



PERSONAL EMERGENCY EVACUATION PLAN POLICY AND GUIDANCE

Date of issue	September 2025	Date of next review	September 2026
NAME OF HEADTEACHER		N.Bamber/A. Burton	

Copies of this plan are held by:

NAME	DESIGNATION
Niela Bamber/Andrea Burton	Headteacher
	Assistant Headteacher
	Classroom Teacher
Gill Bennett	SENCO

Statement of Intent

Rosedale Primary positively promotes inclusion and will take all reasonable steps to ensure that children, parents, guardians or carers and staff who might be classed as disabled or have an additional special need are not discriminated against or treated less favourably than others.

Rosedale Primary keeps a record of all students with PEEPs and ensure they are reviewed regularly. We ensures that all members of school staff (including supply teachers and support staff)who encounter students 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 Rosedale Primary 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 cannot 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 Headteacher, 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 Headteacher 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 Trust's Complaints Policy.
- Ensure the PEEP Policy is effectively monitored and updated.

- 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.

College staff have a responsibility to:

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

The Headteachers PA and Principal have a responsibility to:

- Assist in the creation of the PEEP Policy.
- Will draft PEEPs with visitors and parents, guardians and carers 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 student 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 students 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 the PA 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 college production / public event or open day etc. unknown visitors may enter the Schools 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.

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 - 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 College 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.

Record Keeping

Copies of pupil PEEPs will be held:

- In the classroom (in the SEND file)
- In the pupils 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 at school level and Central 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 Schools Headteacher.

This policy will be reviewed 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?	

Appendix 2
Personal Emergency Evacuation Plan – Questionnaire

*Strikethrough any sections that do not apply.		
Name:	Date:	
<i>Mobility Impairment</i>		
Can you leave the building unassisted?	Yes	No
Can you move quickly in the event of an emergency?	Yes	No
How far can you walk unaided?	Distance:	
Do you find stairs difficult to use?	Yes	No
Are you a wheelchair user?	Yes	No
Is the wheelchair required for all circumstances?	Yes	No
Can your wheelchair be dispensed with for short periods?	Yes	No
What kind of assistance do you require? <ul style="list-style-type: none"> ● 'Wheelie' down the stairs with the wheelchair tilted onto its rear wheels ● Carried down the stairs in your wheelchair ● Assisted from your wheelchair and a suitable number of helpers to carry you down the stairs ● Assisted to walk down the stairs with one assistant holding each arm ● Assisted to walk down the stairs with one assistant and the use of the handrail ● Provided with supervision as you move down stairs on your bottom, unaided ● Self-transfer to an evacuation chair/stair climber ● Could the medical nature of your condition be aggravated by using such a device? 	Yes Yes Yes Yes Yes Yes Yes	No No No No No No No
Has a member of staff and a deputy been assigned to assist you in an emergency?	Yes	No
How might your mobility be worsened e.g. by smoke etc.?		
<i>Hearing Impairment</i>		
Would you hear the fire alarm/an announcement informing you that there was an emergency?	Yes	No
Would a visual indicator assist?	Yes	No
Would your response to a fire alarm being activated be helped by an assistant/s who could provide support in the fire evacuation procedure?	Yes	No
<i>Visual Impairment</i>		
Do you have strong enough eyesight to see your way out of premises unaided?	Yes	No
Can you read the escape instructions? If not, what format do you need them in?	Yes	No

Do you require aid to help you move around the building for example: a cane, guide dog or other equipment?	Yes	No
Could you find your way out of the building by an alternative route should your normal route be unavailable?	Yes	No
Do you think the speed at which you leave the building may have the potential to hold up other people leaving the building in corridors and stairways, or that they may cause you injury as they pass you more quickly?	Yes	No
Would tactile signage or floor surface information be of assistance to you?	Yes	No
Is there any other disability that may prevent you from evacuating without assistance? Details:	Yes	No
Cognitive Impairment		
Are you able to understand what is happening in an emergency?	Yes	No
Do you understand the risks?	Yes	No
Do you understand the possible need for choice and change of direction during escape?	Yes	No
General Information		
Do you understand the concept of a fire refuge area?	Yes	No
Might the measures needed for you to escape from the building in an emergency adversely affect the safe escape of other occupants?	Yes	No
Do you think any special staff training is required to give you the assistance that you would need in an emergency?	Yes	No
Are you aware of the emergency evacuation plan which operates at HVS?	Yes	No
Do you understand the escape instructions?	Yes	No
Are the signs which mark the emergency exits and the routes to the exits clear	Yes	No
Could you raise the alarm if you discovered a fire?	Yes	No
Are you likely to move around the building?	Yes	No
Do you work out of hours?	Yes	No
Do you work alone?	Yes	No
Assessment carried out by:	Date:	
Notes:		

Personal Emergency Evacuation Plan Template (PEEP)

Personal Emergency Evacuation Plan - Required Action The required action has been determined from discussion with person requiring additional help.		
Staff will ensure that the location of the following person is always known:		
Name:	Alliance / Form:	
Working Location:	Recognisable by:	
In the event of a fire or other emergency requiring evacuation of the premises, this person will be assisted to escape by the following means:		
Awareness of the procedure: I am alerted of the need to evacuate the School by:		
Existing alarm system	Yes	No
Pager device	Yes	No
Visual alarm system	Yes	No
Other, please specify:		
Designated assistance: The following people have been designated to give me assistance to get out of the School building in an emergency:		
Name:	Contact Details:	
Refuges: The nearest doorman / designated assistant will assist me immediately into the nearest available refuge area, where provided.		
The refuge areas are:		
Safe route/s: (Attach plan if appropriate and include refuges, safe routes and alternative routes)		
Insert exact method of assistance required (Transfer procedures, methods of guidance etc.)		
Equipment provided (Evac Chairs, stair climber device, hand held portable radios, visual indicators, pager systems, tactile signs, handrails etc.)		
Training provided. (Include orientation training where appropriate)		

Details of any other action taken	
Plan to be reviewed by:	Date: