

ST DOMINIC'S GRAMMAR SCHOOL

FIRE SAFETY AND FIRE RISK ASSESSMENT POLICY 2026–27

POLICY STATUS

Applies throughout the School, from Nursery to Sixth Form, including employees, pupils, visitors, contractors, lettings and events. This policy sets the management system; it does not replace the suitable and sufficient, premises-specific fire risk assessment required by law.

Owner	Approval	Review cycle
Proprietor	Governing Body	At least annually and after any material change or fire-related event

Document control fields must be completed at approval. Operational details such as alarm zones, assembly points, evacuation routes and nominated personnel are maintained in the site Fire Emergency Plan and fire logbook.

Document control

Field	Approved record
Policy title	Fire Safety and Fire Risk Assessment Policy
School	St Dominic's Grammar School
Scope	Nursery to Sixth Form; all school-controlled premises and activities
Policy owner	Proprietor
Operational lead	Headmaster (with delegated support from the Bursar / competent site lead)
Approved by	Governing Body: _____
Approval date	__30-8-2026_____
Effective from	1 September 2026
Next review	No later than 31 August 2027
Location	Staff policy system; controlled copy held with fire-safety records
Related site records	Premises-specific fire risk assessment(s); Fire Emergency Plan; PEEPs; fire logbook; plans and action tracker

Approval and assurance

Role	Name	Date
Chair of Governing Body	Sir M Griffiths	30-8-2026
Headmaster	P McNabb	22-8-2026

CONTROLLED DOCUMENT

Printed copies are uncontrolled. The Estates team ensures staff can access the current version and that building-specific instructions are displayed where needed.

Contents

1. Purpose and status
2. Legal and regulatory framework
3. Scope and principles
4. Governance and responsibilities
5. Fire risk assessment process
6. Prevention and protective measures
7. Emergency and evacuation arrangements
8. People requiring additional support
9. EYFS, safeguarding and pupil welfare
10. Training, drills and communication
11. Inspection, testing and maintenance
12. Contractors, hirers, events and change
13. Incidents, reporting and recovery
14. Records, monitoring and review
- Appendix A — compliance schedule
- Appendix B — emergency action card
- Appendix C — fire drill record
- Appendix D — local inspection checklist
- Appendix E — action tracker
- Appendix F — PEEP template
- Appendix G — reference framework

HOW TO USE THIS POLICY

The policy defines accountability and minimum controls. The Fire Emergency Plan supplies immediate, site-specific instructions. The competent-person fire risk assessment identifies hazards, evaluates risk and produces prioritised actions. All three must agree.

1. Purpose and status

St Dominic's Grammar School is committed to protecting life, supporting safe evacuation and preventing fire across its provision from EYFS to Sixth Form. The School will manage fire risk through competent assessment, proportionate precautions, effective emergency planning, training, maintenance, recorded assurance and prompt remediation.

1.1 Policy objectives

- prevent fire so far as reasonably practicable and reduce the consequences if fire occurs;
- ensure everyone can reach a place of safety quickly, including people who may require assistance;
- comply with the Regulatory Reform (Fire Safety) Order 2005 ('the Fire Safety Order') as amended and Independent School Standard paragraph 12;
- meet EYFS fire-safety and emergency-evacuation requirements;
- provide the Governing Body with clear assurance that assessments, actions, drills and maintenance are current; and
- embed safeguarding, inclusion and welfare in evacuation and post-incident arrangements.

1.2 What this document is—and is not

MANDATORY DISTINCTION

This policy is not a fire risk assessment and does not certify any building as safe. The Proprietor must ensure that a suitable and sufficient written fire risk assessment is completed and regularly reviewed for every relevant premises, part of premises and material use. It must reflect actual construction, occupancy, systems, activities and escape arrangements.

The previous school document has informed this replacement. Its premises claims and risk ratings have not been treated as verified evidence. They must be checked by the competent assessor and transferred, where valid, into the controlled premises-specific assessment and action plan.

2. Legal and regulatory framework

This policy is informed by the following framework, as in force or published at the date of approval:

- Regulatory Reform (Fire Safety) Order 2005, as amended, including the strengthened recording and information duties introduced through section 156 of the Building Safety Act 2022;
- Health and Safety at Work etc. Act 1974 and Management of Health and Safety at Work Regulations 1999;
- Education (Independent School Standards) Regulations 2014: Schedule, Part 3, paragraph 12 (the Proprietor ensures compliance with the Fire Safety Order), paragraph 16 (risk assessment) and Part 8 (leadership and management);
- Statutory Framework for the Early Years Foundation Stage for group and school-based providers, including emergency evacuation, fire detection/control equipment, identifiable exits and unobstructed fire doors;
- Equality Act 2010, particularly the duty to make reasonable adjustments for disabled people;
- Home Office, Fire safety risk assessment: educational premises and means of escape for disabled people;
- DfE, Health and safety: responsibilities and duties for schools;
- Keeping Children Safe in Education 2026 ('KCSIE 2026') for the safeguarding systems that must continue during emergencies; and
- the current Independent Schools Inspectorate inspection framework and evidence expectations.

The Fire Safety Act 2021 and Fire Safety (England) Regulations 2022 principally add duties concerning external walls and certain multi-occupied residential buildings. The competent assessor must determine whether any part applies to the School's premises; their inclusion in this list is not an assumption that it does.

3. Scope and principles

3.1 Scope

This policy applies to all employees, agency and supply staff, governors, volunteers, pupils, visitors, contractors, tenants and hirers while on School-controlled premises or participating in a School-controlled on-site activity. It covers teaching, offices, EYFS areas, kitchens, science, design/technology, art, sport, performance spaces, storage, plant, temporary accommodation, out-of-hours use and any sleeping accommodation if introduced.

3.2 Core principles

Principle	School commitment
Life safety first	Raise the alarm, evacuate and call 999. No one re-enters or delays evacuation to collect property.
Competence	Appoint people with sufficient training, experience, knowledge and other qualities for the task; verify the competence of external assessors and contractors.
Inclusion by design	Plan evacuation for individual needs in advance; never rely on ad-hoc carrying or fire and rescue service rescue as the normal plan.
Precaution and proportionality	Match controls to actual risk, occupancy, age, vulnerability, building features and activities.
No assumption from silence	A blank record, overdue action or absence of reported defect is not evidence of compliance.
Safeguarding continuity	Maintain supervision, accountability, communication and handover arrangements throughout an emergency.
Learning culture	Record drills, alarms, near misses and incidents; correct weaknesses without blame or delay.

3.3 Stop and escalate

Any person must report blocked exits, damaged fire doors, disabled alarms, unsafe charging, unauthorised hot work or other serious defects immediately. The Headmaster or delegated competent lead will restrict use, provide interim controls or close the affected area where safe evacuation cannot be assured.

4. Governance and responsibilities

4.1 Responsible Person and shared duties

For a workplace, the employer is the Responsible Person. The Proprietor is therefore the principal Responsible Person for the School. Any other person with control of premises may also have duties to the extent of that control. Responsible Persons must cooperate, coordinate, exchange relevant information and not assume that delegation transfers legal accountability.

Role	Minimum responsibilities
Proprietor	Ensure compliance; provide resources; identify all Responsible Persons; ensure a suitable and sufficient written assessment and recorded fire-safety arrangements; appoint competent assistance; disclose relevant fire-safety information; ensure cooperation and coordination.
Governing Body	Approve policy; scrutinise termly assurance; challenge overdue/high-risk actions; verify resources and competence; ensure leadership fulfils the standards. Governance oversight does not displace the Proprietor's duties.
Headmaster	Lead day-to-day implementation; appoint named operational roles; ensure emergency plans, training, drills, registers and communications work; stop unsafe use; report assurance and material failures.
Bursar / competent site lead	Maintain fire logbook, tests, servicing, plans and action tracker; coordinate assessors and contractors; inspect routes and doors; escalate defects; retain evidence.
DSL	Ensure emergency arrangements protect safeguarding, supervision, missing-child response, information sharing and vulnerable pupils; support post-incident welfare. The DSL is not the technical fire-safety lead unless separately appointed and competent.
EYFS lead	Maintain age-appropriate evacuation, staffing/accountability, equipment and induction arrangements; ensure practice reflects the EYFS statutory framework.
Department / area leads	Control local ignition/fuel risks; brief staff; maintain safe layouts and occupancy; report change and defects; implement actions.
Fire wardens / marshals	Perform only assigned, trained checks or sweeps where safe and without delaying personal evacuation; report status at the assembly point; never fight fire as a duty unless specifically trained and safe.
All staff and volunteers	Read instructions; attend training and drills; supervise pupils; raise alarm; evacuate; report hazards; never wedge fire doors or obstruct escape routes.
Pupils	Follow staff instructions, leave promptly and quietly, do not retrieve belongings, remain with their group, report relevant concerns and never misuse equipment.
Contractors / hirers	Provide risk information; comply with permits and local rules; maintain their own accountability; report incidents; cooperate with the School's Responsible Person(s).

5. Fire risk assessment process

5.1 Suitable and sufficient assessment

The Proprietor will ensure a written assessment is completed by a demonstrably competent person. It will cover each relevant building, area and use; normal and foreseeable abnormal conditions; all people at risk; existing measures; residual risk; and a prioritised action plan. Where specialist knowledge is needed—for example heritage construction, external walls, compartmentation, fire engineering or sleeping accommodation—appropriate specialist input will be obtained.

5.2 Five-stage method

1. Identify fire hazards: ignition sources, fuel and oxygen.
2. Identify people at risk, including those especially at risk.
3. Evaluate risk; remove or reduce hazards; evaluate and improve precautions for detection, warning, escape, firefighting, management and rescue support.
4. Record the assessment in full, record fire-safety arrangements, prepare the emergency plan, inform and train people.
5. Review and revise the assessment whenever necessary and keep it current.

5.3 Persons and conditions requiring explicit consideration

- EYFS children and any pupil whose age, understanding or behaviour affects evacuation;
- disabled people and those with temporary injury, sensory impairment, neurodivergence, anxiety, mobility, communication or medical needs;
- anyone working alone, in isolated/noisy areas, at height, in plant rooms or outside normal hours;
- visitors, contractors, parents, audiences and people unfamiliar with the site;
- staff or pupils in changing rooms, toilets, laboratories, kitchens, workshops, performance or sports areas;
- occupancy peaks, exams, productions, lettings, clubs, holiday provision and adverse weather;
- changes to rooms, escape routes, staffing, timetables, locks, access control, displays, equipment, charging/storage or building work; and
- temporary loss of alarm, lighting, compartmentation, water supply, access or other protective system.

5.4 Review triggers

The assessment will be reviewed regularly and immediately where there is reason to suspect it is no longer valid or after a significant change. Triggers include fire, alarm activation or near miss; drill weakness; significant defect; building or occupancy change; new vulnerable person; change of use; building works; new equipment/process; enforcement advice; or relevant legal/guidance change. An annual review is the School's minimum governance checkpoint, not a substitute for trigger-based review.

ACTION CONTROL

Every finding must have a clear action, owner, priority, target date, interim control and closure evidence. High or intolerable risks are escalated immediately; affected activity or space is suspended where necessary.

6. Prevention and protective measures

6.1 Prevention controls

Risk source	Required control
Smoking / vaping	Prohibited on School premises except any specifically designated lawful arrangement approved by the Proprietor; enforce signage and disposal controls.
Electrical equipment	Competent installation and maintenance; user checks; risk-based inspection/testing; no unauthorised repair or overloaded adaptors; defective equipment isolated.
Lithium-ion batteries	Only approved equipment/chargers; charge in suitable locations away from escape routes and combustibles; inspect for damage/heat/swelling; do not leave higher-risk devices charging unattended; damaged devices isolated safely and escalated.
Cooking / catering	Extraction and appliances maintained; combustible deposits controlled; safe shutdown; suitable extinguishing media; trained staff; cooking never left unattended.
Science / DT / art / kiln	Local procedures, supervision, isolation, ventilation and secure storage; quantities minimised; hazardous substances managed; emergency shutdowns accessible.
Hot work	Written permit, competent contractor, area preparation, fire watch and post-work check; no hot work without prior authorisation.
Flammables / gases / aerosols	Minimum quantity; compatible, secure and ventilated storage; cylinders restrained; valves/isolation controlled; COSHH/DSEAR assessment where applicable.
Housekeeping / waste	Escape routes and plant rooms kept clear; waste removed; secure external bins positioned to reduce arson/spread risk.
Displays / furnishings	Control quantity, continuity and proximity to ignition, alarms, sprinklers and doors; verify reaction-to-fire performance where needed.
Arson / security	Secure perimeter, refuse and unused areas; control keys/access; inspect for tampering; preserve emergency egress at all times.
Portable heaters / candles	Not used unless specifically risk assessed and authorised; open flames controlled by a written activity assessment and direct supervision.
External charging / vehicles	Location and emergency arrangements assessed; access for fire appliances protected; charging equipment maintained and damage reported.

6.2 Protective measures

- appropriate automatic detection and alarm coverage, manual call points and a distinctive alarm audible/otherwise perceptible throughout occupied areas;
- sufficient, protected and clearly signed escape routes and final exits that can be opened immediately without a key;
- fire-resisting construction, compartmentation, cavity barriers and self-closing fire doors maintained as designed;
- emergency lighting and signs appropriate to risk and occupancy;
- suitable firefighting equipment, provided and maintained primarily to support safe escape;
- clear fire-service access, information, isolation points and, where applicable, premises plans; and
- an emergency plan reflecting the findings of the assessment.

Staff should normally evacuate, not fight fire. Portable equipment may be used only by a trained person, only if safe, with a clear escape route, after alarm and 999 arrangements are underway, and without delaying evacuation.

7. Emergency and evacuation arrangements

7.1 On discovering fire or hearing the alarm

6. Operate the nearest call point and alert others. Do not investigate smoke or fire.
7. Call 999 in accordance with the Fire Emergency Plan. Automatic alarm monitoring never removes the need to verify the call arrangement.
8. Evacuate immediately by the nearest safe route. Do not use lifts unless specifically designed, assessed and designated for evacuation.
9. Staff supervise pupils, close doors if readily possible, and take only the accountability information identified in the local plan—without delaying escape.
10. Proceed to the nominated or alternative assembly point and account for pupils, staff, visitors, contractors and hirers.
11. Report anyone unaccounted for and their last known location to the incident controller and fire and rescue service. No one re-enters to search.
12. Remain outside until the fire and rescue service or authorised incident controller declares re-entry safe.

7.2 Site-specific Fire Emergency Plan

A controlled Fire Emergency Plan must state, for each building/use: alarm method and zones; 999 responsibility and full address; escape routes; assembly and alternative assembly points; incident-control roles; sweep arrangements; roll-call method; visitor/contractor accountability; PEEP/refuge procedure; isolation arrangements; fire-service rendezvous and information; out-of-hours arrangements; and recovery/parent communication. Copies are available at suitable locations and off site.

7.3 Accountability and safeguarding

- Registers are accurate, promptly available and reconciled against absences, late arrivals, early departures, visitors and contractors.
- Class or group staff retain supervision; pupil release to parents/carers occurs only through the authorised safeguarding procedure.
- If a child or adult is missing, staff provide precise information to the fire and rescue service and follow the missing-child/safeguarding procedure; they do not re-enter.
- The DSL or deputy coordinates safeguarding information and welfare support without obstructing incident command.
- Confidential medical or PEEP information is shared on a need-to-know basis with responders.

7.4 Conflicting alarms and unsafe assembly

The Fire Emergency Plan must address fire alarm during lockdown and any other conflicting emergency. Staff follow the instruction that best protects life based on the information available. The incident controller may use an alternative assembly point or onward evacuation where smoke, weather, threat, traffic or emergency operations make the usual point unsafe.

8. People requiring additional support

8.1 Personal Emergency Evacuation Plans (PEEPs)

A PEEP will be prepared, with the person and relevant parents/carers where appropriate, for any pupil, employee or regular visitor who may not evacuate promptly or perceive, understand or act on the alarm without support. Needs may be permanent, temporary, intermittent or situational. The plan will be dignified, practical, rehearsed as appropriate and reviewed after change or practice.

PEEP must address	Examples
Alarm awareness	Visual, vibrating, pager, personal prompt or buddy arrangements.
Route and assistance	Level exit, evacuation chair, assisted walking, refuge only as part of a managed plan; alternative route.
People and cover	Named role plus resilient cover across timetable, breaks, clubs and absence.
Equipment	Location, maintenance, training and availability of evacuation aids.
Communication	Clear instructions, symbols, social story, quiet reassurance or interpreter.
Accountability	How arrival at safety is confirmed and communicated.
Consent and privacy	Proportionate sharing; record preferences and avoid unnecessary sensitive detail.
Practice and review	Safe familiarisation; review after drill, timetable/site change or change in need.

8.2 Visitors and unplanned needs

Reception and event arrangements invite visitors to disclose evacuation assistance needs. A General Emergency Evacuation Plan may cover predictable visitor needs. Staff provide a temporary plan for injury, pregnancy-related limitation, distress or other emerging need. A refuge is not a place to wait indefinitely; its use requires communication, trained assistance and a defined onward-evacuation method.

NO UNSAFE ASSUMPTIONS

The School will not assume that a disabled person can use stairs, hear the alarm, understand a verbal instruction, accept physical assistance or be left for fire and rescue service rescue. Reasonable adjustments are planned with the person.

9. EYFS, safeguarding and pupil welfare

9.1 EYFS-specific arrangements

- The EYFS provision has an emergency evacuation procedure and appropriate working fire detection and control equipment.
- Fire exits are clearly identifiable; fire doors and routes are unobstructed and openable from inside.
- Staff deployment enables rapid supervision, evacuation and accountability of all children, including during sleep/rest, toileting, outdoor learning, wraparound care and staff breaks.
- Cots, buggies or evacuation aids are positioned and used only where assessed; they must not obstruct routes.
- New EYFS staff and regular volunteers receive practical evacuation instruction before unsupervised responsibility.
- Drills are age-appropriate, reassuring and evaluated; distress or additional needs are considered.

9.2 KCSIE 2026 interface

KCSIE 2026 is safeguarding guidance, not the source of technical fire precautions. Its systems remain relevant during an evacuation: safeguarding remains everyone's responsibility; supervision and accurate attendance information continue; children's additional vulnerabilities are considered; concerns or unexplained absence are reported promptly; and the DSL or deputy remains available to coordinate safeguarding action. The School's child-protection, missing-child and emergency plans must align.

10. Training, drills and communication

10.1 Training

Audience / timing	Minimum content
All staff—before or on first day	Alarm, exits, assembly, pupil supervision, call arrangements, accountability, PEEPs, reporting defects, no re-entry and local hazards.

Audience / timing	Minimum content
All staff—at least annually and after relevant change	Refresher plus learning from drills/incidents and updated site arrangements.
Fire wardens / incident roles	Role-specific practical training, limits of role, sweep/reporting, PEEPs, use of communication and incident coordination.
Equipment users	Specific practical training for evacuation aids or, where role requires, extinguishers.
Contractors / hirers	Proportionate site induction, alarm and evacuation, permit conditions, accountability and reporting.
Pupils	Age-appropriate instruction at induction and reminders through drills; clear expectations not to hide, delay or return.
Governors	Sufficient briefing to understand duties, scrutinise evidence and challenge risk/action management.

10.2 Drills

The School adopts a minimum of one fire drill in each term for the main School and EYFS provision, with additional drills where risk, new arrangements or performance indicate. Out-of-hours provision and significant hirings are included where necessary. Drills vary routes, times and scenarios so far as safe and proportionate, without creating distress or unsafe simulation.

- Pre-plan safety controls but do not make the exercise so predictable that it fails to test the system.
- Record alarm time, evacuation/accountability times, route/door issues, behaviour, PEEP performance, visitor handling, staff coverage and actions.
- Stop a drill if real danger or medical need arises. Treat every alarm as real until confirmed otherwise.
- Debrief promptly, allocate actions and repeat the exercise where material weakness is identified.

10.3 Information and notices

Fire Action notices are clear, current and positioned for relevant users. Staff receive significant findings and measures relevant to them. The School supplies appropriate information to other Responsible Persons, contractors, hirers, parents/carers and emergency responders, including any risks arising from the premises or activities.

11. Inspection, testing and maintenance

The precise regime is set by the competent fire risk assessment, manufacturer instructions, relevant British Standards, contractor recommendations and the design of the systems. The frequencies below are the School's baseline management controls; a competent person may require more frequent or additional checks.

Control	Baseline school check / service	Record
Escape routes, final exits, fire doors, call points	Daily opening check in occupied areas; local condition checks during use; defects immediate.	
Fire alarm	Weekly user test using a different call point/zone where practicable; periodic competent servicing at the interval specified for the system, normally at least six-monthly.	
Emergency lighting	Monthly functional test; annual full-duration test by a competent person.	
Fire extinguishers / blankets	Routine visual check; annual competent service, plus after use or damage.	
Fire doors / hold-open devices	Routine visual and functional inspection at risk-based frequency; competent inspection where required; repair without delay.	
Automatic doors, smoke control, suppression, sprinklers	Inspection/testing to system standard and manufacturer/competent-person scheme.	
Electrical installation	Inspection and testing to competent-person schedule; normally no more than five years for fixed installation unless risk requires sooner.	
Portable electrical equipment	User checks and risk-based inspection/testing; no blanket interval substitutes for risk assessment.	
Gas / fuel systems and kitchen extraction	Competent statutory/manufacturer servicing and risk-based cleaning; certificates retained.	
Evacuation chairs / aids	Pre-use/readiness checks and manufacturer servicing; training current.	
Fire-service access, hydrants, plans and information box (if any)	Regular local check and after site/layout change.	
Compartmentation / penetrations	Inspect after works and as directed by the assessment; photographic/contractor evidence retained.	

11.1 Defects and impairment

Defects are logged, risk-rated and corrected promptly. For impairment of alarm, emergency lighting, fire doors, compartmentation, sprinklers or an escape route, the Headmaster obtains competent advice and implements documented interim controls, which may include fire watch, reduced occupancy, alternative routes, temporary detection or closure. Relevant staff and Responsible Persons are told.

12. Contractors, hirers, events and change

12.1 Contractors and building work

- Pre-start information exchange identifies hazards, occupied areas, isolations, alarms, escape routes, safeguarding boundaries and emergency contacts.
- Contractors sign in/out and remain accountable for their workforce and visitors.
- Hot work, alarm isolation, penetrations of fire-resisting construction and changes to doors/routes require written authorisation and competent controls.
- Fire stopping is specified, photographed/certified and checked before concealment.
- Temporary protection and escape arrangements are agreed before work starts and checked daily.
- On completion, plans, system information, commissioning certificates, keys/codes and risk information are handed over; the fire risk assessment and emergency plan are reviewed.

12.2 Events, performances and lettings

Each event or letting is assessed for occupancy, seating/layout, scenery and decorations, cooking, electrical loads, special effects, disabled evacuation, staffing, alcohol (if authorised), vehicle access, severe weather and alternative assembly. Capacity and exit arrangements are set by competent assessment, not convenience. A named person controls admission and numbers; stewards are briefed; routes and fire-service access remain clear.

12.3 Management of change

No material change to building, use, occupancy, access control, compartmentation, alarm, furniture layout or higher-risk activity is introduced without fire-safety review. Procurement and project approval must include competent fire-safety input early enough to influence design. The Headmaster ensures required approvals and building-control/fire-authority consultation are obtained where applicable.

12.4 Lone and out-of-hours use

The risk assessment defines permitted lone/out-of-hours activities, sign-in arrangements, alarm response, communication, access/egress and prohibited high-risk work. A person must not be left without a reliable warning and means of escape. Sleeping on School premises is prohibited unless specifically authorised and assessed under the appropriate sleeping-accommodation guidance.

13. Incidents, reporting and recovery

13.1 Immediate response and notification

- Call 999 for fire, smoke or suspected fire; do not delay because an alarm-monitoring service may have called.
- Preserve life and do not disturb the scene except where necessary for safety.
- Notify the Proprietor, Headmaster and relevant insurer/emergency contacts promptly.
- The Headmaster considers statutory reports and notifications, including RIDDOR where its criteria are met and EYFS/Ofsted notifications where a serious incident or other notifiable event is engaged.
- Safeguarding concerns are reported to the DSL and handled under the safeguarding policy.

13.2 Investigation and learning

Every fire, smoke event, significant unwanted alarm, evacuation failure and relevant near miss is recorded and reviewed proportionately. Investigation identifies immediate and underlying causes, confirms whether the assessment remains valid and tracks corrective actions. Investigation never delays emergency response or replaces inquiries by the fire and rescue service, enforcing authority, insurer or other regulator.

13.3 Recovery

Reoccupation requires confirmation from the fire and rescue service and/or competent advisers as appropriate. The School activates continuity, safeguarding, communications, alternative accommodation, records protection and wellbeing arrangements. Temporary accommodation is not occupied until fire safety has been assessed and suitable controls are in place.

14. Records, monitoring and review

14.1 Fire-safety record set

- current and superseded fire risk assessments, scope, assessor competence and review record;
- recorded fire-safety arrangements and Fire Emergency Plan;
- plans, occupancy information, Responsible Person identities and information exchanged;
- action tracker with priority, owner, deadline, interim controls and closure evidence;
- alarm, lighting, doors, extinguishers, suppression, evacuation-aid and other inspection/service records;
- drill, training, induction and role-competence records;
- PEEPs and General Emergency Evacuation Plans, held securely and accessible when needed;
- contractor permits, fire-stopping evidence, commissioning certificates and change reviews; and
- alarm, incident, near-miss, enforcement, insurer and improvement records.

Records are accurate, dated, attributable, retrievable and retained in accordance with the School's retention schedule and legal/insurance needs. Relevant records are available to the enforcing authority and inspectors. Sensitive personal information is protected, but privacy is not used to obstruct life-safety information sharing.

14.2 Monitoring and Governing Body assurance

Frequency	Assurance question / evidence
Ongoing	Are serious defects controlled immediately and escalated? Are buildings used only within assessed conditions?
Monthly	Are routine tests complete, defects closed, exits/doors serviceable, alarm activations reviewed and PEEP coverage current?
Termly	Headmaster reports to the Governing Body: assessment status, high/overdue actions, drill outcomes, training, system impairments, incidents, planned works and resources.
Annually	Policy, assessments, emergency plans, competence and all fire-safety arrangements are formally reviewed; Governing Body records challenge and approval.
Trigger-based	Immediate review after significant change, fire/near miss, drill failure, enforcement advice or reason to doubt validity.

14.3 Policy review

The Proprietor ensures this policy is reviewed at least annually. The Governing Body approves material revisions. The Headmaster may issue urgent interim instructions where necessary; these are documented and incorporated at the next controlled revision.

2026–27 IMPLEMENTATION PRIORITY

Commission or validate a competent, premises-specific fire risk assessment; resolve every blank or unsupported answer in the former checklist; verify disability/PEEP arrangements, fire-warden cover, drill regime, service intervals and all high/medium actions; then report closure evidence to the Governing Body.

Appendix A — Compliance schedule

When	Responsible lead	Minimum action
Each occupied day / opening	Site / opening staff	Check final exits, primary routes, obvious door/alarm defects, fire-service access and serious housekeeping hazards.
Weekly	Competent site lead	Test fire alarm; rotate call point/zone; confirm audibility/visual devices and monitoring response; record outcome.
Monthly	Competent site lead	Emergency-lighting function test; review logbook, action tracker, PEEPs, extinguishers/doors and impairment controls.
Each term	Headmaster / EYFS lead	Conduct and evaluate drill(s); test accountability and assistance; report assurance to Governing Body.
At least annually	Proprietor / Headmaster	Policy and management review; competent full-duration emergency-light test; extinguisher service; review assessment and emergency plan; competence and training check.
System-specific	Competent contractor	Alarm and all other systems serviced to applicable design standard, manufacturer and risk-assessment schedule.
Before change / event	Project or event lead	Complete fire-safety review; agree occupancy, routes, staffing, PEEPs, permits, communications and handover.
After incident / material defect	Headmaster	Protect life; notify; investigate; review assessment; implement interim controls; track actions and governance report.

Evidence standard

Each record states date/time, exact system/location, person, result, defect, immediate control, work-order/action reference and closure. A tick without scope or result is insufficient for material assurance.

Priority guide for actions

Priority	Response
Immediate / intolerable	Stop or restrict use; protect life; notify Headmaster and Proprietor; competent advice and interim controls now.
High	Action urgently within the competent assessor's stated period; named senior owner; frequent oversight.
Medium	Planned corrective action by set date; interim control where needed; monitor.
Low / improvement	Complete within planned programme; do not allow repeated deferral to create cumulative risk.

Appendix B — Emergency action card

IF YOU DISCOVER FIRE OR SMOKE

Operate the nearest call point • Warn others • Call 999 •
 Leave by the nearest safe route • Close doors if readily
 possible • Do not fight the fire unless trained and it is safe •
 Never re-enter

When the alarm sounds

13. Stop the activity and direct everyone to the nearest safe exit.
14. Do not collect personal belongings. Do not use an ordinary lift.
15. Support anyone covered by a PEEP; use the planned route and trained assistance.
16. Go to the nominated assembly point or the safe alternative directed by staff.
17. Take the register/visitor information only if immediately available without delay.
18. Account and report: group present, anyone missing, last known location and any relevant assistance need.
19. Remain with the group. Await authorised instruction.

Local information—complete and display	Details
Premises address for 999	_____
Primary assembly point	_____
Alternative assembly point	_____
Incident controller / deputy	_____
Fire-service rendezvous	_____
Alarm panel / information location	_____
Out-of-hours contact	_____

This card must be completed from the current Fire Emergency Plan. It does not replace training or PEEPs.

Appendix C — Fire drill record

Field	Record
Date / time / weather	
Building(s), areas and activity	
Scenario / route variation	
Alarm initiated at / by / call point	
Last person at place of safety	
Accountability complete	
Occupancy: pupils / staff / visitors / contractors	
PEEPs tested (use identifiers, not unnecessary medical detail)	
Alarm audibility / visual warning	
Routes, exits and fire doors	
Registers and visitor accountability	
Staff roles / coverage	
EYFS observations	
Safeguarding / supervision observations	
Fire-service access / assembly point	
Overall outcome	Effective / improvement required / repeat required
Drill lead and signature	
Debrief date and attendees	

Actions

Issue	Risk / interim control	Owner	Target	Closed / evidence

Appendix D — Local fire-safety inspection

Use at the frequency set by the fire risk assessment. Record 'N/A' only with a reason. Serious defects require immediate escalation; this checklist does not replace competent inspection.

Check	Y / N / N/A	Defect, location and immediate control	Action ref.
Escape routes and stairs clear; floor surfaces safe			
Final exits available, unlocked when occupied and readily openable			
Fire doors close fully; no wedges/damage; seals and glazing appear intact			
Call points, detectors, sounders/visual devices unobstructed			
Fire signs and emergency lighting appear serviceable			
Extinguishers/blankets present, unobstructed and apparently serviceable			
Plant, electrical and charging areas free of unsafe storage/damage			
Flammables/gases/chemicals secured and quantities controlled			
Kitchens, workshops, science and high-risk areas safely shut down			
Waste, external bins and arson controls satisfactory			
Fire-service access, gates and hydrant routes clear			
Building works/contractor controls and fire stopping satisfactory			
Alarm/emergency systems not isolated or impaired without control			
Occupancy, room layout and PEEP arrangements match current plan			

Inspection details	Record
Building / area	
Date / time	
Inspector / role	
Immediate escalation made to	
Signature	
Manager review / date	

Appendix E — Fire-risk action tracker

Ref.	Finding / location	Priority	Required action	Interim control	Owner	Target	Status / closure evidence

Governance review

Review date	Reviewer(s)	High / overdue actions	Decision / resource / escalation	Next review

Closure standard

- Closure evidence demonstrates the risk was controlled, not merely that an order was placed.
- Where a technical defect is repaired, retain competent contractor evidence and update plans/certificates where relevant.
- Where an action changes evacuation or occupancy, update the Fire Emergency Plan, notices, training and PEEPs before closure.
- The Headmaster verifies high-priority closure; the Governing Body scrutinises overdue and recurring actions.

Legacy-assessment reconciliation

At implementation, each entry in the superseded 2026–27 checklist must be mapped to the competent assessment as: verified and current; superseded; not applicable with reason; or outstanding action. Particular attention is required where the former checklist was blank, recorded medium/high residual risk, or lacked a completion date.

Appendix F — Personal Emergency Evacuation Plan

Complete with the person and, for a pupil where appropriate, their parent/carer and relevant staff. Store securely but make essential instructions available to those who need them in an emergency.

Field	Plan
Person / identifier	
Role / year group / usual locations	
Date prepared / review date	
Alarm: how warning will be received and understood	
Primary route and place of safety	
Alternative route	
Assistance required and consent/preferences	
Named role(s) and resilient cover	
Equipment and location	
Refuge communication and onward evacuation (if applicable)	
Breaks, clubs, trips on site, events and out-of-hours arrangements	
Accountability at assembly point	
Training / familiarisation completed	
Relevant information for emergency responders	
Person / parent-carer agreement	
Manager approval	
Practice outcome and amendments	

REVIEW TRIGGERS

Change in need, room/timetable, route, staffing, equipment or building; after practice, drill or incident; and at the regular review date.

Appendix G — Reference framework

The controlled policy should be checked against the current version of each source at review. Links below were verified during drafting in August 2026.

- **Regulatory Reform (Fire Safety) Order 2005:** <https://www.legislation.gov.uk/ukxi/2005/1541/contents>
- **Building Safety Act 2022, section 156:** <https://www.legislation.gov.uk/ukpga/2022/30/section/156>
- **Home Office: fire-safety legislation guidance collection:** <https://www.gov.uk/government/collections/fire-safety-legislation-guidance-for-those-with-legal-duties>
- **Home Office: fire safety risk assessment—educational premises:** <https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises>
- **Home Office: means of escape for disabled people:** <https://www.gov.uk/government/publications/fire-safety-risk-assessment-means-of-escape-for-disabled-people>
- **Independent School Standards Regulations 2014, paragraph 12:** <https://www.legislation.gov.uk/ukxi/2014/3283/schedule/paragraph/12>
- **DfE: health and safety responsibilities and duties for schools:** <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>
- **DfE: Early years foundation stage statutory framework:** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **DfE: Keeping children safe in education:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **ISI: inspection framework:** <https://www.isi.net/inspection-explained/inspection-framework/>

Related School documents

- Health and Safety Policy and risk-assessment arrangements
- Safeguarding and Child Protection Policy (KCSIE 2026)
- Missing Child Policy
- Emergency / Critical Incident and Business Continuity Plan
- Lockdown Procedure
- First Aid and Medical Conditions policies
- Accessibility Plan and SEND arrangements
- Premises, contractor, lettings and event-management procedures
- Educational visits policy (for off-site fire arrangements)

Technical standards (including relevant British Standards) are applied by competent assessors and contractors according to the systems and premises. This policy does not reproduce standards or imply that a single frequency/design is suitable for every building.