Fire Safety & Emergency Evacuation Procedures

This policy applies to the whole school including Boarding and the Early Years.
The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

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Responsible area	Estates Manager

Agreed by:

Head of School	**Chair of the Board of Directors**
Bryan Nixon	David King
01 November 2025	01 November 2025

1. Scope

1.1 This policy is compliant with the Regulatory Reform (Fire Safety) Order 2005 as referenced in Part 3 Welfare, Health and Safety of Students paragraph 4.22 of the Independent School Standards Regulations (ISSR currently in force), the Fire Safety Act 2021, and the Fire Safety (England) Regulations 2022, which came into force in January 2023.

1.2 It is also compliant with the Health and Safety at Work Act 1974.

1.3 This policy is applicable to all premises under the control of TASIS The American School in England and describes the approach to the control of risk from fire.

2. Objectives

2.1 To ensure that the school complies with its duties under the above legislation, that risks from fire are identified and that arrangements are in place to control those risks.

2.2 To ensure, when planning and developing areas of the school, we engage with Building Control and seek advice on fire safety and fire precaution measures and especially with reference to Building Bulletin 100 - Design for Fire Safety in Schools.

2.3 To engage with an independent Fire and Safety Compliance Specialist when undertaking building and fire improvement works, to ensure that these are signed off by a competent body.

3. Introduction

3.1 The school has in place procedures for:

- carrying out fire risk assessment
- fire prevention through automated detection
- fire practice evacuations in the event of a fire
- evacuation in the event of a fire
- maintaining and checking all fire detection, alarm and firefighting systems
- regular fire awareness and evacuation training for all employees

3.2 The Estates Manager, reporting to the Executive Director of Finance and Operations / Bursar, has responsibility for maintaining the fabric of the premises and ensuring the local implementation of the school fire procedures and ensuring that there is adequate escape route documentation in each part of each building. The Operations Manager will ensure that a trained Fire Response Team is ready in the event of a fire in any building and boarding house during working hours. During the night, House Parents on duty are responsible for evacuating students in their care without putting themselves at risk and will report the headcount to Security Guards on duty. All Fire Response Team members are trained to provide 'safety assistance' in the event of a fire. Fire Response Team members receive regular refresher training.

4. Fire Risk Assessment

4.1 All of the school premises will be subject to a fire risk assessment. This may be conducted by an external consultant or other competent person to be determined by the Estates Manager and Executive Director of Finance and Operations / Bursar. The person undertaking the assessment should liaise closely with Section Heads.

4.2 The fire risk assessment will be reviewed and updated by an external assessor every 3 years. The school's competent person, the Estates Manager, will establish on an annual basis or, in the event of significant changes to the building layouts, means of escape, occupancy or use of each building, if there is a need for the fire risk assessment to be updated ahead of the 3-year external assessment.

4.3 A copy of the fire risk assessment report will be available on campus and employees' attention brought to any hazards found in the assessment.

4.4 Fire hazards will be eliminated, or the risk reduced to the minimum level practicable by implementing control measures and safe systems of work.

4.5 Regular assessments will be made by staff, including the Fire Response Team members/Estates Manager/Operations Manager/Section Heads, housekeeping staff and boarding staff to ensure that the walkways are kept clear of obstruction and tripping hazards.

4.6 The school operates a no-smoking policy on the school campus.

5. Emergency Contact

5.1 Emergency contact telephone numbers are requested from parents at the beginning of each academic year, and these are entered by parents into the Parent Veracross LMS Family Profile prior to the first Emergency Communications System Trial each September. TASIS England uses a mass SMS/email notification system which is controlled by the Head of School, and which can be used to notify Parents in an emergency.

5.2 Notification of any change to these emergency contact details must be reported to the school office and entered into the Parent Veracross LMS Family Profile. Every employee at the school provides their emergency contact details (including emergency contact numbers and next of kin), which are updated annually or as they change, and which are stored on the Faculty Veracross LMS.

5.3 In the case of a disaster or crisis affecting the staff and/or students at the school, easy access to certain data would be required. This is readily available through access to Veracross LMS.

5.4 The Emergency Contact System is tested each semester – in September and in February.

6. Fire Detection

6.1 Each of the school premises has adequate means of fire detection. The detection equipment is maintained and regularly checked, serviced and maintained by competent persons.

7. Fire Alarm

7.1 Each of the school premises has an adequate means of raising the alarm in the event of fire.

7.2 The fire alarm system in each location is tested weekly with the date and time recorded. This is managed by the Operations Manager. The alarm is activated using a different activator point each week, where this is practicable (in accordance with BS 5839-1:2013 - Fire detection and fire alarm systems for buildings - Code of practice for design, installation, commissioning and maintenance of systems in non-domestic premises).

7.3 The fire alarm system is serviced every six months by a competent contractor (e.g., ISO 9001/BAFE registered/certified).

7.4 Records of these tests and servicing are maintained in an electronic fire logbook held by the Operations Manager.

8. Action on Hearing a Fire Evacuation Alarm

8.1 The following actions should occur when anyone hears a fire evacuation bell:

- **Evacuate** all buildings and carry out a roll call
- **Confirm** what has happened and consider whether to call the Fire Service
- **Control** re-entry to buildings. All false alarms must be investigated, recording all details for record keeping purposes.
- **Firefighting** - the aim is to evacuate the buildings as quickly as possible; attempts to fight a fire should only be undertaken if the fire is no bigger than the size of a waste bin or is blocking the fire exit.

9. Fire Fighting Equipment

9.1 The fire risk assessment will determine the minimum level of firefighting equipment which must be present on the school premises.

9.2 Fire extinguishers and other fire suppression systems are serviced by a competent contractor annually and the service date recorded on each extinguisher.

10. Emergency Lighting

10.1 Emergency lighting is installed in the school where lighting would continue to be required in the event of a mains power failure, e.g., stairs, passageways and emergency exits.

10.2 Battery operated emergency lighting is tested monthly (charge and illumination) in the boarding houses and a full discharge test by a competent contractor is undertaken annually across the campus.

10.3 Records of testing and servicing of emergency lights will be maintained by the Estates Manager.

11. Emergency Procedures

11.1 Fire Action Notices are displayed in each building of the school premises detailing the action to take in the event of a fire. There may be different assembly points from the fire evacuation point depending on location; staff should familiarize themselves with the assembly points that relate to their location. An example Fire Action Notice is included at Appendix 1 to this guidance.

11.2 There must be adequate means of escape for all occupants of the school premises. These means of escape will be clearly signed with illustrated maps of each building.

11.3 The means of escape will be regularly inspected by the Fire Response Team members and by Housekeeping, as part of their monthly inspections, to ensure they are kept clear of obstructions and tripping hazards.

11.4 Where disabled persons or those with an injury or illness use the premises, specific arrangements are made to ensure they can escape in an emergency. For staff and students to whom this relates, there will be a Personal Emergency Evacuation Plan (PEEP) completed. Visitors will be catered for by the employee responsible for the visitor. An example PEEP is included at Appendix 3 for students and Appendix 4 for faculty, staff and visitors to this guidance.

11.5 Teaching staff are responsible for escorting their students safely out of the building in a calm, quiet and orderly fashion. They are responsible for conducting a head count on arrival at the assembly point, and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the senior staff member or 'Silver' Fire Response Team Member, to ensure that this information is passed to the Fire Response Team and/or Fire and Emergency Services as soon as they arrive.

11.6 Outside usual business hours, members of the Security Staff have standing instructions to summon the Fire and Emergency Services in the event of the fire alarms sounding outside these hours.

11.7 Multiple fire drills (by buildings or groups of buildings) will be held semesterly at the school. A night-time evacuation of the boarding houses is practiced every semester. House Parents on duty are responsible for evacuating the students in their care during the night without putting themselves at risk in the event of a fire and will report the headcount to Security Guards on duty.

11.8 Written records of fire drills and evacuation drills will be maintained in the electronic fire logbook which is kept by the Operations Manager. This is available to key personnel on the Google shared drive.

12. Fire Training

12.1 Staff receive training on induction and annual refresher training in:

- their responsibilities in respect of fire safety
- action to take if they discover a fire, including how to activate a fire alarm
- action to take on hearing the fire alarm, including location of assembly points and the use of exits and escape routes

12.2 Staff also take an online Fire Awareness course that supports their understanding of how fires break out, how to avoid the conditions for a fire building up and the use of fire extinguishers.

12.3 Students are informed of exits, escape routes and assembly points.

12.4 Fire Response Team members are trained in:

- emergency evacuation procedures
- use of fire extinguishers
- emergency procedures, and
- how to spot fire hazards

12.5 Visitors and contractors:

- on arrival at the school, visitors will receive a leaflet advising them of basic actions to take in the event of a fire alarm or discovering a fire
- for events with large numbers of attendees, such as graduation, plays and concerts, an announcement will be made at the beginning of the event regarding evacuation arrangements for that specific event

13. Fire Prevention

13.1 The school takes all reasonable precautions to prevent a fire from breaking out and recognises that, for a fire to take place, oxygen, flammable materials and a source of ignition must all be present. The processes of prevention are aimed at preventing one or more of these elements being together at the same time. To ensure these processes are being implemented, the Executive Director of Finance and Operations / Bursar, Estates Manager, Operations Manager, and Section and Departmental Heads will:

- comply at all times with relevant regulations on the storage, transportation, handling and disposal of flammable materials (including hazardous substances)
- regularly inspect all the areas where there are potential sources of ignition and ensure that no flammable materials are stored close by
- maintain awareness through training and refresher training of the preventative steps that need to be taken
- ensure the Fire Response Team members are up to date with their training
- include fire prevention and evacuation procedures during the induction process with all new starters – staff and students – and include refresher training for all staff during the work week ahead of the start of the academic year
- require all staff to undertake an annual online basic fire awareness course
- pay close attention to the activities of contractors as appropriate, and

- ensure all portable equipment is PAT (portable appliance test) tested in line with new assessments and legislative requirements

14. Fire Records

14.1 Records are kept of training, inspections, evacuations and maintenance of systems and equipment by the Estates Manager and Operations Manager.

15. Allocation of Responsibilities

15.1 Responsibilities are as follows:

	Tasks	Comments
Board of Directors	Responsible in law for what happens on the premises	Ensures the Board undertakes an annual review of the policy
Responsible Person - Head of School	Plans, monitors and reviews the policy	Makes sure that the Fire Service (999) has been contacted as well as the Security Lodge – Provides general oversight
Executive Director of Finance and Operations	General oversight including supervision of the Operations Manager and Estates Manager	Chairs at least three Health and Safety Group meetings per year Provides reports to the Health & Safety Committee of the Board Ensures induction and refresher training is provided to all staff
Estates Manager	Implements this policy in relation to school premises and plant	Ensures that the school premises are maintained in line with the legislation and that the required fire suppression and control plant is in place and working
Operations Manager	Implements this policy in relation to school readiness for and response to fire	Weekly fire alarm tests and semesterly evacuation procedures (including night-time evacuations in conjunction with the Director of Boarding)
Crisis Response Team	Assist the Responsible Person and the Operations Manager in the management of a fire and fire drills	Members of staff from on-campus maintenance, grounds and security teams
Employees	Comply with Health & Safety policies, including this policy, and take reasonable steps to protect themselves and colleagues at work	Staff assigned to take student and visitor registers
Kitchen Manager or Chef	Shuts the emergency cut-off valve in the kitchen, encourages their team to leave via the safest exist and meet at the assembly point	Kitchen staff will do their own roll call and report to the Fire Response Team
Visitors	Should be briefed on any Health & Safety issues that will affect them, as required, when they are on site	Leaflet issued to visitors regarding safeguarding, first aid, health and safety, fire evacuation and smoking/vaping

16. Smoking

16.1 Smoking can be a major source of fires. Smoking and vaping on school premises is prohibited.

17. Practice Evacuation

17.1 There will be a number of practice evacuations each semester. The aim of the practices is to familiarize students and staff with evacuation procedures. A full evacuation is considered successful when a building is evacuated within 4 minutes.

17.2 It is the responsibility of all staff to ensure they familiarize themselves with the evacuation route/procedure for each zone they visit or use. Evacuation routes are displayed in each building.

17.3 The practice supervisor will set off the fire panel and monitor the time it takes to evacuate the buildings. These details are to be passed to the Operations Manager for record keeping purposes.

17.4 The following practices should occur every semester:

Drill	Detail	By whom
Whole School Emergency Evacuation	One daytime evacuation practice per semester	Operations Manager
Boarding Fire Drills: Each dormitory building	Out of school hours – nighttime boarding evacuation for each house per semester.	Operations Manager/ Security Staff with Director of Boarding
Emergency Communication Systems Test (Email & SMS)	To all faculty/staff and parents per semester in September and February.	Operations Manager or any other member of the Crisis Management Committee (CMC) as designated by the Head of School
Classrooms and Administration buildings Fire Drills	Each semester. Drills are done by pre-determined groups of buildings	Operations Manager with the Fire Response Team
Lockdown Drill	Rehearsed once per year each October	Head of School

18. Annual Review

18.1 This policy will be reviewed annually as part of the Health & Safety Annual Report to the Health and Safety Committee and the Board. Ad hoc reviews may occur during the year if deemed applicable.

19. Bombs and Hoaxes

19.1 Postal bombs are unlikely to be in large parcels, rather in flat packages. Staff should be on their guard for:

- the post mark – is it especially unusual, and any name/address of sender
- the writing – is it unknown or unreadable to staff and students at the school
- stains – these could be sweating explosives

- the smell – usually an aroma of marzipan or almonds can be an indication of explosive material
- the sound – if the parcel rattles, ticks, etc.

19.2 Telephone calls are a more common occurrence than parcels. All members of staff should be aware of the necessary procedures should they receive such a call:
- Alert security/police immediately
- Above all, be calm, listen carefully, and report exactly what is said

19.3 Regular training is given to the Security team. Details are included within the Security Policy. Refresher training is two yearly, next session due December 2026.

20. Prevention of Arson

20.1 People who are attracted to arson in schools often start their first fires by chance. This chance element can make it appear that arson is the hardest of all the security risks to control. With the number of arson attacks on schools rising rapidly and the number of large fires also rising, some credence is given to this view. But the fact that the action of most arsonists is either unplanned or badly planned does give the school a good chance of preventing these fires.

20.2 Because it seems to be easy, because they don't get caught, because of the thrill they get from the adrenaline rush, because the school seems powerless to do anything about the problem, the arsonists do it again – which is why school fires come in cycles. Larger scale attacks – a serious attempt to burn the whole school down – normally come after smaller-scale events. Some arson is aimed at hiding the details of another crime – although this is rare in schools.

20.3 Arsonists do not usually bring the method of starting the fire into the school – they are reliant on finding accelerants in the school to start the fire. There are few instances of arsonists seemingly tearing up books etc.

20.4 The school policy on arson prevention is therefore:
- as far as is practicable, inflammable materials are locked away
- all waste bins are emptied regularly
- the Head of School and Estates Manager make occasional unannounced checks that the procedure is being adhered to

20.5 On campus security is provided around the clock, with staff monitoring CCTV cameras, plus day and night security patrols.

Appendix 1: Example Fire Action Notice

All new staff and students, all contractors and visitors are shown a notice like this one, which is displayed in public areas:



Appendix 2: Disabled Staff, Students or Visitors

Guidance for writing a Personal Emergency Evacuation Plan (PEEP)

Background: The aim of a Personal Emergency Evacuation Plan (PEEP) is to provide people with any form of disability, illness or injury that results in a mobility challenge, who cannot be adequately protected by the standard fire safety provisions within a premises, with the same level of safety from the effects of fire as any and all other occupants.

Responsibilities: Heads of Sections and departments should identify persons who may need additional help in evacuating from the school in the event of an emergency and ensure they are able to offer suitable practical assistance. However, the aim should be to facilitate independent escape wherever possible.

For students, staff, contractors and regular visitors, once it has been identified that a person would require assistance in the event of a fire, the PEEP Questionnaire below at Appendix 3 for students and Appendix 4 for faculty, staff and visitors should be completed, and the individual's needs determined from the information supplied, i.e., the number of assistants (including deputies) and methods used. **These assistants may require specialist training.** The potential for lone working also needs to be considered here. The person preparing the plan should not make assumptions about the abilities of the disabled person. The disabled person is likely to know what they can achieve. It is also important though that the disabled person does not feel pressured to do more physically than they would generally be able to achieve.

Supporting Information – Students: When a child is enrolled in the school, their escape plan should be developed as part of the admission process. Care should be taken that all disabled children are provided with a plan if they need one.

Disabled students or students with learning difficulties may 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 students will need to practice. However, to avoid unnecessary distress or risk to some students, simulated escape may be more appropriate.

Staff: Existing staff identified as requiring a PEEP should complete the PEEP in consultation with the school without delay if such a plan has not already been completed or when there is a change in a person's ability to make their way out of the building (temporary or permanent). 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 assistance in completing the documentation is required, 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.

Occasional Visitors/Contractors: 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/orientation disorders
- Learning difficulty / autism
- Mental health problems
- Dexterity problems

It should not be assumed that because a person has a disability that they will need or ask for a PEEP. Some will be confident that they can get out of the school 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., those with epilepsy, asthma, heart disease or an emotional difficulty.

School Plays, Parent Evenings etc.
In the event of a school play, Parent/Teacher Conference etc., unknown visitors may enter the school 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, or GEEPs (Generic Emergency Evacuation Plans) should be used and advertised.

Disabled visitors will be able to make their own way into the school grounds and may have assistance from friends or family. It can be assumed that with this assistance they will be able to evacuate from the building without additional support.

A dynamic risk assessment approach will be required to assess the suitability of venue being accessed or location of seating that should be provided, i.e., ground floor by the exit in the theatre.

The appropriate time required to make the disabled person's escape should be identified. 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.

Deaf and Hearing-Impaired Persons
Deaf people working alongside hearing colleagues/students may not require special equipment and a buddy system may be the most appropriate method for alerting them of the operation of a fire 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. Flashing beacons are installed around the school buildings where required.

Blind and Visually Impaired People
Staff, visitors and students who are blind or visually impaired should be accompanied by designated staff to assist with evacuation and orientation familiarization may also be necessary.

Assistance for Person With a Guide Dog

Where a person uses a guide dog, they may prefer the dog to assist and only need escape routes pointed out to them. Others may request a person to assist, 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
Some people may need assistance with opening doors, e.g., upper limb difficulties. A formal or informal arrangement can be made here, but the potential for lone working must be considered here.

People with Cognitive Disabilities People with cognitive disabilities, including dyslexia, dyspraxia and autism may have problems comprehending what is happening in escape conditions, or may not have the same perceptions of risk as others. Provision of good orientation facilities and measures within the building is essential. There may be a reluctance by some to take an unknown route 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

Appendix 3 - Personal Emergency Evacuation Plan (PEEP) for Students

TASIS ENGLAND PERSONAL EMERGENCY EVACUATION PLAN (PEEP) FOR STUDENTS

A completed form should be held:

- In the student's personal records
- By the Head of Section (Responsible Person for Fire Safety in the Section)
- By the Competent Person for Fire Safety at the school - the Security and Operations Manager
- By the lass teacher

Note: This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or student) is anticipated or identified.

Student's Name:			
Classroom Number or Name:			
Location of classroom in building:			
Teacher's Name:		**Tel: Ext No:**	
Date Completed:			

Name of Person who Completed this Form:	
Date Completed:	
Date of Next Review	

Points to consider: In preparation for completing details in this form, consider the following; discuss with the parents/guardian and, if appropriate, the student.

Question	Answer	Comments
Does the student change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?	Yes ☐ No ☐	
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?	Yes ☐ No ☐	
Does the student have any difficulties hearing the fire alarm?	Yes ☐	

	No □	
Are they likely to experience problems independently travelling to the nearest emergency exit?	Yes □ No □	
Does the student find stairs difficult to use?	Yes □ No □	
Are they dependent on a wheelchair or other walking aid for mobility?	Yes □ No □	
If the student uses a wheelchair, would they have problems transferring from the wheelchair without assistance?	Yes □ No □	
Does the student have behavioural considerations, e.g., noise sensitivity, fleeing, aggression	Yes □ No □	
Does the students have any medical concerns that could affect their evacuation of the building i.e., Epilepsy etc.	Yes □ No □	

METHODS OF ASSISTANCE:
(e.g.: Transfer procedures, methods of guidance, etc.)

EQUIPMENT PROVIDED (including means of communication)**:**

EVACUATION PROCEDURE:
(A step-by-step account beginning from the first alarm)

SAFE ROUTE(S):

	Yes	No	N/A
Have the route(s) been travelled by the student and responsible person?	☐	☐	☐
Has a copy of the exit route on plan been attached?	☐	☐	☐
Has the equipment detailed above been tried and tested?	☐	☐	☐
Have all issues been completed to full satisfaction?	☐	☐	☐
Has a copy of this form been sent to the person responsible for the fire evacuation?	☐	☐	☐
Has the fire safety competent person informed all relevant staff of these arrangements? i.e., Class teacher, support assistant.	☐	☐	☐

Record the length of time of practice evacuation. _____ mins

____ minutes

List of people who have received a copy of this completed document:

If *No* to any of the above, please explain:

Teacher's Signature		Date	
Teacher's Name:			
Head of Section's Signature:		Date:	
Head of Section's Name:			

Appendix 4- Personal Emergency Evacuation Plan (PEEP) for Staff

TASIS ENGLAND PERSONAL EMERGENCY EVACUATION PLAN (PEEP) FOR STAFF

A completed form should be held:

- In the Staff members personal records
- By the Head teacher (Responsible Person for Fire Safety)
- By the Competent Person for Fire Safety at the school

Note: This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or staff member) is anticipated or identified.

Staff Name:	
Teaching or working area	
Location of working areas:	

Name of Person who Completed this Form:	
Date Completed:	
Date of Next Review:	

Question	Answer	Comments
Does the staff member change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?	Yes ☐ No ☐	
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?	Yes ☐ No ☐	
Does the staff member have any difficulties hearing the fire alarm?	Yes ☐ No ☐	
Are they likely to experience problems independently travelling to the nearest emergency exit?	Yes ☐ No ☐	
Does the staff member find stairs difficult to use?	Yes ☐ No ☐	
Are they dependent on a wheelchair or other walking aid for mobility?	Yes ☐ No ☐	

If the staff member uses a wheelchair, would they have problems transferring from the wheelchair without assistance?	Yes □ No □	
Does the staff member have any medical concerns that could affect their evacuation of the building I.e., Epilepsy etc.	Yes □ No □	

METHODS OF ASSISTANCE:
(e.g.: Transfer procedures, methods of guidance, etc.)

EQUIPMENT PROVIDED (including means of communication)**:**

EVACUATION PROCEDURE:
(A step-by-step account beginning from the first alarm)

SAFE ROUTE(S):

	Yes	No	N/A
Have the route(s) been travelled by the staff member and responsible person?	☐	☐	☐
Has a copy of the exit route on plan been attached?	☐	☐	☐
Has the equipment detailed above been tried and tested?	☐	☐	☐
Have all issues been completed to full satisfaction?	☐	☐	☐
Has a copy of this form been sent to the person responsible for the fire evacuation?	☐	☐	☐
Has the fire safety competent person informed all relevant staff of these arrangements? i.e., Class teacher, support assistant.	☐	☐	☐

Record the length of time of practice evacuation. _____ mins

____ minutes

If *No* to any of the above, please explain:

Staff member's Signature		Date	

Staff member's Name:			
Head of Section/Line Manager's Signature:		Date:	
Head of Section/Line Manager's Name:			

List of people who have received a copy of this completed document: