



FIRE SAFETY POLICY

1 **Background and Purpose**

This policy must be read in conjunction with the Health and Safety Policy and the Fire Safety Procedure. It is designed to confirm how Emmanuel College will address the risks presented to its staff, pupils, students and visitors by fire, in accordance with the provisions of the Regulatory Reform (Fire Safety) Order 2005.

All organisations, including educational establishments, are expected to develop and formalise procedures for dealing with fire safety based upon an assessment of the need. The resulting procedures will cover fire safety personnel, equipment and practices and be designed in accord with the legal standards and good practice.

2 **Organisational Scope**

This policy applies to Emmanuel College.

The governors have a duty of care with regard to all persons including staff, pupils and others who may be affected by its activities. Procedures and practices resulting from this policy will be expected to address their fire safety needs.

Pupils as well as staff will also be advised, as part of their induction as to the arrangements for fire safety including what to do on discovering a fire and what to do on hearing the alarm.

3 **Definitions**

Workplace

The entire Emmanuel College site and adjacent facilities provided for College use in connection with that place of work other than surrounding public roads.

Premises

Includes any building on the College site, including any tent or movable structure.

Risk Assessment

The identification of any hazards, with an assessment of the level of risk in order to put in place measures to ensure the safety of all.

Hazard

Something, arising out of a work situation, which provides the fuel and/or ignition source required for the fire to commence.

Risk

The term used to describe the likelihood that a fire may occur taking into account the severity of the outcome.

Fire Wardens

Members of staff who have been nominated to take charge of fire related situations, including assisting in fire drills.

4 **Policy Statement**

Emmanuel College is responsible for the premises and the overseeing of related fire safety measures, through the use of formal fire risk assessment techniques. This responsibility currently sits with the Facilities Manager, Mr N Spooner.

Identified risk control measures will be implemented, tested and maintained by those who manage the site. This will include the planning and control of fire drills in accordance with the Fire Safety procedure.

Emmanuel College will produce formal procedures and guidance on all relevant aspects of fire safety.

Once this fire safety assessment has been undertaken Emmanuel College will establish arrangements for ensuring fire safety: installing and checking regularly appropriate fire fighting equipment and regularly checking facilities match requirements. The Fire Risk Assessment will be made available to all interested parties, including contractors working on site and individuals and groups letting/using the premises.

Emmanuel College managers, particularly the Vice Principal with responsibility for Health and Safety and the Health and Safety Co-ordinator will determine any additional personnel, equipment and facilities required as indicated on the Fire Risk Assessment. For example, specific fire safety provision should form part of general teaching room management, lesson plans and the arrangements for onsite events such as school drama productions. Any department risk assessment must complement the overall College risk assessment.

5 **Records**

A record of all Fire Risk Assessments undertaken.

A comprehensive Fire Safety Log Book will be maintained by the Facilities Manager ensuring a formal record is kept of all fire safety related activity, including the fire drills and testing and maintenance of fire safety equipment.

A record of all fire safety related incidents will be logged using a standard form to assist in the determination/development of any future fire safety need, providing confirmatory documentation on the action taken.

A record of all fire safety training provided to staff, students and others as appropriate will be retained.

6 **References**

Regulatory Reform (Fire Safety) Order 2005
The Management of Health and Safety at Work Regulations 1999
Fire Safety Risk Assessment - Educational Premises
Fire Safety Risk Assessment - Offices and Shops
Fire Safety Risk Assessment – Small Places of Assembly
Fire Safety Risk Assessment – Large Places of Assembly
Fire Safety Risk Assessment - Means of Escape for Disabled People (Supplementary Guide)
The Emmanuel College Fire Safety Procedure
The Emmanuel College Risk Assessment Procedure

7 **Monitoring**

The operation of this policy will be subject to review annually as part of the overall review of the Emmanuel College health and safety management.

Emmanuel College will also seek to work with the Fire Inspection team, inviting them in annually to check that all is in line with best practice.

Fire Safety Procedures

This procedure forms part of and should be read in conjunction with the Health and Safety Policy and the Fire Policy. It is designed to confirm how Emmanuel College will address the risks presented to its staff, and where appropriate pupils, students and visitors to any of its sites by fire, satisfying the provisions of the Regulatory Reform (Fire Safety) Order 2005 and the Management of Health and Safety at Work Regulations 1999.

These procedures require the Principal and senior managers and other staff, where appropriate to:

- a) Carry out fire risk assessments for their areas of control, considering the premises, all employees and other people who may be affected by a fire including pupils, contractors, visitors etc.
- b) Ensure suitable and sufficient arrangements are in place, including the creation and use of Personal Emergency Evacuation Plans (PEEP's), for any disabled people with special needs, who use or may be present within their areas of control.
- c) Identify and record the significant findings of the fire risk assessments and the details of anyone who might be especially at risk in case of fire
- d) Provide and maintain such fire precautions as are necessary to safeguard those who use, or may be present within their areas of control
- e) Appoint and adequately train sufficient Fire Wardens to coordinate the evacuation and undertake such other appropriate tasks as necessary.
- f) Provide information, instruction and training about the fire precautions, to safeguard those who use, or may be present within their areas of control.
- g) Review the assessments as and when necessary.
- h) Produce an Emergency Plan and provide information, instruction and training about the fire precautions, to safeguard those who use, or may be present, to include:
 - Actions to follow on discovering a fire
 - Actions to follow on hearing the fire alarm warning signal
 - The importance of raising the alarm immediately on discovering a fire
 - The importance of evacuating the building immediately when the fire alarm sounds
 - The arrangements for the evacuation of any disabled persons
 - The policy on whether employees (some or all or none) should or should not tackle a fire
 - The summoning of the fire and rescue service
 - The location of evacuation and assembly points
 - The importance of not attempting to re-occupy the building until instructed to do so by the person in charge of the proceedings (this will be the fire authority if in attendance)

The primary strategic responsibility will rest with the Principal of Emmanuel College on behalf of the Board of Governors.

For this procedure to be effective in satisfying the requirements specified in the Fire Policy all managers should cooperate and coordinate their activities: this is especially important when fire risk assessments are being produced.

General Fire Safety

The Fire Triangle

For a fire to start, three things are needed: 1. *A source of ignition* 2. *Fuel* 3. *Oxygen*

If any of these is not present, a fire cannot start. Taking steps to avoid the three coming together will therefore reduce the chances of a fire occurring, removing one will extinguish the fire if it occurs.

Ignition Sources - in a school setting include: smokers, naked flames, electrical faults, hot processes, hot working, friction, science experimentation, arson etc.

Fuel Sources - in a school setting include: Wood, paper, card, foam furnishings and equipment, flammable liquids in science, estates and design such as solvents, paint, fuel as well as flammable gases etc.

Oxygen - is generally always around us. Increased fire risks may occur when oxygen enrichment is possible i.e. from cylinders used for welding. Closing doors and windows will restrict the oxygen available to a fire and thereby reduce its impact.

Classifications of Fire: There are 5 categories of fire based on the fuel involved:

CLASS A: Fires that involve solid materials, predominately of an organic kind.

Examples are wood, paper and textiles. The preferred extinguishing mode is by cooling, and is usually achieved by the use of water.

CLASS B: Fires that involve liquids or liquefiable solids; they are further subdivided into:

CLASS B1, which involves liquids soluble in water, for example methanol. They can be extinguished by carbon dioxide, dry powder, and water spray.

CLASS B2, which involve liquids not soluble in water; such as petrol and oil. They can be extinguished by foam, carbon dioxide, dry powder.

CLASS C: Fires that involve gases or liquefied gases resulting from leaks or spillage, e.g. methane or butane. The preferred means of extinguishing is by turning off the supply it can also be achieved by using foam or dry powder in conjunction with water to cool any leaking container involved.

CLASS D: Fires that involve metals such as aluminium or magnesium. Special dry powder extinguishers are required to fight these, which may contain powdered graphite, though more commonly in schools the use of the sand bucket in the laboratory provides a suitable extinguishing medium for small metal fires.

CLASS F: Fire involving high temperature (> 360°C) cooking oils. Extinguishment achieved by the use of a new extinguisher called a Wet Chemical, other automatic drenching agents can also be used.

Methods of Extinguishing: There are 3 main methods of extinguishing a fire:-

Cooling - Reducing the ignition temperature by taking the heat out of the fire. Using water to reduce temperature.

Smothering – Limiting the Oxygen available by smothering and preventing the mixture of oxygen and flammable vapour by the use of foam or a fire blanket.

Starving – Limiting the fuel supply by removing the source of fuel. By switching off electrical power, isolating the flow of inflammable liquids or pulling away burning wood or straw etc.

There are 5 common types of fire extinguisher:

Water - Wood, paper, textiles and solid material fires
DO NOT USE ON LIQUID, ELECTRIC OR METAL FIRES

Foam - For use on liquid fires
DO NOT USE ON ELECTRIC OR METAL FIRES

Carbon Dioxide - For liquid and electrical fires
DO NOT USE ON METAL FIRES

Dry Powder - For liquid and electrical fires

Wet Chemical- For high temperature (> 360°C) cooking oils

Fire Blankets- Not classified as an extinguisher, but used for the same purpose in kitchens and laboratories to smother the fire.

Hose Reels- Should be used as per water extinguishers though the user should exercise greater care, as they may be tempted to stay at the fire scene longer than would be considered safe as, unlike in the use of a fire extinguisher, the contents do not run out.

Fire extinguishers should conform to EN3 (for new) and BS 5423 (for older).

All extinguishers from 1st January 1997 should be red however a colour code may be used as follows: -

Water -	Red
Foam -	Cream
Carbon Dioxide	Black
Dry Powder –	Blue
Wet Chemical –	Canary Yellow

As fire extinguishers may last for 20 years, a mixture of old and new will often be used in the same buildings. Staff should therefore be familiar with these provisions.

Location of fire extinguishers should be: -

- In conspicuous locations
- On escape routes adjacent to call points
- Adjacent to high fire risk areas

If for any reason fire extinguishers are hidden from view, their locations should be indicated by signs conforming to Health and Safety (Safety Signs and Signals) Regulations 1996.

WHICH EXTINGUISHER TO USE

Class of Fire	Water	Foam (AFFF)	CO ₂	Powder	Wet Chemical
A Paper/Wood/Textiles	✓	✓		✓	
B Flammable Liquids		✓	✓	✓	
C Flammable Gases			✓	✓	
F High temperature (> 360°C) cooking oils					✓
Electrical Hazards			✓	✓	
Vehicle Protection				✓	

Additional provision should be available in areas of special risk such as a fire bucket and sand for metal fires in a laboratory or a fire blanket in a kitchen.

Fire Safety Signs

Legislation was introduced in 1996 regarding the provision of safety signs including those giving information/instruction on fire safety issues.

Fire Exit Signs

All designated fire exits should be sign posted as such by the display of a suitable sign above the exit door, where the establishment operates in the hours of darkness the signs should be illuminated by emergency lighting.

Fire Escape Route Signs

Where the escape routes are not readily identifiable, suitable signs informing premises users of the route to take to the nearest, or where appropriate, alternative fire exit should be displayed. Such signs will indicate by the use of arrows the direction to take in an emergency.

Since 24th December 1998 all Fire Exit and Escape Route signs should comply with the new standard by featuring the “running man” symbol. Emmanuel College has already updated existing signage but checks should be made to ensure that the new style signs are in place.

Fire Extinguisher Signs

Fire extinguisher signs are not generally required, as long as the extinguishers are clearly visible.

Fire Action Signs

Fire action signs informing persons what to do if they discover a fire and what to do if they hear the fire alarm should be displayed around the premises in all public areas. Separate signs for each room are not required.

The signs should contain, where appropriate, information specific to that site such as the location of the assembly points. Where the assembly points are not easily locatable a simple map pinpointing their location should also be displayed.

Fire Assembly Points

Suitable assembly points should be provided to allow persons evacuating the premises to congregate in a safe location away from the risks of fire and explosions and positioned so as not to interfere with the work of the Fire and Rescue Service. Such assembly points should be signposted so that they can be readily located.

Fire Wardens

Emmanuel College should be covered by a sufficient number of suitably trained and resourced Fire Wardens. The role of Fire Wardens is to coordinate and where appropriate take charge of the evacuation in the event of a fire, as well as undertake any other appropriate duty associated with an emergency.

The Fire Wardens will be trained in the evacuation arrangements and any duties they have to perform as well as general fire safety issues. They should be familiar with the use of fire and emergency related equipment and any specific arrangements relevant to the specific establishment, including any arrangements introduced to address the needs of disabled users of the buildings.

Members of Senior Management will be expected to familiarise themselves as to the emergency arrangements for fire safety, by attendance at fire wardens training sessions or otherwise as appropriate, at the buildings in which they operate to enable them to take charge of any fire emergency, the most senior person present effectively becomes the Senior Fire Warden during an evacuation.

Fire Precautions Log Book

Emmanuel College has a Fire Precautions Log Book, which provides general guidance on general and specific premises related fire precaution issues including where appropriate the results of any fire risk assessment and provides a record keeping system. The log book will be maintained by the Facilities Manager and will be readily available for inspection. Detailed in appendix a are examples of recording sheets for fire safety activities.

Fire Drills

Fire drills will be undertaken at Emmanuel College buildings on at least two occasions each academic year, with others conducted at other times where appropriate.

The drills will be conducted at various days and times, including during the hours of darkness so as to fully test the fire precautions in place.

The drills will be coordinated by the Facilities Manager and monitored by the Principal who will report on their effectiveness at the relevant meeting of governors.

Co-operation and Co-ordination between Support Teams

Where there are support teams such as caterers, the fire preventive and protective procedures in place should be formally communicated to them. Where appropriate these should be required to conduct an operational fire risk assessment which can be incorporated with the relevant generic assessment.

Appropriate arrangements should also be made when contractors are working on site to ensure the fire prevention and precaution measures are not compromised by the work of the contractor, where appropriate a Hot Work Permit system should be followed.

Legislative Requirements

The Regulatory Reform (Fire Safety) Order 2005 (FSO) came into effect in October 2006 and replaced over 70 pieces of fire safety law.

The FSO applies to all non-domestic premises in England and Wales, including schools.

Under the FSO, the responsible person must carry out a fire safety risk assessment and implement and maintain a fire management plan

Enforcement

The Fire Authority has a duty to enforce the FSO, and appoint inspectors for this purpose.

Inspectors have the following powers: -

- to enter any premises
- to make such inquiry as may be necessary
- to require the production of any records
- to require such facilities and assistance
- to take samples of any articles or substances
- to serve improvement and prohibition notices

It is an offence to obstruct inspectors in carrying out their duties or to fail to comply with any requirements that such inspectors may impose.

Legislative Requirements

- Carry out a fire risk assessment of the workplace considering all employees and other people who may be affected by a fire. Adequate provisions for any disabled people with special needs who use or may be present at our premises need to be taken into account;
- Identify the significant findings of the risk assessment and the details of anyone who might be especially at risk in case of fire (these must be recorded as we employ more than five people);
- Provide and maintain such fire precautions as are necessary to safeguard those who use our workplace; and
- Provide information, instruction and training to all staff, as appropriate, about the fire precautions relative to their workplaces.

The risk assessment will help decide the nature and extent of the general controls and processes for fire precautions that need to be provided.

The local Fire Authority has the duty to enforce the FSO and have appointed inspectors to carry out their work.

Where a breach is identified it must be confirmed in writing on request and include the nature of the breach and the required action.

The Fire Authority can serve an enforcement notice for failure to comply with the regulations in a way that results in people being put at serious risk.

Emmanuel College is satisfied this requirement by an overall generic assessment of the school premises carried out by architects. This ensures that general fire prevention and protection arrangements are provided as part of the build and are fully compliant with appropriate standards. This is supported by operational assessments which will concentrate specifically on the routine activities undertaken in the schools.

The methodology of approach is detailed below.

Assessments

The overall generic assessments have been undertaken on behalf of Emmanuel College by the appointed architects who will check and provide plans ensuring the schools are provided with such means of escape, means of raising the alarm and means of fighting fire at the outset and that the buildings comply with all relevant regulations and standards covering fire prevention, fire protection, fire spread, fire separation, compartmentalisation, mechanical, gas and electrical services etc. the findings of which will form the basis of the policy and procedures as regards fire safety.

The operational assessments required by the Regulations will be organised by the Facilities Manager in consultation with the Principal along with those who have delegated responsibilities for such matters as detailed within the Organisation section of the Health and Safety Policy and in the Fire Policy.

To assist in the process of undertaking operational fire risk assessments, a simplified pro forma is available that follows the 5-step method detailed below and in the attached document see appendix B:

- Step 1 - Identify the specific fire hazards such as the presence of ignition sources, large quantities of flammable materials and/or highly flammable liquids.
- Step 2 - Identify who may be affected taking care to ensure all persons who may be present in the building, specific consideration should be given to those with special needs, pupils, visitors and contractors on site.
- Step 3 - Evaluate the risks presented, taking into account firstly the likelihood that a fire will start and develop, this will relate to the presence of ignition sources and their level of control, as well as the availability and volume of fuel (fire loading) and secondly the severity of the outcome. This will relate to numbers affected and the extent of the potential building damage.
- Step 4 - Record the Details using the pro forma provided.
- Step 5- Keep the assessment under review to ensure it remains valid. Occasions when a review may be necessary include a change in the level of risk due to a new ignition source being introduced, or changes in the fire loading, or changes in the persons who could be affected, such as a disabled student joining College for the first time.

Areas that may need to specifically be considered include:

- Availability of ignition sources e.g. hot working, smoking etc.
- Fire loading (volume of flammable materials), storage and use of flammable materials,
- Persons with mobility problems, hearing impairment etc, see the relevant PEEP's.

Areas that may need to be generally considered include:

- Building layout,
- General tasks, activities taking place,
- Levels of vandalism,
- Existing fire precautions.

Arson / Fire Prevention In Education Establishments

The battle against fire in educational establishments requires awareness and adoption of good fire prevention practice. Adequate security is essential if school buildings are to be protected against intruders, the first line of

defence against arson. An external fire, in rubbish or a vehicle outside one building for example, can spread internally and burning materials can be thrown through broken windows and other openings that are too small for an intruder to enter.

As detailed earlier, for a fire to start there must be fuel, oxygen, and a means of ignition. Oxygen is freely available, but arsonists rarely provide their own fuel; almost invariably they use convenient materials found on site to start the fire. The importance of reducing the availability of easily ignitable materials and accelerants, such as highly flammable liquids, cannot be over-emphasised.

Building Bulletin No 67 "Crime Prevention in Schools - Practical Guidance", produced originally by The Department of Education and Science, recommends the following preventive checklist which can be used as a basis of guidance for all school establishments.

Preventive Checklist

The questions in the checklist are addressed primarily to those responsible for day-to-day management of the school premises or have specific fire related duties to perform.

Management Strategies

- Are you in contact with the local Fire Prevention Officer and the police Crime Prevention Officer? Is their advice sought and implemented as far as possible?
- Have you discussed any problems you can foresee in implementing their advice with the officers?
- Are all your managers and staff aware of fire and security problems, the protective strategies which are adopted to counter them and the contributions which they can make?
- Do you have a procedure to ensure that all fires are reported, investigated and recorded?
- Do you know what hazardous materials are kept in your area and do you keep them only in reasonable quantities?
- Are chemicals (including gases) and highly flammable materials, kept locked away in properly designed secure stores?
- Is the store kept locked at all times and the keys held by a responsible person?
- Are there arrangements to limit waste paper and other combustible materials accumulation, in which a fire can be started?
 - Are stationery and other supplies kept in locked store rooms or cupboards?

Precautions against Hazards

Outside the building:

Is rubbish and dry vegetation kept in heavy containers or skips and away from combustible structures and from the doors and windows of the building?

Is the space under raised huts/mobile classrooms protected against accumulation of litter?

Are advance arrangements made for reception of stores deliveries and for goods to be put into store without delay?

Are there any openings through which burning materials could be put?

Are any windows, doors of buildings vulnerable to external fire:

Are windows (even those protected by bars) kept closed in unoccupied parts of the building?

Are windows kept in good repair and are breakages quickly dealt with?

Are letterboxes protected on the inside with sheet metal boxes?

Are doors in good repair and without gaps through which burning paper could be pushed?

Are fuel tanks kept in secure enclosures with locked valves?

Inside the building:

Is there an automatic fire detection system?

If so, does the alarm sound at a safe action point from which action can be taken?

Do staff, particularly fire wardens and site staff, know what action to take if the alarm sounds?

Are the necessary arrangements made to ensure that the alarm system is quickly reset after operation?

Is the alarm system properly maintained and tested?

End of the day:

Do staff ensure that class materials are put away tidily?

Are electrical appliances and equipment including that in craft rooms, workshops, kitchens and offices disconnected from the supply?

Are windows and doors closed and locked to deter intruders and restrict the spread of fire?

Are heating, lighting and ventilation services etc. shut down as far as practicable? (Note that some lighting may be needed for security reasons).

Is rubbish collected and removed to a safe place at the end of each day?

Outside normal operating hours:

Is there a telephone readily available to the site staff, cleaners or night school staff outside normal operating hours?

Are people using the premises briefed about fire precautions and locking up the building when they leave?

Without blocking escape routes, are people locked out of parts of the building they have no need to enter?