



Personal Emergency Evacuation Plan (PEEP) Policy

Tees Valley Education Trust

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Background and aims

The aim of the Personal Emergency Evacuation Plan (PEEP) Policy is to advise Trust employees on the process of personal evacuation and instructions on how to prepare individual Personal Emergency Evacuation Plan's (PEEP) for:

- Disabled or sensory impaired contractors and visitors to the academy (who have made their needs known upon signing in at the front office)
- Disabled or sensory impaired trust employees
- Disabled or sensory impaired pupils attending any Trust academy

A PEEP may be required for anyone who has any form of disability (including Sensory Impairment). It specifically includes those who cannot be adequately protected by the academy standard fire safety provisions, with a similar level of safety from the effects of fire and/or emergency evacuation as all other occupants.

Responsibilities

The Head Teacher (or nominated staff) should identify persons who may need additional help in evacuating from the academy in the event of an emergency and ensure they are offered suitable practical assistance. However, the aim should be to facilitate independent escape wherever possible. For pupils, staff, contractors and regular visitors, once it has been identified that a person would require assistance in the event of an emergency which required evacuation, a PEEP Questionnaire should be completed, and the individual's needs determined from the information supplied i.e. the number of assistants (including deputies) and methods used.

For groups of children in one class, a collective PEEP is produced but must always outline individual pupil requirements. This is completed in conjunction with the class teacher and using information provided by parent when completing the Individual Care Plan (ICP) and/or Personal Handling Plan (PHP).

The responsible person preparing a PEEP at xxxxxxxx Academy is: xxxxxxxxxxxx.

There should be no assumptions made about the abilities of a disabled person. Some negotiation skills, sensitivity and level of discernment is required by the person carrying out the PEEP. For occasional visitors, contractors, events such as open evenings or school plays etc... a range of standard PEEPs can be used to ensure the safe evacuation of disabled people. A blank standard PEEP is available on the academy shared drive (: Z drive) under SEND Inclusion.

Copies of:

Individual pupils' PEEPs must be held with:

- Front office manager
- Class teacher

- SENDCo
- Staff room

Visitors PEEPs must be held with:

- Front office manager

Staff PEEPs must be held with:

- Academy Business Manager (stored on employee HR file)
- Front office manager
- With the employee concerned
- Member of staff named on the PEEP who will assist the employee with evacuation

Supporting Information

Pupils

When a pupil is enrolled at the Academy, their escape plan should be developed as part of the admission process, or if their needs change during enrolment. Care should be taken that all children with a disability are provided with a PEEP if they need one, whether they have been provided with a EHCP, ICP or PHP or not. Pupils with learning difficulties are likely to need to practice their routes for escape more regularly than termly. If so, this should be written into their PEEP. All people involved in the escape plans for PEEPs involving pupils will need to practice. However, to avoid unnecessary distress or risk to some pupils, simulated escape may be more appropriate. For pupils with sensory processing disorders, the use of ear defenders should be considered to minimise distress from the alarm sounding.

Employees (temporary or permanent)

Existing staff identified should complete the PEEP in consultation with the Academy Business Manager without delay, if such a plan has not already been completed, or when there is a change in a person's ability, to ensure they can make their way out of the building safely. For all new staff this should form part of the induction process. This should be in confidence and it should be made clear that if they need help, it will be provided.

Some people may have difficulty in evacuation situations that they would not normally have e.g. people who have asthma may be affected in smoky conditions caused by fire, or people may be affected by the stress of an emergency situation. Where a disabled person has elected to make an exceptional effort to get out unaided, it may not be practical for them to practice during drills. However, timing a short section of the escape will assist in establishing how long a full escape might take (see time needed to escape further in this policy).

Occasional visitors/contractors

The HM Government publication 'Means of Escape for Disabled People', which is endorsed by the Disability Rights Commission, details escape measures for ten disability groupings:

- Electric wheelchair user
- Wheelchair user

- Mobility impaired person
- Asthma and other breathing / health issues
- Visually impaired person
- Hearing impaired person
- Dyslexic/dyspraxic or orientation disorders
- Learning difficulty / autism
- Mental health problems
- Dexterity problems

A prominent notice displayed in each academy Front Office reception area invites persons entering the Academy to declare if they require assistance. The notice reads:

“We operate a system of assisted evacuation for disabled persons and others who may need help in an emergency. Please speak to our reception staff and we will provide you with a suitable strategy.

We have trained members of staff who are able to assist you if it is necessary to evacuate. These staff will be constantly aware of your location in the premises, as they are with other persons. In the event of an emergency, we want to ensure that we provide you with assistance in the most appropriate way for you. Staff will ensure that children in their care are evacuated safely. You must follow instructions given by staff for your own safe evacuation.”

A PEEP should be offered to people as part of the procedures for visitors as an extension to the signing in process. The disabled person can then choose the escape option to suit them and can be given suitable instructions. A suitable plan should include consideration of what the building, management and disabled person can offer. It is also the responsibility of the disabled person to identify themselves when they are informed of the availability of a choice of evacuation plan, and to cooperate with the Academy by giving any information necessary for the safe execution of the plan. In the main however, visitors to the Academy are unlikely to spend time alone. All staff are responsible for ensuring visitors leave the building safely, whether or not they have a disability and should point out the escape routes.

Instructions for general means of escape are printed on the reverse of visitor ID badges.

It should not be assumed that because a person has a disability or impairment that they will need or ask for a PEEP. Some will be confident that they can get out of the academy building unaided. Conversely there should be an opportunity for other people who may not be considered as having a disability to request an escape plan e.g. epilepsy, asthma, heart disease or emotional problems.

Academy productions, public events & open days etc.

In the event of an academy production, public event or open day etc.. unknown visitors may enter the academy and it may be more difficult to gather the information prior to the need to escape. In addition, it may be impossible to know how many disabled people are present at any one time or their level of disability. In these instances, a system of standard PEEPs will not be used and advertised. It is suggested that when letters are sent out regarding events, a similar phrase to the one posted in reception is sent out to give you advanced notice of anyone who may need assistance.

Training of staff is vital at such events as they will have to provide assistance and advice to disabled and impaired users of the building as the incident develops. The plans to enable them to safely leave the building needs pre-planning and the assessment of the types of escape of that be provided within the building. Staff will need to understand all the options and standard PEEPs and be able to communicate these effectively to disabled people at the time of the escape. This will enable them to give maximum assistance to disabled people, irrespective of the nature of their impairment. This should form part of the schools fire risk assessment. Regular simulated practice should take place alongside moving, handling and disability evacuation training. Training is very important and must be regularly carried out to ensure staff involved in the escape plans feel confident in their skills, and disabled people should feel that they can trust the process.

Recruiting adequate numbers of staff volunteers is essential. It may be necessary to raise the awareness to staff of the importance of PEEP's periodically, to ensure adequate cover is provided and safety will not be compromised.

xxxxxxxxxxx Academy staff with responsibility for Fire & Emergency evacuation:

WARDEN	LOCATION
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Areas covered within a Pennyman Primary Academy PEEP are:

Main Academy Building

Bungalow (TVED Head Office)

Mobile Classroom (Discovery Special Academy satellite class)

Time needed to escape

The appropriate time required to make the disabled person's escape should be identified. Usually, a 2 minute (maximum) evacuation period is standard across TVED academies. Disabled people should not automatically be required to wait for the main flow of escape, but if they are likely to cause obstruction for other people, or there might be a risk of injury to themselves or others, it will be safer for everyone if they follow the main flow of people.

Wherever possible, the escape plan should accommodate both fast and slow moving people, however, where they may need to rest or they feel threatened by people behind them, it may be appropriate to design a plan that allows for this e.g. resting in refuges provided along the route. Where a person can make their escape unaided, it may take them longer than the two minutes generally accepted as the time taken for non-disabled people to make their escape in case of fire. They should be given the opportunity to take the safest route, which offers them the longest period of safety. It is important therefore that all school users keep fire doors shut and observe good housekeeping practices to ensure this maximum time is available to them.

General

The provision of suitable assistance is by nature a very practical issue, which calls for a degree of pragmatism. The fact that the Academy can call on the assistance of physically fit, trained, and capable staff means that it is unlikely that any special measures will be needed to assist with any persons during evacuation, other than the provision available from those staff. However, the aim should be to facilitate disabled people's independent escape as far as possible, also this reduces the chances of confusion and the chance of a plan breaking down.

Evacuation in an Emergency (Please see Appendix A for full Academy Fire Drill)

Any staff assisting in the evacuation of people with a disability will need to have an understanding of the technical building information, including; the fire safety systems, building layout (including satellite buildings) and fire protection, refuges, safe routes and equipment etc. to enable them to fully understand the options open to them, and places where they will be safe during the evacuation.

Elevators

Dormanstown Primary Academy is the only TVED academy that educates children across two storeys. There is an elevator installed. Safe evacuation protocols incorporating the elevator are available at Dormanstown Primary Academy and form part of the Evacuation procedures.

Safe Routes

A PEEP should contain details of the escape route(s) the disabled person will be expected to use. Clear unobstructed gangways and floor layouts should be considered at the planning stage. If possible, horizontal evacuation routes should be sought out so that the evacuating person can move freely into an adjacent building/area without having to negotiate steps and stairs. The Fire Safety Surveyor should advise academies on the extent of fire alarms and the fire separation between buildings so that these routes can be better designed. It is especially important to ensure that locks, doors and other devices can all be operated by the evacuating persons.

Equipment

Products such as Evac-Chairs and Stair-Climbing devices may be used to assist disabled people to use stairways and are provided in Dormanstown Academy. However, timing and obstructing the escape of others must be a prime consideration. These devices provide an alternative to carrying a mobility impaired person to a place of safety. They are pieces of equipment that are stored in an appropriate location close to each Fire protected stairway. It is essential that operators and users are trained and practice use respectively. Communication is also essential and may include the use of telephones, and hand held portable radios etc.

Mobility impaired people

There is a vast range of people who fit into this category, and it may be relevant for people who have heart disease, asthma or heart conditions. The preferred option for escape is horizontal evacuation to outside the building. Within this group, many people will be able to manage stairs, and to walk longer distances, especially if short test periods are built into the escape procedure. Consider the provision of suitable handrails e.g. one may be needed to the left or the right side of the stairs depending on the individual, and step edge markings (these would be considered reasonable adjustments and reduce the need for assistance). Information regarding the position of the fire is also useful so that there are no false starts or the necessity to change direction during the escape.

Where people will be slower down the stairs or they need to shuffle down the stairs on their bottom, they will need to wait until the main flow of people have been evacuated for their own safety and the safety of others. Wherever possible they should be monitored to ensure that there is no problem with their progress. As escape within 2 minutes may not be possible, it is important to explain which escape routes have a degree of fire and smoke resistance and the level of fire protection available. This should therefore include an explanation of elements such as compartmentalising, refuges and fire alarm zoning within the building which will help buy the time required for disabled people to either facilitate their own escape or leave with assistance. The fire marshal should report to the incident controller that a disabled person is slowly making their way out of the building. This information can then be passed onto the fire and rescue service on their arrival, if necessary.

Some children with gross motor difficulties may frequently use specialist equipment such as a special workchair, standing frame or specialist walker. Such items of equipment are not designed to be used outdoors and are not suitable for movement up and down stairwells with a child in-situ. If the alarm sounds and a pupil is using a piece of equipment, then every effort should be made to transfer them safely into a more appropriate mode of escape (e.g wheelchair). If this is not possible, then carry-down procedures (see below) should be considered.

Carry-down procedures

This may be by:

- Carry down in the person's own wheelchair (carry down by 2-4 people holding the wheelchair at one of the fixed points situated in each corner of the wheelchair)

- Carry-down using an office chair (a stable chair, preferably one with armrests carried in the same way as a wheelchair)
- Carry down using wheelies (tilting the wheelchair on its axis so that it is virtually weightless – some wheelchair users are able to do this unaided). This method is only practical on a short flight of stairs.

None of the above techniques should be attempted without appropriate training. All types of carry-down escape techniques require a risk assessment and professional moving and handling training for the operators.

An important issue to consider when planning means of escape for people who require carry-down by four people is that the width of the stair will need to be sufficient for all of the team to move freely and safely. Some wheelchair users are strong enough to tip their chair onto its axis and go down the stairs in this way. Others can do this with assistance. Where this method is considered, expert training will be required and the technique should be practiced regularly. Again, the escape should take place after the main flow of people leaves the building. It is only acceptable for short flights of stairs.

Powered wheelchairs

This group is likely to require more assistance, though don't assume this. It may be impractical to expect this group to take their chair with them, due to its size and weight, unless horizontal escape is possible. For safety reasons, children operating powered chairs must have their chair switched to manual override by an adult during an evacuation, and the adult will manually steer the chair on the child's behalf to the allocated safe zone.

Portable ramps

To enable safe egress out of some escape routes this may require the use of a portable ramp.

Deaf and Hearing Impaired persons

Deaf people working alongside hearing colleagues/pupils may not require special equipment and a buddy system may be the most appropriate method for alerting them of the operation of an emergency evacuation alarm. This must not be done on a casual basis in case everyone assumes that someone else has given the warning. Providing they have been made aware of what to do in the event of a fire, they will be able to see and understand the behaviour of those around them. However, deaf or hearing impaired persons working alone or outside normal school hours may need an alternative method of being alerted to an emergency, for example many alarm systems have visual indicators in the form of a flashing light, or vibrating pager systems can be used.

Sound enhancement systems for alarms/PA systems may also be provided in the school to transmit the message through that system e.g. via a hearing loop or radio paging receiver. Flashing beacons or paging systems are the preferred option (ensure other lighting does not conflict with flashing beacons). Pager systems may also tell them in which direction to travel. It is advised that flashing beacons are also placed in toilet facilities where a person with hearing impairment may be alone, and may have removed their hearing aid in the toilets in order to clean it. It is important to consider the deaf and hard of hearing in any sweep of a building by fire marshals. Fire Marshals should not expect a vocal call to be sufficient and should be trained to physically check all areas for which they have responsibility, provided it is safe for them to do so.

A person in this case may become obvious as they do not react in a logical manner during the escape as they may not have heard the alarm. Shouting is unlikely to help. It may be necessary to walk right up to the person and explain what is happening with signs or even a written note or pre-prepared short written instruction.

Blind and Visually impaired people

Staff, visitors and pupils should be accompanied by designated staff to assist with evacuation and orientation training may also be necessary. People who are visually impaired are helped to escape by the provision of good signage and other orientation clues. Most visually impaired people have some sight and will be able to use this during the escape in order to make their own way out of the school as part of the crowd. Where the physical circumstances are appropriate, they will have minimal problems leaving the building.

Consider the use of specialist orientation information e.g. tactile information and audio signals. Other building design features on escape routes or stairs that may assist them are: good colour contrasts, handrails, step edge markings, contrasting nosing on stairs, colour contrasted or different textured floor coverings or way finding information or signs.

Visually impaired people will need to be informed of these features as part of the PEEP and information provided in advance of the person starting at the school. Where there is a lack of orientation information staff assistance will be necessary to provide guidance out of the building. Other than occasional visitors, school plays etc. good familiarisation should take place so that the visually impaired have good orientation information available to them and are aware of alternative routes to leave the building. Instructions available in Braille, large print or audio tape will assist in providing fire instructions. It can also be useful to provide a tactile map of the escape routes and to provide orientation training to visually impaired staff, pupils or regular visitors. When school furniture is re-arranged and escape routes are affected, it is important that these changes are documented and made known to visually impaired people in the school.

People with assistance dogs

Where a person uses an assistance dog, they may prefer the dog to assist and only need escape routes pointed out to them. Others may request a human assistant so a buddy needs to be allocated. It may also be necessary to provide a person to look after the dog. This may be provided in a formal or informal manner.

Assistance with opening doors

Internal academy doors will automatically close upon the alarm sounding – this is an in built safety feature to prevent fire from spreading. Some people may need assistance with opening doors e.g. upper limb disorders, wheelchair users.

People with cognitive disabilities

People with cognitive disabilities, including dyslexia, dyspraxia and autism often have problems comprehending what is happening in escape conditions, or may not have the same perceptions of risk as non-disabled people. Provision of good orientation facilities and measures within the building is essential. There may be a reluctance by some to take an unknown route through and from the academy building. The PEEP should be used to give them an opportunity to understand the possible need for choice and change of direction during an escape. Orientation information and colour coding of escape routes can also provide a useful tool. Practice of route options can dramatically reduce the requirement for staff assistance. Practice is essential for this group of people, especially in school situations where one person is responsible for a number of pupils. Use of escape routes for general circulation is an advantage as they will be familiar. This group may need fire instructions read to them or a DVD or video may help. A photographic explanation of the route can also be useful. It is important to ask the group what they understand and to develop the plan based on how they will find the escape routes.

Sometimes people with cognitive disabilities may move slower than the main flow and there may be a need for a fast and slow lane in an escape stair. Members of the public who come to school events may have cognitive difficulties and it cannot always be assumed that they will have a carer or helper with them, so efforts should always be made to enable the disabled person to leave the building rather than assume a carer or helper will undertake this role. It may not be possible to tell that a person has an impairment that affects their ability to orient themselves around the building, and staff should be made aware of such possible situations and to be tactful when assisting a person who may seem lost or unsure of what to do during an escape.

Supporting people with mobility impairment and/or medical needs during an emergency

For people in the process of a medical procedure during an alarm, if the procedure has fully commenced and medical/care staff are of the opinion the procedure cannot safely be suspended, then they will need to quickly, but calmly, finish the procedure.

Care staff must inform the Fire Marshall (who will be checking all areas in their allocated zone) that they may not be able to evacuate the child(ren) within the 2 minute time period, and further time will be required. The Fire Marshall should report to the incident controller that a disabled person is unable to make their way out of the building within the 2 minute time period. This information will then be passed onto the fire and rescue service on their arrival, if necessary. Wherever possible they should be monitored to ensure that there is no problem with their progress. If escape within 2 minutes is not possible, it is important to explain which escape routes have a degree of fire and smoke resistance and the level of fire protection available. Always offer reassurance to the person you are assisting.

Internal doors within academies meet British Fire Safety standards. Healthcare rooms can act as temporary compartmentation zones, allowing additional protection time in the event of a fire.

When the medical procedure is complete, and only when the fire marshal/rescue service says it is safe to do so, Care staff should exit the Academy with the child/ren using the Fire Door located closest to the care rooms. They should then join the child's class at the designated assembly point, so the Teacher can mark them as present.

Training

To be effective, any emergency evacuation plan depends on the ability of staff to respond calmly and efficiently. Staff will therefore require instruction, practical demonstrations and training appropriate to their responsibilities.

This should include the following elements:

- Fire drills
- Fire Awareness Training
- Specific training for Fire Marshals
- Specific training in the use of Evac-Chairs and Stair Climbing Devices etc.
- Safe lifting and manual handling training

A package of Training for Trainers on Fire Safety Awareness and Fire Warden Training will be provided to nominated staff. Training will be arranged by the Academy Business Manager.

Maintenance of evacuation equipment

The Head Teacher is responsible for, or delegating responsibility to, an identified member of staff for the maintenance and testing of mobility equipment used for evacuation purposes e.g. Evac-Chairs and Stair Climbing Devices, hand held portable radios etc.

Public Areas

Some areas of the Academy may be in use out of normal school operational hours (e.g breakfast club and after school club) or may also be open to the public. Even when devices are provided to assist with evacuation of disabled persons, these areas may not be staffed at a sufficient level for the required number of trained operators to be available. It is a matter for individual Head Teachers of each academy to either prohibit or restrict the numbers of persons allowed within the building who may require assistance.

Co-ordinated information

Once each PEEP is written they will be held by the Academy Business Manager and Class Teacher, who will act as the responsible person. This will ensure that the plans for the academy building and its occupants can be co-ordinated. This is especially important where there is potentially a high number of vulnerable pupils and staff to evacuate to ensure there is no conflict. The proposals for PEEPs should be shown to any competent person carrying out the schools fire risk assessment and their assistance may be needed in identifying escape routes, safe refuges etc..

Other linked policy documents:

People lifting and handling policy

Fire safety procedures

Health & Safety Policy

EVOLVE Policy

SEND Policy

Accessibility Plans for each academy

Risk Assessment Policy

September 2018

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APPENDIX A

PENNYMAN PRIMARY ACADEMY FIRE DRILLS

Fire Drills take place at least once a term. Detailed copies of the fire procedures and PEEPs are displayed in all classrooms. Teachers should review emergency procedures with their class at the beginning of each new term.

On discovering a fire, the alarm must be sounded by breaking a Break Glass Alarm. On hearing the alarm, (a continuous alarm) the academy Business Manager will call the Emergency Services.

The Office Staff will then leave the building taking the class registers and visitors book out to the playground, as follows: Academy Business Manager, Mrs Waters and to take Upper Key Stage (including USEN and MSEN registers and visitors' book). Office Manager, Mrs Waites and Administrative Assistant, Miss Livingstone to take Lower Key Stage registers including LSEN. (If the Administrators are not available, then the Executive Head Teacher, Miss Morley, Head of Academy, Miss Still or Caretaker, Mr Postgate will be available to do this).

On hearing the alarm, everyone should leave the building quietly in single file and in an orderly fashion, from the nearest exit.

Pupils must be supervised by a member of staff. 'Sweepers' will operate as designated in the Health & Safety Policy.

All doors and windows should be closed by adults as they leave the building, unless it would be dangerous to do so. Kitchen staff should turn off all the appliances and close all windows and doors as appropriate.

The Executive Head Teacher, Head of Academy, SEND Inclusion Officer and Academy Business Manager will check that the building is clear.

On no account is anyone to re-enter the building until they have been told to do so by the Senior Fire Officer.

QUALITY CARE STAFF

1 x Full-time carer should always accompany Maizie Phillips during evacuation to the appropriate Fire Assembly point.

If fire alarm sounds before 1.30pm, the other two remaining carers should provide assistance to Mrs Armour (Y1/2 SEND) and Mrs Brownsell (Y5/6) to the appropriate Fire Assembly Point..

BUNGALOW

Voyage Carers to vacate the bungalow and make their way to the Key Stage 2 yard Fire Assembly Point (where SD will be).

All other staff working in the Bungalow should make their way to the Key Stage 2 yard Fire Assembly Point.