

# **Fire Safety Policy**

## **2025\_2026**



**‘The Love of Christ impels us’**

**To be**

**Ready, Respectful, Safe**

**‘To love one another as I have loved you’**

Reviewed: Spring 2025

## 1.0 Introduction

**St Peter and St Paul Catholic Primary School** will ensure, so far as reasonably practicable, that all staff, pupils, 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 1<sup>st</sup> 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 the 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 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.

## 2.0 Responsibilities

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

- Governors ensure that an appropriate policy is in place in the school and that arrangements are made for its effective implementation;
- The Head Teacher has the ultimate responsibility for the implementation and management of this policy;
- The **Headteacher** is 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**'. If the Local Authority is the employer they are therefore the '**Responsible Person**'. Certain day to day responsibilities can be delegated down to a 'duty holder'
- 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.

## 3.0 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 spread;
- To minimise the potential for fire to disrupt services, damage buildings and equipment, or harm the environment.

## 4.0 Managing Fire Safety

The school has delegated day to day responsibility for managing fire safety to the 'duty holder' i.e. the **Premises Manager/Assistant Caretaker**.

The **Premises Manager/Assistant Caretaker** will:

- a. 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 emergency lighting;
- b. Provide and maintain in working order all fire fighting appliances and devices including:
  - Fire detection and alarm systems;
  - Emergency lighting systems;
  - Fire fighting equipment;
  - Notices and signage relating to fire procedures;
  - Means of escape, taking into account the needs of any disabled users.
- c. Carry out or arrange to have carried out a fire safety risk assessment on each of the school buildings to ensure that the school's facilities are compliant; and reduce the risk of fire incidences by carrying out appropriate task risk assessments.
- d. 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 all the school;
- e. Ensure that all staff, students, contractors, visitors and third party hirers are made aware of and comply with the school's fire procedures;
- f. Identify any special risks e.g. the storage of hazardous materials, and put in place appropriate procedures to minimise the risks;
- g. Liaise with third parties; the emergency services, and the school's insurers to ensure that best practice for fire prevention and procedures is in place;
- h. Monitor and review this policy on a regular basis so as to ensure that any new risk or alteration to regulations is addressed.

## 5.0 Monitoring

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

**The school fire detection and alarm system** is maintained and checked by **Banham Ltd**. The alarm sounders are tested on a weekly basis by **the Premises Manager/Assistant Caretaker**. **The school emergency lighting** is checked by **Draper Electrical**;

**Notices and signage** are updated as and when required and checked annually by **the Premises Manager/Assistant Caretaker** and **Banham Ltd**;

**Fire fighting equipment** is visually checked weekly by **the Premises Manager/Assistant Caretaker** and extinguishers are replenished or replaced annually by **A Class**.

**A fire log book** which contains records of fire safety issues is maintained by **the Premises Manager/Assistant Caretaker** and located in the Main Office. These issues include:



- Fire drills
- Hot work permits, etc.
- The storing of hazardous materials
- The inspection and testing of:
  - Fire detection and alarm systems
  - Emergency lighting systems
  - Fire fighting equipment
  - Staff training records

## 6. Fire Risk Assessment

The school has carried out a comprehensive fire risk assessment for each of its buildings. These assessments are kept **in the Main School Office**.

The fire risk assessment identifies who will be at risk if there is a fire, where people may be working and who else may be at risk, either in the premises or nearby, such as members of the public, visiting contractors, etc., and where these people are likely to be located.

The fire risk assessment will be reviewed and amended **annually** if it is either no longer valid or if any changes are planned, such as:

- Any structural changes (alterations to the layout of the premises, erection of partitions, refurbishments etc.)
- Any change to the use of the premises which may affect the risk rating;
- Any change to work processes or work equipment which may introduce new fire hazards;
- Any change to the numbers of people using the premises to ensure that escape routes can accommodate the numbers safely.

## 7. Fire Safety Training

- All staff receive basic fire safety induction training **using the LBI on-line system** and attend refresher sessions **annually**;
- Key staff in the individual school buildings receive more detailed instructions **including fire marshall training**;
- Pupils are given instruction by their form tutors 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 at the weekly staff meeting and detailed in the minutes of the Resources Committee Meetings with any conclusions and remedial actions are recorded and implemented.

## 8. Evacuation Procedures

The evacuation procedures which are to be followed in the event of a fire alarm are annexed to this policy. This document details the responsibilities of staff and individuals during an evacuation and subsequent roll call.

The document also includes specific Guidance on the Evacuation of Disabled Persons from the school buildings.

## Appendix 1

*Note: This is an example of an evacuation procedure, yours may be different, or you may find some of the ideas in this example useful and include them into your existing procedure.*

# EVACUATION PROCEDURE

## THE FIRE ALARM

**PERSON DISCOVERING FIRE** should break glass of nearest alarm

*Premises Manager/Assistant Caretaker* rings (9)999 on hearing alarm.

If fire is in the kitchen *the Catering Manager* rings (9)999 and immediately sends someone to break glass of alarm and tell *the Headteacher and Premises Manager* that the Fire Service has been notified.

**On hearing the fire alarm:**

## ALL PERSONS PROCEED TO ASSEMBLY POINT

- Where appropriate, ensure Master switches for gas and electricity are off and windows closed. NB In the event of a gas leak, when evacuation is likely to be as a result of verbal instructions rather than a fire alarm sounding, if possible leave windows open to dissipate gas and no electrical switches should be used.
- In classrooms, pupils nearest windows should be told to close them if possible. Staff assemble pupils **IN SILENCE** and instruct them to proceed to the Assembly Point *in the Junior and Infant Playground* **IN SILENCE**, walking rapidly NOT running. The classroom door should be closed behind the last person to leave.
- Use the directed route - the quickest fire escape route is displayed in each room - unless a blockage makes this impossible. 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 their form rooms. All double doors should be opened by those who are first to reach them and closed by the last person to pass through them.

- *Office staff will collect registers pupil and staff signing in/out books, visitors ' book and off-site lists from PE staff before proceeding to the Assembly Point.*
- *Premises Manager/Assistant Caretaker* will attempt to identify the source of the fire from external visual observation. Where safe to do so, the zone triggered by the alarm will be noted.
- The *Premises Manager/Assistant Caretaker* will report the safety and whereabouts of the caretaking/contract staff to *the Headteacher* and will maintain contact throughout the procedure.
- The *Premises Manager/Assistant Caretaker* on duty will open the gates for the Fire Service and 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

(refer also to plan at Appendix A)

### Pupils' Reporting Procedure:

Forms line up in alphabetical order at Assembly Point.

FORM TEACHERS collect registers from Receptionist and supervise roll call.

Once roll call is completed, report absences to *Headteacher* and return register to Receptionist and take appropriate action.

### Staff/Visitors Reporting Procedure:

*Report to the School Business Manager. The SBM to report any absences to the Headteacher.*

The *Premises Manager/SBM* will check with the Head teacher (or with the most senior teacher or member of staff in their absence) that all persons are accounted for, and 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 Head teacher**



## Appendix 2

### 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 **junior/infant playground (as per their class)**

*[Detail responsibilities and procedure for producing a Personal Emergency Evacuation Plan (PEEP) for the pupil/ employee]*

Having considered the risks, the **[job title]** 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 Head teacher 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 their "buddy" 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.

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Wherever possible (i.e. when on ground floors) 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 or the person is above ground floor, 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.

Lifts must not be used during an emergency evacuation

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