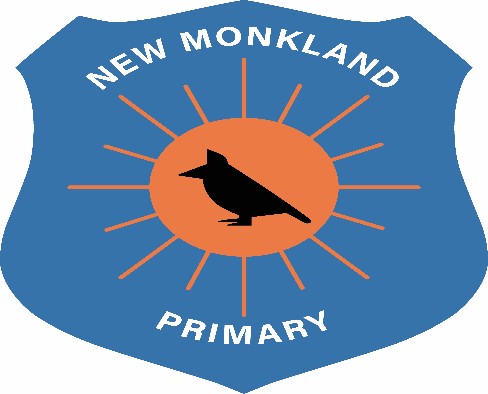
[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fiotbusinessnews.com%2F2018%2F08%2F09%2F90233-semtech-lora-technology-integrated-in-smart-fire-evacuation-system%2F&psig=AOvVaw0jO0wf9sr7YNJKiZMO5dh-&ust=1592314327573000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMiJoKT3g-oCFQAAAAAdAAAAABAD)

New Monkland Primary School

Personal Emergency Evacuation Plan Policy

Written: June 2021

Review Date: August 2022



**Background**

The aim of a Personal Emergency Evacuation Plan (PEEP) is to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.

**Responsibilities**

The Head Teacher 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 pupils, staff, contractors and regular visitors, once it has been identified that a person would require assistance in the event of a fire, the Personal Emergency Evacuation Plan (PEEP) should be completed, and the individual’s needs determined from the information supplied i.e. the number of assistants and methods used.

**Supporting Information**

**Pupils**

When a child is enrolled in school, an evacuation plan will be created as part of the admission process. Pupils with additional Support needs may need to practice their routes for evacuation more regularly and to ensure that this can be done in accordance to physical distancing measures, as per Covid-19 safety recommendations. If so, this should be written into their PEEP. All people involved in the evacuation plans for PEEPs involving pupils will need to practice. However, to avoid unnecessary distress or risk to some pupils, simulated evacuation may be more appropriate.

**Staff**

PEEP’s should be completed in consultation with the school immediately, if such a plan has not already be 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 they need help, it will be provided. Some people may have difficulty in evacuation situations that they would not normally have e.g. people who have asthma may be affected in smoky conditions caused by fire, or people may be affected by the stress of an emergency situation.

Where a disabled person has elected to make an exceptional effort to get out unaided, it may not be practical for them to practice during drills. However, timing a short section of the escape will assist in establishing how long a full escape might take.

**Occasional visitors/contractors**

The HM Govt. 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

**School plays, School events & open days etc**.

In the event of a school play, school event or open day etc. visitors may enter the school and it may be more difficult to gather the information prior to the need to evacuate. 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 should be used.

Training of staff is vital at such events as they will have to provide assistance and advice to disabled users of the building as the incident develops. Plans to enable them to safely leave the building need pre-planning and assessment of the types of evacuation that can be provided within the building. Staff will need to understand all the options and standard PEEPs and be able to communicate these effectively to disabled people at the time of the escape. This should form part of the schools fire risk assessment.

**Evacuation in an Emergency**

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

UNCRC Links

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 39: You have the right to help if you've been hurt, neglected or badly treated.