

RIVER HILL FEDERATION PERSONAL EMERGENCY EVACUATION PLAN POLICY AND GUIDANCE

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ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL BY THE GOVERNING BODY AT THE MEETING ON: 14 November 2022			
NAME OF GOVERNOR OR APPROPRIATE REPRESENTATIVE	Mary Henley		
POSITION OF HEADTEACHER	Galiema Amien-Cloete Lisa Christiansen Barbara Ghezzi		

Copies of this plan are held by:

NAME	DESIGNATION
Maxine Walters	PA to the Executive Head Teacher
Carrie Lucas	Office Manager- Dog Kennel Hill School

River Hill Federation (RHF) Statement of Intent

RHF Positively promotes inclusion and will take all reasonable steps to ensure that children

parents or staff who might be classed as disabled or have an additional special need are not discriminated against or treated less favourably than others.

Keeps a record of all pupils with PEEPs and ensure they are reviewed regularly.

Ensures that all members of school staff (including supply teachers and support staff) who encounter pupils or staff with PEEPs know what to do in the event of an emergency evacuation

Background and aims

The aim of the Personal Emergency Evacuation Plan (PEEP) Policy is to advise River Hill Federation staff of the process of personal evacuation and instructions on how to prepare individual Personal Emergency Evacuation Plan's (PEEP).

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

The aim of a PEEP is to provide pupils, staff, visitors and contractors who can not get themselves out of the building unaided, with the necessary information and assistance to be able to manage their escape to a place of safety and to ensure that the correct level of assistance is always available.

Responsibilities

The Executive Head Teacher /Head of School or nominated members of staff, should identify persons who may need additional help evacuating from the school site 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 a PEEP should be completed, and the individual's needs determined from the information supplied.

Key Roles and Responsibilities

The Governing Body has a responsibility to:

- Ensure the health and safety of staff and pupils on the school premises and when taking part in school activities.
- Ensure that the PEEP Policy, as written, does not discriminate on any grounds, including, but not limited to: age, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handle complaints regarding this policy as outlined in the school's Complaints Policy.
- Ensure the PEEP Policy is effectively monitored and updated.

The Headteacher has a responsibility to:

- Create and implement the PEEP Policy with the help of school staff, the SENDCO and agencies involved with the child / staff member.
- Ensure this policy is effectively implemented and communicated to all members of the school community.
- Ensure all aspects of this policy are effectively carried out.

- Monitor the effectiveness of the PEEP Policy.
- Delegate the responsibility to create PEEPs for pupils, staff, visitors and contractors.
- Report to the Governing Body as necessary.
- Identify persons who may need additional help in evacuating in the event of an emergency and ensure they are offered suitable practical assistance.

School staff have a responsibility to:

- Read and understand the PEEP Policy.
- Know which pupils they encounter have an active PEEP in place.
- Know what to do in the event of an emergency evacuation.

Front Office Staff and SENDCo have a responsibility to:

- Assist in the creation of the PEEP Policy.
- Will draft PEEPs with visitors and parents when required.
- Will ensure the PEEP register is kept up to date.
- Will ensure that teachers and support staff are aware who has a PEEP, ensuring all correct paperwork has been completed.
- Will ensure that PEEP records are completed and stored accordingly.

Pupils with a PEEP have a responsibility to:

- Follow the PEEP during an emergency evacuation (if they have enough understanding to enable them to do this)

The Premises Manager has a responsibility to:

- Provide training to staff members related to the fire evacuation processes
- Ensure emergency evacuation equipment is in good working order.
- To liaise with the school office on the preparation of PEEP's ensuring that all routes are covered.

PEEPS

For pupils, staff, visitors and contractors, once it has been identified that a person would require assistance in the event of an emergency which required evacuation, a PEEP should be created and completed. For example, a person with a visual impairment may need to be escorted from the premises in case of a fire and a staff member should be nominated for this activity.

Adults and children with a disability should be considered as part of the evacuation procedures. In some cases, they will be able to evacuate the

building independently but some with a limited mobility or a visual or hearing impairment may require additional support in order to evacuate safely.

Supporting Information:

Pupils:

- When a pupil is enrolled at the school, their evacuation plan should be developed as part of the admission process, or if their needs change during their time at the school.
- 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 an EHC plan or not.
- Pupils with learning difficulties may need to practice their routes for emergency evacuation more regularly than termly. If so, this should be written into their PEEP. All people involved in the evacuation for a PEEP involving pupils will need to practice.
- For pupils with sensory processing disorders, the use of ear defenders should be considered to minimise distress from the alarm sounding.

Staff:

- Staff identified should complete the PEEP in consultation with Sharon Hudson in the school office.
- Existing staff identified that do not have a plan should have one put in place, without delay, or when there is a change in a person's ability, to ensure they can make their way out of the building safely.
- For 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.

Visitors / Contractors:

- A notice will be displayed in the Front Office Reception Area to declare if they require assistance. The notice will state:

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

We have trained members of staff who can assist you if it is necessary to evacuate. These staff will be constantly aware of your location in the premises. In the event of an emergency, we want to ensure that we provide you with assistance in the most appropriate way for you. 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 / contractors 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 the building, management and disabled person can offer.
- It is the responsibility of the disabled person to identify themselves when they are informed of the availability of a choice of evacuation plan, and to co-operate with the school by giving any information necessary for the safe execution of the plan.
- All staff are responsible for ensuring visitors leave the building safely, whether they have a disability and should point out the escape routes.

School Productions / Public Events / Open Days etc:

- In the event of a school production / public event or open day etc. unknown visitors may enter the school and it will be more difficult to gather the information needed for a PEEP.
- 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 or advertised.
- Letters that are sent out regarding events will ask for those with a disability who require assistance in an emergency to contact the school in advance.

1. Evacuation in an Emergency Mobility Impaired Users

Where mobility impaired users are located on the first floor there are a few considerations:

- **Temporary Refuges** – a refuge is a designated temporary safe place where users who require assistance can wait. A refuge area must be clearly signed and should be of sufficient size to accommodate both people using it as a refuge and any people passing through on their way out of the building.
- **Lifts** – Both schools within the RHF contain lifts. These cannot be used in an emergency evacuation.
- **Safe Routes** – a PEEP should contain details of the necessary escape route(s). Clear unobstructed gangways and floor layouts should be considered at the planning stage. It is also necessary to ensure that there are (as many as possible) alternative routes and that the routes are not excessively long.
- Where people will be slower down the stairs or they need to shuffle down the stairs on their bottoms, they will need to wait until the main flow of people have been evacuated for their own safety and the safety of others.
- **Deaf and Hearing-Impaired Users**
- Generally, most deaf people working alongside hearing colleagues will not require special equipment, 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.
- Pupils who are deaf or who have a hearing impairment, should be shown a card highlighting that an emergency evacuation is in place (see appendix).
- Deaf or hearing-impaired persons working alone will need an alternative

method of being alerted to an emergency.

Blind and Partially Sighted Users

- Staff, pupils, visitors and contractors should be offered orientation training and, where applicable this must include alternative exits from the building.
- If a blind person uses a guide dog, it is important that the dog is also given ample opportunity to learn these routes.

People with Cognitive Disabilities

- People with cognitive disabilities, including dyslexia, dyspraxia and autism may have problems comprehending what is happening in emergency evacuations.
- 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 school 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.
- Practice is essential for this group of people. Practice of route options can dramatically reduce the requirement for staff assistance.

2. Record Keeping

Copies of pupil PEEPs will be held:

- In the classroom (in the SEND file)
- In the Pupil File (in the front reception office)
- In the PEEP Folder

Copies of Staff PEEPs will be held:

- With the employee
- In their staff file (in the Admin Office)
- In the PEEP Folder

Copies of Visitor / Contractor PEEPs will be held:

- With the visitor / contractor
- Copy in the Emergency Evacuation Register
- In the PEEP Folder

Monitoring and Review

The effectiveness of this policy will be monitored continually by the Executive Headteacher/Head of School.

The Governing Body will review this policy every 2 years.

Appendix

Points to Consider		
In preparation for completing details in this form, consider the following:		
1.	Does the pupil change classrooms/rooms during the day, which takes them to more than one location within the building and other buildings?	
2.	Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?	
3.	Does the pupil have any difficulties hearing the fire alarm?	
4.	Are they likely to experience problems independently travelling to the nearest emergency exit?	
5.	Does the pupil find stairs difficult to use?	

Personal Emergency Evacuation Plan (PEEP)

Name of employee/visitor/pupil name:	Parent:		
The nature of the disability/special need			
Is the disability	Short term		
	Long term		
	Long term Permanent		
Does person need physical assistance to evacuate?	Yes	No	
Does the person need technical aids/equipment to aid their evacuation? E.g. pager or wheel chair If so please provide details:	Yes	No	
How is the person informed of an evacuation?	Existing alarm system		
	Adult assistant		
	Visual alarm system		
	Pager device		
	Other (please specify)		
Detailed procedures that have been developed to assist evacuation - please tick all applicable procedures:			
During an emergency evacuation/ practice drill staff appointed to assist will:			
Warn person of alarm		Inform fire marshals of plan	
Assist person to assembly point		Assist person in a wheel chair	
Other (include full details)			
		Person 1	Person 2
People who will provide assistance during evacuation	Name		
	Role		
Equipment or other alterations currently provided to assist emergency evacuation (please list).			
Any future adjustments to be organised.			
Review date of current arrangements:			
Signed	Role:		Date:

