptly and safely?

YES/NO

If you answer YES to the above question, please return this form to a member of the school's leadership team. A designated person will then contact you to discuss this matter in more detail and ascertain the requirements of your PEEP. (If your answer is NO, no further action is required, and you do not need to return this form)
If you require more information on the School's PEEP procedures or have any other questions relating to this, please contact a member of school's leadership team.

INFORMATION ON ASSISTANCE AVAILABLE TO PERSONS WITH MEDICAL CONDITIONS THAT MAY BE UTILISED IN THE DEVELOPMENT OF PERSONAL EMERGENCY EVACUATION PLANS – STAFF AND PUPILS

Mobility Impairment:

Those people with a mobility impairment are immediately a top priority. Fire Wardens will be aware of exactly where the incident is located, and therefore the risk to individuals with mobility impairment. In many cases staff managing the evacuation will decide you should remain safely where you are, alternatively they may "horizontally evacuate" you to another safe location in the building; or it may be necessary to assist you to leave the building.

One method we employ is the “Evac chair”; we will need to ensure via your PEEP (Personal Emergency Evacuation Plan) that you can safely transfer to it or find other ways to meet your needs.

Hearing Impairment:

A buddy system will be in place, so that person with the impairment will be informed

Temporary PEEPS:

A temporary PEEP may be implemented as a result of medical conditions, injury, pregnancy etc.

Fire Wardens:

Mackenzie Thorpe Centre has a number of appointed Fire Wardens. In an evacuation, they will “sweep” designated areas of a building to ensure that no persons remain.

TYPICAL STANDARD EMERGENCY EVACUATION PLANS FOR PEOPLE WITH MEDICAL NEEDS

The following list gives an indication of the types of escape arrangements/methods our PEEPS consider, and the possible assistance typically available. These can vary in different circumstances. In most cases the options set out below will form the basis of individual Personal Emergency Evacuation Plans (PEEPS), according to each person's needs and, where possible, preferences. In some cases, a combination of several of these options will apply. The use of mobile phones should not be discounted but emergency evacuation provisions must not rely on them

Option	Description	Comments
1	STEP plan	Individual pupils' STEP supports the use of physical intervention in times of danger. If this is unsuccessful staff would resort to the TINA principle.
2	Buddy system	Fire Warden or designated colleague to buddy staff Teaching Assistant to buddy pupils. Numerous teaching assistants in all learning environments. Teaching assistants will be aware of those pupils who have a PEEP.
3	Make own way down stairs after main flow dissipates	Appropriate for those that can evacuate themselves slowly
4	Use of Evac-Chair	Staff are fully trained on the use of an Evac-Chair
5	Individual cannot transfer readily to an Evac-Chair	Assistance may need to be provided by more than one member of staff
6	Individual needs assistance to walk down stairs, accompanied by 1 or 2 people	Only practicable with a 'buddy system'
7	Needs colour contrast on staircases	School has this provided
8	Person needs walking through escape routes	School to organise
9	Assistance required for person and guide dog	Utilise 'buddy system'
10	Person needs doors opening	Utilise 'buddy system' or investigate providing additional push pads
11	Person needs large print information or alternative format	Provided on request
12	Identification of escape route	Assess/predetermine most suitable escape route(s) from intended location. Fire Wardens can advise on means of escape routes when require
15	Horizontal evacuation	Will be implemented wherever possible.