

Fire Emergency Response Plan
Roman Road Primary School

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ROMAN ROAD PRIMARY SCHOOL EMERGENCY RESPONSE PLAN

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This plan supplements Newham's guidance which is attached in appendix 1

INTRODUCTION

The primary purpose of this plan is to ensure the safety and well-being of staff, pupils and visitors in Roman Road Primary School when an emergency occurs.

Our secondary purposes are to:

- Describe basic emergency communication, response, and evacuation procedures, including emergency roles and responsibilities.
- Provide emergency information for use in classrooms and teaching areas by staff.
- Provide building emergency information, including floor plans.
- Provide an employee roster, to be used at the time of an emergency evacuation to help account for all personnel.
- Provide recovery procedures.

Copies of this plan will be maintained in the school office and in the possession of emergency response staff, and updated as needed.

GENERAL EVACUATION PROCEDURES

In many emergency situations, building evacuation will be necessary. The following are Roman Road Primary School's general evacuation procedures. Additional information about specific types of emergencies is available in later sections of this plan.

Fire Emergency

1. All occupants will be notified of the evacuation by the sound of the building fire alarm or by verbal instruction
2. All staff, pupils and visitors must leave the building immediately if the fire alarm is activated, or if directed to do so.
3. Senior staff will guide and assist the evacuation to the extent possible.
4. All occupants should exit the building through the nearest safe exit.
5. Our emergency exits are marked over each doorway.
6. If the nearest exit is obstructed by smoke, fire or other hazards, proceed to an alternate exit.

7. Once outdoors all occupants should move to the Roman Road Primary School **evacuation assembly area, located at the far end of the playground.**
8. Once assembled, teachers & office staff will check the pupil registers and staff registers to account for all occupants, in order to inform arriving emergency services if anyone is missing or possibly still in the building.
9. Emergency staff [Fire Warden, Headteacher, Deputy Headteacher and Assistant Headteacher] will also inform arriving emergency personnel of information about the emergency in the building, including location of fire and any problems known.
10. No member of staff or child should re-enter the building until cleared by the headteacher and fire warden.

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EMERGENCY ROLES AND RESPONSIBILITIES

A. FIRE EMERGENCY COORDINATOR

The Fire Emergency Coordinator oversees responses to any emergency situation in school. The Fire Emergency Coordinator is the headteacher or the deputy headteacher in his absence.

In the event of an emergency, the duties of the head will be:

1. During an evacuation, ensure that proper assistance has been summoned if necessary call 999.
2. Ensure that the emergency evacuation box is brought to the assembly point by the office staff, including the employee staff register.
3. Ensure that the fire warden initiates evacuation procedures.
4. At the evacuation assembly area, receive status reports on the various zones of the building from emergency response staff. Ensure that response staff assesses head count, using the roster maintained in the emergency kit.
5. Meeting arriving emergency services personnel, providing information on location of the emergency, layout of the building, any problems requiring assistance, and location of personnel.

6. Help to ensure that building occupants do not enter the building until cleared to do so by emergency services.
7. If there are individuals in the building who require assistance in evacuation due to disability, ensure that assistance is provided.
8. Help coordinate staff response in handling minor problems and report major problems to the Fire Services.
9. If necessary, ensure that all staff are informed of key developments such as building closure, special alerts, and other information.
10. On an ongoing basis, ensure that this emergency plan is kept current.

B. Role of the Fire Warden

The warden will:

1. Make a quick check of staff and children at the assembly point.
2. Direct all occupants to proceed to the nearest assembly point. Direct them to exit the building and proceed to the assembly point in the playground.
3. If any occupant requires assistance in using the exit due to disability, ensure that appropriate assistance is provided. See “Emergency Evacuation for Persons With Disabilities” later in this section.
4. Proceed to the evacuation assembly area and assess the personnel headcount for your zone.
5. Provide a status report to the Headteacher on any problems, including individuals who are missing and may still be in the building, any problems requiring immediate assistance by emergency services, and any disabled individuals who require evacuation assistance.
6. Help to ensure that building occupants do not re-enter the building until cleared to do so by emergency services.

7. Assist in disseminating emergency instructions or information.
8. Assist in providing information to emergency services as they arrive.

Role of the Emergency Zone Staff

To assist the emergency staff in identifying missing staff in their area/zone. These are listed below:

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Fire Safety Trained Staff

ZONE	NAME
Foundation Stage	Monira Rahman Michelle Dodson
Key Stage 1	Samantha Russell Marie Joseph
Key Stage 2	Razna Razaque Shamsun Nessa Sam Stone Ann Wood
Additional	Asif Mahmood HT John Gordon DHT Beverley Mattis - AHT Teresa Fish – Lead Cleaner Kevin Ellis – Site Supervisor

EMERGENCY RESPONSE KIT

Our school will maintain a basic emergency kit for general use in the main schooloffice. In an emergency evacuation, the kit will be transported by main office staff outdoors to the evacuation assembly area. The kit contains:

1. A copy of this emergency plan, along with a **current employee list**. The list will be used in accounting for all occupants after an evacuation.
2. First aid supplies. In some emergencies, our staff may have to provide first aid to those with non-life threatening injuries.
3. Flashlights and extra batteries.
4. AM/FM radio and extra batteries
5. Small emergency water supply - A bottle of water.
6. Gloves.

FIRE EMERGENCY PROCEDURES

IF YOU DISCOVER A FIRE OR SMOKE

1. Remove anyone from immediate danger.
2. Confine the fire by closing doors as you leave the area.
3. Activate the closest fire alarm to alert building occupants.
4. Inform the headteacher and deputy headteacher immediately.

5. N.B.

Attempt to put the fire out with a portable fire extinguisher **ONLY** when:

- You have been properly trained
- The fire is small (wastebasket size)
- You are not alone
- A safe escape route is present

If you are trained in the above, simply close the door and evacuate.

6. **Evacuate by the nearest exit.** Do not block/wedge exit doors in an open position. The doors must remain closed to keep smoke out.
7. **Go to your pre-determined Evacuation Assembly Point**, located in the playground.
8. Once assembled, help to account for children and staff and report to the emergency staff if any occupants are unaccounted for and may still be in the building.

IF YOU HEAR OR SEE A FIRE ALARM

1. Never assume the fire alarm is a false alarm
2. Move to the safest exit
3. Close doors as you leave the area
4. Exit the building
5. Proceed to the designated meeting area in the playground.
6. Wait for further instructions from the headteacher and/or fire warden.

Do note:

Fire Alarm Note: When the fire alarm is activated in this building, the sound will be a loud buzzing sound with a voice over.

IF TRAPPED INSIDE YOUR OFFICE OR AREA:

1. Wedge cloth material along the bottom of a door to keep out smoke.
2. Close as many doors as possible between you and the fire.
3. Telephone 999 and notify of your location
4. If windows are operable, and you must have air, open the window.
5. Break windows as a last resort, as they cannot be closed if necessary.
6. If necessary signal through the window to let the Fire Department know your location.

Other Emergencies

EARTHQUAKE

The following procedures apply to major earthquakes that cause strong shaking.

1. If indoors, **drop, cover, and hold**. Protect yourself from falling objects such as light fixtures, bookcases, cabinets, shelves, and other furniture that might slide or topple. Stay away from windows. If possible, get under a table or desk. Hold on and be prepared to move with it. If no shelter is available, seek cover against an interior wall and protect your head and neck with your arms.
2. Do **not** stand in a doorway. The earthquake safety procedure of moving to a doorway is obsolete, and doorways offer no greater protection than any other area. In fact, some individuals have been injured while moving toward or standing in a doorway during an earthquake.

3. If outside, move away from structures, power poles, or other possible hazards. Stay in an open area.
4. During the shaking, do not run for exits or attempt to leave the building, since heavy objects or debris may be falling in your path.
5. When the shaking stops, check for injuries to staff in your area. Do not attempt to move seriously injured persons unless they are in immediate danger. Render first aid assistance if you can.
6. Check the area for safety hazards such as building damage, fires, spills of flammable or combustible liquids, or leaks of flammable gases. If the area or building appears to be unsafe, begin evacuation procedures.
7. Exit the building and go to the assembly point to report injuries, damage, and potentially hazardous conditions.
8. Once you have exited the building, do not re-enter until the building has been inspected by the headteacher or other emergency staff.
9. Use the telephone system only for urgent matters. Listen to battery operated radio for emergency information.

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EMERGENCY EVACUATION FOR PERSONS WITH DISABILITIES

This section provides a general guideline of evacuation procedures for persons with disabilities during fire and other building emergencies. Individuals with disabilities must identify their primary and secondary evacuation routes, and seek out colleagues who are willing to serve as evacuation assistants. Staff members can help by becoming aware of others who may need assistance in an evacuation.

WHEELCHAIR USERS

Use the fire exits with others. Teachers to ensure that the wheel chair user is assisted.

Stay In Place:

- If the person is trapped in the toilet.
- Fire Department personnel, who are trained in emergency rescue, can enter the building and assist the person in exiting the building.

Classrooms Emergency Procedures for Teachers and Teaching Assistants Teacher's Responsibility

It is incumbent upon all those working in classrooms to understand appropriate emergency procedures and assist students in responding appropriately to emergency situations. This also applies to those academic activities conducted in other parts of the building.

Consistent with this responsibility teachers must:

- Provide his or her class with general information relating to emergency procedures. This information should be shared during the first week of class.
- Know how to report an emergency from the classroom being used.
- Ensure that persons with disabilities have the information they need. The teacher should be familiar with the evacuation plan and be able to direct visitors with disabilities.
- Take responsible charge of the classroom and follow emergency procedures for all building alarms and emergencies.

Supplemental Information

As teacher, what do I need to know about Emergency Preparedness?

The teacher is an authoritative figure for the child, and can influence how the child responds in an emergency. Calm, collected, and clear directions by the teacher will have a calming effect on the children.

1. EVACUATION ROUTES – We have posted floor plans on walls showing evacuation routes. Become familiar with evacuation routes in the classes you use.
2. EMERGENCY ASSEMBLY POINTS – After the class leaves the building, it is important for them to go to a pre-determined area where people can be accounted for. This “safe area” will be a designated Emergency Assembly Point where the class will not interfere with responding emergency services nor place themselves at risk of injury from the emergency. **This is at the far end of the playground.**

Accounting for all students can be very difficult, particularly with a large class. It might be possible for the teacher to use the class register, use a head count, or have children see if the children seated next to them are at the assembly point.

3. EVACUATION FOR PERSON WITH DISABILITIES – If there is a person with a disability in the class, the teacher should be knowledgeable of their response and who may be assisting them. In our school, the child may immediately evacuate with others.

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4. After exiting and accounting for children, notify emergency personnel, the headteacher of persons missing or trapped or persons with disabilities who require assistance.
5. FIRE ALARMS – When a fire alarm sounds, everyone must exit the alarmed area immediately.

□ Verify that everyone leaves and that all the doors are closed.
Closed doors significantly reduce fire and smoke damage.

6. EARTHQUAKES – Most of the injuries that occur during earthquakes are caused by interior items falling on the building occupants, such as books, shelves, light fixtures, ceiling tiles and office equipment. Consequently, the first thing to do during an earthquake is to have everyone take shelter if possible under a desk or table. If this is not possible, shelter near an interior wall and away from windows, and protect your head and neck. After the shaking stops and if there is building damage, tell the class to collect their possessions calmly and evacuate the building to the Emergency assembly Point. Caution them to watch for brick and other exterior building materials that may have been knocked loose by the earthquake. Procedures that may be hazardous if left unattended should be shut down.

CLASSROOM EMERGENCY PROCEDURES

1. When you hear the **fire alarm** sounding continuously:

- Everyone should calmly exit the classroom.
- Leave the room via the nearest exit. Know the location of alternate exits.
- Go to the emergency assembly point.
- Wait for further instructions.

2. When there is a **power outage** ...

- Everyone should stay in their seat to see if the outage is temporary and to let their eyes adjust to the lower light level.
- If the outage appears to be long term, everyone should calmly collect their materials and carefully exit the building.

3. If there is an **earthquake** ...

- **Drop and cover** your head for protection from material that may fall from the ceiling or walls.
- After the shaking stops, evacuate the building if it appears to be unsafe or if directed to do so by the instructor.

- Go to the emergency assembly point.

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Roman Road Primary School EMERGENCY INFORMATION

Building information that may be needed in an emergency should be inserted in this section, including general information about the building, emergency systems, and floor plans.

Information should include:

BUILDING ADDRESS:	Roman Road, E6 3SQ
NUMBER OF FLOORS:	KS1 1 Floor KS2 2 floors
NUMBER OF BUILDINGS:	4
FIRE ALARM:	Audible alarm with strobe light
AUDIBLE ALARM DEVICES:	Yes
SMOKE DETECTORS:	Yes
FIRE EXTINGUISHERS;	Yes, dry chemical on all floors and foam and water
EMERGENCY EXITS:	Yes
CALL POINTS:	Yes
FIRE DEPARTMENT LOCKBOX:	Yes

FLOOR PLANS: **In site supervisors office**
FIRE ALARM SYSTEM ZONE LAYOUT: **Yes in the lobby**

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RECOVERY PROCEDURES

THE Recovery Team is made up of:

1. The Headteacher, 2. Deputy Headteacher and 3. The Fire Warden

Once the initial emergency response to an incident has been completed, the recovery phase begins quickly to avoid major loss or disruption that could have long-term negative impacts. Recovery will require timely contingency response and action.

An emergency situation may result in recovery ranging from relatively minor to sever. They could include scenarios such as:

- Loss of power to the facility for up to 3-4 days.
- Loss of the entire facility for several weeks or more.
- Loss of academic space such as classrooms.

In the event of a major loss or disruption, administration and appropriate staff and faculty members will form a Recovery Team to implement recovery procedures, potentially including the following:

EMPLOYEE AND STUDENT ASSISTANCE

Depending on the nature of the emergency, staff and students may need assistance. The Recovery Team will ensure that those staff and students requiring assistance are referred to the appropriate resource.

LOSS OF POWER OR BUILDING SERVICES

In the event of loss of power or other building services, the Recovery Team will assess the impact and take steps to protect vital assets.

RELOCATION

If the building is closed due to damage or hazardous conditions, the Recovery Team will lead an effort to relocate to an alternate site. In the first instance this will be

Brampton Academy
Green on Roman Road

The Team will prioritize which programs and activities must be resumed quickly, and which can be deferred until a later time. Critical resources to allow the program to function at a new site will also be identified.

ACADEMIC PROGRAM RECOVERY

If classroom spaces utilized become unavailable, the Recovery Team will work with the local authority to find alternate spaces.

Reference documents: NUT health & Safety briefing 2006.

Appendix:

London Borough of Newham – Emergency Plan Appendix Emergency Plan LBN

