

**ST CUTHBERT MAYNE SCHOOL**  
**Joint Catholic and Church of England 11-18 Comprehensive**  
**School**  
**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**  
**Fire Policy**

**Approved by Resources Committee:**  
**Reviewed by Full Governing Body:**  
**Next Review Date:**

**June 2023**  
**July 2023**  
**June 2024**

## USE OF FIRE POLICY AT ST. CUTHBERT MAYNE SCHOOL

- 1.1 Our vision of joint Catholic and Anglican education calls us to acknowledge that the Body of Christ is in the school community. We believe that God is incarnate (present) in the 'day to day' life of our school. Our understanding of Christian spirituality is therefore as much about dealing with each other as it is about meeting God.
- 1.2 We believe that each member of our community has a divine origin and an eternal destiny.
- 1.3 We believe that through his Incarnation Jesus affirmed us as whole people and redeemed us through his resurrection.
- 1.4 We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.
- 1.5 These beliefs underpin our approach to the use of the fire policy and thereby commit us to encouraging all members of our community, staff and pupils alike, to grow towards human wholeness. The Governing Body aims to meet this responsibility by:
  - Affirming, consolidating and celebrating the achievements of our teachers (Challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school and will be an accepted part of the process)
  - Challenging ourselves, staff and pupils to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense
  - Supporting staff in this process in a positive manner

**St Cuthbert Mayne School**  
**Fire Precautions, Policy and Emergency Procedure Guidance**

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## **INTRODUCTION**

The Fire Precautions (Workplace) Regulations came into force on 1 December 1997. The purpose of these regulations is to ensure that workplaces are safe from fire. The Regulatory Reform Order (Fire Safety) 2005 was enacted on 1<sup>st</sup> October 2006, the purpose of which is to ensure that people and workplaces are protected from the effects of fire by the completion of a fire risk assessment and taking steps to eliminate or reduce the risk of a fire occurring. The Governors have produced this document to comply with these regulations. The regulations ensure that Governors take ownership of fire safety within the school. A fire risk assessment of the premises achieves this.

Risk assessment is a requirement within the management of Health and Safety at Work Regulations 1992. The Regulatory Reform Order (Fire Safety) 2005, (from hereon referred to as “the Order”, simply extends the need for a fire risk assessment to cover the area of fire safety management. It is considered good practice to hold all relevant information regarding fire risk assessments, actions and logs in a central point within the school so that it is easily accessible when the fire officer calls. Compliance with the above regulations can be achieved by following this guidance.

## **RESPONSIBILITY**

Regulations place requirements on persons with control over the school i.e. Governors and Headteacher. However, all employees must contribute to the aim of reducing the risk of fire.

## **FIRE RISK ASSESSMENTS**

It is the Governors policy to ensure fire risk assessments are carried out in all workplaces and comply with the Order and in particular with reference and compliance to the publication entitled “ Fire Safety Risk Assessment – educational premises ”. The primary purpose is to safeguard life, however many of the measures taken will also offer some protection to property. The fire risk assessment shall address the likelihood of fire occurring and its consequences. Actions are required to address the findings identified within each assessment by way of action plans which are approved annually by Governors. A flow chart in Appendix 1 shows ‘The Five Steps of Fire Risk Assessment’.

## **COMPLIANCE**

Compliance with the Regulations will be achieved by: -

- (a) Carrying out a fire risk assessment;
- (b) Providing fire-fighting equipment;
- (c) Checking that a fire can be detected and people can be warned;
- (d) Ensuring that people can get out safely;
- (e) People knowing what to do in case of a fire;
- (f) Checking and maintaining fire safety equipment

## **FIRE PLANS**

When conducting an assessment of a workplace, a plan of each floor is to be obtained and then the content and use of rooms and passageways are to be assessed on an individual basis. The identified risks and applicable precautions are then marked on the plan, including the quantity, type and position of fire extinguishers and warning devices, escape routes and fire doors etc.

The agreed procedures for evacuation, testing and maintenance of equipment, record keeping and responsibility for action on these matters must be formally documented and attached to the fire plan.

Consideration should also be given to: -

- (a) Ignition sources
- (b) Combustible materials
- (c) People at risk
- (d) Structural features
- (e) Maintenance and refurbishment
- (f) Changes to the premises and its use

The assessment and resultant action should focus on preventing harm to any person who may be in or nearby a building during the outbreak of a fire, and this will involve:

- Reducing the risk of fire breaking out
- Restricting the spread of fire and smoke within the building
- Preventing the spread of fire between buildings
- Designating a means of escape which is properly protected and signed
- Providing emergency fire fighting equipment
- Providing a suitable fire warning system
- Adequate arrangements for evacuation of employees and visitors, including those with restricted hearing or vision, and disabled people
- Periodic maintenance and test of associated equipment and procedures
- Adequate records of maintenance and tests of associated equipment and procedures
- Adequate information, instruction and training of all appropriate personnel in the relevant control measures
- Arrangements for emergency contact with Fire Brigade and other emergency services.

A separate assessment must be completed for each workplace, covering each of the following topics, with due regard given to the effect these might have on any adjacent premises.

- |   |   |   |
|---|---|---|
| 1 | - | Fire Risks                                      |
| 2 | - | Structural features of the building             |
| 3 | - | Persons at risk                                 |
| 4 | - | Fire warning systems                            |
| 5 | - | Fire fighting arrangements                      |
| 6 | - | Emergency escape routes                         |
| 7 | - | Maintenance, training, supervision and control. |

It is essential that all fire precaution measures identified by the risk assessment process be properly maintained.

A further assessment must be conducted prior to any proposed changes to the structure of the building, introduction of any new processes or storage of flammable materials or significant changes in the number of personnel in the premises.

# **ST CUTHBERT MAYNE SCHOOL FIRE POLICY**

## **INTRODUCTION**

This is a statement of the Governors for the arrangements for the fire safety at St Cuthbert Mayne School and complements the guidance detailed in the Schools Health and Safety manual. The statement underpins the commitment and responsibilities of The Governors in setting the fire policy, and the Headteacher and his/her staff in implementing this on a day-to-day basis

The aim of the statement is to require that all reasonably practicable steps are taken to ensure that the risk from fire and arson attack is minimised and that robust arrangements are in place and reviewed regularly.

In securing these arrangements it is necessary to ensure that the Headteacher and staff are aware of the fire risks associated with the activities carried out on the premises and in the construction of the building. This requires an understanding of:

- The relevant regulations and guidelines provided by Torbay Council, the Fire Authority and the internal fire procedures within the premises.
- The need for Headteacher and staff to work collectively to identify potential fire hazards and for employees to report these to their Line Managers.
- The structure in relation to designated responsibilities for fire precautions and reporting mechanism in dealing with concerns as to fire safety.
- The legal obligations imposed on the premises by the Fire (Workplace) Regulations 1997 and the Order, that require a written Fire Risk Assessment to be undertaken (and reviewed from time to time) to ensure the adequacy of the:
  - Means of escape from fire
  - Means of raising the alarm
  - Means of fighting fire
  - Emergency lighting
  - Maintenance of fire equipment
  - Instruction, information and training of staff
  - Training needs in relation to fire hazards, arson prevention and control, the use of portable fire extinguishers and evacuation procedures.

## **ORGANISATION**

The Governors will: -

- Approve a clear written fire policy statement which is reviewed annually.
- Ensure that measures are in place to comply with the Fire (Workplace) Regulations 1997 and the Order, and monitor the effectiveness of the policy.
- Ensure that where required, objective support and advice is obtained on fire safety issues from the Fire Authority and other professional bodies and advisers.

The organizational chart for fire safety is detailed in appendix 2. The day-to-day responsibility for all fire safety rests with the Headteacher who will: -

- Be the focal point of contact for reference on fire safety related matters.
- Co-ordinate the implementation of the fire safety policy and ensure that all staff and their accredited representatives are aware of its contents.

- Make clear the responsibilities on the staff for fire hazard identification and evacuation.
- Ensure that the building's fire defence equipment is maintained and tested routinely and proper records are kept.
- Ensure that the staff are properly trained in fire safety and fire risk assessment principles.
- Ensure that fire risk assessments are carried out by a competent person and are reviewed annually or whenever new hazards are introduced.
- Ensure fire evacuation drills are undertaken each term, using varied scenarios to match the fire risk profile of the premises and maintain records of drills.
- Make provision for the evacuation of all persons in the building e.g. staff, public, contractors and others including those with disabilities.
- Monitor the effectiveness of systems and procedures for alerting the fire and rescue service both during and outside normal working hours.
- Conduct an assessment of vulnerability from arson attack and implement measures to prevent and control this in liaison with the police and fire brigade.
- Ensure the observance of the Schools No Smoking policy in the building.

### **STAFF**

Staff have a pivotal role in ensuring their own safety and the safety of others from fire risks and are expected to: -

- Raise any fire safety concerns related to the premises with their line Manager.
- Exercise effective supervision of persons in their care including rehearsing the procedures for evacuating them including those with any disabilities.
- Maintain an awareness of fire risks within the building and conduct a daily check of the workplace to minimize the likelihood of fires occurring and spreading.
- Co-operate with their employer in meeting the Schools legal responsibility for health and safety including any arrangements made for the safety of staff.
- Avoid introducing any personal items of equipment or substances that could increase the risk of fire in the building.

### **FLOOR MARSHAL**

The Business Manager is responsible for maintaining a watching brief on any activity in the building that may give rise to the risk of fire, e.g.

- The accumulation of rubbish near to sources of ignition, maintenance of escape routes and doors.
- Inappropriate siting of rubbish bins outside the building that may provide an allurements to would-be arsonists.
- Monitoring contractors working on the premises ensuring that safe working is exercised particularly when using hot cutting equipment, open flame and portable gas cylinders.
- Ensuring there is no unauthorized access to the building during the daytime and observance of the No Smoking policy by anyone using the building.
- Conducting daily hazard spotting and reporting potential fire risks to the Line Manager/Supervisor.
- Undertaking the weekly check of the fire alarm/detector system including portable fire extinguisher and record the findings.

## **FIRE DEFENCE AWARENESS**

The building's fire defence arrangements are detailed on a "Fire Plan". A copy of the fire plan shall be kept on the premises for reference by the Fire Service and contractors responsible for maintaining fire defence equipment.

The fire plan shall be reviewed annually by the Governors and kept up to date to reflect any changes to fire defence equipment.

## **FIRE LOG**

A comprehensive log of activities relating to fire safety shall be maintained by the Business Manager and kept ready for inspection. The contents shall include provision for recording:

1. (a) Weekly check of the fire detection and alarm installations.  
(b) Annual service and test by a competent engineer.
2. (a) Monthly and six monthly checks of the emergency lighting units.  
(b) Annual service and test by a competent engineer.
3. (a) Weekly checks of the portable fire extinguishers.  
(b) Annual service and test by a competent engineer.
4. Any fault in the building's construction or internal fabric, e.g. doors and walls that may give rise to fire risks.
5. Evaluation of effectiveness of fire evacuation drills.
6. Results of review of fire risk assessments.



## **St Cuthbert Mayne School Fire and Emergency Procedures**

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### **INTRODUCTION**

St Cuthbert Mayne School already has emergency evacuation procedures designed to deal with major incidents contained within its Staff Handbook (refer to appendix 3). The procedures and guidelines produced below are in general responses to local incidents, which require rapid action to preserve life, protect people at work, and visitors to our premises.

The Governors have a duty under the Health and Safety at Work Act and supporting legislation to protect their employees and other people from serious and imminent danger. To this end the Headteacher is required to provide plans for foreseeable emergency situations which may arise.

The procedures should be based on risk assessment; they should protect staff and visitors on School premises and inform them what to do in the event that an emergency occurs, as listed below.

- Accidents and serious or sudden illness
- Bombs or suspect packages
- Electrical
- Environmental
- Fire
- Gas leaks
- Lifts

### **ACCIDENTS AND SERIOUS OR SUDDEN ILLNESS**

The following guidance is for everyone who may come across the scene of an accident, not just for trained first aiders. It deals with a variety of emergency situations and gives basic first aid advice, which can be used in an emergency. Only persons who are fully trained in appropriate first aid procedures may administer additional treatment. If it is suspected that a casualty has a serious injury or illness or a person is in any doubt as to what to do, that person should seek immediate medical assistance by calling the ambulance service 999. The following information will be required:

- telephone number.
- The exact location – A house or building number, street, town or if in the country a map reference or directions from the nearest recognisable landmark.
- The type and seriousness of the incident – for example: “There has been a traffic accident, there are two cars, the road is blocked, there are three people trapped”.
- The number, sex, and approximate ages of the casualties, and anything known about their condition – for example, “A man, in his early fifties, suspected of having a heart attack”.
- Details of any hazards such as spilled chemicals, power line damage or adverse weather conditions such as fog, or heavy rain.

#### **General**

- Take care not to become a casualty yourself if you intend to administer first aid – use protective clothing and equipment where necessary.
- Make the area safe. If able to get bystanders to warn other people and keep them away.
- Don't delay in sending for assistance where necessary.
- Follow the advice below.

### **Emergency action**

- If you need help send for it immediately.
- If an ambulance is needed, arrangements should be made for it to be directed to the scene without delay. Preserve the scene as far as possible, other people such as the Police, Health and Safety Executive or other agencies may wish to investigate the circumstances of the incident later on.

### **Sudden Illness**

- Re-assure the casualty.
- Remove them to a quiet area or first aid room.
- Seek expert assistance if in doubt.
- Do not offer any medication — casualty may take his or her own personal pain relief tablets as appropriate.

### **Reporting**

- Report all accidents and incidents of illness in the normal manner using the appropriate school forms.
- Inform your immediate line manager as soon as possible.

### **First aid materials**

- If first aid is administered articles used from first aid boxes should be replaced as soon as possible.

### **Road traffic accidents**

- If the accident appears serious call the emergency services as before.
- Ensure your own safety; do not create danger to yourself or others.
- If in a vehicle park safely, well clear of the accident, set your hazard lights flashing.
- At night, wear or carry something light, or reflective, and use a torch.
- Send bystanders to warn other drivers.
- Switch off the ignition of any damaged vehicle.
- Switch off the fuel supply on diesel vehicles and motorcycles.
- Stabilise vehicles. If a vehicle is upright, apply the hand brake and put it in gear, or put blocks at the wheels. If a vehicle is on its side, do not right it, but try to prevent it from rolling over.
- Look out for physical dangers. Is anyone smoking? Are there goods vehicles displaying Hazchem symbols? Are there damaged power lines, or spilt fuel?
- **Do Not move injured people** unless it is absolutely necessary to prevent further injuries.
- If it is essential to move a casualty, you will need help to support the shoulders and chest, hips and abdomen, and for the legs. You should support the head at all times, one person taking charge of the moving operation.

## **BOMBS AND SUSPECT PACKAGES**

The threat of terrorist attack by either depositing bombs in our premises or sending devices through the post is far from commonplace. However as employers the Governors have the responsibility to provide plans to minimise the risks to life and property should such an event occur.

When receiving information regarding a bomb or suspect package it is important that all threats are taken seriously and that this information is passed on to the emergency services. The following general guidance is provided:

**On receipt of a telephone call (include fax or E mail) alleging the presence of a bomb or explosive device try to ascertain the following information by using the template in appendix 4:**

- Where is the bomb?
- When is it going to explode?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Make a note of the time of the call and inform the main switchboard immediately who will alert the senior leader present, wait for instructions.

### **On receiving instructions to evacuate a building**

1. The alarm for evacuation is raised by a password system. Messengers will visit all parts of the school and advise the teacher in charge of the password followed by an instruction. The password is 'Code Zero'.
2. When told to do so by the senior leader present, evacuate the building by the assigned route to the designated area.
3. Take your personal property with you including bags and coats. There is then no need to search these items when looking for a bomb.
4. Open doors and windows as you leave so that an area can be viewed without actually entering it.
5. Remain at the evacuation site until told to return by the senior leader present

**The fire alarm must NOT be used to evacuate on a bomb alert. DO NOT close doors behind you. DO NOT use mobile phones or radios.**

### **On discovering a suspicious object or package**

1. Do Not Touch or Move the object
2. Contact reception immediately using a normal telephone line or a runner, stating what you believe you have found and where it is, describe the object as best you can.
3. Reception must inform the senior teacher present who should implement the evacuation plan.
4. If possible leave a distinctive marker near (not touching) the object.
5. Move away from the object to the designated control point, be prepared to explain exactly where the object is, and draw a plan if able.
6. DO NOT panic.
7. DO NOT use a mobile telephone or radio. The signals can activate certain types of explosive devices.

**The person finding the object should be immediately available for interview by the Police**

## **ENVIRONMENTAL EMERGENCY:**

Environmental emergencies can take many forms from road tankers overturning and spilling its contents into a nearby watercourse to fires involving hazardous materials such as asbestos. School

workers should normally only be involved with environmental emergencies from the point of clean up operations after the incident. In saying this however special precautions may still be required to prevent people from becoming exposed to substances hazardous to health and any other hazards, which may be present during such operations.

In all cases a risk assessment will need to be carried out to determine the level of risk to people and the safety measures (including type and specification of personal protective equipment) to be taken. The following checklist has been designed to assist in the decision making process:

### **Substances**

- Has the hazardous substance been identified (Look for hazard warning panels or data sheets)
- How will it harm the environment or the people nearby
- Is it listed in EH 40 Occupational Exposure Limits as hazardous to health
- Can it be contained (prevented from entering water courses or dispersing into the atmosphere)
- Keep records

### **Equipment**

- Is special personal protection equipment such as breathing apparatus required
- Is special equipment such as containment booms drain covers required
- Is decontamination equipment required (for employees and equipment)
- Is equipment inspected to ensure operability
- Is there sufficient equipment for all concerned in the operation, including back up teams
- Have people been trained in its maintenance and use
- Is there sufficient communications equipment for all to remain in contact
- Are records kept

### **People**

- Have people been trained to deal with the situation
- Have they been trained to deal with non routine issues such as equipment failure
- Has a local supervisor been appointed
- Have they received training as above
- Have personnel been medically examined as required by statute (BA wearers)
- Do they have any medical condition which would exclude them from carrying out work with particular substances

### **Systems**

- Has a risk assessment been conducted
- Have safe systems of work been identified and implemented
- Have people been trained in their use
- Are there systems/locations for the disposal of contaminated equipment etc? Are records kept? Remember to monitor and review all systems, procedures and records at the end of the incident to ensure they continue to be effective

### **FIRE EMERGENCY:**

Fire causes injury, damage and in the worst cases death. Most injuries and deaths occur through the inhalation of smoke and toxic fumes caused by products of combustion. All premises are required to have fire evacuation plans following a fire risk assessment, which have to be communicated to all people who enter into any of the Schools premises. Tests, faults and false alarms should be recorded, including times of activation and length of time it takes to clear a building. Causes of false alarms and faults should be investigated and dealt with as soon as practicable. Alarms should only

be deactivated as a last resort, if so alternative methods of detection and raising the alarm must be put in place prior to de-activation.

### **GAS LEAKS:**

Because of the volatility of gas the utmost care must be taken when dealing with suspected leaks. If a person smells gas or believes that gas may be leaking into the atmosphere, these guidelines should be followed:

#### **Leakage without fire**

- Evacuate everyone from the area to a safe place (do not use electrical fire alarm systems – use the password system)
- Inform your line manager (use a phone away from the area)
- Do not smoke.
- Do not use naked flames.
- Do not turn electric switches on or off.
- Turn off the gas supply at the main isolation valve do not use the installation again until the fault has been rectified
- Do open doors and windows to get rid of the gas (doors are most important)
- Keep all personnel away from the area
- Call Transco on 0800 111 999
- For major gas leaks call the Fire Service.

#### **Leakage of gas which has ignited**

- Sound the fire alarm and evacuate the premises
- If possible, but without taking personal risk shut off the gas supply at the main isolation valve

### **ELECTRICAL EMERGENCY:**

The use of electricity, the installation of electrical systems, and the safe procedures for carrying out work on electrical systems is heavily regulated because the dangers are well known. However failures can happen, in which case procedures are required to safely deal with the situation.

#### **Fires and explosions involving electrical equipment.**

1. Raise the alarm.
2. If able switch off the equipment.
3. If there are any casualties provide first aid as necessary. BEFORE TOUCHING CASUALTY ensure mains electrical supplies are switched off.
4. If you can do so safely without putting yourself at risk: Attack the fire using a suitable fire extinguisher, CO2, or Dry Powder. Always check your exit is clear and allow time to vacate the building.
5. When the fire is extinguished, report the incident to your line manager.
6. Do not switch the equipment back on until a competent person has checked it out.

### **LIFT EMERGENCY:**

Lifts can jam or become stuck between floors. This can lead to panic and severe stress for those people who may be trapped inside. In such cases where passenger lifts stop for any reason and cannot be simply restarted then the following procedure should be adopted: -

#### **Manual winding of passenger lifts and opening lift landing doors.**

School employees must not operate lift winding equipment manually, or open lift landing doors

under any circumstances, lift winding etc. or the opening of doors in emergency cases must only be carried out by:

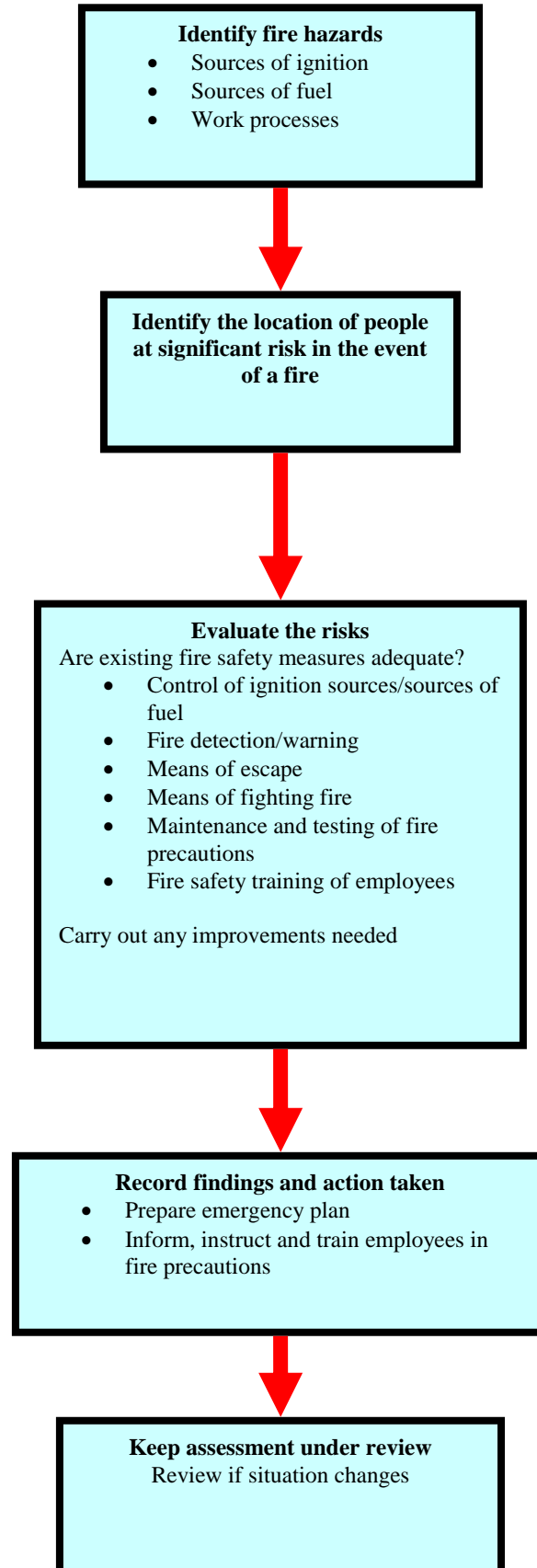
- I. Appointed Competent Lift Engineers
- II. The Emergency Services (Devon Fire and Rescue Service).

In the event of an incident requiring the release of lift passengers the following procedure must be adopted:

- a) Establish the exact whereabouts of the lift by walking up or down the stairs to each level of the building and calling out. **Do Not** attempt to open the lift doors and look up or down the lift shaft.
- b) Reassure and advise the trapped person(s) that you are aware of their circumstances. Try and ascertain the number and condition of the people involved.
- c) Raise the alarm by phoning 999. Ask for the Devon Fire and Rescue Service. Give your location, the number of people trapped, and if known their condition. If a person's condition is unknown or in doubt ask for the ambulance service as well.
- d) Inform the lift occupants that the Emergency Services have been contacted and that help is on its way. Continue to remain in contact with the lift occupants and reassure them that help is on its way; monitor the situation as closely as possible to ascertain if the situation changes in anyway. Remain calm and reassuring at all times.
- e) Upon arrival of the Emergency Services, pass all relevant details to the Officer in Charge, provide necessary access/override keys. The Emergency Services will take control of the situation.
- f) When the lift occupants have been released, try to ascertain the names and addresses for recording and reporting purposes.
- g) Remain at the scene until the incident has been resolved and the lift shaft secured to prevent access unless told to leave by a senior officer.
- h) Once the lift is isolated and secure, the appointed lift engineer should be contacted to inspect and return the lift to the correct operation

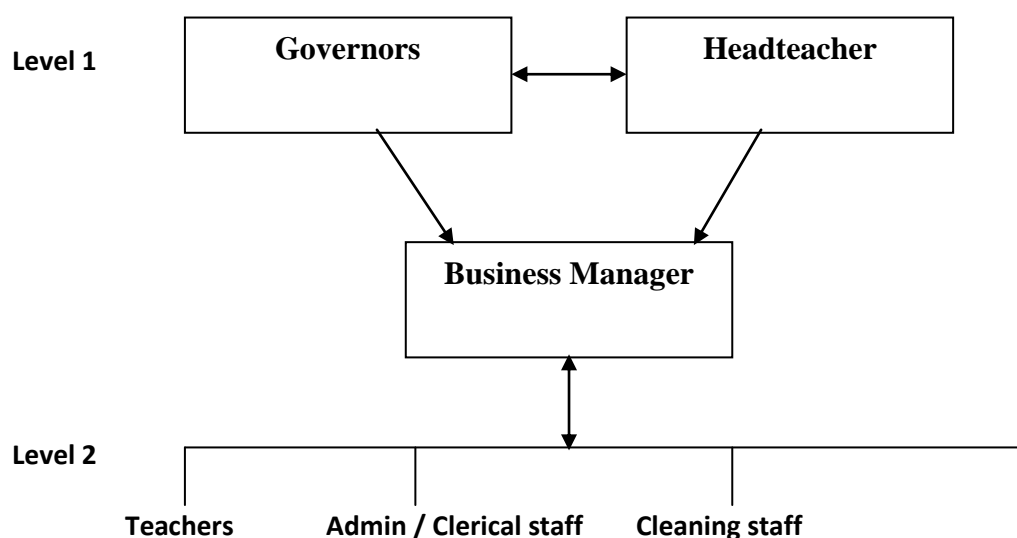
## Appendix 1

### The Five Steps of Fire Risk Assessment



## Appendix 2

### Management Structure for Fire Safety



#### Allocation of Functions

##### **LEVEL ONE:**

- Responsible for setting the premises fire policy and conducting an annual review.
- Responsible for the implementation of fire policy.
- Maintaining a liaison at strategic level with Torbay Council and Devon Fire and Rescue Service in related matters.
- Ensuring staff undertake their respective responsibilities for fire risk management Ensuring Fire Risk Assessments are undertaken and reviewed annually.
- Ensure staff are properly trained in the fire risks associated with the activities in the building evacuation procedures.
- Ensuring the risks from arson attack is minimized by conducting regular assessment of vulnerability and introducing any necessary control measures.
- Maintaining comprehensive records of all fire related activities.

##### **LEVEL TWO:**

- Conducting routine fire hazard spotting and reporting concerns to the relevant Line Manager.
- Implementing the building evacuation plan.
- Reporting unsafe practices or breaches in the safety arrangement to management or appointed safety representatives.
- Maintain a watching brief on contractors working in the premises particularly when hot work is concerned.
- Maintaining the security of the building(s) through preventing unauthorized access and control of visitors.
- Ensuring that electrical appliances are regularly checked and no personal heat producing apparatus is introduced to the premises.
- Participating in organized fire training including evacuation exercises and fire fighting appliances.



## Appendix 3

### EMERGENCY EVACUATION PROCEDURE

**The first duty is to avoid injury and loss of life.**

**Familiarise yourself with these procedures and all means of escape.**

- If you discover a fire, or one is reported to you, sound the alarm by pushing the nearest fire alarm point.
- The fire alarm bell or sounder will ring continuously.
- In the event of a fire the receptionist (who will be waiting adjacent to the reception) will telephone the details to the Fire Station upon instruction from a member of the SLT.
- The assembly point is on the Yards behind the Launceston Building:
  - Top left - Years 12 & 13
  - Top right – Year 9
  - Bottom left – Years 11 & 10
  - Bottom right – Year 8 & 7
- Those teachers without a class, all non-teaching staff and visitors are to assemble on the top staff car park.
- Students are instructed to walk quietly to the assembly point.
- Any staff and students that are on the playing field when the alarm is raised are to walk to the assembly point via the sixth form gates onto Teignmouth Road, walk along the pavement and up Trumlands Road and enter the top car park and cross the car park to the assembly point.
- Having sent the students to the assembly point, teachers should ensure their classroom is clear and then check the immediate vicinity including toilet and office accommodation to ensure premises have been vacated.
- On hearing the alarm all staff are to leave the premises checking on the way out that all offices and ancillary accommodation have been vacated.
- All staff and students not in class when the alarm rings should go by the most direct route to the Assembly Point.
- Administrative staff check the administration area, reception, staffroom, attendance, medical room and toilets taking any students in the medical room with them.
- The receptionist takes the following to the assembly point:
  - visitor pass book and the staff signing in/out book
  - Radio's x 7
  - High visibility jackets x 7
- Attendance Officer takes the Form Registers for KS3, KS4 & KS5 to the assembly point together with a copy of the student electronic signing in/out book and distributes the registers to the Yard Leads
- Yard Leads are:
  - Top left (years 12 & 13) – Sam Toohey
  - Top right (Year 9) – Kris Statham
  - Bottom left (Years 10 & 11) – Suzanne Kingdon
  - Bottom Right (Year 7 & 8) – Colin Horrocks
  - NOTE: in the absence of a Yard Lead Adam Shaikh will cover

- Yard Lead distributes the registers to the Year Co-ordinators and Director of 6<sup>th</sup> Form on the yards.
- Year Co-ordinators and Director of 6<sup>th</sup> Form distribute the registers to their tutors.
- Tutors take attendance registers
- Year Co-ordinators & Director of 6<sup>th</sup> Form collect in the registers from tutors once they have been completed. Both will undertake to confirm all students are present and correct by liaising with the Attendance Officer if there are any discrepancies.
- Yard leads will collect in registers from the Year Co-ordinators and Director of 6<sup>th</sup> Form
- Yard Leads will separately confirm to Headteacher when all students are accounted for.
- The Headteachers PA takes the Teachers register to the assembly point together with the days cover summary sheet and will undertake a visual roll call. When all teachers are accounted for the PA confirms this to the Headteacher. In the absence of the Headteachers PA, Abraham Martin will cover this role.
- The receptionist completes the roll call for all visitors and when all accounted for confirms this to the HR officer.
- The HR officer takes the support staff register to the staff car park assembly point and receives the staff signing in/out book from receptionist. When all support staff are accounted for the HR officer confirms this to the Headteacher and also confirms that all visitors are accounted for. In the absence of the HR Officer, the Exams Officer will cover this role.
- The Headteacher will dismiss students/staff only after having received confirmation that everyone has been accounted for from:
  1. Yard Lead 1
  2. Yard lead 2
  3. Yard lead 3
  4. Yard lead 4
  5. Headteachers PA re teaching staff
  6. HR officer re support staff & visitors
- If, before leaving the building, it is safe to tackle the fire you should use the nearest fire fighting equipment provided you have had the training to do so. But remember that firefighting is always secondary to life saving.

#### **Procedure at the Assembly Point.**

1. Students are to be silent once they step onto the yard
2. At the assembly point, students line up in silence by registration group in alphabetical order in one row under the direction of the Tutor.
3. When the last student has entered the yard the Headteacher will blow a whistle to grab attention and facilitate co-operation.
4. Tutors will register students and inform the Year Co-ordinator of missing students or pass “all present.”
5. Year Co-ordinators will inform their Yard Lead of any missing student or pass on an “all present”
6. Yard Leads will inform Headteacher of any missing student or pass on an ‘all present’ report.
7. The Headteacher’s PA and HR officer report outcome of their roll calls to Headteacher.
8. Headteacher will instruct when it is safe to return to the buildings

9. Please report any failure or difficulties with procedure to the School Business Manager.

### **Further guidance**

- a) Upon activation of the fire alarm the padlock on the top car park must be removed and the gates opened as a matter of priority. It is likely in practice that this task will be completed by the Headteacher. All members of the SLT hold padlock keys in case of need.
- b) Also the padlock on the main drive gates must be removed and the gates opened. It is likely in practice that this task will be completed by the Headteacher. All members of the SLT hold padlock keys in case of need.
- c) Radios & high visibility jackets x 7 to be taken to fire assembly point by receptionist and distributed to:
  - Headteacher
  - Yard Lead 1
  - Yard lead 2
  - Yard Lead 3
  - Yard lead 4
  - Headteachers PA
  - HR officer
- d) Teachers tell students to stop work immediately and instruct them on the need for prompt, orderly and silent compliance with all instructions. Shut all windows, leave all belongings and switch off all electrical equipment. Close doors after the last person has left.
- e) If the alarm should sound during break or lunch time, students should be directed to the assembly point by all staff present.
- f) If the alarm should sound at the end of the school day just after the bell has gone then it is practical that students are allowed to leave site. All those wishing to remain on site must make their way to assembly point.
- g) If the alarm should sound at the beginning of the school day and before registration everybody must gather at the assembly point in the normal manner by using the nearest route possible.
- h) Catering staff should ensure that all equipment is safe before proceeding to the assembly point.
- i) Science staff should ensure all gas is switched off/isolated in laboratories before proceeding to assembly point.
- j) Year Co-ordinators will find a replacement for any missing Tutors from 'spare' teachers gathered at the staff car park assembly point.

Fire Drill: At appropriate times a practice fire drill will take place. Staff will normally be given advance warning and the procedure above will be followed as if it were a genuine emergency. Please note that from time to time, an exit route may be taken out of action. Each member of staff is to complete an evaluation form after a 'planned' event.

**EMERGENCY EVACUATION - 2023/24**

- 1. IF YOU DISCOVER A FIRE, IMMEDIATELY INFORM THE NEAREST MEMBER OF STAFF.**
  - a. Leave the building with your class or group in a quiet and orderly manner, following the instructions of your teacher.
  - b. Leave all your possessions in the room.
  - c. Your teacher will ensure that all windows and doors are closed behind you.
  - d. Walk to the assembly point on the playground behind the Launceston Building. Do not attempt to pass others on the way.
  - e. Line up in your tutor group in register order.
  - f. Stand in silence. Your form tutor will take a roll call.
  - g. Remain in silence until you are instructed to dismiss.
  - h. Return quietly to your lesson.
- 2. GO BY THE NEAREST AVAILABLE ROUTE TO THE ASSEMBLY POINT, FOLLOWING THE EMERGENCY EVACUATION SIGNS.**
- 3. ASSEMBLY POINTS**

<b>TOP YARDS</b>	
Top Left	Top Right
<b>YR 12 &amp; YR 13 (AB)</b>	<b>YR 9 (PCH)</b>

<b>LOWER YARDS</b>			
Bottom Left		Bottom Right	
<b>YR 11 (LBC)</b>	<b>YR 10 (AJH)</b>	<b>YR 8 (DRH)</b>	<b>YR 7 (CJG)</b>

<b>Staff Car Park</b>	
<p>All staff not involved with student registers and any visitors            (Plus - JD, SK, KPS, SJT, CDH, AJC, AS, ABM, TJD, CR, RAS - not Wed &amp; Thurs, RDD)</p>	

Appendix 4

**ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT**

- 1 Remain calm and talk to the caller
- 2 Note the caller's number if displayed on your phone
- 3 If the threat has been sent via email or social media see appropriate section below
- 4 If you are able to, record the call
- 5 Write down the exact wording of the threat:

When Where What How Who Why Time

- 1. Where exactly is the bomb right now?
  
- 2. When is it going to explode?
  
- 3. What does it look like?
  
- 4. What does the bomb contain?
  
- 5. How will it be detonated?
  
- 6. Did you place the bomb? If not you, who did?
  
- 7. What is your name?
  
- 8. What is your address?
  
- 9. What is your telephone number?
  
- 10. Do you represent a group or are you acting alone?

11. Why have you placed the bomb?

Record time call completed:

This part should be completed once the caller has hung up and police/ building security/ coordinating manager have all been informed

Date and time of call:

Duration of call:

The telephone number that received the call:

<b>ABOUT THE CALLER:</b>	<b>Male</b>	<b>Female</b>	<b>Nationality?</b>	<b>Age?</b>
<b>THREAT</b>	Well-spoken	Irrational	Taped	Incoherent
<b>LANGUAGE:</b>				
<b>CALLER'S VOICE:</b>	Calm	Crying	Clearing throat	Angry
Slurred	Excited	Stutter	Disguised	Slow
Rapid	Deep	Familiar	Laughter	Lisp
				Nasal
				<b>*Accent</b>
				<b>Other (please specify)</b>

\*What accent?

If the voice sounded familiar, who did it sound like?

<b>BACKGROUND</b>	Street noises	House noises	Animal noises	Crockery	Motor
<b>SOUNDS:</b>					
Clear	Voice	Static	PA system	Booth	Music
Factory machinery		Office machinery		Other (please specify)	

## ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

- 1 DO NOT reply to, forward or delete the message
- 2 If sent via email note the address
- 3 If sent via social media what application has been used and what is the username/ID?
- 4 Dial 999 and follow police guidance
- 5 Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)