



Board of Governors of the City of London Freemen's School

Date: WEDNESDAY, 24 NOVEMBER 2021

Time: 11.00 am

Venue: COMMITTEE ROOM 1, WEST WING, GUILDHALL, EC2V 7HH

Members:

Deputy Philip Woodhouse (Chairman)	Graham Packham
Michael Hudson (Deputy Chairman)	Deputy Elizabeth Rogula
Alderman Robert Howard	Nicholas Bensted-Smith (Ex-Officio Member)
Alderman David Graves	Tim Levene (Ex-Officio Member)
John Bennett	Nicholas Goddard
Deputy Roger Chadwick	Andrew McMillan
Tracey Graham	Councillor Chris Townsend
Deputy Kevin Everett	Lady Gillian Yarrow

Enquiries: Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

Accessing the public part of the meeting

Members of the public can observe the public part of the meeting here:

<https://youtu.be/TFeGRfOLOHU>

A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

3. **MINUTES**

To agree the public minutes and summary of the Board of Governors meeting of 23 September 2021.

For Decision
(Pages 7 - 12)

4. **MINUTES OF THE FINANCE, GENERAL PURPOSES, & ESTATES COMMITTEE OF THE BOARD OF GOVERNORS**

To receive the draft public minutes and non-public summary of the meeting of 04 November 2021.

For Information
(Pages 13 - 16)

5. **MINUTES OF THE ACADEMIC & PERSONNEL COMMITTEE OF THE BOARD OF GOVERNORS**

To receive the draft public minutes and non-public summary of the meeting of 04 November 2021.

For Information
(Pages 17 - 20)

6. **OUTSTANDING ACTIONS**

To receive the outstanding actions report.

For Information
(Pages 21 - 22)

7. **DEPUTY HEAD'S REPORT ON POLICIES**

To consider the report of the Deputy Head.

For Decision
(Pages 23 - 278)

8. **REPORT OF THE HEADMASTER**

To receive the report of the Headmaster.

For Information
(Pages 279 - 282)

9. **REPORT OF THE HEAD OF THE JUNIOR SCHOOL**

To receive the report of the Head of the Junior School.

For Information
(Pages 283 - 286)

10. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

11. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

12. **EXCLUSION OF THE PUBLIC**

MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

For Decision

Part 2 - Non-Public Agenda

13. **REPORT OF THE HEADMASTER (NON-PUBLIC)**

To consider the non-public report of the Headmaster.

For Decision
(Pages 287 - 444)

14. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 23 September 2021.

For Decision
(Pages 445 - 450)

15. **MINUTES OF THE FINANCE, GENERAL PURPOSES & ESTATES COMMITTEE OF THE BOARD OF GOVERNORS**

To receive the draft non-public minutes of the meeting of 04 November 2021.

For Information
(Pages 451 - 454)

16. **MINUTES OF THE ACADEMIC & PERSONNEL COMMITTEE OF THE BOARD OF GOVERNORS**

To receive the non-public minutes of the meeting of 04 November 2021.

For Information
(Pages 455 - 458)

17. **PROPOSED 2022/23 REVENUE BUDGET**

To consider the report of The Chamberlain and bursar.

For Decision
(Pages 459 - 504)

18. **REPAIRS, MAINTENANCE & IMPROVEMENT WORKS 2022/23**

To consider the report of The Chamberlain, City Surveyor, and Bursar.

For Decision
(Pages 505 - 518)

19. **REPORT OF THE BURSAR**

To receive the report of the Bursar.

For Information
(Pages 519 - 522)

20. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

21. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

Part 3 - Confidential

22. **CONFIDENTIAL MINUTES**

To receive the confidential minutes of the meeting of 23 September 2021.

For Decision
(Pages 523 - 524)

23. **TOM AND GOVERNANCE REVIEW: CoL INDEPENDENT SCHOOLS**

To consider the TOM and Governance review.

For Decision
(Pages 525 - 540)

24. **TOM REVIEW, PILOT PROJECT AT THE 3 CITY OF LONDON SCHOOLS**

To receive the update review on the TOM and governance.

For Information
(Pages 541 - 550)

This page is intentionally left blank

BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL **Thursday, 23 September 2021**

Minutes of the meeting of the Board of Governors of the City of London Freeman's School held at City of London Freeman's School, Ashted Park, Surrey, KT21 1ET on Thursday, 23 September 2021 at 11.00 am

Present

Members:

Deputy Philip Woodhouse (Chairman)
Michael Hudson (Deputy Chairman)
John Bennett
Deputy Kevin Everett
Nicholas Goddard

Tracey Graham
Alderman Robert Howard
Andrew McMillan
Deputy Elizabeth Rogula

Officers:

Roland Martin

Jo Moore

Stuart Bachelor

Paul Bridges

Nicholas Basye

Mark Jarvis

Steven Reynolds

Noyon Choudhury

Ola Obadara

Jayne Moore

Kerry Nicholls

- Headmaster of the City of London Freeman's School
- Bursar, City of London Freeman's School
- Deputy Head
- Deputy Head (Academic)
- Senior Accountant
- Head of Finance - Citizen Services, Chamberlains
- Chamberlain's Department
- Senior Principal Project Manager
- Property Projects Director, City Surveyor's Department
- Clerk
- Clerk

1. APOLOGIES

Apologies were received from Deputy Roger Chadwick, Alderman David Graves, and Graham Packham as well as from Matt Robinson the Head of the Junior School.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. MINUTES OF PREVIOUS MEETING

Item 10: In response to a question about the possibility of a letter from the Lord Mayor congratulating those in receipt of silver and gold Duke of Edinburgh awards, it was confirmed that the matter will be pursued.

Item 15: Governors heard that discussions on a report of the Chamberlain regarding the Charging of Administration Costs and External Audit Fees to the CLFS Charities from 2021/22 and Updates to the Reserves Policies of the Charities to Reflect this Change had not filtered through to senior management at the school.

The Chairman thanked the outgoing clerk Polly Dunn for her contribution and hard work and welcomed the new clerk Jayne Moore.

The Chairman also congratulated the Headmaster on starting his seventh year in the post.

RESOLVED, that the public minutes of the meeting held on 11 June 2021 be approved as an accurate record of that meeting, the sole amendment being the insertion of a finishing time.

4. **PUBLIC REPORT OF THE HEADMASTER TO GOVERNORS**

The Board received the Head's report.

Governors heard that the school had experienced its first Covid-19 outbreak: 44 pupils had tested positive for Covid-19 since mid-September, of which 37 were in a single year group (Y11). Some pupils were self-isolating awaiting the outcome of a PCR test. Contingency plans have been implemented, and communication to parents emphasises the importance of lateral flow tests, especially in respect of siblings of affected pupils.

Governors heard that, nationally, there was significant hostility around vaccinations of 12-15 year olds potentially taking place on school premises; the Headmaster had thus far only been contacted by one parent on this matter. In response to a question on the position around vaccinating 12-15 year olds, Governors heard that the school was planning to facilitate the Government's vaccination programme (making an area available, and letting parents know that an area is available), but the school would not be expecting, forcing or encouraging those vaccinations to take place; this was a matter for parents and children.

Governors formally thanked the Headmaster and the staff for all the hard work involved in achieving excellent exam grades for the school.

A Governor thanked the Headmaster for the information provided on diversity and equality at the school, and asked whether any thought had been given to how the school might enhance its diversity of intake and whether that could be incorporated into other areas of work in which the school is involved, including targeting particular communities. Governors heard that a meeting had recently taken place with a staff member who was leading on the issue of diversity, during which it was noted how much more diverse the school was compared to its profile a decade or so ago - a development that had occurred naturally alongside some bursaries awarded to students of various backgrounds. Governors heard that the Headmaster was involved in a working group of the Independent Schools

Council's working group on equality, diversity and inclusion (EDI). A recently produced document linked to EDI and governance would be circulated to Governors before the next full board meeting.

RESOLVED, that Governors approve the Covid-19 risk assessment enclosed as Appendix 1, note Appendix 2 (School Visits and Trips 2020-21), and note the Headmaster's report.

5. **DEPUTY HEAD'S PUBLIC POLICIES REPORT**

The Board received the Deputy Head's report on policies.

In response to a question about whether the policies were shared in order to ensure best practice, Governors heard that they were not proactively shared but the policies were publicly available on the school's website. It was pointed out that the policies are carefully tailored to suit the school.

A Governor pointed out (in relation to the Searches and Confiscation policy) that vapes were sometimes concealed in cereal packets. That information was noted.

A Governor referred to section 6.3.26 of the Safeguarding and Child Protection ("keeps the Headmaster informed of all safeguarding matters") and asked whether there was merit in inserting "and the safeguarding governor" given that the safeguarding governor was usually contacted.

A Governor queried whether the contact details of organisations that support children (such as Childline) should be in the body of the policy, and the Board heard that those details were prominently displayed around the school.

RESOLVED, that Members approve the following policies: Exclusions; Searches and Confiscation; Trips and Educational Visits; and Safeguarding and Child Protection, with the insertion of "and the safeguarding governor" to section 6.3.26 of the latter.

6. **REPORTS AND ACCOUNTS OF CHARITIES ADMINISTERED IN CONNECTION WITH CLFS, AND CLFS BURSARY FUND DRAFT ACCOUNTS 2021-21**

Governors received the draft Annual Report and Financial Statements 2020/21 of the School's charity *Charities Administered in Connection with (ICW) the City of London Freeman's School* and the draft Annual Report and Financial Statements 2020/21 of the School's charity City of London Freeman's School Bursary Fund.

A Governor asked for clarification on the movement of funds from the endowment fund to the unrestricted fund, and heard that a draw-down had been requested from the endowment fund to support Royal National Children's SpringBoard Foundation that had been approved by the Board at the meeting of 25 September 2019.

Governors heard it had been considered appropriate to credit income to the unrestricted fund. Governors noted section 12 of the report 'Movement in funds' showing a significant rise in the unrestricted fund: income is now credited to that fund so that it is available for unrestricted use in line with the charity's objectives and in line with present best practice, as set out in the document 'Overview of financial performance' (p. 206 of the agenda pack).

A Governor asked how much—given that endowment funds cannot usually be spent—was in the endowment fund that was income from previous years that should be moved, and the Board heard that the figures relating to that would be discussed outside the confines of the meeting.

RESOLVED, that the report be noted.

7. INVESTMENT OF CASH HELD BY CLFS CHARITIES

The Board received the report of The Chamberlain *Investment of Cash Held by the Charities Associated with City of London Freeman's School*.

RESOLVED, that the Board of Governors agree to invest in the City of London Charities Pool £164,306 of the available cash balance of City of London Freeman's School Bursary Fund and £8,415 of the available cash balance of Charities Administered ICW City of London Freeman's School on 1 October 2021.

8. REPORT OF THE HEAD OF THE JUNIOR SCHOOL

Governors received the report of the Head of the Junior School.

A Governor commended the report and asked whether more Teaching & Learning could be incorporated into the report. The comment was noted.

RESOLVED, that the Governors note the report.

9. OUTSTANDING ACTIONS

Governors received a list of Outstanding Actions.

A Governor suggested that target completion dates should be incorporated into the Outstanding Actions list.

RESOLVED, that the list of Outstanding Actions be received, and target completion dates be incorporated into that list where appropriate.

10. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There were no questions.

11. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

No other business was raised.

12. EXCLUSION OF THE PUBLIC

RESOLVED, That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the

grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

13. **NON-PUBLIC MINUTES**
RESOLVED, that the non-public minutes of the meeting held on Friday 11 June 2021 be approved as an accurate record.
14. **NON-PUBLIC REPORT OF THE HEADMASTER**
Governors received a non-public report of the Headmaster.
15. **HEADMASTER'S SAFEGUARDING REPORT**
Governors received the safeguarding report of the Headmaster.
16. **BURSAR'S REPORT**
Governors received the Bursar's report.
17. **FINANCIAL DASHBOARD SEP 2021**
Governors received the joint report of The Chamberlain and the Bursar on the school's Financial Information Dashboard.
18. **FUNDING MODEL - ALLOCATION TO INDEPENDENT SCHOOLS**
Governors received the report 'Allocation of Three Independent Schools Funding within the Schools Funding Model'.
19. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
20. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
21. **TARGET OPERATING MODEL (TOM) ORGANISATIONAL DESIGN**

The meeting ended at 1.15 pm

Chairman

Contact Officer: Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

This page is intentionally left blank

**FINANCE, GENERAL PURPOSES AND ESTATES COMMITTEE OF THE BOARD
OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL
Thursday, 4 November 2021**

Minutes of the meeting of the Finance, General Purposes and Estates Committee of the Board of Governors of the City of London Freeman's School held at Ashted on Thursday, 4 November 2021 at 1.00 pm

Present

Members:

Nicholas Goddard (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Michael Hudson
Andrew McMillan
Councillor Chris Townsend

Officers:

Roland Martin	- Headmaster of the City of London Freeman's School
Jo Moore	- Bursar, City of London Freeman's School
Charles Hurtley	- Interim bursar
Paul Hykin	- IT Director, City of London Freeman's School
David Boddy	- International Schools Development, City of London Freeman's School
Jayne Moore	- Clerk
Kerry Nicholls	- Clerk
Nicholas Basye	- Senior Accountant
Steven Reynolds	- Chamberlain's Department
Ola Obadara	- Property Projects Director, City Surveyor's Department
Charlie Pearce	- Technology support

1. APOLOGIES

Apologies were received from Deputy Chadwick and from Stuart Bachelor.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. MINUTES

Members received the public minutes of the meeting of 12 May 2021.

RESOLVED, that the public minutes of that meeting be approved as an accurate record.

4. **DEPUTY HEAD POLICIES REPORT**

Members asked whether staff were confident that devices were being properly monitored “at fixtures” and elsewhere (in reference to p.20 of the agenda pack), and Members heard that pupils were monitored wherever possible, alongside electronic restrictions on accessing unauthorised sites and initiatives to educate parents and pupils around the use of technology.

RESOLVED, that the Committee recommend to the Full Board that the Online Safety Policy be approved at the next Full Board meeting.

5. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions.

6. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There was no other business.

7. **EXCLUSION OF THE PUBLIC**

RESOLVED, That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

8. **MINUTES**

Members received the draft non-public minutes of the meeting of 12 May 2021.

9. **OUTSTANDING ACTIONS**

Members received a report of the Town Clerk regarding the Board's outstanding actions.

10. **BURSAR'S REPORT**

The Committee received the non-public Bursar's report.

11. **PROPOSED 2022/23 REVENUE BUDGET**

The Committee received the report of The Chamberlain and Bursar.

12. **REPAIRS, MAINTENANCE & IMPROVEMENT WORKS 2022/23**

The Committee received the report 'Repairs Maintenance and Improvement Works 2022-2023'.

13. **PROPOSED CITY OF LONDON FREEMEN'S INTERNATIONAL SCHOOL**

The Committee discussed the proposed City of London Freemen's International School.

14. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

15. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED

The meeting ended at 2.00 pm

Chairman

Contact Officer: Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

DRAFT

This page is intentionally left blank

**ACADEMIC AND PERSONNEL COMMITTEE OF THE BOARD OF GOVERNORS
OF THE CITY OF LONDON FREEMEN'S SCHOOL
Thursday, 4 November 2021**

Minutes of the meeting of the Academic and Personnel Committee of the Board of Governors of the City of London Freeman's School held at Ashted on Thursday, 4 November 2021 at 2.00 pm

Present

Members:

Andrew McMillan (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Nicholas Goddard
Michael Hudson
Councillor Chris Townsend
Lady Gillian Yarrow

Officers:

Roland Martin	- Headmaster of the City of London Freeman's School
Stuart Bachelor	- Deputy Head
Jo Moore	- Bursar, City of London Freeman's School
Jayne Moore	- Clerk
Kerry Nicholls	- Clerk
Charlie Pearce	- Technology support

1. APOLOGIES

Apologies were received from Deputy Chadwick and Deputy Rogula.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. MINUTES

Members heard that the Committee's Chairman was to attend a course on the Single Central Register in mid-November 2021 (referenced in section 4 of the minutes). The Headmaster and Deputy Head had – in the last few weeks – conducted a review of the SCR and welcomed further engagement from Governors.

RESOLVED, that the public minutes of the meeting of 25 May 2021 be approved as an accurate record.

4. DEPUTY HEAD'S POLICIES REPORT

The Committee considered the Deputy Head's Report on Policies.

Members commented on the impressive level of detail in the policies and a few points of clarification were explored – all of minor significance.

A Member queried whether the language of the descriptor '4' (page 1 of the executive summary) might be unclear to parents, and the Committee heard that the point would be raised at the next relevant internal meeting.

RESOLVED, that Members approve the following non-statutory policy:

- Assessment, Reporting, Tracking and Feedback

and recommend that the Board of Governors approve the following policies:

- Special Educational Needs and English as an Additional Language
- Freeman's PSHE KS2 schemes of work

5. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE

There were no questions.

6. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

7. EXCLUSION OF THE PUBLIC

RESOLVED, That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

8. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the meeting of 25 May 2021 be approved as an accurate record of the meeting.

9. OUTSTANDING ACTIONS

Members received a report of the Committee's outstanding actions.

10. HEADMASTER'S REPORT

Members received the Headmaster's non-public report.

11. ACADEMIC REPORT OF THE DEPUTY HEAD

Members received the Academic Report of the Deputy Head.

12. NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE

There were no questions.

13. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED

The meeting ended at 3.20 pm

Chairman

Contact Officer: Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

This page is intentionally left blank

Board of Governors of the City of London Freeman's School

Outstanding Public Actions

Ref.	Date	Action	Officer responsible	Progress Update
17P/CLFS/2019	13 January 2020 (AP)	Town Clerk to gather availability of Governors to participate in classroom visits on Board (and Sub-Committee) meeting dates	Deputy Head (Academic)	To be arranged each time meetings are held at Ashted (liaise with Paul Bridges) - ongoing
1P/CLFS/2020	5 February 2020	New date to be identified for the Governor Away Day	Town Clerk	To be arranged for spring term 2022
4P/CLFS/2020	3 June 2020	Guidance on appropriate starting salary for teachers to be developed	Headmaster/Bursar	Ongoing

Board of Governors of the City of London Freeman's School

Completed Actions

Ref.	Action	Progress Update
16P/CLFS/2019	Report to be submitted on the recommendations to, and actions taken by, the Freeman's School in response to the Corporation's Internal Audit processes	Completed June 2020
3P/CLFS/2020	Future iterations of the Community and Partnerships Report to detail whether the schools being collaborated with were from the state or independent sector.	Completed
5P/CLFS/2020	Confirmation to be provided on any legal obligations over length of time data should be retained by the School	Complete: Confirmed that pupil data is destroyed once pupil reaches 25 th birthday (BoG meeting of 11 June 2021)
7P/CLFS/2020	Board to receive an update from the Treasury Team regarding the level of recovery within the Charities Pool	Report provided at meeting of 23 September 2021.
1P/CLFS/2021	Delegated Authority be granted to the Town Clerk in consultation with the Chairman and Deputy Chairman to agree any further changes to the CLFS Terms of Reference for 2021/22.	Complete

Committee	Dated: 24112021
Board of Governors of the City of London Freemen's School	
Subject: Deputy Head's Report on Policies	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	n/a
What is the source of Funding?	n/a
Has this Funding Source been agreed with the Chamberlain's Department?	n/a
Report of: Roland Martin, Headmaster	For Decision
Report author: Stuart Bachelor, Deputy Head	

Summary

This report is for Governor engagement and decision.

- a) Background
- b) Recommendation

Recommendation(s)

Members are asked to:

- Scrutinise the policies in this report;
- Ask questions of the Deputy Head, Headmaster and Bursar surrounding these policies;
- Approve these policies.

Main Report

a) Background

1. Members will understand that they are responsible for the School's policies and that oversight of them is an important part of their duties.
2. Policies in need of oversight at this meeting are:

Appendix 1: Online Safety Policy

Appendix 2: Special Educational Needs and English as an Additional Language Policy

Appendix 3: PSHE Schemes of Work

Appendix 4: Fire Policy

Appendix 5: Fire Management Plan

Appendix 6: Fire Risk Assessment

Appendix 7: Main House Fire Risk Assessment

1. In respect of the Online Safety Policy, Governors will note the addition of a fourth 'C'- Commerce- to the main types of online risk faced by children. Examples of this type of risk include online gambling, inappropriate advertising and financial scamming.

2. Recent incidents have exposed the need for clear rules governing pupil postings to social media, particularly TikTok-style videos, while on the School's premises. In devising these, we have attempted to strike a balance between over-blocking websites and putting pupils' safety- as well the reputation of the School- at risk. This is especially important for boarders, who must be able to enjoy an online social life in the same way as day pupils would. Over-blocking of websites can also unwittingly encourage pupils to resort to Virtual Private Networks, which are easily downloaded and allow children unfettered access to the internet.

3. The Online Safety Policy was recommended for approval by the Finance, General Purposes and Estates Committee without amendment.

4. The only substantial changes to the SEN/EAL Policy relate to screening of pupils for special educational needs, the most significant of which is the introduction of screening for all pupils in the Lower 6. It was recommended for approval by the Academic and Personnel Committee without amendment.

5. As Governors are aware, the School appointed into the new role of Head of PSHE in September, the principal aim of which was to move towards specialist teaching of the subject rather than the responsibility lying with Form Tutors. This, together with the imperative to equip children for life in a fast-changing social and technological landscape for young people, has meant that the PSHE Schemes of Work for Upper 3 to Upper 6 are currently under thorough review. Governors are therefore presented with the new programmes of study afresh and without track changes. They were recommended for approval by the Academic and Personnel Committee without amendment.

6. The purpose of the Fire Policy is primarily to show how we prevent fires occurring at Freeman's together with the measures in place to mitigate the consequences of a fire that does break out. It having been some time since last approved by Governors, the Policy is presented afresh without track changes.

7. The Fire Management Plan is a document completed according to a template issued by the City of London; its primary focus is on our immediate response to a fire breaking out on site.

8. Appendix 6 is a Fire Risk Assessment dating from 2017. It follows common practice in being produced by an independent fire safety consultant appointed by the School to assess our vulnerability to the risk of fire and to propose actions for reducing that risk. Governors may wish to pay particular attention to the column showing progress on resolving these actions points, noting that those pertaining to Main House have been superseded by the renovation (these are covered separately in Appendix 7). The next assessment is planned for 2022.

9. Appendix 7 is a Fire Risk Assessment that serves the same purpose as Appendix 6, but for the newly renovated Main House. Given that the report was received in August, some less urgent remedial works are ongoing.

b) Recommendation
FOR DECISION

10. It is recommended that Governors approve these policies.

Appendices

- *Appendix 1:*Online Safety Policy
- *Appendix 2:* SEN and EAL Policy
- *Appendix 3:* PSHE Schemes of Work
- *Appendix 4:* Fire Policy
- *Appendix 5:* Fire Management Plan
- *Appendix 6:* Fire Risk Assessment
- *Appendix 7:* Main House Fire Risk Assessment

Stuart Bachelor
Deputy Head

T: 01372 822434

E: Stuart.Bachelor@freemens.org

This page is intentionally left blank

Online Safety Policy

for both the Junior School and Senior School

Version number	2.01
Name and appointment of owner / author	Stuart Bachelor, Deputy Head and Designated Safeguarding Lead
Review Body	Safeguarding Team, SLT, Finance, General Purposes & Estates Committee and Full Board of Governors
Last updated	6 th November, 2021
Reason for update	reviewed by FGPE Committee
Last reviewed by SLT	October 2021
Last reviewed by Governors	November 2021 (FGPEC)
Next Safeguarding Team review due	June 2023
Next SLT review due	September 2023
Next Governor review due	November 2021 (Full Board)
Where available	Freemen's Staff SharePoint site, Parent Portal, Governor Portal, ISI Portal

Online Safety Policy

Authority and circulation

1. This policy has been authorised by the Governing Body of the City of London Freeman's School. It is addressed to parents and pupils and to all members of the teaching and administration staff. This policy is available on a restricted area of the School's website.

Policy Statement

2. Modern young people spend much time online, both at school and elsewhere, and the internet provides and facilitates an unparalleled number and range of opportunities for personal development, social interaction and education. However, as with all activities undertaken by children, their safety online is paramount, and this Policy seeks to outline steps taken by Freeman's to reduce and control risks associated with the internet and electronic communications.
3. The Government's lead guidance on safeguarding in schools, *Keeping Children Safe in Education* (2021), identifies ~~three~~four main types of online risk faced by children:
 - **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
 - **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
 - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
 - **Commerce:** risks such as online gambling, inappropriate advertising, phishing and financial scams.

These three risk-types are addressed in this Policy.

4. **Review.** This Policy is reviewed annually by the Safeguarding Team, all of whom have a Designated Safeguarding Lead level of training, and biennially by SLT and Governors.
5. **Compliance.** This Policy should be read in conjunction with the following School documents:
 - Anti-bullying Policy*
 - Behaviour Policy*
 - Boarding A-Z*
 - Boarding Policy*
 - Boarding Staff Handbook*
 - Computer Network Acceptable Use Policy for Pupils (Junior School version)*
 - Computer Network Acceptable Use Policy for Pupils (Senior School version)*

Safeguarding Policy
Searches and Confiscation Policy
Staff Code of Conduct (appended to Safeguarding Policy)
Staff Social Media and Photography Guidelines

and the following City of London documents:

Acceptable Use of IT Policy- E-mail and Social Media
Acceptable Use of IT Policy- Internet Access Statement

Key personnel

- In line with *Keeping Children Safe in Education* (2021), Stuart Bachelor, in his role as Designated Safeguarding Lead, takes ~~lead-overall~~ responsibility for online safety.

The Assistant Head of Upper School, currently Kathryn de Villiers, has the role of Online Safety Co-ordinator. Her work is overseen by the Designated Safeguarding Lead. She is trained as a Deputy Designated Safeguarding Lead.

The Safeguarding Team, which comprises the DSL and nine Deputy Designated Safeguarding Leads, meets half-termly to discuss both the operational and strategic aspects of safeguarding, including online safety.

Adam Cohen, Infrastructure and Projects Manager, takes a technical lead on internet monitoring and filtering.

Responding to online safety concerns

- ~~A flowchart supporting staff in how to respond to online safety concerns can be found at Appendix 7 of our Safeguarding Policy.~~ The main thing for staff to note is that an online safety concern should be treated the same as any other safeguarding concern. The following is a selection of types of concerns about children's online behaviour that should be treated as a safeguarding concern:

Content

- access to online pornography deliberately facilitated by an adult or through an unequal relationship with another child;
- accessing online pornography under the age of 13;
- accessing exploitative or violent pornography;
- exposure to age-inappropriate violence, horror or gore;
- any engagement with or interest in racist or extremist online propaganda;

Contact

Commented [SB1]: This flowchart has been removed from Surrey's template safeguarding policy and has, therefore, also been removed from ours.

- developing a close relationship with someone online without really knowing who he/she is;
- developing an online relationship predicated on secrecy;
- arranging to meet an online friend alone for the first time;
- being approached by an adult-age stranger online;
- being approached online in an unofficial capacity by someone in a position of trust;
- joining adult-only social networking or dating sites;
- giving out contact details online;
- moving away from a public forum to spend time in 'private' chatrooms;
- using social media forums that permit un-attributable posts deliberately to facilitate slander, defamation and cyberbullying;
- receiving requests to produce / send sexual imagery;
- being targeted by commercial advertising for age-restricted products and services such as gambling or sexual services;
- is afraid to use, or obsessively checks, social media and mobile phone messages;

Conduct

- using the internet to bully others, especially if done so anonymously or using an app designed to expunge any evidence;
- cultivating an older online persona;
- receiving nudes / semi-nudes and not deleting them immediately;
- creating nudes;
- disseminating nudes without consent;
- soliciting nudes.

Commerce

- gambling online;
- being exposed to inappropriate advertising, such as for sex products, sexual services, pornography or age-inappropriate video games;
- being targeted by phishing or other financial scams.

Staff are aware that the School's *Searches and Confiscation Policy* empowers them to search and confiscate pupils' electronic devices if there is a good reason to do so.

Nudes and semi-nudes (Youth-produced sexual imagery ~~(YPSI)~~)

8. The School takes ~~YPSI~~nudes and semi-nudes extremely seriously, recognising that it is against the law and places the young people involved at risk of harm. Full details of the School's procedures regarding ~~YPSI~~nudes can be found in Section 26 of our *Safeguarding Policy*; applicable sanctions are detailed in our *Behaviour Policy*

Cyberbullying

9. It is a sad reality that the online environment can be used to increase the impact of bullying behaviour upon victims. This is for several reasons:

- a. some social media sites and messaging platforms allow comments to remain unattributable;
- b. apps such as Snapchat auto-delete posts, making it harder to gather evidence of bullying;
- c. hyperconnectivity means that victims may feel that they simply cannot escape a bully;
- d. because of FOMO ("fear of missing out"), victims may continue to use a platform despite knowing that it may be used to target them;
- e. bullying by exclusion can be made easy by, for instance, simply posting images of a party to which someone was deliberately not invited;
- f. the online 'space' is, in contrast to corridors and classrooms etc., largely unmonitored by adults.

Filtering and monitoring pupil access to the internet

10. As *Keeping Children Safe in Education* makes clear, a school's duty of care to its pupils necessitates blocking access to potentially harmful sites and monitoring pupil use of the School internet- while at the same time not hampering legitimate access to the web at the risk of driving pupils onto an alternative unfiltered and unmonitored network. Therefore:

- we use the Smoothwall suite of products to block pupil access to sites considered potentially dangerous because they promote or contain images of radicalisation, self-harm, intolerance, suicide, pornography, illegal drug use, criminal activity, bullying, violence, eating disorders or personal weapons;
- during school hours we block certain apps and websites considered either inappropriate or a detrimental use of pupil time, including Facebook and Twitter;
- Instagram is blocked for day pupils at all times, and for boarders during school hours;
- Snapchat is blocked for all users;
- sites such as Google and Youtube can be accessed by pupils at all hours, but content is age-restricted;
- selected gaming sites in Walbrook (the boarding house) are permitted outside of school time for a restricted period and must be played in social areas;
- the Safeguarding Team receives a daily report from Smoothwall detailing individual pupils who have tried to access potentially dangerous sites;
- Heads of Sections investigate breaches by day pupils and the Head of Boarding those by boarders, liaising with Adam Cohen to find out more details about the site concerned and/or speaking to pupils to find out whether it was visited deliberately, unwittingly or in the course of legitimate study (e.g. researching the topic of illegal drugs for PSHE or an Extended Project);
- we invite pupils to request that certain sites be unblocked and encourage School Council Representatives to flag up any recurring issues with over-blocking.

11. Staff use of the School's network is filtered and monitored in the same manner, although IT Services will unblock certain sites on request. Matt Robinson and Stuart Bachelor receive a daily report from Smoothwall listing members of staff who have tried to access potentially

dangerous sites. Normal procedures are followed if this behaviour amounts to a safeguarding concern. Alternatively, the Deputy Head may consider it appropriate to take a disciplinary approach.

Social Media

12. The School's *Staff Code of Conduct* and *Staff Social Media and Photography Guidelines* cover the safeguarding aspects of social media use by staff.
13. [Our policy, guidelines and rules for pupil use of social media can be found at Appendix A below.](#)

Pupil personal data and images

14. A pupil is placed at risk if his/her personal information- name, address, date of birth, what he/she looks like etc.- falls into the hands of someone who would do him/her harm. We are also aware that legal and innocent images of children posted online are sometimes downloaded and manipulated by paedophiles in order to create child pornography. Therefore, the School:
 - has a package of security measures designed to protect the Management Information System on which such information is stored, including timing out sessions and insisting on use of a robust passphrase;
 - avoids printing off such data when it can be accessed electronically;
 - only publishes identifiable images of pupils externally if there is parental consent to do so, as well as seeking separate consent for internal publications such as newsletters;
 - does not use identifiable images of pupils from other schools;
 - uses no more than a first name and initial of surname alongside internally and externally published pupil images;
 - prohibits photography of pupils in swimming gear other than by a professional photographer authorised and accompanied by the Marketing Manager- and then only of pupils who are submerged in the water and unidentifiable (hat and/or goggles);
 - prohibits staff from using personal devices to create or store images of pupils.

Use of pupil-owned mobile 'phones and internet-enabled devices

15. *Keeping Children Safe in Education* states: "Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). Schools and colleges should carefully consider how this is managed on their premises and reflect [this] in their mobile and smart technology policy and their child protection policy."
16. Mindful of this obligation, in September 2019, and following a wide consultation and subsequent trial, the School decided to tighten its policy on pupil mobile 'phone use. Pupils below the Sixth Form are not allowed to use their 'phones (or other internet-enabled

devices) during school hours without staff permission. Sixth-Formers may do so during free time, but only in the Sixth Form Centre (Main House) or to listen to music during Private Study in the Library. Pupils in breach of these rules have their 'phones confiscated and returned at 4 p.m., and are issued a Behaviour Warning.

Pupils and their parents are aware that the School's *Behaviour Policy*, including suspension in the most serious cases, will be applied for inappropriate conduct or bullying online.

Pupil use of school computers and other digital devices

17. There are a Senior School and Junior School versions of the *Computer Network Acceptable Use Policy for Pupils*, by which all pupils are expected to abide. A summary of the policy appears on the landing page when pupils use the internet for the first time that day and has to be acknowledged before browsing can commence.
18. For rules governing boarders' use of computers and devices, please see *Boarding A-Z*.
19. With the issuing of school-owned iPads to KS3 and KS4 pupils in September 2021, the School has been mindful of the possibility of pupils using the 'hotspot' facility on their personal 'phones to obtain unfiltered internet access on their new iPads. Accordingly, during lunchtimes and Break iPads may only be used in the Library.

Virtual Private Networks (VPNs)

20. In the context of a school, a VPN is software employed by a pupil to use the school internet connection while circumventing the School's filters and thus concealing his/her browsing activity. VPNs carry a high risk and attract a serious sanction if found to be used (see *Behaviour Policy*).
21. We control this risk by configuring Smoothwall to block commonly known VPN sites. ~~Given that we know that it is mainly boarding pupils who have the motive and opportunity to use VPNs, from time to time we may monitor boarders' use of the network, cognisant that inexplicably low usage by an individual may indicate a VPN and by scanning for pupil use of known VPNs.~~ If boarding staff have reasonable suspicion of VPN usage, the School's *Searches and Confiscation Policy* allows for a boarder's room to be searched. Every opportunity is taken to educate pupils and parents about the dangers of VPN use.
22. Experience suggests that VPNs tend to be used by ~~boarders-pupils~~ for undesirable rather than nefarious or harmful purposes; ~~indeed, in some cases they are resorted to in order to access sites for entirely legitimate learning purposes.~~ In an effort to minimise VPN use and its attendant safeguarding risks, ~~boarding staff~~ we promote a culture of honesty and compromise regarding sites that ~~boarders-pupils~~ would like to be unblocked.

Staff use of computers, mobile 'phones and other digital devices

23. New staff are issued with the City's *Acceptable Use of IT Policy* regarding e-mail, social media and the internet, and are asked to sign to acknowledge that they have read and understood it. The same is the case for the *Staff Code of Conduct*, which includes rules regarding staff use of digital devices. The Designated Safeguarding Lead covers certain safeguarding-related aspects of IT in his induction training, such as: the importance of not using personal devices to create and store images of pupils; not accepting pupil friend requests on social media; only using pupil and staff e-mail accounts to send e-mails to students.
24. A summary of the *Acceptable Use of IT Policy* appears on the landing page when staff use the internet for the first time that day and has to be acknowledged before browsing can commence.

Visitors' use of computers, mobile 'phones and other digital devices

25. Visitors can request access to the School's Wi-Fi but must register for a temporary account that will enable their internet usage to be linked to them personally. By default, such accounts expire after 24 hours, although a longer expiry period can be agreed.
26. Our Code of Conduct for contractors stipulates that photographs of pupils must not be taken under any circumstances.
27. At the beginning of concerts and other similar events, parents who wish to photograph their children while performing are asked not to post images to social media.
28. There are signs in the swimming pool stating that photography of any kind is forbidden.

Training staff in online safety

29. Online safety is covered as part of staff safeguarding induction training.
30. The *Working Together to Safeguard Children* training delivered to all staff annually always covers online safety.
31. Members of the Safeguarding Team, especially the Online Safety Co-ordinator and DSL, communicate with staff about online safety, either in Staff Briefing or by e-mail, when something relevant happens in school or there is a national development of which staff should be aware.

Educating pupils in online safety

32. Online safety is covered in an age-appropriate fashion during Year 7 and Year 9 PSHE.
33. The Online Safety Co-ordinator speaks to the Upper School at least once a year about how to stay safe online.
34. Representatives from the RAP (Raising Awareness and Prevention) Project speak to every Upper School pupil about the dangers of social media and online pornography, particularly how the latter contributes to ingrained misogyny.
35. In September 2021, the DSL used the occasion of a spike in VPN use to write to the pupils involved to educate them about the dangers involved in this.

Advice to parents regarding online safety

36. From time to time representatives from the RAP (Raising Awareness and Prevention) Project are invited in to speak to all Upper School parents about the dangers of social media and online pornography, particularly how the latter contributes to ingrained misogyny.
37. The Online Safety Co-ordinator sends home ~~regular updates and suggested links regarding e-safety in the Senior School newsletter~~ a monthly e-Safety Newsletter to parents in order to raise awareness. Recent topics include SafeToNet (an app that alert parents to concerning internet use by their children) and OnlyFans (a video posting and live streaming site that can lure children into creating increasingly sexualised content in order to earn money).
- 37-38. The DSL writes home to parents if there is a particular issue of concern. One such example was the rise in popularity among our pupils of anonymous and unmoderated chat-rooms such 'Monkey' that are designed to appeal to children but attract older men. Another was a surge in VPN use by pupils.

Appendix A – Social Media policy, rules and guidelines for pupil use of social media

Commented [SB2]: Developed in response to recent incidents

Day pupils

While on the School's premises social media use is forbidden for most pupils because a) mobile 'phones are not allowed to be used during the school day (unless with staff permission) b) social media sites are blocked using the School's wi-fi 0800-1700.

However, we need rules for use of devices:

- immediately before and after school using 4G etc.
- for Sixth-Formers when in free time in Sixth Form Centre using 4G etc.
- on school trips
- at fixtures
- on school transport

These are:

1. Never live-stream content without the explicit permission of a member of staff (mindful that live-streaming makes it impossible to 'undo' a mistake)
2. Do not create / post content that would make the School recognisable without first speaking to the Marketing Department or your Head of Section
3. Only create / post appropriate content- no swearing or indecent images, nothing that could be interpreted as sexually provocative, and in general nothing against the letter or spirit of the Pupil Code of Conduct or Behaviour Policy
4. Only use personal devices and your own 4G to create / post content: you must never use a Virtual Private Network (VPN) in conjunction with the School's wi-fi in order to access social media, nor should you try to use a School device (e.g. iPad) for this purpose

Boarders

The School is rightly concerned that social media sites allow for contact with strangers who could attempt to groom its pupils. That said, social media is an important part of young people's lives, and we do not wish to disadvantage boarders just because they happen to be boarders rather day pupils. More than that, some boarders may have a talent for curating an online presence and could make a living out of it in the future. More widely, we want to ensure that no boarder is denied access to sites that are safe; we also want to encourage pupils to work with our Marketing Department to capture exciting and authentic experiences of Freeman's school life.

Therefore:

- We block all irresponsible and obviously harmful social media sites for all boarders e.g. Omegle, Monkey
- Responsible social media sites where there is recognised to be some 'stranger danger' are enabled for Sixth-Formers but not for boarders in Years 9-11

- We meet regularly with boarders to ask them which sites they want to use, and then assess risk. Our default is to unblock rather than block.
- This commitment comes hand in hand with an expectation on them not to use VPNs
- We educate all boarders on online safety so that they know how to use social media safely

The following rules apply to uploads to unblocked social media:

1. Never live-stream content without the explicit permission of a member of Walbrook staff (mindful that live-streaming makes it impossible to 'undo' a mistake)
2. Do not create / post content that would make the School recognisable without first speaking to the Marketing Department or the Head of Boarding
3. Only create / post appropriate content- no swearing or indecent images, nothing that could be interpreted as sexually provocative, and in general nothing against the letter or spirit of the *Pupil Code of Conduct or Behaviour Policy*
4. If you wish to create or post audio/visual content beyond the privacy of own bedroom, get permission from a member of Walbrook staff (informal / verbal permission is fine)
5. Never use a VPN to access social media

Pupil use of social media outside the School's jurisdiction

The parental contract states that the *Behaviour Policy* applies "at time and places in circumstances where failing to apply this policy may... have repercussions for the orderly running of the School or bring the School into disrepute." Pupils should be mindful of this when taking to social media.

This page is intentionally left blank

Special Educational Needs and English as an Additional Language

for both Junior School and Senior School

Document information

Issue number	2.31
Name and appointment of owner / author	Andrew Illingworth, Learning Support Manager
Review Body	Academic & Personnel Committee and Full Board of Governors
Last updated	6th November, 2021
Reason for update	review by A&P Committee
Last reviewed by SLT	October 2021
Last reviewed by Governors	November 2021 (A&P Committee)
Next SLT review due	June 2024
Next Governor review due	November 2021 (Full Board)
Where available	Freemen's Staff SharePoint site, School website (unrestricted area), Parent Portal, Governor Portal

SEN_EAL_6_11_21

Key personnel:**Junior School Learning Support Co-ordinator**

Fiona Moncur

Fiona.Moncur@freemens.org

01372 277933

Senior School Learning Support Co-ordinator and Learning Support Manager

Andrew Illingworth

Andrew.Illingworth@freemens.org

01372 822491

Autistic Spectrum Disorder Co-ordinator

Mark Newcome

Mark.newcome@freemens.org

01372 277933

English as an Additional Language Co-ordinator

Ashleigh Callow

Ashleigh.callow@freemens.org

01372 822491

1. Introduction

The Special Educational Needs and Disability Policy takes into account the SEN Code of Practice (2014), the Children and Families Act 2014, the Equality Act 2010 and the Joint Council for Qualifications adjustments for candidates with disabilities and learning difficulties. The school recognises that all teachers are teachers of children with special educational needs and will use its best endeavours to meet pupils' special educational needs.

In line with Paragraph 2 of the Independent School Standards Regulations, the School's curriculum and schemes of work take into account the needs of those pupils with a statement / Education, Health and Care Plan (EHCP). This means that such pupils have the opportunity to learn and make good progress.

The School is academically selective and pupils are admitted by competitive examination. Pupils are selected on the basis that they are likely to be able to flourish with the academic curriculum offered. Consequently, the school does not deal with the full spectrum of ability or with the full range of special educational needs. The school admits pupils who have specific learning difficulties, physical or health problems if they are able to meet the entrance requirements.

Some pupils who are selected for places may have a special educational need or disability identified before or after admission to the school. The school is committed to the aim of providing a challenging co-educational environment where all pupils are encouraged to reach their potential through an appropriate and challenging curriculum.

SEN_EAL_10_21

A pupil may have a special educational need and benefit from learning support if he/she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools for pupils of the same age.

Special Educational Needs and Disability can be considered to fall under four broad areas:

1. Communication and interaction (including Speech and Language Communication Difficulties, Autism Spectrum Disorder, ADD/ADHD)
2. Cognition and learning (including Specific Learning Difficulties, Dyslexia, Dyspraxia)
3. Social, mental and emotional health (including Depression, Self-Harm, Anxiety)
4. Sensory and/or physical (including Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder)

A number of pupils in the school are exceptionably able. These pupils may have a specific need but do not fall within the statutory definition of SEND. It is the policy of the school to cater for the special requirements of the most able within the school's academic range by offering them challenging and rewarding work which will stretch them and enable them to fulfil their potential.

A pupil is not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Pupils on the Autistic Spectrum Disorder continuum will be supported and monitored by the Autistic Spectrum Disorder Co-ordinator, who will discuss with the pupil their specific needs and produce a Pupil Learning Plan (PLP). He will also liaise with staff, parents and external agencies.

2. Admission arrangements

Admission to the school is selective; however, in accordance with the Equality Act 2010 the school will not discriminate against a person at any stage of the process. The procedure of selection to the school comprises an assessment of academic abilities and an evaluation of thinking, oral and social skills, with general awareness and confidence also being taken into consideration.

Currently special arrangements may be made during the application process for SEND applicants who are able to provide the school with an up-to-date assessment of need. If candidates have a physical disability or a medical condition, a letter or report from a relevant medical professional is required. In the case of specific learning difficulties, the school requires a report from a Specialist Teacher or an Educational Psychologist demonstrating the impact of the difficulty on exam performance. The report must establish that the pupil meets the criteria set by the Joint Council for Qualifications.

To ensure that appropriate arrangements are made, the Registration Form includes a request for information about any SEND issues a prospective pupil may have.

If a pupil is accepted into the school with known specific educational needs, the school has a duty of care to meet those needs. The Senior or Junior Learning Support Co-ordinator will liaise with the parents and the pupil on how the needs of the pupil can be best met.

If a pupil is accepted into the school and the special needs become apparent at a later stage the school will assess, in consultation with the parents and the pupil, how best it is able to meet those needs.

3. Implementation

With due regard to the National Code of Practice and the current policies in this School, the procedures used to satisfy the needs of pupils who have, or are suspected of having, learning difficulties or disabilities include:

(i) Identification

Identification comes about in a number of ways:

- Screening (on arrival at the school in Form 1, and in Year 7 and Year 9, or at other points of arrival)
- Information passed on by previous schools
- Notification by parents, often backed up by specialist assessment
- Observation made by any member of staff who has the responsibility for the teaching or guidance of the pupil
- The pupil raises concerns

Teachers identify or register any concern (academic, social, emotional or physical) and consult the Form Teacher who, having collated the relevant information, consults the Head of Year/Subject Department. The Head of Section should also be consulted at this stage. Reference is made to screening information (MidYIS, reading and spelling scores).

(ii) Gathering Information

Evidence will be gathered from the pupil, parents and the pupil's subject teachers.

(iii) Assessment

Low scores or a significant discrepancy in performance will trigger further investigation by a Specialist Teacher or an Education Psychologist after discussion with the pupil and his or her parents.

(iv) Use of outside agencies

If appropriate, and with parental permission, teachers and the Learning Support Co-ordinators may be supported by specialists from outside the School.

(v) Statutory Assessment

SEN_EAL_10_21

For a pupil with a long history of significant need, the Headmaster will consider the need for a statutory assessment and will, if appropriate, request a multi-disciplinary assessment via outside specialists and/or the local educational authority or appropriate agencies.

(vi) Education, Health and Care Plan

A local educational authority may consider the need for an Education, Health and Care Plan (HECP) which replaces a Statement of Special Educational Needs.

If a pupil with an Education, Health and Care Plan joins the School, the School is obliged to follow the plans guidelines through the funding provided by the local educational authority.

The School supplies to the responsible local authority such information as may be reasonably required for the purpose of the annual review of any statement / EHCP.

The School maintains a confidential list of all pupils identified as having learning difficulties or disabilities, which is given to all teaching staff and is available on the school's network. The list includes an outline of each pupil's difficulty and the action taken by the school.

4. Provision

The school will have a graduated response to the identification of special educational needs based on a three-wave model of provision mapping.

Wave 1: quality first inclusive teaching for all students, recognising that every teacher is a teacher of special needs. Each teacher will work with pupils to help overcome barriers to learning. This may include differentiated teaching, personalised learning and high expectations.

Wave 2: additional short-term interventions to support pupils who are underachieving or have a gap in their learning. This may include catch up lessons, revision sessions or study skills sessions.

Wave 3: individualised provision which is long term.

5. Parental Involvement

- Whenever parents contact Learning Support Manager/Junior SEN Co-ordinator to voice concerns about their child, their concerns are recorded and acted upon.
- If the concern arises in the School, parents are involved at the earliest suitable time; for a mild concern, this may be at a Parents' Evening. In more urgent cases, parents may be invited into School to discuss their child's needs.
- Parents' views are incorporated when assessing a pupil and when subsequent reviews are held.
- When possible, parents are involved in the Pupil Learning Plan process, meeting with the Learning Support Manager/Junior SEN Co-ordinator to review targets and discuss strategies being used.

SEN_EAL_10_21

- If a formal assessment by an educational psychologist is recommended to the parents by the school, it is the responsibility of the parents to arrange the appointment and to pay for the assessment.

6. Screening

All pupils new to the Junior School (Y3-Y8) are screened in the first few weeks of their time in the Junior School; these pupils complete a dyslexia-screener using the GL-Assessment program. We also do a standardised reading comprehension test and spelling assessment with all Y3-Y6 during the first half-term. Pupils in Key Stage 2 complete other standardised Reading comprehension, Mathematics, and SPaG assessments during the year. Pupils in Year 7 (U3) take the MidYIS tests in their first term.

Pupils are screened on entry to the Senior School (U4 - Year 9) using the MidYIS Tests, the Helen Arkell Spelling Test, the NGRT online reading assessment and a piece of creative writing.

All Lower Six (Year 12) pupils are screened using the LUCID Exact online screening test. This assesses the speed of word recognition, reading comprehension accuracy, reading comprehension speed, spelling, writing speed and typing speed.

If a pupil's screening result is a cause for concern, and the pupil does not have a previous history of specific need, an initial assessment will be carried out by the Learning Support Manager or Junior School SENCo, for which the school does not charge. Appropriate support may be recommended in the light of the assessment's findings. Pupils who come to the school with a history of special educational needs will have provision made for them based on the findings of the assessment and the pupil's history of provision.

Commented [SB1]: Screening arrangements have been refined since the last Governor review. The screening of L6 pupils is a new and important initiative.

7. INSET

School INSET is provided on a regular basis to update staff on issues such as dyslexia, dyspraxia, Autistic Spectrum Disorder and ADHD/ADD. Local educational authorities provide INSET at the school for staff of pupils with an Education, Health and Care Plan (EHCP). Induction in learning support skills is provided for all staff new to the school.

8. Evaluation, monitoring and reviewing

Evaluation of the general progress of individual pupils is made on a regular basis using the school's monitoring and reporting framework. Pupil Learning Plans are reviewed annually or more frequently if an individual's needs require it. When the Pupil Learning Plans are reviewed, progress will be highlighted and further targets set in consultation with staff, parents and pupil.

Records are kept of all learning support assessments, Access Arrangements and contact with parents. These records are only available to those staff needing to consult them. The information may be used in the preparation of university and job references.

SEN_EAL_10_21

A summary of a pupil's educational psychologist's assessment and Individual Education Plan are available to staff through the school's computer network.

Copies of Learning Support reports are kept in individual pupil files.

9. Access Arrangements

Some pupils diagnosed as having a specific learning difficulty are entitled to access arrangements in external examinations, providing they satisfy the current criteria set down by the Joint Council for Qualifications

Pupils who are eligible for additional time will be allowed it in 'mock' GCSE and A Level examinations. Arrangements will be made to allow additional time in internal tests and examinations. However, it may not be possible to give extra time in all class tests / assessments or internal examinations.

Pupils who are assessed internally for Access Arrangements will be done so by a suitably qualified assessor who has completed a post graduate course at or equivalent to Level 7. A copy of the appropriate qualification will be kept on the staff file and a copy will be kept by the Examinations Officer. External assessors will have their HCPC, or Assessment Practising Certificate, status checked by the Learning Support Manager.

All assessments for Access Arrangements will be carried out following the guidelines provided for the administration and scoring of the tests.

It is the responsibility of the Learning Support Manager to inform the School's Examinations Officer of the exact requirements of each candidate.

The Learning Support Word Processing Policy outlines the School's policy on the provision and use of a word processor in examinations.

10. Responsibilities

The responsibility for giving all pupils the education best suited to them lies with the School Governors. The Headmaster is responsible for formulating the learning support practices and procedures carried out in the School.

The Learning Support Manager is responsible for the day-to-day management of the Learning support provision for all pupils in the school.

The role of the Learning Support Manager includes:

- Co-ordinating the Learning Support policy and practice in the School

- Responsibility for the day-to-day management of the provision of Learning Support for pupils in the Senior School
- Collecting and co-ordinating information about pupils who need or are suspected of needing Learning Support
- Senior School screening tests
- Liaison with the Junior School SENDCo
- Liaison with parents, particularly concerning pupils in the Senior School who need Learning Support
- Contacting outside agencies when appropriate
- Liaison with the Heads of the Junior School, Upper School and Sixth Form and with Heads of Departments
- Implementing, evaluating and reviewing the Personal Learning Plan (PLP) for any Senior School pupil as required
- Liaison with the Examinations Officer concerning Access Arrangements for candidates in examinations
- Assessing progress in conjunction with the Junior School SEN Co-ordinator
- Evaluating the quality and effectiveness of the School's provision
- Reporting to the Headmaster via the line management structure

The SEN Co-ordinator in the Junior School is responsible for the management and implementation of the provision for all pupils in the Junior School with special needs.

The role of the Junior School SEN Co-ordinator includes:

- Collecting and co-ordinating information about Junior School pupils who have or are suspected of having learning support needs
- Liaison with the Form Teachers and the Head of the Junior School
- Liaison with parents
- Drawing up, implementing, evaluating and reviewing Personal Learning Plans (PLPs)
- Communicating with all staff who may come into contact with the pupil
- Supporting classroom teaching, advising on all aspects of differentiation, teaching and learning styles
- Provision of 1:1 and small group support lessons
- Recording the findings, provision and progress of pupils with Learning Support Needs
- Contacting outside agencies when appropriate
- Assessing progress in conjunction with the Head of the Junior School and the Form Teacher
- Administering a programme of suitable screening tests for new entrants to the Junior School
- Junior School screening
- Reporting to the Learning Support Manager

11. Complaints procedure

The school takes complaints from parents very seriously and seeks to ensure that they are dealt with thoroughly at the appropriate level.

SEN_EAL_10_21

Most complaints are likely to be minor and to arise from misunderstandings, which can be resolved quickly. Parents who wish to raise a concern or complaint about any aspect of their child's education, including the management of any SEN or disability, may do so using the school's published Complaints Procedure, which is available on request from the school.

Policy for Pupils for whom English is an Additional Language (EAL)

1. Aims

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

We aim to ensure that all EAL pupils are able to:

- Use English competently and confidently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures
- Be able to access external assessments (i.e. GCSE / A Level)

EAL is not considered a learning difficulty, but the school recognises that a pupil who has EAL may also have SEND needs.

2. Admissions policy

EAL applicants are subject to the same admissions procedure as other applicants. During the marking procedure, specific EAL issues that undermine performance are taken into consideration.

3. Provision

Upon arrival at Freeman's new students with English as an additional language are retested to reassess their English language level and language needs. This includes the Oxford Placement Test, a short essay, to assess writing skills and written communication ability, and a short interview, to assess oral communicative ability. Students are then grouped according to ability. Once grouped, the students are assessed more informally in class and any amendments to setting can be made.

For students whose first language is not English, the school provides courses to develop English language skills and communicative ability delivered by a specialist EAL teacher. Through structured course content the school aims to enhance the students' language proficiency to achieve both academic and social success in an English-speaking environment.

In U4 – U5 students receive a minimum of 2 lessons a week of EAL tuition, in addition to their mainstream English classes. Lower Sixth Form students attend two lessons of IELTS classes per week. Additional lessons can be arranged for those who require further input. In addition, support is offered to assist pupils with specific needs through offering support classes, subject specific support and preparation for university interviews.

Pupils in the Junior School with English as an additional language will be referred to the EAL Co-ordinator for an assessment. Advice will be provided to the class teacher and support lessons will be provided if they are considered necessary.

4. Reporting

All EAL pupils have two written reports a year, at the end of the Autumn and Summer terms. These specify what work has been done, pupil progress, areas of strength and for improvement, and a comment on attitude. We respond to requests at any time for individual progress reports from parents and guardians.

5. List of Examinations

IELTS - International English Language Testing System

This examination is widely accepted and demanded by reputable British universities as proof of English language proficiency.

This page is intentionally left blank

FREEMEN'S PSHE KS2 SCHEMES OF WORK

The SOW (from the published 'Jigsaw' scheme) is divided into 6 topics:-

- Autumn Term 1: Being Me in My World
- Autumn Term 2: Celebrating Difference (including anti-bullying)
- Spring Term 1: Dreams and Goals
- Spring Term 2: Healthy Me
- Summer Term 1: Relationships
- Summer Term 2: Changing Me

NB As Jigsaw is based on one hour of PSHE teaching per week, and we have a 30 minute period per week, we will select the most important/relevant topics/pieces per half term on which to focus. **Those chosen this year are highlighted below:**

The concepts explored explicitly in the PSHE curriculum as outlined below are reinforced every day via the relationships between staff and pupils, as well as in lessons learned in assemblies, form periods and other curriculum lessons (e.g. RS).

F1/ Year 3	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and Emotional Aspects of Learning)	Statutory Requirements for Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term Induction Topic (Not Jigsaw)	The following topics will be explored during the Autumn Term, in addition to the Jigsaw topics (see next page):- Friendship, school and class rules, lunchtime manners, rewards and sanctions (merits, distinctions and traffic lights system), packing kit bag, school website, underpants rule, internet safety, working with others			<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Topic 3: Respectful Relationships</p> <p>3. The conventions of courtesy and good manners</p> <p>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Topic 5: Being Safe</p> <p>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Topic 4: Online Relationships</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>
		Page 51		

<p>Autumn Term 1: Being Me in My World</p> <p>JMW PLEASE HIGHLIGHT ANY OTHERS YOU DO</p> <p>*Not specifically covered via Jigsaw scheme – but all objectives covered through induction.</p>	<p>1) Getting to know each other</p> <p>NB the following are not specifically covered from Jigsaw but the objectives are covered in the Induction Topic mentioned above:-</p> <p>2) Our Nightmare School</p> <p>3) Our Dream School</p> <p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I recognise my worth & can identify positive things about myself & my achievements. I can set personal goals. I know how to use my Jigsaw Journal.</p> <p>I can face new challenges positively, make responsible choices & ask for help when needed.</p> <p>I understand why rules are needed & how they relate to rights & responsibilities.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings.</p> <p>I can make responsible choices & take action.</p> <p>I understand that my actions affect others & try to see things from their points of view.</p>	<p>I value myself & know how to make someone else feel welcome & valued.</p> <p>I recognise how it feels to be happy, sad or scared & am able to identify if others are feeling these emotions.</p> <p>I know how to make others feel valued.</p> <p>I understand that my behaviour brings rewards and consequences.</p> <p>I can work co-operatively in a group.</p> <p>I am choosing to follow the Learning Charter.</p>	
<p>Autumn Term 2: Celebrating Difference</p>	<p>1) Families</p> <p>2) Family conflict</p> <p>3) Witness & feelings</p> <p>4) Witness & solutions</p> <p>5) Words that harm</p>	<p>I understand that everybody's family is different & important to them.</p> <p>I understand that differences & conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation</p>	<p>I appreciate my family/the people who care for me.</p> <p>I know how to calm myself down & can use the 'Solve it together' technique.</p> <p>I know some ways of helping to make someone who is bullied feel better.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>Topic 1: Families</p> <p>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Topic 3: Respectful Relationships</p> <p>6. about different types of bullying (including cyberbullying), the impact of</p>

	6) Celebrating difference: compliments	<p>better or worse by what they do.</p> <p>I recognise that some words are used in hurtful ways.</p> <p>I can tell you a time when my words affected someone's feelings & what the consequences were.</p>	<p>I try hard not to use hurtful words.</p> <p>I can give & receive compliments & know how this feels.</p>	bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Spring Term 1: Dreams and Goals	<p>1) Dreams and goals</p> <p>2) My dreams and ambitions</p> <p>3) A new challenge</p> <p>4) Our new challenge</p> <p>5) Our new challenge: Overcoming obstacles</p> <p>6) Celebrating my learning</p>	<p>I can tell you about a person who has faced difficult challenges & achieved success.</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges & working out the best ways for me to achieve them.</p> <p>I am motivated & enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement & can take steps to overcome them.</p> <p>I can evaluate my own learning process & identify how it can be better next time.</p>	<p>I respect & admire people who overcome obstacles & achieve their dreams & goals (e.g. through disability).</p> <p>I can imagine how I will feel when I achieve my dream/ambition.</p> <p>I can break down a goal into a number of steps & know how others could help me to achieve it.</p> <p>I know that I am responsible for my own learning & can use my strengths as a learner to achieve the challenge.</p> <p>I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>I am confident in sharing my success with others & can store my feelings in my internal treasure chest.</p>	
Spring Term 2: Healthy Me	<p>1) and 2) Being fit & healthy</p> <p>3) What do I know about drugs?</p> <p>4) Being safe</p> <p>5) Being safe at home</p>	<p>I understand how exercise affects my body & know why my heart & lungs are such important organs.</p> <p>I can tell you my knowledge & attitude towards drugs.</p> <p>I can identify things, people & places that I need to keep safe from, & can tell you some strategies for keeping</p>	<p>I can set myself a fitness challenge.</p> <p>I can identify how I feel towards drugs.</p> <p>I can express how being anxious or scared feels.</p>	

	<p>The following is covered in Science Healthy Eating (Autumn Term):-</p> <p>6) My amazing body</p>	<p>myself safe including whom to go to for help.</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly.</p> <p>I understand how complex my body is & how important it is to take care of it.</p>	<p>I can take responsibility for keeping myself & others safe at home.</p> <p>I respect my body & appreciate what it does for me.</p>	
<p>Summer Term 1: Relationships</p>	<p>1) Family roles & responsibilities</p> <p>2) Friendship</p> <p>3) Keeping myself safe</p> <p>4) Being a global citizen 1</p> <p>5) Being a global citizen 2</p> <p>6) Celebrating my web of relationships</p>	<p>I can identify the roles & responsibilities of each member of my family & can reflect on the expectations for males & females.</p> <p>I can identify & put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>I know & can use some strategies for keeping myself safe.</p> <p>I can explain how some of the actions & work of people around the world help & influence my life.</p> <p>I understand how my needs & rights are shared by children around the world & can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends & family.</p>	<p>I can describe how taking some responsibility in my family makes me feel.</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution.</p> <p>I know whom to ask for help if I am worried or concerned.</p> <p>I can show an awareness of how this could affect my choices.</p> <p>I can empathise with children whose lives are different from mine & appreciate what I may learn from them.</p> <p>I enjoy being part of a family & friendship groups.</p>	<p>Topic 1: Families 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Topic 2: Caring Friendships 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Topic 5: Being Safe 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>
<p>Summer Term 2: Changing Me</p>	<p>1) How babies grow</p>	<p>I understand that in animals & humans lots</p>		

(NB body changes are explored in L2/Y4)	(introduction to idea of mothers carrying babies and the effect of a new baby in the family)	of changes happen between conception & growing up, & that usually it is the female who has the baby.	I can express how I feel when I see babies/baby animals.	
	2) Babies (how babies develop in the womb)			
	3) Outside body changes (covered in L2)	I understand how babies grow & develop in the mother's uterus. I understand what a baby needs to live & grow.	I can express how I might feel if I had a new baby in my family.	
	4) Inside body changes (covered in L2)	I understand that boys' & girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how bodies change on the outside during this growing up process.	I recognise how I feel about these changes happening to me & know how to cope with those feelings.	
	5) Family/gender stereotypes			All for Topic 4 Family/gender stereotypes:- Topic 1: Families
	6) Looking ahead (a L2 pupils comes to talk about the changes involved in changing year groups. Pupils have time to reflect on moving up to L2.	I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting & family roles. I can identify what I am looking forward to in Year 4/Lower 2.	I recognise how I feel about these changes happening to me & know how to cope with those feelings. I recognise how I feel when my ideas are challenged & might be willing to change my ideas sometimes. I can start to think about changes I will make when I am in Year 4/Lower 2 & know how to go about this.	3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Topic 3: Respectful Relationships 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.

L2/ Year 4	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL –	Statutory Requirements for
---------------	-------------	---	--	----------------------------

			Social and Emotional Aspects of Learning)	Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term 1: Being Me in My World	<p>1) Becoming a Class 'Team'</p> <p>2) Being a School Citizen</p> <p>3) Rights, Responsibilities and Democracy</p> <p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I understand how democracy works through the school council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I can recognise my contribution to making a Learning Charter for the whole school.</p> <p>I understand how rewards and consequences motivate people's behaviour.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>Topic 3: Respectful Relationships</p> <p>3. the conventions of courtesy and manners.</p> <p>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>
Autumn Term 2: Celebrating Difference	<p>1) Judging by Appearances</p> <p>2) Understanding influences</p> <p>3) Understanding Bullying</p> <p>4) Problem-solving</p> <p>5) Special Me</p> <p>6) Celebrating difference: how we look</p>	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I understand what influences me to make assumptions based on how people look.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but am not sure.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p>	<p>I try to accept people for who they are.</p> <p>I can question why I think what I do about other people.</p> <p>I know how it might feel to be a witness to, and a target of, bullying.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>Topic 3: Respectful Relationships</p> <p>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>

		I can tell you a time when my first impression of someone changed when I got to know them.	I like and respect the unique features of my physical appearance. I can explain why it is good to accept people for who they are.	
<p>Spring Term 1: Dreams and Goals</p> <p>Finish this unit early – ie before end of HT – then start next unit before Half Term as lots to get through</p>	<p>1) Hopes and Dreams</p> <p>2) Broken Dreams</p> <p>3) Overcoming Disappointment</p> <p>4) Creating New Dreams</p> <p>5) Achieving Goals</p> <p>6) We Did It!</p>	<p>I can tell you about some of my hopes & dreams.</p> <p>I understand that sometimes hopes & dreams do not come true & that this can hurt.</p> <p>I know that reflecting on positive & happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan & set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal, & can do this successfully as part of a group.</p> <p>I can identify the contributions made by myself & others to the group's achievement.</p>	<p>I know how it feels to have hopes & dreams.</p> <p>I know how disappointment feels & can identify when I have felt that way.</p> <p>I know how to cope with disappointment & how to help others cope with theirs.</p> <p>I know what it means to have a positive attitude.</p> <p>I can enjoy being part of a group challenge.</p> <p>I know how to share in the success of a group & how to store this success experience in my internal treasure chest.</p>	
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early – ie before end of previous HT - as lots to get through</p>	<p>1) My friends and me</p> <p>2) Group Dynamics</p> <p>3) Smoking</p> <p>4) Alcohol</p> <p>5) Healthy friendships</p>	<p>I can recognise how different friendship groups are formed, how I fit into them & the friends I value the most.</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader/follower, & understand the roles I take on in different situations.</p> <p>I understand the facts about smoking & its effects on health, & also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol & its effects on</p>	<p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate & I can help myself to manage these emotions.</p> <p>I am aware of how different people & groups impact on me and can recognise the people I most want to be friends with.</p> <p>I can relate to feelings of shame & guilt & know how to act assertively to resist peer/self-pressure.</p>	<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>3. that healthy friendships are positive and welcoming</p>

	6) Celebrating my inner strength and assertiveness	<p>health, particularly the liver, & also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure & can explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right & wrong.</p>	<p>I can relate to feelings of shame & guilt & know how to act assertively to resist peer/self-pressure.</p> <p>I can identify feelings of anxiety & fear associated with peer pressure.</p> <p>I can tap into my inner strength & know how to be assertive.</p>	<p>towards others, and do not make others feel lonely or excluded.</p> <p>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
Safety (must be done at some point this HT)	NB: NOT FROM JIGSAW:- Staying Safe	(NOT from PSHE Ed/National Framework) Discuss: In what ways can we keep ourselves as safe as possible – in the summer, and the future in general? Mention: sun safety, road safety, 'stranger danger'.		<p>Topic 5: Being safe</p> <p>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p>
Summer Term 1: Relationships	<p>1) Relationship Web</p> <p>2) Love and Loss (and touch upon pieces 3 and 4 here)</p> <p>3) Memories</p> <p>4) Are Animals Special?</p> <p>5) Special Pets</p> <p>6) Celebrating my relationships with people & animals</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me & including those more distant.</p> <p>I can identify someone I love & can express why they are special to me.</p> <p>I can tell you about someone I know whom I no longer see.</p> <p>I can explain different points of view on an animal rights issue.</p> <p>I understand how people feel when they love a special pet.</p> <p>I know how to show love & appreciation to the people & animals that are special to me.</p>	<p>I know how it feels to belong to a range of different relationships & can identify what I contribute to each of them.</p> <p>I know how most people feel when they lose someone or something they love.</p> <p>I understand that we can remember people even if we no longer see them.</p> <p>I can express my own opinion & feelings on this.</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but it can be helpful to celebrate special things about the pet.</p> <p>I can love & be loved.</p>	<p>Topic 1: Families</p> <p>1. that families are important for children growing up because they can give love, security and stability.</p> <p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>
Page 58				

Summer Term 2: Changing Me	From Y3 folder:-		
	3) Outside body changes (changes that happen during puberty – changes that you can control and not control (covers changes such as developing breasts/pubic hair etc/penis growing etc)	I understand that boys' & girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how bodies change on the outside during this growing up process.	I recognise how I feel about these changes happening to me & know how to cope with those feelings.
	4) Inside body changes (puberty in more detail: explaining the purpose of testicles and ovaries and other parts of the reproductive system).	I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up.	I recognise how I feel about these changes happening to me & know how to cope with those feelings.
	From Y4 folder:-		
	3) Girls & Puberty (more detail about menstruation)		
	Also: separate session for boys and girls and any questions are answered.**		
		I can describe how a girl's body changes for her to be able to have babies when an adult, & that menstruation is a natural part of this.	I have strategies to help me cope with the physical & emotional changes I will experience during puberty.
		** this gives the girls an opportunity to discuss menstruation in more detail with a female member of staff. Tampons, towels and pads are passed around.	** this give the boys the opportunity to talk about their bod changes with a male member of staff.

Year 5		PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and Emotional Aspects of Learning)	Statutory Requirements for Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term 1 Families and people who care for me – MUST be covered at some point this HT – ideally after Jigsaw piece 1.	NB: NOT FROM JIGSAW:- Families (1 week)	(NOT from PSHE Ed/National Framework) Discuss: Why are families important? What are the benefits of living in a family unit? Why do people decide to marry? Are all the families the same? (discuss respect for differences) What should we do if we feel unhappy or unsafe in our families? (see LJJ's Sept 2019 NSPCC assembly)		Topic 1: Families and people who care for me 1. Families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people- of the same or different sex- to each other which is intended to be lifelong. Couples can get married in a civil or a religious ceremony; in a large number of places of worship, only a man and a woman can get married (rather than a same-sex couple). For some people, the single life is a positive choice. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Autumn Term 1: Being Me in My World	1)My year ahead 2)Being me in Britain 3)U2/Y5 Responsibilities	I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a British citizen.	I know what I value most about my school and can identify my hopes for the school year. I can empathise with people in this country whose lives are different from my own. I can empathise with people in this country	

	4) Rewards and Consequences	I understand my rights and responsibilities as a British citizen and a member of my school.	whose lives are different from my own.	
	5) Our Learning Charter		I understand that my actions affect me and others.	
	6) Owning Our Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and how to participate in this.	I can contribute to the group and understand how we function best as a whole. I understand why our school community benefits from a Learning Charter and can help others to follow it.	
Autumn Term 2: Celebrating Difference **Much of this involves repetition (and overlap with RS), so just do ONE lesson on this unit (touch on bullying, racism and recap of L2 work on this) and then start next unit	BUT SEE ** 1) Different cultures 2) Racism 3) Rumours and name calling 4) Types of bullying 5) Does money matter? 6) Celebrating difference across the world	I understand that cultural differences sometimes cause conflict. I understand what racism is. I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world. I can enjoy the experience of a culture other than my own.	I am aware of my own culture. I am aware of my attitude towards people from different races. I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. I can appreciate the value of happiness regardless of material wealth. I respect my own and other people's cultures.	Topic 3: Respectful Relationships 2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
Spring Term 1: Dreams and Goals	1) When I Grow Up (my dream lifestyle)	I understand that I will need money to help me achieve some of my dreams.	I can identify what I would like my life to be like when I am grown up.	

<p>Start this unit early – ie before end of Autumn Term – then start next unit before Half Term as lots to get through:</p>	<p>2) Investigate Jobs and Careers</p> <p>3) My Dream Job (why I want it and the steps to get there)</p> <p>4) Dreams and Goals of Young People in Other Cultures</p> <p>5) How We Can Support Each Other</p> <p>6) Rallying Support</p>	<p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me & what I need to do to achieve it.</p> <p>I can describe the dreams & goals of young people in a culture different from mine.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other & I can identify a range of ways we could support each other.</p> <p>I can encourage my peers to support young people here & abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p>	<p>I appreciate the contributions made by people in different jobs.</p> <p>I appreciate the opportunities that learning and education are giving me & understand how this will help me to build my future.</p> <p>I can reflect on how these relate to my own.</p> <p>I appreciate the similarities & differences in aspirations between myself and young people in a different culture.</p> <p>I understand why I am motivated to make a positive contribution to supporting others.</p>	
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early as mentioned above – as lots to get through</p>	<p>1) Smoking</p> <p>2) Alcohol</p> <p>3) Emergency Aid</p> <p>4) Body Image</p>	<p>I know the health risks of smoking & can tell you how tobacco affects the lungs, liver & heart.</p> <p>I know some of the risks from misusing alcohol, including anti-social behaviour, & how it affects the liver & heart.</p> <p>I know & can put into practice basic emergency aid</p>	<p>I can make an informed decision about whether or not I choose to smoke & know how to resist pressure.</p> <p>I can make an informed decision about whether or not I choose to drink alcohol & know how to resist pressure</p> <p>I know how to keep myself calm in emergencies.</p>	

	<p>5) My Relationship with Food</p> <p>6) Healthy Me</p>	<p>procedures (including recovery position) & know how to get help in emergency situations.</p> <p>I understand how the media & celebrity culture promotes certain body types.</p> <p>I can describe the different roles food can play in people's lives & can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I know what makes a healthy lifestyle including healthy eating & the choices I need to make to be healthy & happy.</p>	<p>I can reflect on my own body image & know how important it is that this is positive & I accept & respect myself for who I am.</p> <p>I respect & value my body.</p> <p>I am motivated to keep myself healthy & happy</p>	
<p>Summer Term</p> <p>1: Relationships</p> <p>** As part of the 'staying safe' topic, ask the pupils what they would think if someone (a stranger or someone they knew) were to offer them a 'free' gift – e.g. money/phone etc. What would they do? (Introduce the idea of being groomed or exploited (e.g. 'County Lines' – explore useful strategies to protect themselves from this) – see background info from Children's Society</p>	<p>1) Recognising Me (wk 1)</p> <p>2) Getting On and Falling Out (wks 2 and 3)</p> <p>3) Girlfriends and Boyfriends</p> <p>4) Girlfriends and Boyfriends</p> <p>5) Relationships and Technology **(wks 4 and 5)</p> <p>6) Relationships and Technology</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boy/girlfriend might mean.</p> <p>I understand how it feels to be attracted to someone and what having a boy/girlfriend might mean.</p> <p>I understand how to stay safe when using technology to</p>	<p>I know how to keep building my own self-esteem.</p> <p>I know how to stand up for myself and how to negotiate and compromise.</p> <p>I understand that relationships are personal and there is no need to feel pressured into having a boy/girlfriend.</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</p> <p>I can recognise and resist pressures to use</p>	<p>Topic 2: Caring Friendships</p> <p>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Topic 5: Online Relationships</p> <p>1. that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful</p>

		communicate with my friends. I understand how to stay safe when using technology to communicate with my friends.	technology in ways that may be risky or may cause harm to myself or others.	content and contact, and how to report them 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
<p>Summer Term 2: Changing Me</p> <p>See separate plans for this (start with L2 work) on LJJ's powerpoint – and see info on next page - although <u>also</u> use DVD to enhance teaching and learning</p>	<p>1) Self and Body Image</p> <p>2) Puberty for Girls</p> <p>3) Puberty for Boys</p> <p>4) Conception</p> <p>5) Looking ahead</p> <p>6) Looking ahead to L3/Y6</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I can identify what I am looking forward to when I am in Lower 3/Year 6.</p>	<p>I know how to develop my own self-esteem.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>I am confident that I can cope with the changes that growing up will bring.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>	<p>NB Sex Education is not statutory, but please note the following requirements (as mentioned in the Freeman's RSE Policy 2020) in the boxes below (on next page):-</p>
		From Freeman's RSE Policy 2020:	General topic	Learning outcome: Pupils should know...
	1.	Having a baby		<ul style="list-style-type: none"> that the mature male

				<p>reproductive organs produce sperm and the female ones eggs</p> <ul style="list-style-type: none"> • that a baby begins to grow in the womb when a sperm fertilises an egg • that fertilisation happens when a man and a woman are “happy to share a specially close and loving embrace which allows the sperm to be released from the penis into the vagina”
	2.		Puberty and physical attraction	<ul style="list-style-type: none"> • in detail the changes, both physical and emotional, that happen at puberty [first covered in L2 but not in the context of sex education] • strategies for coping successfully with these changes (both emotionally and practically) • that changes at puberty are linked to being able to have a baby • that it is natural, as they approach and go through puberty, to begin to “fancy” other people, but also that there is not and should not be any pressure in this respect • that some people “fancy” people of the same sex

L3/ Year 6	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and	Statutory Requirements for Relationships Education 2020
-----------------------	--------------------	--	---	--

			Emotional Aspects of Learning)	The following MUST be included when teaching this topic/piece:-
Autumn Term 1: Being Me in My World	<p>1) My year ahead</p> <p>2) Being a Global Citizen 1</p> <p>3) Being a Global Citizen 2</p> <p>4) The Learning Charter</p> <p>5) Consequences</p> <p>6) Owning Our Learning Charter</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>I feel welcome and valued and know how to make others feel the same.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand that my actions affect myself and others: I care about others' feelings and try to empathise with them.</p> <p>I can contribute to the group and understand how we function best as a whole.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it by modelling it myself.</p>	
Autumn Term 2 Personal Safety – MUST be covered at some point this HT	NB: NOT FROM JIGSAW:- Personal Safety (1 week)	<p>(NOT from PSHE Ed/National Framework)</p> <p>Discuss:</p> <p>Privacy – and when is it ok not to keep a secret?</p> <p>Appropriate/inappropriate and unsafe physical contact - and what to do if feel unsafe about an adult.</p> <p>Whom to go to for help or advice – and how to report concerns or abuse.</p> <p>(see LJJ's Sept 2020 NSPCC assembly)</p>		<p>Topic 5: Being Safe</p> <p>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>

				8. where to get advice, for example family, school or other sources.
Autumn Term 2: continued: Celebrating Difference	<p>1) Am I normal?</p> <p>2) Understanding disability</p> <p>3) Power Struggles</p> <p>4) Why bully?</p> <p>5) Celebrating difference</p> <p>6) Celebrating difference</p>	<p>I understand that there are different perceptions about what normal means.</p> <p>I understand how having a disability could affect someone's life.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause of celebration.</p>	<p>I can empathise with people who are living with disabilities.</p> <p>I am aware of my attitude towards people with disabilities.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way.</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations & for problem solving when I am part of one.</p> <p>I appreciate people for who they are.</p> <p>I can show empathy with people in either situation.</p>	<p>Topic 3: Respectful Relationships</p> <p>1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Topic 3: Respectful Relationships</p> <p>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>
Spring Term 1: Dreams and Goals Finish this unit early – ie before end of HT – then start next unit before Half Term as lots to get through	<p>1) Personal Learning Goals</p> <p>2) Steps to Success</p> <p>3) My Dream for the World</p> <p>4) Helping to Make a Difference (combine with piece 5)</p> <p>5) Helping to Make a Difference</p> <p>6) Recognising Our Achievements</p>	<p>I know my learning strengths & can set challenging but realistic goals for myself (e.g. one school goal and one out of school goal).</p> <p>I can work out the learning steps I need to take to reach my goal & understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me & talk to other people about them.</p> <p>I can work with other people to help make the world a better place.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p>	<p>I understand why it is important to stretch the boundaries of my current learning.</p> <p>I can set success criteria so that I will know whether I have reached my goal.</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p> <p>I can empathise with people who are suffering or living in difficult situations.</p>	

		I know what some people in my class like or admire about me & can accept their praise.	I can identify why I am motivated to do this.	
			I can give praise & compliments to others when I recognise their contributions and achievements.	
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early – ie before end of previous HT - as lots to get through</p>	<p>1) Food</p> <p>2) Drugs</p> <p>3) Alcohol</p> <p>4) Emergency Aid</p> <p>5) Emotional and Mental Health</p> <p>6) Managing Stress</p>	<p>I know the impact of food on the body e.g. creating energy, giving comfort and altering mood.</p> <p>I know about different types of drugs, their uses & their effects on the body (particularly the liver and the heart).</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially – or being misused.</p> <p>I know & can put into practice basic emergency aid procedures (e.g. the recovery position) & know how to get help in emergency situations.</p> <p>I understand what it means to be emotionally well & can explore people's attitudes towards mental health/illness.</p> <p>I can recognise when I feel stressed & the triggers that cause this. I understand how stress can cause alcohol misuse.</p>	<p>I am motivated to give my body the best combination of food for my physical and emotional health.</p> <p>I am motivated to find ways to be happy & cope with life's situations without using drugs.</p> <p>I can tell you how I feel about using alcohol when I am older & my reasons for this.</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with them if they happen.</p> <p>I know how to help myself feel emotionally healthy & can recognise when I need help with this.</p> <p>I can use different strategies to manage stress and pressure.</p>	<p>Topic 3: Respectful Relationships</p> <p>4. the importance of self-respect and how this links to their own happiness.</p>
<p>Summer Term 1: Relationships</p> <p>** As part of this topic, ask the pupils what they would think if someone (a stranger or someone they knew) were to offer them a 'free' gift – e.g. money/phone etc. What would they do? Introduce the idea of being groomed or exploited (e.g. 'County Lines'): explore</p>	<p>1) My Relationship Web</p> <p>2) Love and Loss 1 (combine pieces 2 and 3 here – and link to RS)</p> <p>3) Love and Loss 2</p> <p>4) Power and Control **</p>	<p>I can identify the most significant people in my life so far.</p> <p>I know some of the feelings we can have someone dies or leaves.</p> <p>I understand that there are different stages of grief & that there are different types of loss that cause people to grieve.</p>	<p>I understand how it feels to have people in my life that are special.</p> <p>I can use some strategies to manage feelings associated with loss & can help other people to do so.</p> <p>I can recognise when I am feeling those emotions,</p>	<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure.</p> <p>Pieces 5 and 6:</p>

<p>useful strategies to protect themselves from this. See separate info sheet.</p>	<p>5) Being Safe with Technology 1</p> <p>6) Being Safe with Technology 2</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I understand how technology can be used to try to gain power or control, and I can use strategies to prevent this from happening.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p>	<p>and have strategies to manage them.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I can take responsibility for my own safety and well-being.</p> <p>I can take responsibility for my own safety and well-being.</p>	<p>Topic 3: Respectful Relationships</p> <p>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Topic 4: Online Relationships (recap 1 – 4 from U2)</p> <p>1. that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>5. how information and data is shared and used online</p> <p>Topic 5: Being Safe</p> <p>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
<p>Summer Term 2: Changing Me</p> <p>NB Jigsaw only used for weeks 1 and 2 (Pieces 2 and 3) as Sex Ed taught in U2.</p>	<p>1) (Jigsaw piece 2): Puberty</p> <p>2) (Jigsaw piece 3) Girl Talk/Boy Talk</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can ask the questions I need answered about changes during puberty.</p>	<p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can reflect on how I feel about asking the questions and about the answers I receive.</p>	
<p>Friendships and Relationships</p>	<p>NB: NOT FROM JIGSAW:- 3 and 4) Safe and respectful relationships</p>	<p>(NOT from PSHE Ed/National Framework)</p> <p>Discuss:</p> <p>How do friendships make us feel?</p> <p>How do we choose and make friends?</p> <p>What are the characteristics (and benefits) of friendships?</p> <p>What are the signs of a healthy friendship/relationship?</p> <p>How can we keep these relationships healthy</p>		<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>

		(explore permission-seeking and boundaries)?	<p>Topic 3: Respectful Relationships</p> <p>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Topic 5: Being safe</p> <p>1. what sorts of boundaries are appropriate in friendships with peers and others?</p>
Safety	NB: NOT FROM JIGSAW:- 5) Staying Safe	<p>(NOT from PSHE Ed/National Framework)</p> <p>Discuss:</p> <p>In what ways can we keep ourselves as safe as possible – in the summer, and the future in general? Mention: sun safety, road safety, 'stranger danger'.</p>	<p>Topic 5: Being safe</p> <p>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online)</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p>

LJJ

Jan 2021

TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		RELATIONSHIPS		
		Drugs & Alcohol					Discrimination					Identity & Relationships		
30-Aug	A	Intro to L4 PSHE			03-Jan	A	Managing influences on beliefs & decisions			18-Apr	B	Positive healthy relationships		
06-Sep	B	Understanding drugs			10-Jan	B	Group-think & persuasion			25-Apr	A	Gender identity & sexual relationships		
13-Sep	A	Over-consumption of energy drinks			17-Jan	A	Self-worth & confidence			02-May	B	Developing relationships/consent & the law		
20-Sep	B	Relationship between habit & dependence			24-Jan	B	Gender - identity, transphobia & discrimination			09-May	A	Legal & moral duties/effective communication		
27-Sep	A	How to use medications safely			31-Jan	A	Homophobia & biphobia			16-May	B	Sexting		
04-Oct	B	Assessing the risks			07-Feb	B	Racism & religious discrimination			23-May	A	Introduction to contraception		
11-Oct	A	How to manage influences												
19-Oct	B	Positive social norms & attitudes												
Half-Term					Half-Term					Half-Term				
		LIVING IN THE WIDER WORLD					HEALTH & WELLBEING					LIVING IN THE WIDER WORLD		
		Community & Careers					Emotional Wellbeing					Digital Literacy		
01-Nov	A	Equality of opportunity in life & work			21-Feb	A	Mental Health			06-Jun	B	Online communication & social networking		
08-Nov	B	Challenging stereotypes & discrimination			28-Feb	B	Body Image			13-Jun	A	Online grooming		
15-Nov	A	Different types & patterns of work			07-Mar	A	Daily wellbeing & managing emotions			20-Jun	B	Media reliability		
22-Nov	B	Future careers - aspirational goals			14-Mar	B	Digital resilience			27-Jun	A	Digital literacy		
29-Nov	A	Proud to be me & career choices			21-Mar	A	Unhealthy coping strategies			04-Jul	B	Gambling hooks		
06-Dec	B	Labour Market information			28-Mar	B	Healthy coping strategies							
13-Dec	A	Exploring careers												

This page is intentionally left blank

TERM	A/B	AUTUMN TERM				TERM	A/B	SPRING TERM				TERM	A/B	SUMMER TERM			
WEEK		HEALTH & WELLBEING				WEEK		RELATIONSHIPS				WEEK		RELATIONSHIPS			
		Mental Health						Healthy Relationships						Addressing Extremism & Radicalisation			
30-Aug	A	No lesson				03-Jan	A	Relationships & sex expectations				18-Apr	B	Communities, inclusion, respect & belonging			
06-Sep	B	Intro to L5 PSHE				10-Jan	B	Sex, gender & relationships				25-Apr	A	The Equality Act - diversity & values			
13-Sep	A	Managing challenges and developing resilience				17-Jan	A	Opportunities & risks of online relationships				02-May	B	Influence of social media			
20-Sep	B	Dealing with change - Strategies to promote safeguard				24-Jan	B	Impact of media & pornography				09-May	A	Managing conflicting views & misinformation			
27-Sep	A	Reframing negative thinking				31-Jan	A	Ethical & legal implications relating to consent				16-May	B	Challenging discrimination			
04-Oct	B	Promoting emotional wellbeing				07-Feb	B	Relationship challenges				23-May	A	Extremism & radicalisation			
11-Oct	A	Recognising mental ill-health and when to get help															
19-Oct	B	Providing support and accessing help															
Half-Term						Half-Term						Half-Term					
		LIVING IN THE WIDER WORLD						HEALTH & WELLBEING						LIVING IN THE WIDER WORLD			
		Financial Decision Making						Exploring Influence						Independent Project			
01-Nov	A	The impact of financial decisions				21-Feb	A	Influence of role models - positive & negative				06-Jun	B	Project work			
08-Nov	B	Preventing & managing debt				28-Feb	B	Media impact on perceptions of gang culture				13-Jun	A	Project work			
15-Nov	A	Data & the influence of targeted advertising				07-Mar	A	Impact of drugs & alcohol				20-Jun	B	Project work			
22-Nov	B	Managing gambling influences				14-Mar	B	Keeping self, others safe & seeking help- substance				27-Jun	A	Presentations/feedback			
29-Nov	A	Relationship between gambling & debt				21-Mar	A	Managing peer influence				04-Jul	B	Presentations/feedback			
06-Dec	B	The law & illegal financial activities				28-Mar	B	Exit strategies - pressurised & dangerous situations									
13-Dec	A	Managing risk relating to financial activities															

L5/Yr10 Long Term Overview 2021/22

This page is intentionally left blank

TERM	A/B	AUTUMN TERM				TERM	A/B	SPRING TERM				TERM	A/B	SUMMER TERM			
WEEK		HEALTH & WELLBEING				WEEK		RELATIONSHIPS				WEEK		LIVING IN THE WIDER WORLD			
30-Aug						03-Jan						20-Apr					
06-Sep		Transition into 6th Form (1)				10-Jan		Relationship Values				25-Apr		Media Literacy and Digital Resistance			
13-Sep		(Self-Concept)				17-Jan						02-May					
20-Sep		Transition into 6th Form (2)				24-Jan		Consent				09-May		Financial Choices			
27-Sep		(Relationship Values)				31-Jan						16-May					
04-Oct		Wellbeing & Managing Stress				07-Feb		Bullying Abuse & Discrimination				23-May		Choices and Pathways			
11-Oct								(LGBTQ+ History Month)						(Exam anxieties/managing stress)			
19-Oct		Managing Risk & Personal safety				Half-Term						Half-Term					
		(Alcohol and Tobacco)						HEALTH & WELLBEING						RELATIONSHIPS			
Half-Term						21-Feb		Sexual Health				06-Jun		Exam Week			
		LIVING IN THE WIDER WORLD				28-Feb						13-Jun		Contraception & Parenthood			
01-Nov		Safe Drive Stay Alive				07-Mar		Healthy Lifestyles				20-Jun					
08-Nov		Managing risk & personal safety				14-Mar		(Personal health & wellbeing)				27-Jun		Challenge Week			
15-Nov		(Travel - Rules & Laws/Car Maintenance)				21-Mar		Mental Health & Emotional Wellbeing				04-Jul					
22-Nov		Setting Goals				28-Mar		(MH issues & how to support)									
29-Nov		(Choices and Pathways)															
06-Dec		Personal Finance															
13-Dec		(Employment Rights & Responsibilities)															

L6/Yr12 Long Term Overview 2021/22

This page is intentionally left blank

TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		RELATIONSHIPS		
		Transition & Safety					Diversity					Building Relationships		
30-Aug	A	Introduction to U3 PSHE/Transition into Year 7			03-Jan	A	Identity, Rights & Responsibilities			18-Apr	B	Self-worth & Self-efficacy		
06-Sep	B	Dealing with Change			10-Jan	B	Living in a diverse society			25-Apr	A	Qualities & behaviours of positive relationships		
13-Sep	A	Emotions & being positive			17-Jan	A	How to challenge			02-May	B	Recognising unhealthy relationships		
20-Sep	B	Friendships			24-Jan	B	Signs & Effects of all types of bullying			09-May	A	Challenging media stereotypes		
27-Sep	A	Study Skills			31-Jan	A	How to respond to bullying			16-May	B	Romantic relationships		
04-Oct	B	Personal Safety - travel			07-Feb	B	How to support others			23-May	A	Consent		
11-Oct	A	Responding to an emergency												
19-Oct	B	Basic First Aid												
Half-Term					Half-Term					Half-Term				
		LIVING IN THE WIDER WORLD					HEALTH & WELLBEING					LIVING IN THE WIDER WORLD		
		Developing Skills & Aspirations					Health & Puberty					Financial Decision making		
01-Nov	A	Enterprise skills			21-Feb	A	Healthy lifestyle choices			06-Jun	B	Safe financial choices		
08-Nov	B	Personal Skills			28-Feb	B	Managing influences - caffeine, smoking & alc			13-Jun	A	Ethical & unethical business practices		
15-Nov	A	Careers & your future			07-Mar	A	Managing physical & emotional changes - pub			20-Jun	B	Consumerism		
22-Nov	B	Careers - abilities & qualities			14-Mar	B	Personal Hygiene			27-Jun	A	Saving, spending & budgeting		
29-Nov	A	Equality of Opportunity			21-Mar	A	Inappropriate & unwanted contact			04-Jul	B	Managing risk-taking behaviour		
06-Dec	B	Challenging stereotypes			28-Mar	B	FGM & How to access help & support							
13-Dec	A	Values & Career choices												

U3/Yr7 Long Term Overview 2021/22

This page is intentionally left blank

TERM	A/B	AUTUMN TERM	TERM	A/B	SPRING TERM	TERM	A/B	SUMMER TERM
WEEK		HEALTH & WELLBEING	WEEK		RELATIONSHIPS	WEEK		RELATIONSHIPS
		Peer influence, substance use & gangs			Respectful Relationships			Intimate Relationships
30-Aug	A	No lesson	03-Jan	A	Families & parenting	18-Apr	B	Readiness for sexual activity - choices
06-Sep	B	Intro to U4 PSHE	10-Jan	B	Healthy Relationships in the home	25-Apr	A	Consent - myths, misconceptions & rights
13-Sep	A	Transition into Upper School	17-Jan	A	Conflict & its causes - family & friends	02-May	B	Risks of STIs/contraception
20-Sep	B	Exploring attitudes to drug use	24-Jan	B	Conflict resolutions	09-May	A	Consequences of unprotected sex
27-Sep	A	Drugs, the Law & managing risk	31-Jan	A	Relationship Changes	16-May	B	Attitudes to pornography/sexual images
04-Oct	B	Drugs, alcohol and their effects	07-Feb	B	How to access help & support	23-May	A	Securing personal information online
11-Oct	A	Managing influence						
19-Oct	B	Risk in relation to gangs & knife crime						
Half-Term			Half-Term			Half-Term		
		LIVING IN THE WIDER WORLD			HEALTH & WELLBEING			LIVING IN THE WIDER WORLD
		Setting goals			Healthy Lifestyle			Employability Skills
01-Nov	A	Transferable skills, abilities & interests	21-Feb	A	Relationship between physical & mental health	06-Jun	B	Rights & Responsibilities
08-Nov	B	How to demonstrate strengths	28-Feb	B	Lifestyle Balance	13-Jun	A	Skills for enterprise & employability
15-Nov	A	Different types of employment & career pathways	07-Mar	A	Informed healthy eating choices	20-Jun	B	Constructive feedback/supporting progress
22-Nov	B	Feelings relating to future employment	14-Mar	B	Managing influences on body image	27-Jun	A	Managing 'personal brand' online
29-Nov	A	Meaningful realistic future goals	21-Mar	A	Healthy choices	04-Jul	B	Support for concerns of life online
06-Dec	B	GCSE & post-16 options	28-Mar	B	Responsibility for physical health - cancer awareness			
13-Dec	A	Skills for decision making						

U4/Yr9 Long Term Overview 2021/22

This page is intentionally left blank

TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		RELATIONSHIPS		
		Building for the future					Communication in Relationships					Families		
30-Aug	A	Introduction to U5 PSHE			03-Jan	A	MOCKS			18-Apr	B	Different families & parental responsibility		
06-Sep	B	The importance of sleep			10-Jan	B	MOCKS			25-Apr	A	Fertility & pregnancy		
13-Sep	A	How to balance time online			17-Jan	A	MOCKS			02-May	B	Honour-based violence & forced marriage		
20-Sep	B	Nature, causes & effects of stress			24-Jan	B	MOCKS			09-May	A	STUDY LEAVE		
27-Sep	A	Future opportunities - safe content online			31-Jan	A	Relationship challenges and abuse			16-May	B			
04-Oct	B	Managing judgement & challenging stereotypes			07-Feb	B	Gender identity, expression and sexual orient			23-May	A			
11-Oct	A	Maintaining a healthy self-concept/Developing self-efficacy												
19-Oct	B	No lesson												
Half-Term					Half-Term					Half-Term				
		LIVING IN THE WIDER WORLD					HEALTH & WELLBEING							
		Next steps					Independence							
01-Nov	A	Application processes			21-Feb	A	Emergency first aid (alcohol/drugs)			06-Jun	B			
08-Nov	B	Skills for further education			28-Feb	B	Assessing emergency & non-emergency situa			13-Jun	A			
15-Nov	A	Skills for employment			07-Mar	A	Change, loss, grief & bereavement			20-Jun	B			
22-Nov	B	Skills for future opportunities	Interviews/CV writing		14-Mar	B	Lifestyle cancer links/importance of screening			27-Jun	A			
		RELATIONSHIPS	Communication in Relationships		21-Mar	A	Body cosmetic and aesthetic alterations			04-Jul	B			
29-Nov	A	Personal values			28-Mar	B	Accessing Health Services including sex clinics							
06-Dec	B	Assertive Communication												
13-Dec	A	How to challenge unwanted attention (offline & online)												

U5/Yr11 Long Term Overview 2021/22

This page is intentionally left blank

TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		LIVING IN THE WIDER WORLD			WEEK		RELATIONSHIPS			WEEK		LIVING IN THE WIDER WORLD		
30-Aug	A	Introduction to U6 PSHE			03-Jan		MOCK A LEVELS			20-Apr		Employment Rights and Responsibilities		
06-Sep	B				10-Jan		MOCK A LEVELS			25-Apr		(Financial advice - external speaker)		
13-Sep	A	Financial Choices			17-Jan		Self-Concept			02-May		Media literacy and digital resilience		
20-Sep	B	(Planning expenditure & budget)			24-Jan		(Body Image/pressure to conform)			09-May		HEALTH & WELLBEING		
27-Sep	A	Student loans & financial contracts			31-Jan		Bullying, Abuse and Discrimination			16-May		Mental Health & Wellbeing		
04-Oct	B	(Gains & risk of debt/gambling)			07-Feb		(Aggressive social situations)			23-May		(Exam anxieties/managing stress)		
11-Oct	A	Drugs, Alcohol & Tobacco/consent					(Celebrate LGBTQ+ History Month)							
19-Oct	B	(Impact of use & associated risks)			Half-Term					Half-Term				
							HEALTH & WELLBEING							
Half-Term					21-Feb		Healthy Lifestyles			06-Jun		A LEVELS		
		LIVING IN THE WIDER WORLD			28-Feb		(Illnesses that affect young adults)			13-Jun		A LEVELS		
01-Nov		Choices & Pathways			07-Mar		Managing risk & Personal Safety			20-Jun		A LEVELS		
08-Nov		(Presentation skills & Interviews)			14-Mar		Online and offline/first aid			27-Jun				
15-Nov		RELATIONSHIPS			21-Mar		Sexual health			04-Jul				
22-Nov		Relationships and Sexual Health			28-Mar		(Reducing risk of STIs/Accessing advice)							
29-Nov		(Values - respect and emotions)					OFs speaker/Uni Panel							
06-Dec		HEALTH & WELLBEING												
13-Dec		(Exam anxieties/managing stress)												

U6/Yr13 Long Term Overview 2021/22

This page is intentionally left blank

Fire Policy

for both the Junior and Senior Schools

Version number	1.2
Name and appointment of author(s)	Joanne Moore, Bursar Edward Kennedy, Head of Operations
Review Body	SLT, Health & Safety Committee and Full Board of Governors
Last updated	6th November, 2021
Reason for update	periodic review
Last reviewed by SLT	February 2021
Last reviewed by Health and Safety Committee	September 2021
Last reviewed by Governors	
Next SLT review due	June 2023
Next H&S Committee review due	September 2023
Next Governor review due	November 2021
Where available	Freemen's Staff SharePoint site, Governor portal, parent portal, ISI portal

FIRE POLICY

Contents:

- 1) Policy Statement
- 2) Objectives
- 3) Responsibilities
- 4) Fire Risk Assessment
- 5) Fire Management Plan
- 6) Fire Alarm Testing and Maintenance
- 7) Fire Alarm and Emergency Procedures
- 8) Fire Fighting Equipment
- 9) Emergency Lighting
- 10) Fire Training
- 11) Fire Prevention
- 12) Contractors
- 13) Hot Works
- 14) Fire Records
- 15) Arson Prevention Policy
- 16) Fire Policy Documentation Hierarchy

Appendix A –	Objectives
Appendix B –	Key Responsibilities
Appendix C –	Fire Risk Assessment
Appendix D –	Fire Alarm Testing and Maintenance
Appendix E –	Fire Alarm and Emergency Evacuation Procedures
Appendix F –	Emergency Evacuation – Roll Call Procedure
Appendix G –	Fire Fighting Equipment
Appendix H –	Fire Training
Appendix I –	Fire Prevention
Appendix J –	Hot Works
Appendix K –	Fire Records
Appendix L –	Arson Prevention Policy
Appendix M –	Fire Policy Documentation Hierarchy

1. Policy Statement

- 1.1. City of London Freeman's school aims to produce confident, motivated, happy young achievers. As part of this aim pupils need to feel safe, secure and healthy. This document sets out the arrangements for controlling fire risk throughout its site.
- 1.2. The school recognises its duties under the primary regulations of Health and Safety at Work Act etc. 1974 and the Regulatory Reform (Fire Safety) Order (RRO) 2005, to take all reasonable precautions to reduce the risk to employees, contractors and visitors (who may occupy or visit premises under their control); through the implementation of appropriate risk assessments, management plans, protective measures, training/instruction and monitoring.¹
- 1.3. This policy will be reviewed at least every 2 years or in response to any changes in legislation, operations or any significant incidents arising.

2. Objectives

- 2.1. In order to achieve this aim, this policy has been devised for use by staff to ensure that risks from fire are identified and that suitable arrangements are in place to ensure adequate and effective management of fire risks.
- 2.2. The policy adheres to the principles and duties set out under the Regulatory Reform (Fire Safety) Order 2005 and the City of London (HSP 6) Corporate Fire Policy.
- 2.3. More specific objectives can be found at **Appendix A.**

3. Responsibilities

- 3.1. Key responsibilities for the prevention of fire at Freeman's are required under the Regulatory Reform (Fire Safety) Order (RRO) 2005.
- 3.2. Town Clerk shall have overall responsibility for ensuring compliance with Health Safety and fire legislation. He will delegate the role of the Responsible Persons through the chain of command to the Chief Officer-Headmaster. The role of Governors is to challenge and hold the RP to account on all fire related matters.
- 3.3. The role of the Responsible Person will remain the responsibility of all in the command structure, who are formally recorded as delegating their powers. It does not allow for the removal of their responsibility.
- 3.4. The Headmaster is the Responsible Person for Freeman's School and may delegate their

¹ Additional regulations that are FYI:

1. The Environmental Damage (Prevention and Remediation) Regulations 2009 – The regulations ensure that the polluter pays for the most serious types of environmental damage, supplementing any existing legislation such as The Water Resources Act 1991. Environmental damage is identified for three areas: (a) protected species or natural habitats, or a site of special scientific interest (SSSI), (b) surface water or groundwater and (c) land. For water and biodiversity, the definition thresholds are high. Incidents attended by Fire and Rescue Services where the regulations apply are therefore likely to be rare. Thresholds for land damage are lower and it can be expected that more incidents attended by FRSs where land damage occurs will be covered by the regulations.

2. Civil Contingencies Act 2004: Section 2(1) states, among other things, that FRAs shall maintain plans for the purpose of ensuring that if an emergency occurs or is likely to occur the FRA is able to perform its functions so far as necessary or desirable for the purpose of preventing the emergency, reducing controlling or mitigating its effects or taking other action in connection with it.

3. Fire and Rescue Service Operational Guidance – GRA 3.4 – Fighting Fires in Open Rural Areas (June 2011) examines the hazards, risks and controls that relate to Fire and Rescue Service personnel, the personnel of other agencies and members of the public when fighting fires in open rural locations including grass, moor land crop and forest fires.

powers/ duties to others by formally recording.

- 3.5. They shall ensure that adequate resources are made available to implement the policy and carry out any remedial action or amendments to this policy.
- 3.6. They are to ensure every H&S meeting has fire as an agenda item (Standing order).
- 3.7. The responsibilities for the Headmaster can be found at **Appendix B**.
- 3.8. The responsibilities for associated key personnel, including the Deputy Head's absence and competent persons can be found within the Fire Management Plan.

4. **Fire Risk Assessment.**

- 4.1. Fire Risk Assessments (FRA) are a requirement of the Regulatory Reform (Fire Safety) Order (RRO) 2005 and are a structured approach to determining the risk of fire occurring in a workplace or from a work activity, and identifying the precautions necessary to eliminate, reduce or manage the risk. Key actions within the FRA can be found at **Appendix C**.

5. **Fire Management Plan (FMP).**

- 5.1. The purpose of the FMP is to ensure that the staff in the school know what to do if there is a fire and that the premises can be safely evacuated. A separate FMP has been produced.

6. **Fire Alarm Testing and Maintenance**

- 6.1. Under the Regulatory Reform (Fire Safety) Order (RRO) 2005 the Headmaster will ensure that where relevant the necessary checking, testing and maintenance arrangements are in place. These can be found at **Appendix D**.
- 6.2. Each of the School buildings has an adequate means of raising the alarm in the event of fire. The fire alarm system is to be tested weekly (including the sprinkler system in Walbrook House) in accordance with the published schedule as above (7.1). This will be managed by the Facilities Manager. The alarm will be activated using a different call point each week, where this is practicable. The test records can be found on site in the FM office.
- 6.3. The fire alarm system will be serviced 6-monthly by the Corporation of London's contractor².
- 6.4. Records of the Planned Preventative Maintenance (PPM) are held on the City's online CAFM system, which can be obtained via the FM as requested. Test records are maintained in a fire logbook held by the Facilities Manager.

7. **Fire Alarm and Emergency Evacuation Procedures.**

- 7.1. The whole of School at all times is to be connected to an alarm receiving centre who will call the Fire service if the fire alarm is activated. If after investigation they are not required the alarm receiving centre can recontact the fire service on 999.
- 7.2. Freeman's Fire Alarm Procedures are written with pictorial instructions that include procedures in the event of fire and emergency evacuations.
- 7.3. The Freeman's Fire Alarm and Emergency Evacuation Procedure Instruction can be found at **Appendix E**.
- 7.4. The Freeman's Fire Alarm and Emergency Evacuation – Roll Call Procedure can be found at **Appendix F**.

² Normally 25% of system every quarter and all detector heads replaced every 10 years, unless otherwise faulty.

8. Fire Fighting Equipment.

- 8.1. The FRA will determine the minimum level of firefighting equipment which must be present in the school premises. Insurance, Building Regulations and Construction Design and Management Regulations (CDM) can offer recommendation to scale and use.
- 8.2. Fire extinguishers, fire hoses, wet and dry risers and/or other fire suppressant systems will be serviced by a competent contractor annually and the service date recorded on each extinguisher/hose reel/system.
- 8.3. A guide of firefighting equipment can be found at **Appendix G**.

9. Emergency Lighting.

- 9.1. Emergency lighting is installed in the school where lighting would continue to be required in the event of a mains power failure e.g. stairs, passageways and emergency exits.
- 9.2. Emergency lighting is battery fed. All the batteries and fittings are tested on a Monthly basis. These records can be found on site in the FM office. The 6 monthly 1.5hr and Annual 3hr discharge test is carried out by the City's contractor's (Skansa) and records are kept on the City's CAFM system.

10. Fire Training.

- 10.1. Staff will be informed of relevant Fire Training instructions to support the overall fire prevention requirement. Key instructions can be found at **Appendix H**.

11. Fire Prevention.

- 11.1. The School takes all reasonable precautions to prevent a fire from breaking out and recognises that for a fire to take place oxygen, flammable materials and a source of ignition must all be present. The processes of prevention are aimed at preventing one or more of these elements being together. Key preventative measures can be found at **Appendix I**.

12. Contractors³.

- 12.1. All Contractors and any person who controls the way the contract is carried out, are to ensure, so far as is reasonably practicable, that the risk of injury from fire or explosion that might arise from such work is prevented or adequately controlled.
- 12.2. The Facilities Manager is to instruct the contractor of fire precaution arrangements and any relevant site rules e.g. a no smoking site. In turn the contractor is required to cooperate with the Facilities Manager and communicate any new fire risks that they may introduce during the work activity. During project works the principle contractor is briefed about site rules and measures, which they must adhere to. The control and responsibility of daily activity is then handed over to the contractor's project and site managers accordingly.

13. Hot Works.

- 13.1. All hot work generating heat, sparks or flames can cause a fire. To avoid this, they are to be eradicated by design and they are not allowed in listed buildings. If authorised through

³ Procedures for Contractors on School Premises Policy.

City of London Corporation, necessary precautions must be put in place to minimise any possible risk. Key instructions to follow can be found via the CoL Guidance Note 78 and at **Appendix J**.

14. **Fire Records.**

14.1. Necessary fire records must be maintained for 6 years as part of statutory compliance. The details can be found at **Appendix K**.

15. **Arson Prevention Policy.**

15.1. Arson, as defined by the Criminal Damage Act 1971, is “the unlawful damage by fire of property belonging to another”. Freemen’s School aims to minimise the risk of arson, both during and after work hours, which may result in personal injury and damage to school property. A five-point action plan can be found at **Appendix L**.

16. **Fire Policy Documentation Hierarchy.**

16.1. A hierarchy of the necessary documentation to support this policy can be found at **Appendix M**.

Appendix A

OBJECTIVES

1. To allow the school to meet its property management aims and objectives.
2. To ensure that the School Fire Risk Assessment (FRA) (yearly mandated or on significant changes) is regularly reviewed.
3. To ensure that a School Fire Management Plan (FMP) has been formulated in order to reduce the potential for fire and to detail the measures that Freeman's implements to provide a safe environment for all staff, pupils and visitors.
4. To ensure that construction or engineering schemes are prepared to adequately control the risk of fire occurring or spreading.
5. To ensure all departments implement, manage fire prevention and fire precaution arrangements as per their responsibilities.
6. To maintain suitable and sufficient fire precaution records.
7. That appointed contractors/persons who carry out risk assessments, management plans, control measures and monitoring strategies are competent.
8. To ensure staff are competent to undertake their fire prevention and fire precaution duties.

Appendix B

KEY RESPONSIBILITIES

Headmaster

The Headmaster acts as the Responsible Person under the Regulatory Reform (Fire Safety) Order (RRO) 2005.

Statement of Intent

Headmaster is committed to:

1. Preventing accidents and incidents including fire incidents and emergencies.
2. Compliance with statutory requirements as a minimum.
3. Assessing and controlling the risks that arise from our work activities.
4. Providing a safe and healthy working and learning environment.
5. Ensuring safe working methods and providing safe working equipment.
6. Providing effective information, instruction and training.
7. Consulting with employees and their representatives on fire and risk management.
8. Monitoring and reviewing systems and prevention measures to ensure their effectiveness.
9. Setting targets and objectives to develop a culture of continuous improvement.
10. Ensuring adequate resources are made available for Fire/Health and Safety issues, so far as is reasonably practicable.
11. Ensure concerns are formally recorded and senior responsible persons are alerted to concerns including School Governors.
12. A Fire Safety Management System will be created to ensure the above commitments can be met.
13. They will delegate to other nominated staff the following key responsibilities:-

Key Responsibilities are as follows;

1. A suitable and sufficient site FRA has been carried out and control measures implemented.
2. A suitable and sufficient FMP (including evacuation procedures) is in place and communicated to relevant stakeholders.
3. A suitable means is provided for sounding the fire alarm.
4. Systems are in place for testing of the fire alarm, from a different call point, each week.
5. Adequate means of escape are always provided for all staff, pupils and visitors including those with disabilities and any other people on site when the premises are in use.
6. Furniture and equipment is arranged to allow easy access to a means of escape;
7. Fire doors (that break the building up into small units to stop the spread of fire and smoke) are kept in a good condition and are not left in a position (e.g. propped open) in a way that would compromise escape.
8. Appropriate firefighting equipment is provided. The number and type of equipment can be decided as a result of the FRA.
9. Information, instruction and training is provided to all staff and managers, fire action notices must be displayed.
10. The School Fire Logbook (FLB) book is maintained and kept up to date.

11. Fire incidents and unplanned activation of the fire alarm systems are reported on the Corporation of London accident/incident reporting system (Tel 020 7332 1920).
12. Responsible for arranging regular fire drills and required to identify the numbers of safety fire marshals and Lead Safety Marshal, ensuring that they know their specific role when the fire alarm is activated.
13. Arrange regular (termly) fire precaution inspections to be carried out by the Head of Operations and/or the Facilities Manager. A key focus is on the clear emergency exit routes, removal of rubbish within Depts and the removal of pupil's bag in corridors.
14. Ensure that before any hot works such as blow torch cutting, welding etc. commence, that the activity is assessed and a permit to work is in place aimed at removing or reducing the risks. The key direction is to eradicate the requirement of hot works by design.

Bursar / Head of Operations - Lead Safety Marshal

15. The Lead Safety Marshal has the responsibility for maintaining and ensuring the local implementation of the school fire procedures. They will act as the deputy in the absence of the Headmaster

Deputy Headmaster - Assistant Lead Safety Marshal 1

16. The Assistant Lead Safety Marshal 1 has responsibility for maintaining and ensuring the local implementation of the school fire procedures for all **staff** on site. Key responsibilities can be found in the Fire Management Plan.

Deputy Head (Academic) - Assistant Lead Safety Marshal 2

17. The Deputy Head (Academic) has responsibility for maintaining and ensuring the local implementation of the school fire procedures for all **pupils** on site. Key responsibilities can be found in the Fire Management Plan.

Head of Operations - Emergency Response Coordinator

18. The Head of Operations has responsibility for maintaining and ensuring the local implementation of the school fire procedures. Key responsibilities can be found in the Fire Management Plan.

Safety Marshals - Heads of Departments

19. Heads of Department are to promote general fire safety awareness in the departments and support Assistant Lead Safety Marshals in the event of a fire or the fire alarm sounding. Key responsibilities can be found in the Fire Management Plan.

Staff

20. Staff are under a general duty to take reasonable care of their own safety, and the safety of people around them, the areas they work in and are responsible for their classroom and work environment i.e. whole school. Employees throughout the departments must play their part in the creation of a safe and healthy working environment for all. Key responsibilities can be found in the Fire Management Plan.

General

21. It is the responsibility of departments to ensure they have sufficient Safety Marshals available and trained to carry out the activities. Normally one Assistant Lead Safety Marshal will control

two Safety Marshals depending on floor layout & size.

22. Departments are to ensure all persons are aware of all escape routes from the premises which can be used in an emergency.
23. Departments are required to ensure security codes are held by Marshals to high security areas, to access and sweep the areas, if no Marshals are available for that area.
24. Department staff are responsible for the welfare of their visitors at all times.
25. The FM, via Reception, will be responsible for contractors' induction on the site and the booking in & out of contracting staff who work freely in the premises. Contractors as part of their induction will report to the assembly point, where they will be crossed checked with reception via radio.
26. Safety Marshals are to direct persons to the nearest escape route and are on no account to commence firefighting.
27. The following table lists the schedule of buildings and the respective safety marshals;

Ser	Building	Safety Marshal Position	Remarks
1	Philp House	HR Manager	
2	Science and Technology Dept	Heads of Science	
3	Art Dept	Head of Art	
4	Sixth Form	Head of Sixth Form	
5	Haywood Centre	Head of Upper School	
6	Ferndale Centre	Head of Drama	
7	Kitchen	Catering Manager	
8	Junior School	Head of Junior School	
9	Boarding House	Head of Boarding	
10	Music Dept	Head of Music	
11	Main House	Head of Sixth Form	
12	Sports Dept	Director of Sports	

Appendix C

FIRE RISK ASSESSMENT (FRA).

Key actions within the FRA are as follows;

1. All the School premises will be subject to an FRA. This is organised through the City of London Fire Dept (CoL Fire Safety Guidance Note 79). The person undertaking the assessment will liaise with Heads of Department where appropriate.
2. The FRA will be reviewed and / or updated by a competent person every 5 years (8 years for Junior School) or in the event of significant changes to the buildings or their usage.
3. A copy of the FRA report will be available on site (from the Bursar) and employees' attention brought to any hazards found in the assessment.
4. Fire hazards will be eliminated, or the risk reduced to as low as is reasonably practical by implementing control measures and safe systems of work.
5. Regular assessments will be made by staff, including the Facilities Manager and cleaning contractor (Sodexo) to ensure that the walkways are kept clear of obstruction and tripping hazards.

Further details can be found in the Fire Management Plan.

Appendix D

FIRE ALARM – TESTING AND MAINTENANCE

- The following Table 1 illustrates the required testing and checking arrangements required under the Regulatory Reform (Fire Safety) Order (RRO) 2005.


Compliance Standard	Applicable Asset/ Testing Parameter	Anticipated Competency Level	Statutory or Best Practice	Frequency of Test, Check or Inspection
Regulatory Reform (Fire Safety) Order BS 9999	Fire Drill	Headmaster	Statutory	Every term; three times a year.
Regulatory Reform (Fire Safety) Order BS EN 50172/BS5266-8	Emergency Escape Lighting Illumination Functionality /RCD Testing	Headmaster	Best Practice	Every month
Regulatory Reform (Fire Safety) Order BS5839-1	Fire Alarm Weekly Test including check on visual and vibrating alarm devices and public address systems that are used during fire evacuation.	Facilities Manager	Statutory	Every 7 days
Regulatory Reform (Fire Safety) Order BS5839-1	Fire Detection and Alarm System Inspection and Testing (Cause and Effect Testing)	Specialist Contractor	Statutory	Every 6 months
Regulatory Reform (Fire Safety) Order BS5306-3	Fire Extinguisher Annual Maintenance	Specialist Contractor	Statutory	Every 12 months
Regulatory Reform (Fire Safety) Order BS5306-3	Fire Extinguisher Extended Maintenance (If not replaced)	Specialist Contractor	Statutory	Every 5 years
Regulatory Reform (Fire Safety) Order BS EN 12845	Sprinkler Maintenance, Inspection and Pressure Testing	Specialist Contractor/ Competent in-house Person	Statutory	Testing and checks in accordance with BS EN 12845 Weekly, 3, 4 and 6 months
Regulatory Reform (Fire Safety) Order BS EN 15004	a. Gas Suppression System Mechanical Test b. Gas Suppression System Hydrostatic Test	Specialist Contractor	Statutory	a. Every 6 months b. Every 10 years

Regulatory Reform (Fire Safety) Order BS 9999	Check on the condition and operation of smoke curtains	a. Facilities Manager b. Specialist Contractor	Best Practice	a. Music Dept every 7 days b. Every 12 months
Regulatory Reform (Fire Safety) Order 9999	Check on condition and function of fire doors	Facilities Manager	Statutory	Monthly check
BS 6651: 1999 (Installed Standard), BS EN62305	Inspection and testing of Lightning Protection System	Specialist Contractor	Best Practice	Every 11 months
Regulatory Reform (Fire Safety) Order BS EN 50172/BS5266-8	a. Emergency Lighting (Full Duration) Test	a. Facilities Manager b. Specialist Contractor	Statutory	a. Monthly – flick test b. 6 and 12 monthly discharge

EMERGENCY EVACUATION PROCEDURES

If you discover a fire or one is reported to you the following actions must be carried out;



1. Break the nearest fire emergency call point.
2. If you hear a continuous fire alarm bell:
 - 2.1. Leave the building and make your way to the School Emergency Muster Point (Grass area in front (North side) of Main House, below the Italian Gardens).
 - 2.2. Do not enter or re-enter any building until told to do so by the Headmaster, the Bursar or a member of SLT.
3. All staff should familiarise themselves with where emergency exits  and fire alarm emergency call points are, in relation to where they work and in their routes around the School. There will be no time to consult lists once an emergency occurs.
4. If pupils hear or sound the alarm, they should evacuate the building and inform the first member of staff that they see. It is the responsibility of everyone under health and safety to respond to any event and act by notifying others.
5. Please ensure you know the full address.
Freemen's School, Park Lane, Ashted, Surrey, KT21 1ET.
6. When calling 999 give as much detail as possible (your telephone number, full address and exact location of the fire event or other service required) e.g.
There is a fire on the 1st floor of Main House, it is in our kitchen.
We have two fire alarm zones operating.
I can or cannot confirm that all people have evacuated safely.
The rendezvous point is the front entrance of the School where a member of staff will meet you with our fire logbook.
They will be able to identify all risks associated with the building and hazards that emergency personnel may encounter.
7. Do not let the operator terminate the call until this information is given, even if you must ring them back. Expect to be questioned in more detail, than when placing a normal call so they can make an operational decision, based on the information you supply.

General

1. At all times the whole school is to be connected to an alarm receiving centre, who on receiving the fire alarm signal from the school, will call the fire service. If after investigation they are not required the alarm receiving centre can recontact the fire service on 999 and stand them down.
2. Fire drills will be held every term at Freeman's School.
3. A night-time evacuation of Walbrook House will also occur every term.
4. The fire alarm system will be tested between 0750hrs and 0800hrs every Wednesday (unless otherwise arranged and informed to all staff by Head of Operations / Facilities Manager).
5. The alarm, when on test, will be sounded for up to 2 mins. If the alarm becomes continuous or it is activated at any other time (unless previously arranged by Head of Operations / Facilities Manager), then you must evacuate, following the procedures below.
6. Written records of fire / evacuation drills will be recorded and maintained in the FLB which is kept by the Facilities Manager.

Lead Safety Marshal - Bursar / Head of Operations

7. Assume control in the event of the fire alarm signal being activated.
8. Ensure the Fire Service have been called.
9. If possible, check the alarm panel to identify which zone has been activated.
10. Proceed to the Evacuation Point (away from general staff and managers).
11. Cross check information from Assistant Lead Safety Marshals of Personal Emergency Evacuation Plans (PEEP)⁴ and list of buildings confirmed clear.
12. Receive reports from Assistant Lead Safety Marshals concerning staff / pupils accounted for or missing.
13. Consider welfare of staff and ensure one first aid kit with oxygen is available at the main Evacuation Assembly Point (provided through the medical centre).
14. Brief Headmaster of the incident.
15. When the all clear is received from the Fire Service, brief key Managers for a return to duties. Always consider a possible 3 stage phased entry:
 - 15.1. Key staff to open up / reinstate.
 - 15.2. Key Managers to re-enter, open their departments and brief staff/pupils following in.
Then followed by visitors and members of the public.

Assistant Lead Safety Marshal 1 - Deputy Head

16. In the event of a fire or the fire alarm sounding the Assistant Lead Safety Marshal 1 is to immediately make their way to the agreed Emergency Evacuation Point to receive reports from the respective Safety Marshals and report the **staff** roll call to the Lead Safety Marshal (Bursar).
17. Be aware of staff welfare, do not keep staff out in inclement or excessive hot weather any longer than is necessary (consider moving assembly point and notify Lead Safety Marshal).

Assistant Lead Safety Marshal 2 - Deputy Head (Academic)

18. In the event of a fire or the fire alarm sounding the Assistant Lead Safety Marshal 1 is to immediately make their way to the agreed Emergency Evacuation Point to receive reports from the respective Safety Marshals and report the **pupils** roll call to the Lead Safety Marshal (Bursar).
19. Be aware of pupil welfare, do not keep pupils out in inclement or excessive hot weather any longer

than is necessary (consider moving assembly point and notify Lead Safety Marshal).

Emergency Response Coordinator - Head of Operations

20. Act as Emergency Response Coordinator or Lead Safety Marshal (see above)
21. Lead on managing the incident with assistance from the Facilities Manager and the Maintenance Team (ERT).
22. To filter information on the incident to the Lead Safety Marshal (Bursar) or the Headmaster.

Heads of Departments (Safety Marshals)

23. Clear the department that they are responsible for, checking all rooms including toilets, locker & shower rooms regardless of sex. After shouting appropriate warning prior to entry.
24. Close doors and windows if time permits.
25. Direct person to the nearest fire exit.
26. Keep people calm as they evacuate.
27. Do not allow re-entry for any reason.
28. Direct evacuees to the Emergency Evacuation Point.
29. Report to the respective Asst Lead Safety Marshal if they believe someone is unaccounted for/trapped in a building.
30. In the absence of a "buddy system" assisting disabled people to Safe Area/Refuge.
31. When at the assembly point, standby to assist Assistant Lead Fire Marshals.

Facilities Manager

32. The Facilities Manager is to deploy immediately to the fire alarm panel in Philp House / Gatehouse and coordinate the Emergency Response Team (ERT) provided by the maintenance team.
33. The Facilities Manager is to be the liaison person with the emergency services and coordinate any request they may have as they arrive on site (directing to, unlocking buildings).
34. The Facilities Manager is to verbally update the Head of Operations on the situation as it develops and wait for further instructions.
35. Only when verbally instructed to do so by the Head of Operations or person in charge (SLT Staff member) instruct the ERT to silence the fire alarm and try resetting the system.
36. On completion of the incident, record the necessary details in the Fire Alarm record book.

Maintenance Team

37. The Maintenance team will act as the Emergency Response Team (ERT).
38. Under direction from the Facilities Manager they will deploy no less than 2 people, with handheld radios, to respond to the fire alarm in whichever building the fire alarm has been activated in.
39. At all times, when it is safe to do so, provide verbal situation updates back to the Facilities Manager / Head of Operations or person in charge (SLT Staff member) via handheld radios.
40. First to arrive at the fire alarm panel will take control and identify the area of activation from the panel and by using the building fire alarm zone map, whilst also obtaining as much information as possible from people leaving.
41. View outside for possible smoke ingress into the building.
42. They will then move carefully together to the area where the alarm has been activated. One is to investigate and the other to stay back observing the person carrying out the investigation from a safe distance, whilst reporting back to the Facilities Manager / Head of Operations or person in

charge (SLT Staff member)

43. If a fire is identified, then leave the building immediately and be prepared to provide information to the emergency services.
44. If no fire is apparent, then examine the floors above or below and conduct a room by room search.
45. Only when verbally instructed to do so by the Facilities Manager / Head of Operations or person in charge (SLT Staff member), silence the fire alarm and try resetting the system, following the instruction book supplied by the manufacturer.
46. If the reset is taken by the alarm panel i.e. the system resets, await 5 minutes prior to allowing staff and pupils to re-enter the building.
47. If it reactivates, a further investigation of the appropriate area is to be conducted again as per para. 17 -23 above.
48. If it has been confirmed as a false alarm, the FM is to request, through Skanska (using the service desk action of priority code 'P1), the attendance of the fire alarm engineering company to attend and investigate the cause and repair the fault.

Gatehouse

49. The Gatehouse is manned by Sodexo staff between 0730hrs and 1700hrs during weekdays in term-time and between 0830hrs and 1600hrs during half terms and holidays apart from the Christmas closedown.
50. Outside of the times there is a security guard located in the Gatehouse (precise timings can be confirmed through Head of Operations / Facilities Manager for security purposes).
51. The duty receptionist (Sodexo) is to record all activities relating to the incident in the daily log book.
52. The duty receptionist is to look at the main fire panel located on the wall in the gate house and identify where the fire alarm has been activated from. They are then to inform the Head of Operations / Facilities Manager and Maintenance team, via radio, of the location of the fire alarm activation and any further information they may have relating to the situation.
53. The duty receptionist is to answer the alarm monitoring company's call (should be received within 60 secs) and provide the necessary information according to the situation.
54. If the alarm monitoring company does not call in 60 secs call 999 and request the fire service.
55. If the fire has occurred in the Gatehouse or Philp House, leave the building ASAP and take your radio with you.
56. If the alarm has been set off in another building, and it is safe to stay;
 - 56.1. The duty receptionist stays in the Gatehouse and mans the telephone, radio and security barrier (which should always be closed except for emergency services access).
 - 56.2. A second Sodexo Gatehouse Staff member (in a Hi-Viz jacket) goes to the main gate, closes it and informs visitors that there is an incident, there is no access granted and they will have to come back in 30 mins.
 - 56.3. The entrance is always to be manned during an incident to ensure free access is available for emergency services but no other vehicle or personnel access or exit is granted.
 - 56.4. The remainder of the Gatehouse Sodexo staff are to leave the building and go to the Emergency Evacuation Point and report to the Sodexo General Manager.
57. Reception will be responsible for contractors' induction on the site and the booking in & out of contracting staff who work freely in the premises. Contractors, as part of their induction, will report to the Emergency Evacuation Point.
58. The attendance book is to be taken to the Emergency Point, where it will be crossed checked with contractor's present.

59. If it has been confirmed a false alarm (to be issued verbally only by the Bursar, Head of Operations of Facilities Manager) then the fire brigade DOES NOT need to come to site. Tell this information to the monitoring company or call 999.
60. Unless there are examinations in progress (check calendar) the whole school should be evacuated once the alarm is sounded. This is to ensure that secondary fires (rare but possible) are covered. In the event of examinations being in progress the areas affected by fire will be zoned and evacuation tailored accordingly (see section below).

Staff and Pupils

61. All staff and pupils should evacuate buildings immediately, not collecting any belonging, without the use of lifts, and move **silently** and in an orderly manner to the School Emergency Evacuation Point.
62. Teaching staff are responsible for escorting their pupils safely out of the building in silence and in an orderly fashion. They are responsible for conducting a head count on arrival at the Emergency Evacuation Point, and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the respective Assistant Lead Safety Marshal. It is the responsibility of the Bursar to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.
63. Pupils and staff evacuating buildings must **keep all roadways clear for emergency vehicles** entering the grounds. The exception to this is if there is a hazard that means that it would be safer to walk on the road.
64. Pupils should line up by form **in silence**.
65. Notices beside Fire Call Points will be displayed in each building of the School premises detailing the action to take in the event of a fire and highlight the Emergency Evacuation Point to evacuate to in an emergency.
66. There are adequate means of escape for all occupants of the school premises. These means of escape are clearly signed with pictograms. The means of escape will be regularly inspected by the Maintenance Team to ensure they are kept clear of obstructions and tripping hazards.

Disabled Persons / Persons with access needs

67. Where disabled persons use the premises, specific arrangements will be made by the department staff to ensure they can escape in an emergency.
68. Staff should be assisted to the nearest 'Refuge Point'. An adult should remain with them and their location made known to the Deputy Headmaster. For staff and pupils there will be a PEEP in place.
69. Visitors will be catered for appropriately by the person they are visiting, and the staff sponsor will be responsible for them whilst on the premises.

Music School during Productions

70. Prior to any major evening performance involving the use of the Music School, the following actions should be undertaken:
 - 70.1. The Director of Music **must** unlock the sliding glass doors in the front foyer of the building to provide additional escape routes.
 - 70.2. All performers on stage **must** be informed that their first escape route is the fire door (stage right facing the audience).
 - 70.3. Those manning the lighting box should be informed that all house lights should be brought up in the event of the alarm sounding.

70.4. All emergency announcements to the audience should be made in person from the stage. An adult (usually one of the Front of House team) is nominated to make the following announcement and to guide people to the emergency evacuation point after the evacuation has begun. They should meet the Fire Brigade and assist them as required.

‘Ladies and gentlemen. The bells that you are hearing are the fire alarms. There is no immediate danger. However, for your safety we must evacuate the Theatre until the location and nature of the problem can be determined. Please go to the exit nearest your seat and follow the ushers to safe areas outside the building. The performance will resume once it has been determined there is no danger’.

Fire Alarms at weekends, holidays and between 1700hrs and 0730hrs

71. Any member of staff discovering a fire outside normal school times should call the Fire Brigade by dialling (9) 999.
72. On hearing a continuous alarm within a building, you must evacuate, and all pupils and staff must report to the Emergency Evacuation Point as detailed below.
73. Registers will be used if available. In addition, a full list of staff and pupils is held in the gatehouse.
74. On a School day between 1600hrs - 1800hrs and between 0730hrs – 0830hrs, it is likely that many Day Pupils and staff will still be on site, but it will not be possible to take a full roll call. Evacuation must take place as usual and pupils or staff arriving at School must not enter a building where the alarm is sounding.
75. During these times the first member of staff reaching the Emergency Evacuation Point should take charge of the situation and keep pupils calm and quiet until a member of the Senior Leadership Team arrives who will then take over from them. A member of the school support staff with access to the radio network (usually the catering duty manager or maintenance staff) will also attend the evacuation area as soon as possible to notify them when it is safe to give the ‘all clear’ message.
76. Pupils and staff must not re-enter buildings until dismissed by the nominated Lead Safety Marshal.
77. At night time, between 6pm and 7.30am, Walbrook House boarders should collect footwear and warm clothing and assemble outside the boarding house for roll call by House Staff, keeping roadways clear for access by emergency services. At all other times boarders must follow the whole school evacuation procedure.

Emergency Evacuation during Public Examinations

78. Should the fire alarm sound whilst an exam is in progress call the exams office (or a member of SLT) using the emergency (mobile) phone provided 01372 822495 and locate all attendance registers. The available exams office staff will come over to help if this is appropriate.
79. If a fire alarm is activated elsewhere on site, the Maintenance Team will investigate the Sports Hall alarm panel, and silence the alarm. The rest of school act normally and evacuate on alarm sounding.
80. If a false alarm elsewhere on the site there is no need to evacuate.
81. If a real fire is elsewhere but no threat to people in the Sports Centre, candidates are to carry on the exam. Everyone else in Sports Centre will evacuate to the Emergency Evacuation Point.
82. If a real fire is elsewhere that is a threat to people in the Sports Centre, then evacuate the building immediately.
83. The senior invigilator will have a list of all those in the exam hall (incl. invigilators) this will be

given to someone to take across to the emergency evacuation point so that everyone can be accounted for on site.

84. In the case of evacuation, the lead invigilator / examiner will:
 - 84.1. Tell students to ***stop writing immediately*** (or in the case of an aural exam stop the tape and tell students to stop talking immediately).
 - 84.2. Take a note of the time the students stopped writing/speaking.
 - 84.3. Locate the attendance list/registers.
 - 84.4. (If in the Sports Hall) send a member of the invigilation team to check if the changing rooms are clear by opening each room door and announcing as loudly as possible that “any occupants must leave the building immediately as the main hall door will now be locked”. They should then return to the main hall, locking the door behind, and exit through the sports hall fire exits ensuring all students have left the building. This will ensure the integrity of the exam papers is intact.
 - 84.5. Tell students ***they will be asked to leave the room in silence, by exam group and in the order that they are sitting and remain in this order throughout. All papers, equipment and personal belongings should be left in the Sports Hall. As exam conditions still apply they should leave and remain in complete silence.***
 - 84.6. If possible, the lead invigilator should allocate a group of students (by exam) to invigilators to escort to the tennis court (some may need assistance). Each group should be kept separate from the rest of the school and from each exam group. ***Everyone should be kept in strict silence.*** Please be very vigilant and make it clear that students should not confer.
 - 84.7. Each invigilator should check off the students against an attendance list and report to the lead invigilator/exam office staff who will then report to the Deputy Head (Academic).
 - 84.8. On return to the exam room, and when students are ready to resume, take a note of the start time and the lead invigilator will re-start the exam.
 - 84.9. Please fully complete the special instructions form once back in the Sports Hall.
85. At no point should you put your own or others' lives at risk whilst carrying out these procedures.

Open Events

86. To ensure there are no ‘falsely activated fire alarms’ within the Science Dept during key open events the following procedures must be observed and all Dept's are to take collective responsibility for ensuring they are in place prior to such an event:
 - 86.1. Dates of open events outside the school day flagged at the earliest opportunity to Science HoDs.
 - 86.2. The Science HoDs will, well in advance, put in a request for maintenance to isolate alarms in labs where experiments are conducted outside the normal working day.
 - 86.3. Staff are briefed about being on fire-watch and how to raise the fire alarm manually (Facilities Manager and Head of Chemistry to liaise about this initially, and each Science Block HoD to provide training to his/her team).
 - 86.4. Maintenance will confirm to Science Dept staff once the alarms have been isolated.
 - 86.5. Experiments / cooking can commence.
 - 86.6. Maintenance to confirm to Science Dept that alarms have been re-activated after the event.

Secondary Evacuation

87. In extreme weather, a member of the Senior Leadership Team may order the evacuation of the School to the School Sports Hall.
88. The Fire alarm panel is to be checked and the building swept prior to all persons entering. In this event,

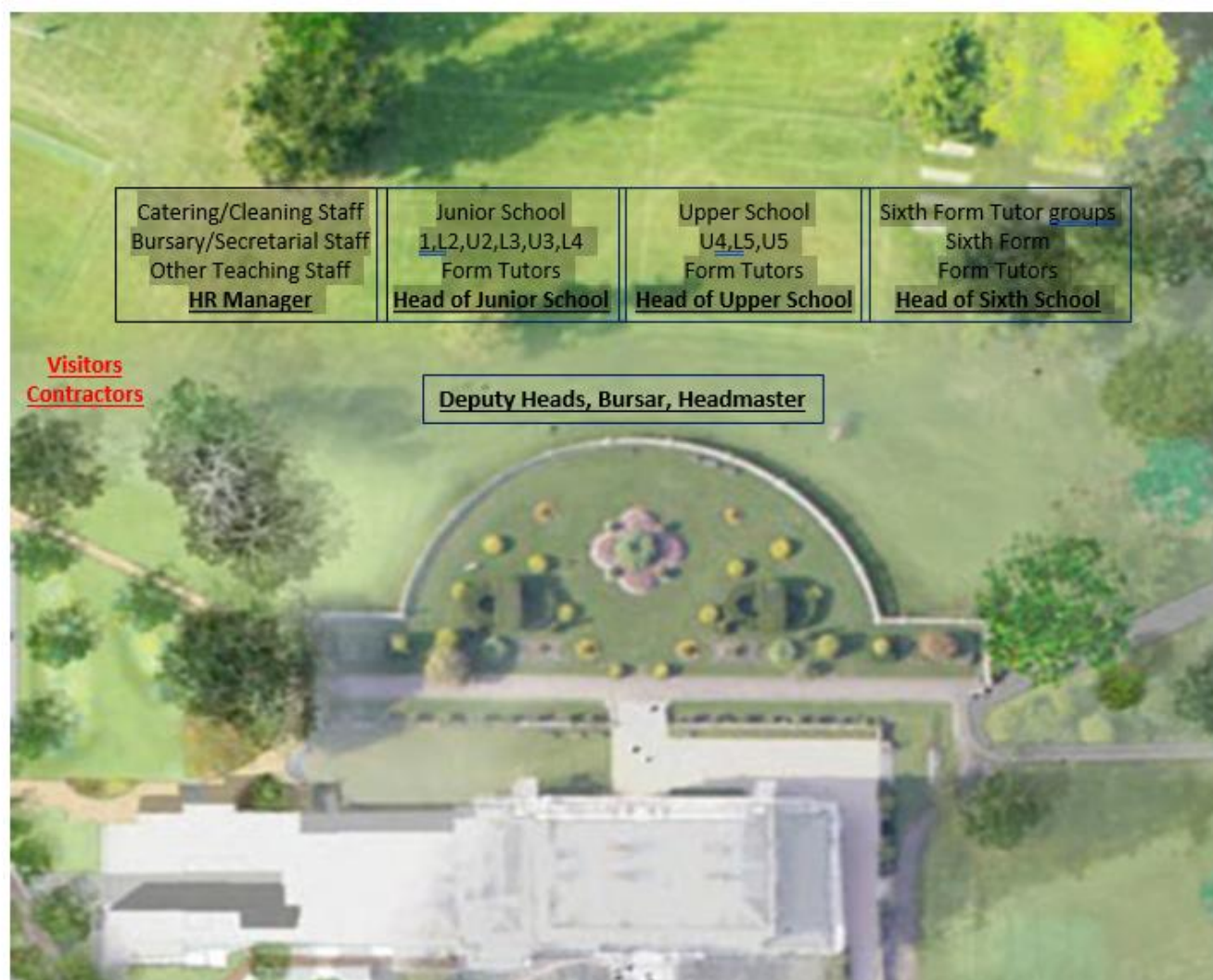
the Junior School will lead off first and make their way to the far end of the Sports Hall. Pupils and staff will assemble following the same pattern as on the field. Pupils should face the balcony.

Fire Brigade

89. The master fire panel that shows the location of all the alarm call points on the networked alarm system in the school buildings is in the front entrance of Philp House.
90. Fire crews attending will not be familiar with the local geography of the School site or type of premises, which in some case will be beyond training they will have received.
91. Access to the Gerda Emergency Plans Boxes are to be via the Gatehouse. The keys are in the Gatehouse keypress or provided by the Facilities Manager.

Freemen's Emergency Evacuation Point

92. The following layout is to be adhered to for all Staff, Pupils, Visitors and Contractors during a fire / emergency evacuation:



FREEMEN'S EMERGENCY EVACUATION – ROLL CALL PROCEDURE

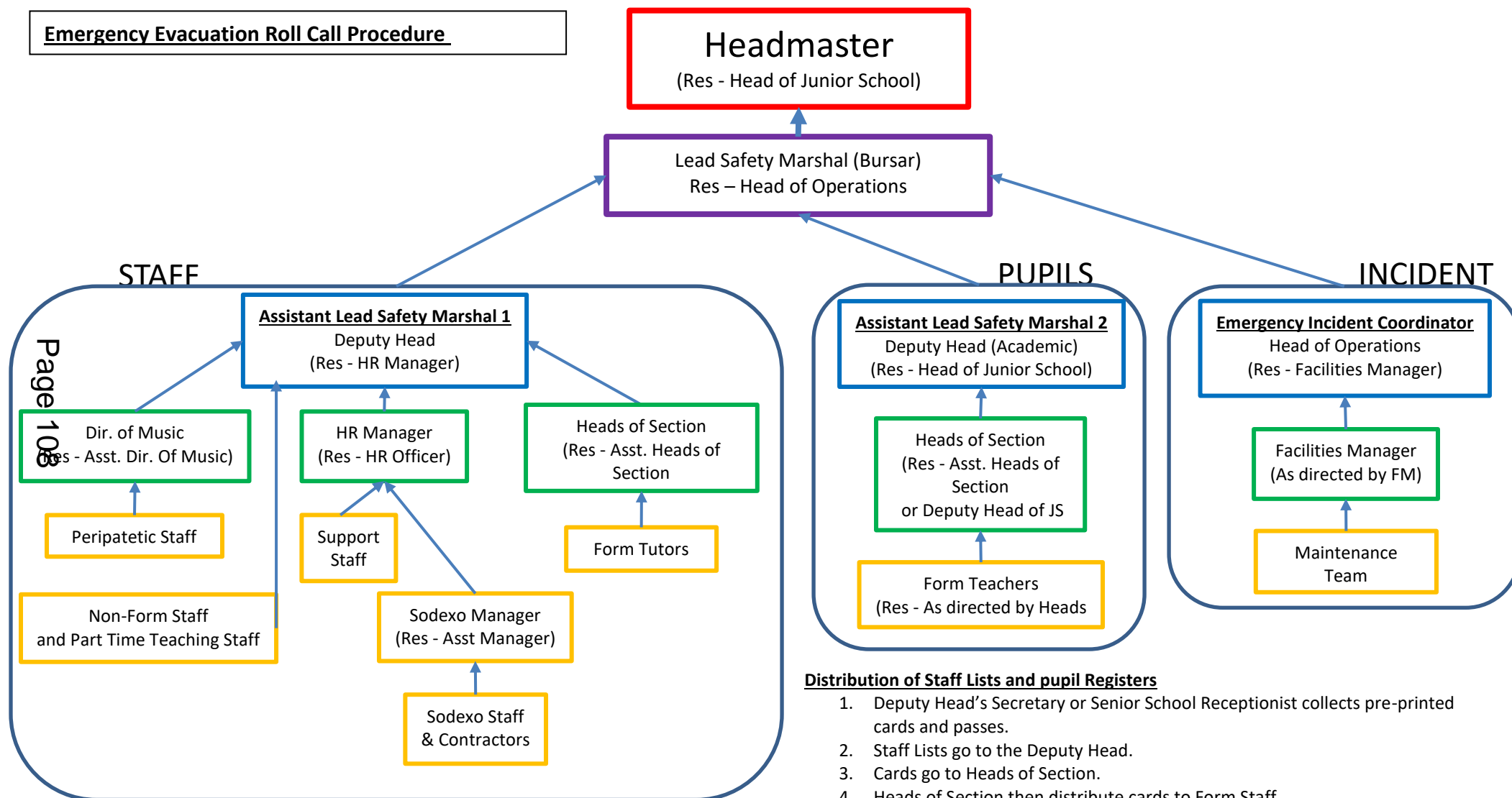
1. Please examine Diagram 1 below showing the chain of command during an emergency evacuation.

*Full-time teaching staff must sign out if they leave the site during the School Day.
Part-time staff also need to indicate to a colleague or Head of Department when they are leaving the site.*

2. All personnel should remain in position until dismissed by the Headmaster or a member of the Senior Leadership Team.
3. **Mustered Secretaries** should bring out Register Cards, Fire Drill clipboards and signing out books. Once you have handed out your register cards, please report to the HR Manager and then join the appropriate member of the SLT to give assistance.
 - 3.1. Senior School Receptionist – SKB and RPD
 - 3.2. Deputy Head's Secretary – SMB
 - 3.3. Deputy Head (Academic) Secretary – APM
 - 3.4. Junior School Secretaries – MWR
4. **Junior and Upper School Form Tutors.** If you are the first member of staff from your year group to arrive at the Emergency Evacuation Point, you should collect the Register Cards for your year from the Senior School Receptionist or Junior School Receptionist and then distribute them to your year group as your colleagues appear.
5. **Sixth Form Tutors.** You should collect the Form List from the Senior School Receptionist, mark it and hand it to the Head of Section. Signing out sheets need to be consulted and missing pupils identified, and appropriate action taken. All Tutors undertake a roll call of their respective forms. Pupils should respond to the roll call by answering 'Here' and lifting their hand. Mark present pupils on your Register Card then return your card to your Head of Section. Thereafter, they should return to stand with their form.
6. **Staff without Forms, including part-time teaching staff.** You should report to the Deputy Head. It will be assumed that part time staff are on site if it is during their usual working pattern, unless otherwise notified. If you have covered a Form for an absent colleague, you must register them before reporting to the Deputy Head.
7. **Heads of Section.** Collect your clipboard with Form checklist and the absence list from the Deputy Head (Academic) Secretary. Receive all the Registers and Form Lists from your section and check off any unaccounted pupils on the Cards against the absence list. Tick each Form's Register Card off as received and note down the name of any pupil who is still unaccounted for on the checklist. When all Registers and Form Lists have been received, pass on the checklist to the Deputy Head (Academic) to indicate that all pupils are accounted for except where listed.
 - 7.1. Heads of Section and Deputy Heads need to be in line of sight of each other. After communicating necessary information, please do not cluster around them for any longer than is necessary.
 - 7.2. Heads of Section should check any absentees against signing out books and then report pupil attendance to the Deputy Head (Academic) and staff absence to the Deputy Head.

8. **Non-teaching Staff (except Maintenance and Gatehouse staff).** Report to the HR Manager, then move away and quietly wait at the South West corner, below the Italian Gardens.
9. **Maintenance and Gatehouse staff.** You should report to the Gatehouse, unless tasked by the Facilities Manager to act as the ERT and investigate the building where the alarm has been activated. Your attendance will be communicated to the FM / Sodexo General Manager by radio.
10. **Peripatetic Music staff.** You should report to the Director of Music, then move away and wait at the South West corner, below the Italian Gardens.
11. **Sodexo Cleaning and Catering staff.** You should report to the Sodexo General Manager, then move away and wait at the South West corner, below the Italian Gardens. Kitchen staff are to make the kitchen safe before leaving the building.
12. **Unaccounted Staff.** Names of unaccounted teaching and non-teaching **staff** should be forwarded to the Assistant Lead Safety Marshal 1 (Deputy Head).
13. **Unaccounted Pupils.** Names of unaccounted **pupils** should be forwarded to the Assistant Lead Safety Marshal 2 (Deputy Head (Academic)).





Emergency Evacuation Roll Call Procedure



In the event of an emergency school evacuation, all staff and pupils will assemble on the field below the Italian Gardens and report to the person above them in the chain of command

FIRE FIGHTING EQUIPMENT

1. There is no obligation on staff to attempt to control a fire by using extinguishers. The prime responsibility of staff is to escort pupils to safety. If staff do use firefighting equipment, they should take no risks with their own safety and should check the labels on the equipment. Remember the following (including water mist and special catering firefighting equipment):

If extinguishers contain:	They are best used against fires involving:
Water/mist 	Used against Wood, paper, plastics. Most common and have a hose attachment and are colour coded Red;
Carbon Dioxide 	Flammable liquids e.g. oil & petrol and electrical Have a funnel shaped attachment and are colour coded Black
Foam 	Flammable liquids e.g. oil & petrol Have a hose attachment and are colour coded Cream
Dry Powder 	All of the above Have a hose attachment and are colour coded Blue

2. Be aware:
 - 2.1. Fires involving electricity are best extinguished by turning off the power and using carbon dioxide or dry powder extinguishers. Do not use water or foam-based extinguishers.
 - 2.2. Water based extinguishers should not be used on flammable liquids such as fat, oil or petrol.

Appendix G

FIRE TRAINING

1. The following guidelines / instructions are listed to provide the necessary training requirements in the event of a fire or an emergency.
2. Staff are to be advised of the following:
 - 1.1. Fire action arrangements
 - 1.2. Location of fire exits
 - 1.3. Location of firefighting equipment
 - 1.4. Name of "local" Safety Marshal
 - 1.5. Location of fire risk assessment/s and fire management plan
 - 1.6. The importance of fire/smoke doors and the need to close all doors at the time of a fire and on hearing the fire alarm
 - 1.7. Evacuation routes and the method of escorting members of the public to a place of safety
 - 1.8. The locations of refuge areas (if any are provided).
2. Pupils will be informed of exits and escape routes.
3. All employees must also complete the Corporation's on-line fire safety training and repeat the training at least every 4 years.
4. All employees are to participate in Fire Drill/Evacuations. Fire Drills will be organised by the Deputy Head and be undertaken across a selection of times in line with the shift patterns of the School.
5. Safety Marshals must attend fire warden/ marshal training every 3 years which includes use of fire extinguishers. In addition, Safety Marshals are to attend local fire safety site briefings which will advise them on their specific fire management plan duties.

Visitors and contractors

6. On arrival at the School they will receive a briefing to ensure that they are aware of the policy procedures and assembly point in the event of an evacuation.
7. For events with large numbers of attendees, such as Prize Day, Sports Days, Open Days and Concerts an announcement will be made at the beginning of the event regarding evacuation arrangements.

New Employees

8. All new employees must be informed of the fire safety provisions that are relevant to their workplace. Their line manager is responsible for ensuring on the employees first day they are made aware of these provisions and it is recorded on their induction document.

Buddies and Evacuation Chair "Carriers".

9. Staff who have volunteered to support disabled persons are to participate in any relevant evacuation training organised for the site. The Facilities Manager will arrange training based on employee PEEPs and visitor Guest Emergency Evacuation Plans (GEEPs).

Appendix H

FIRE PREVENTION

1. To ensure the processes are being implemented the Headmaster, Bursar, Head of Operations, Facilities Manager, Head School keeper and Heads of Department will:
 - 1.1. Always comply with relevant regulations on the storage, transportation, handling and disposal of flammable materials and oxidisers e.g. chemistry (including hazardous substances etc);
 - 1.2. Regularly inspect all the areas where there are potential sources of ignition and ensure that no flammable materials are stored close by;
 - 1.3. Maintain awareness through training and refresher training of the preventative steps that need to be taken;
 - 1.4. Consult regularly with the fire marshals;
 - 1.5. Include fire prevention and evacuation procedures during the inset days and the induction process with all new starters;
 - 1.6. Pay close attention to the monitoring of contractors as appropriate.

Appendix I

HOT WORKS

1. The Corporation of London Fire Safety Guidance Note 78 will be the authority for all hot works at Freemen's School.
2. They are to be eradicated by design and they are not allowed in listed building
3. The Facilities Manager must if possible, avoid hot work situations and where this is not deemed possible ensure a robust Permit to Work (PTW) system is employed.
4. PTW systems should relate to clearly defined individual pieces of work.
5. PTW documents must not be used as blanket authorisations to carry out hot work anywhere on the site at any time; they should only be issued just prior to the intended hot work duty and end once the activity at that location and time has finished.
6. PTW systems should normally include;
 - 6.1. the location and nature of the hot work intended;
 - 6.2. the proposed time and duration of the work;
 - 6.3. the limits of time for which the permit is valid;
 - 6.4. the person in direct control of the work
7. Precautions to be taken and reflected in the PTW before, during and after the work should include;
 - 7.1. Clearing the surrounding area of all loose combustible material;
 - 7.2. Checking for combustible material on both sides of a wall or partition, where work takes place only on one side;
 - 7.3. Having suitable extinguishers at hand and a careful watch maintained for fire during the work and following completion;
 - 7.4. Protecting combustible material which cannot be cleared;
 - 7.5. Examining the hot work area thoroughly for some time after the work has finished (typically this will be at least an hour, but ignition can sometimes occur much later than this – inform the night security where hot work has been going on and ask them to check these areas);
 - 7.6. In view of the potential risk, it is a sensible precaution for all hot work to stop by a safe period before the end of the day.
8. The PTW system must be supervised and authorised by a competent person (to be nominated on a case by case basis) who understands the operation of the PTW system. Whilst in operation this system should be monitored and reviewed continuously to ensure any changes are captured before they develop into an incident.

Appendix J

FIRE RECORDS

1. To demonstrate that checks and tests have been carried out, the Facilities Manager must have access to records. These records may be available electronically through the City of London contractor, Skanska, or held locally on site in the Fire Log Book, held by the Facilities Manager.
2. The Fire Safety Log Book is intended to be the on-site record of fire safety provisions within the School. If not held separately by Skanska the Logbook should include the following records:
 - 2.1. Certification of installed fire alarm system verifying conformance with BS 9999;
 - 2.2. Certification of the installed fire detection and alarm system conforming with the requirements of BS 5839 Part 1;
 - 2.3. Records of maintenance and testing in accordance with Appendix F.
 - 2.4. Copy of latest FRA, including actions log;
 - 2.5. Copy of the latest Fire Alarm and Emergency Evacuation Procedure;
 - 2.6. Copy of all PEEPs for everyone identified in the Fire Risk Assessment. If confidentiality is of concern it is permissible to store PEEPs in a secure location provided reference is made in the logbook as to where these documents may be found.
 - 2.7. Copy of all GEEPs (Generic Emergency Evacuation Plans);
 - 2.8. Floor plans detailing the location of call points, refuge points, fire fighting equipment including hoses, extinguishers, dry risers.

Appendix K

ARSON PREVENTION POLICY

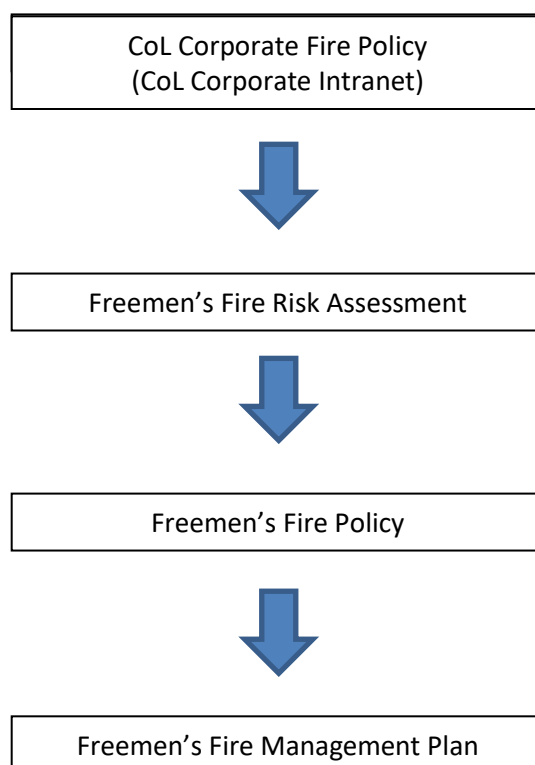
Five Point Action Plan:

1. The prevention of arson attacks falls into a logical process
 - 1.1. Deter unauthorised entry onto the site
 - 1.2. Prevent unauthorised entry into the building
 - 1.3. Reduce the opportunity for an offender to start a fire
 - 1.4. Reduce the scope for potential fire damage
 - 1.5. Reduce subsequent losses and disruption
2. Deter unauthorised entry onto the site:
 - 2.1. Perimeter floodlights cover outside buildings and main paths and roads
 - 2.2. Freeman's uses signs to make it clear to would-be intruders that they are on private property
 - 2.3. Patrols by Security are effective. Such patrols are random in order to avoid a recognised pattern.
 - 2.4. Any graffiti that appears on the premises will be removed immediately. (If left to accumulate, vandals and arsonists may begin to view the site as being a legitimate target of little or no value)
3. Prevent unauthorised entry into the building:
 - 3.1. Freeman's intruder alarm system is maintained, fully functional and connected to a call monitoring centre. Any problems with setting the alarm should be brought to the attention of the Facilities Manager immediately.
 - 3.2. Low level windows/glass are toughened with blast film added to strengthen them.
 - 3.3. Last person to leave the buildings should make sure all windows are shut, blinds and doors are shut.
 - 3.4. CCTV cameras are in operation around the campus.
 - 3.5. Freeman's fosters good relationships with neighbours.
 - 3.6. Onsite Staff and neighbours can observe unlawful activity when the School is closed. They are encouraged to contact Police or onsite security as required.
4. Reduce the opportunity for an offender to start a fire:
 - 4.1. The Facilities Manager, Head of Grounds and contracted cleaners keeps outside areas clean and tidy all times.
 - 4.2. Contracted cleaners remove any potential fire hazards like rubbish and debris immediately.
 - 4.3. Head of Grounds maintain the grounds accordingly and reduce areas of concealment around buildings.
 - 4.4. Wheeled bins are in a secured area and are reasonably clear of the building.
 - 4.5. Where possible and essential, bin lids are secured on outside bins.
 - 4.6. Regular refuse collections take place to avoid accumulation of combustible material.

- 4.7. Contracted Cleaners (Sodexo) to be informed immediately if no collection made on the allocated day so that a call can be made to Commercial Waste.
 - 4.8. Freeman's staff are encouraged not to place combustible items on windowsills, noting a common method of attack is to break a window and set fire to combustibles within reach.
 - 4.9. Shrubs and undergrowth around the complex are not be allowed to encroach against buildings. In the summer, vegetation often becomes tinder dry and will burn vigorously.
5. Reduce the scope for potential fire damage:
- 5.1. Equipment of high material value, such as laptops are in a secure, separate room or individual lockers where it will be out of sight and better protected in a fire.
 - 5.2. All Scenery and stage production are required to be Fire Retardant.
 - 5.3. Weekly Fire Testing and regular inspections ensure fire detection systems are fully functional.
 - 5.4. Fire doors are present in the building to limit fire damage and so must always remain closed.
 - 5.5. Fire extinguishers are located throughout the buildings.
 - 5.6. All Extinguishers are checked annually by approved contractors.
 - 5.7. Termly fire drills are held.
 - 5.8. Door guards are used on doors that are generally open during the day and shut automatically upon the fire alarm being activated.
 - 5.9. Last person to leave the building to ensure all doors leading outside are locked.
 - 5.10. Freeman's has a Sprinkler System in the Boarding House and Music School.
6. Reduce subsequent losses and disruption from a fire (link to Business Continuity Plan):
- 6.1. Members of staff are adequately trained in fire procedures, which are outlined in the Fire Evacuation Plan given at the beginning of each new staff member induction. Fire Extinguisher training is available for all staff and is carried out throughout the year.

Appendix N

FIRE POLICY DOCUMENTATION HIERARCHY





**CITY
OF
LONDON**

Corporate Guidance

Freemen's School

Fire Management Plan

Issued No.	Date of issued	Reviewed by	Reviewed date	Approved by	Approved date
1.0	February 2021	Edward Kennedy, Head of Operations	November 2021	Monique Maccow	



Freemen's School

Ashted Park, Surrey KT21 1ET

Prepared by Edward Kennedy, Head of Operations, February 2021

STATEMENT OF INTENT:

The City of London Corporation believes that ensuring the health and safety of staff, visitors, service users and all relevant persons is essential to our success.

We are committed to:

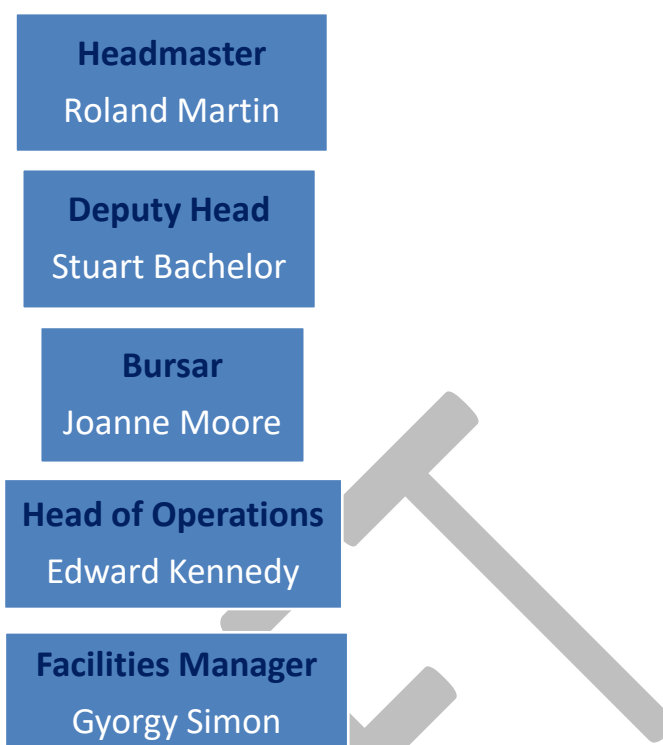
1. Preventing accidents and work-related ill health.
2. Compliance with statutory requirements as a minimum.
3. Assessing and controlling the risks that arise from our work activities.
4. Providing a safe and healthy working and learning environment.
5. Ensuring safe working methods and providing safe working equipment.
6. Providing effective information, instruction and training.
7. Consulting with employees and their representatives on health and safety matters.
8. Monitoring and reviewing our systems and prevention measures to ensure their effectiveness.
9. Setting targets and objectives to develop a culture of continuous improvement.
10. Ensuring adequate welfare facilities exist throughout the department.
11. Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable.

A Fire Safety Management System will be created to ensure the above commitments can be met. Employees throughout the department must play their part in the creation of a healthy and safety working environment for all.

Signed: **Peter Collinson** Date: 2nd October 2019

(Operation Group Director)

Premises Controller chart of those who manage Freeman's School.



Introduction and Scope

Freeman's School, Ashted Park, recognises the importance of having a strategy for fire safety management as fire is a hazard which has the potential to be catastrophic for the premises. The consequences include threats to lives, damage to or loss of property and severe interruption to normal business activities or opportunities. This plan has been formulated in order to reduce the potential for fire and the severity if a fire was to occur.

Fire safety includes preventing outbreaks of fire and mitigating the direct and consequential damages. This is done through early detection, reducing spread by structural containment, providing escape routes, emergency evacuation procedures and means for firefighting. These prevention and protection measures must be appropriate to the building use and occupancy, the inherent fire risk and also the legal obligations of the 'employer' or 'occupier of premises'.

This plan expands on the requirements of the Corporation Fire, Health and Safety Policies through the creation of fire safety management systems and standards that together with the provision and maintenance of safe buildings, protects human lives and building assets. These are in place to ensure that Freeman's School complies with the Regulatory Reform (Fire Safety) Order 2005.

The fire management plan applies to all buildings for which Freeman's is the occupier. This includes buildings occupied under tenancy agreements. Its requirements shall extend to all persons at those premises including all contractors.

The purpose of the plan is to ensure that the people in the premises know what to do if there is a fire and that the premises can be safely evacuated. Also, ensure the fire safety aspects of the site is being managed adequately with all relevant personnel ensuring they are competent personnel onsite.

Purpose of the plan

The purpose of this fire management plan is to detail the measures that Freeman's School implements in order to provide a safe environment for all staff, pupils and visitors. The primary focus of this plan is the provision and maintenance of fire safety systems to ensure that in the event of a fire, everyone is able to reach a place of safety.

The legal responsibility for ensuring compliance with the Regulatory Reform (Fire Safety) Order 2005 lies with the Chief Officer, Headmaster, as the premises authority.

The following responsibilities and tasks represent the performance standards required of Freeman's School in the management of fire safety. As with other management responsibilities, it is for the named officer(s) to ensure that the task or outcome is delivered by delegating tasks and functions to others, if required, and monitoring the results.

The Bursar, in liaison with the Head of Operations and Facilities Manager, is to ensure that within agreed corporate annual budget provisions, the funding of capital and maintenance works consistent with this plan are identified; identify and allocate funds for FRA, fire safety training requirements, the routine maintenance of fire alarms, detection and extinguishing systems and equipment, the marking and maintenance of the means of escape and active fire safety aspects of the premises.

Guidance

This Fire Management Plan document should be read in conjunction with the Freeman's School Health & Safety Policy which sets out the arrangements and responsibilities for the management of health and safety within the School, in support of the Corporate Fire, Health and Safety Policy. Other parts of this plan cover other aspects of the safety management system, including consultation and communication; emergency preparedness; training and competency; management of contractors; and monitoring and audit.

Fire Safety Management System of the building - overview

As part of a holistic fire safety management system, consideration of passive and active fire precautions are essential.

Passive fire precautions are concerned with the physical conditions in premises which are designed to facilitate containment of fire by design, construction and layout, effective communication and safe evacuation.

Active fire precautions are those features of the fire safety management system that detect and operate in the event of a fire, including fire alarm systems, emergency lighting systems and firefighting equipment.

Planning

A Fire Risk Assessment (FRA) is a requirement of the Regulatory Reform (Fire Safety) Order 2005 and is a structured approach to determining the risk of fire occurring in a premises or from a work activity, and identifying the precautions necessary to eliminate, reduce or manage the risk. The outcome of the risk assessment must be incorporated in the fire management plan.

FRA's must be carried out and reviewed regularly, either annually, or following:

- any building alteration
- a change of occupation and/or use of the premises
- a fire incident/emergency, etc. (Please see CoL FRA guidance note)

The risk evaluation and appropriate control measures will include those practical fire safety arrangements outlined above. The methodology adopted will be:

High Risk = Work to be completed within 1 day to 2 weeks

Medium Risk = Work to be completed within 2 weeks to 6 weeks

Low Risk = Work to be completed within 2 months to 2 years

The FRA must take into account those who could be affected, e.g. numbers involved, their location, physical and mental capabilities. The significant findings of the FRA will be made known to all other responsible persons as appropriate.

Where appropriate, an individual Personal Emergency Evacuation Plan (PEEP) must be developed for anyone with known disabilities that will impact on their ability to evacuate the particular premises.

Maintenance of fire safety systems falls under the umbrella of the Fire Maintenance Contract. The provisions of the contract ensure maintenance of fire systems and equipment are carried out in compliance with the Regulatory Reform (Fire Safety) Order 2005 and Approved Codes of Practice and other associated legislation. The contract will require that Fire Maintenance Contractors are fully inducted for safe work practices and are fully qualified to carry out maintenance on fire safety systems ensuring that:

- The fire safety maintenance programme will follow the guidelines suggested in HM Government FRA guidance additional to City of London Fire Safety Policy.
All evacuations will be conducted by the Safety Marshals under the guidance of the Building Manager and/or other appropriate Freeman's staff. All Safety Marshalls will receive pre evacuation information and a post evacuation report following each evacuation drill.
All building design work must comply with relevant codes and standards. New building works and refurbishment projects that include fire safety equipment and systems must be approved by appropriate CoL representative prior to any work being carried out.
Safety Marshalls will report any faults or problems to the Facilities Manager who will action any issues relevant to themselves and forward the details to the CoL Building Management.
- A fire safety logbook will be kept to record the details of all tests on passive and active preventative and protective measures, as well as training and fire drills.
- An annual management plan and timetable of associated works, actions and monitoring of all fire safety systems ensures all aspects of fire safety are addressed. The cycle timetable is recommended below and information on each stage follows

Organisation and Control

Specific levels of individual responsibility for Fire Safety are detailed below:

Chief Officers will ensure that:

- this Policy and/or any departmental fire safety policies/codes of practice that complement this Policy are in place, properly implemented and reviewed.

- a Responsible Person is appointed for all of their premises to oversee and implement fire safety arrangements, and ensure that they are competent and appropriately trained to undertake their duties;
- arrangements are in place for the completion of a FRA, including, where appropriate, technical surveys in respect of fire protection;
- ensure that fire, security, and health and safety arrangements at each premises are complementary.

Department Managers / Section Heads with responsibility for premises or parts of premises will ensure that:

- FRA's are carried out for all their workplaces, and additionally specific Risk Assessments are carried out for activities such as hot works involving welding, cutting, work with bitumen, etc;
- in conjunction with the outcome of the FRA that the optimum number and type of fire extinguishers are installed in appropriate locations;
- that fire alarm and detection systems, emergency lighting and fire extinguishers are appropriately located and properly maintained;
- that a robust and effective emergency plan is in place at each location to safely evacuate all persons. This emergency plan must take into account people with impairments or disabilities, including those with temporary impairments, which could affect their ability to use stairs or otherwise evacuate premises promptly. The plan must be internally deliverable and not reliant on the Fire and Rescue Service to complete the evacuation;
- the emergency plan is available to occupants of the site and anyone visiting to inform them what to do in the event of fire, particularly safe evacuation;
- a competent responsible person (who may also be the premises coordinator) is nominated to oversee and implement fire safety arrangements at their workplace(s) on their behalf;
- if there is any doubt about the functionality of new or replacement fire extinguishers they will be replaced;
- staff are appropriately trained in fire safety procedures to reflect the requirements of the FRA;
- a copy of the current FRA for their premises is readily accessible, and that its provisions are complied with;
- The FRA is reviewed annually or whenever there is any building alteration, change of occupation or use of the premises or following an incident involving fire;
- ensure that effective arrangements are in place for contacting the emergency services;
- the Fire and Rescue Service are aware of any significant hazards associated with the premises e.g. oxygen cylinders, storage of petrol etc;

- any fire safety inspections address fire safety arrangements;

The Competent Persons appointed for this role must:

- assist and support with the preparation and review (at least annually) of FRAs;
- ensure compliance with the outcomes of the FRA and that the necessary control measures are implemented;
- prepare and review the emergency plan;
- ensure information on fire safety arrangements is available to service users and visitors;
- ensure all staff, pupils, visitors and, where appropriate, contractors are instructed in the emergency plan.
- arrange and review fire drills at a frequency of not less than six monthly intervals;
- specify and rehearse the arrangements for assisting visitors, disabled people or those with temporary physical impairments to safely evacuate the premises. Where appropriate, a PEEP must be developed;
- It is the building manager's responsibility to ensure that effective management arrangements are in place for those that need help to escape.
- Fire Alarms are regularly tested at the recommended frequency e.g. weekly;
- ensure that fire alarm systems, detection devices, emergency lighting and fire extinguishers are appropriately and regularly maintained.
- the fire log book or equivalent is kept up to date;
- ensure that fire action notices (displayed as a minimum at fire alarm call points) and fire signage are appropriate and kept up to date;
- ensure all escape routes are kept clear of obstructions and that access to fire extinguishers and fire alarms is not impeded;
- ensure that the annual testing of portable electrical equipment (annual) and periodic testing (5 yearly) of the fixed electrical installations has been carried out;
- ensure that quarterly fire safety inspections of the premises are carried out and that these address fire safety arrangements.

Monitoring

The following Key Performance Indicators will be used to monitor the effectiveness of the Fire Safety Management Plan:

- a. Number of fires recorded annually / number of fire related incidents.
- b. Achieving set schedules and time frames (evacuation drills and building audits).
- c. Measuring the number of Fire Service call outs against cause.

- d. Number and nature of deficiencies, enforcement and prohibition notices from statutory authorities.
- e. Quarterly / six monthly/ annual premises inspection and meetings to ensure actions and progress are made.

Review

Annual audit of all fire systems by the Chief Officer to ascertain compliance with not only statutory provisions but with this Fire Safety Management Plan and corporate fire safety policy.

DRAFT

Freemen's School - Fire Management Plan

Section	Explanation
1. Address to which this FMP applies.	
	Ashtead Park, Park Lane, Ashtead, Surrey KT21 1ET
2. Location of current FRA (FRA) document	
a. External drive Micad	
b. Hard copy in Fire box in reception	
3. Premises Occupier	
a. Freeman's Staff and Pupils	
4. Function(s) of the Premises	
a. Independent School	
5. Occupancy (e.g. number and type of occupants)	
a. 18 Buildings (3 residential)	
b. 208 Staff	
c. 906 Pupils (64 boarders).	
6. Responsible Person Onsite (e.g. Premises Controller)	
a. Chief Officer – Headmaster	
b. Head of Operations	
c. Facilities Manager	
7. Delegated task, person responsible of taking corrective actions (Competent Person's).	
(Explanatory note - List the duties of nominated persons who support the premises fire arrangements).	
a. Chief Officer is responsible for ensuring all fire safety related protections of the buildings are in place.	
b. Bursar, Head of Operations, Facilities Manager, Dept Managers / Supervisors and Health & Safety Representatives have duties under the Regulatory Reform (Fire Safety) Order 2005.	
c. These senior persons have a responsibility to ensure the building passive and active fire safety precautions are to the correct standards and compliant.	
d. To maintain the structure or fabric of the building ensuring means of escape or egress are not compromised.	
e. Ensuring that all FRA's are conducted in line with RRFSA 2005	
f. To ensure that all active and passive fire safety protections are in place and management procedures of the premises are carried out according to the RRO and Col policies.	
g. Ensure equipment, fire alarms and emergency lighting are maintained, inspected and tested by the appointed contractor or competent person in accordance with any output specification of the project and that statutory obligations are met;	

- h. Ensure the buildings are only used for the purpose that they are designed for so that there is no increase in fire risk e.g. through overcrowding, re-arrangement of furniture, excessive or insecure storage of flammable or explosive materials or use of naked flames;
- i. Ensure the adoption of Col relevant policies, procedures and guidance to maintain consistency with approval of the Fire, Health and Safety Team to define safety standards and give practical advice.

8. Fire Warning Arrangements.

- a. Fire system maintenance is contracted to Skanska, the City of London's maintenance contractor. Skanska subcontractor fire maintenance to **MECE LTD** who maintain the fire detection and fire alarm system comprising of manual call points, heat and smoke detectors.
- b. The general alarm signal is clearly audible in each part of the building.
- c. The Fire Alarm is tested every **Wednesday, 0750-0810hrs**.
- d. Fire Alarm & Detection System is tested and maintained in accordance with BS 5839 Part 1. Service maintenance is carried out by Skanska.
- e. All records of testing and maintenance work (including Commissioning Certificate) are retained in the Fire Logbook located in **the Security Control Room behind Reception**.

9. Action in the event of Fire:

(Explanatory note: Ensure that this covers lone workers and that fire assembly points are clearly identified. New starter induction and training to explain how we evacuate the building)

If you discover a fire or one is reported to you the following actions must be carried out

- a. Activate the nearest fire emergency call point.
- b. If you hear a continuous fire alarm bell:



- Leave the building by the nearest available exit and make your way to the School Emergency Muster Point (Grass area in front (North side) of Main House, below the Italian Gardens.
- Here you should report to your individual Dept Safety Marshals and await further instructions.
- Close doors and windows if time permits.
- Stay calm and proceed in an orderly manner.
- Do give assistance to anyone in difficulty - provided it does not put you at risk.
- If you need help do not hesitate to ask for it.
- Do not stop to collect any personal items.
- Do not use lifts.
- Do call the fire brigade on 9 999 if it is safe to do so.

- Do not enter or re-enter any building until told to do so by the Headmaster, a member of SLT or a Safety Marshal.
- c. All staff should familiarise themselves with where emergency exits and fire alarm emergency call points are, in relation to where they work and in their routes around the School. There will be no time to consult lists once an emergency occurs.
- d. If pupils hear or sound the alarm, they should evacuate the building and inform the first member of staff that they see.
- e. It is the responsibility of everyone under health and safety to respond to any emergency event and act by notifying others.
- f. When calling 999 give as much detail as possible (your telephone number, full address and exact location of the fire event or other service required) e.g.
- There is a fire on the 1st floor of Main House, it is in our kitchen.
 - We have two fire alarm zones operating.
 - I can / cannot confirm that all people have evacuated safely.
 - The rendezvous point is the front entrance of the building where a member of staff will meet you.
 - They will be able to identify all risks associated with the building and hazards that emergency personnel may encounter.
 - Freeman's School Address: Freeman's School, Park Lane, Ashted, Surrey, KT21 1ET.
- g. Do not let the operator terminate the call until this information is given, even if you must ring them back. Expect to be questioned in more detail, than when placing a normal call so they can make an operational decision, based on the information you supply.
- h. The Emergency fire alarm monitoring system is remotely monitored (Southern Monitoring) at all times. On the event of the fire alarm being activated the emergency services will automatically respond and come to site.
- i. Freeman's School uses a simple single all out evacuation policy at any hour of the day.

10. Emergency Escape Routes.

- a. The Emergency Escape Routes are clearly signed, using the following signage:



- b. All persons are to ensure they are familiar with their principle Emergency Escape Route and an alternative should it not be available.

11. Arrangements for fighting fire:

- a. Firefighting equipment as deemed suitable following the FRA, is located at various strategic points around the buildings on each floors. Where possible, the physical locations of the firefighting equipment have been kept consistent on each floor of the buildings. Rooms with higher fire loading have their own firefighting equipment (Plant and Server rooms). The location of firefighting equipment is clearly visible on each floor.
- b. All fire extinguishers are tested and maintained in accordance with BS 5306:3 2009 by contractor (Skanska) on an annual basis.
- c. Persons without specific training on the operation of the various firefighting apparatus deployed on site are not expected to fight a fire, but all persons should familiarise themselves with the location and basic operating principles of the equipment i.e. fire extinguishers.
- d. The safety marshals focus for all persons evacuating the building must be on preservation of life; fire extinguishers are primarily provided to protect life and established escape routes in the event of fire.

12. Procedures for coordinating evacuation and for Fire Brigade

(Explanatory note: Is there a key role responsible for coordinating the evacuation and how do they do this? Are they empowered to act to accommodate all known hazards or risks that are likely to impact on evacuation? What information are they responsible for sharing with the fire and rescue service when in attendance?)

General

- a. At all times the whole school is to be connected to an alarm receiving centre (BT RedCare), who on receiving the fire alarm signal from the school, will call the fire service. If after investigation they are not required the alarm receiving centre can recontact the fire service on 999 and stand them down.
- b. Fire drills will be held every term at Freeman's School.
- c. A night-time evacuation of Walbrook House will also occur every term, as a minimum.
- d. The fire alarm system will be tested between 0750hrs and 0810hrs every Wednesday (unless otherwise arranged and informed to all staff by Head of Operations / Facilities Manager).
- e. The alarm, when on test, will be sounded for up to 4 mins. If the alarm becomes continuous or it is activated at any other time (unless previously arranged by Head of Operations / Facilities Manager), then you must evacuate, following the procedures below.
- f. Written records of fire / evacuation drills will be recorded and maintained in the FLB which is kept by the Facilities Manager.
- g. The Bursar / Head of Operations / Head of Boarding are responsible for ensuring all fire evacuation procedures are in place.
- h. There is no PEEP identified in the FRA.
- i. There are refuge points in the following buildings:

- Boarding House
 - Music School
 - Swimming Pool
 - Main House
- j. Where appropriate, a PEEP must be developed in order to assist visitors, disabled people or those with temporary physical impairments to safely evacuate the premises. It is the responsibility of the Department / event manager to ensure that effective management arrangements are in place for those that need help to escape.
- k. If a PEEP/GEPP is identified in the time of the evacuations, the responsible party will take forward any actions to put the appropriate plans in place.

Procedure for a manned site (in hours) and Fire Service briefing

- a. Upon the fire alarm sounding, a member of Facilities Team or Reception will check the fire alarm to find out which detector was activated and where.
- b. Each Department manager will control the fire evacuation at the front of their respective buildings and direct evacuating persons towards the assembly point.
- c. If safe to do so and time permits the Facilities Manager may direct the maintenance team (Fire Marshalls) to sweep the designated area where the location of the alarm has been identified.
- d. Safety Marshalls will report to the SLT representative to confirm complete successful evacuation of the buildings or otherwise.
- e. On arrival of the fire services the Facilities Manager / nominated representative will brief the Fire Brigade officer-in-charge:
- f. whether the buildings are known to be fully evacuated.
- g. whether persons remain in the building.
- h. which areas have not been checked.
- i. any dangerous substances stored in the building that are likely to become involved including substances known/logged as temporarily present.
- j. where the seat of the fire is thought to be located.
- k. the best route to get to trapped persons or the seat of the fire.

Procedure for an unmanned buildings or Out of Hours and Fire Service briefing

- a. If safe to do so and time permits the Safety Marshal may sweep their designated areas/floors and close all windows and doors.
- b. On arrival of the fire services the Safety Marshal will brief the Fire brigade officer-in-charge:

- whether the building is known to be fully evacuated;
 - whether persons remain in the building;
 - which areas have not been checked;
 - any dangerous substances stored in the building that are likely to become involved including substances known/logged as temporarily present;
 - where the seat of the fire is thought to be located;
 - and the best route to get to trapped persons or the seat of the fire.
- c. There are several **red fire safety boxes located around the site** which have all the relevant and available information and plans of the building; the fire services hold a key to these boxes.
- d. The Safety Marshal / Security will report the fire alarm activation to the Bursar and the Head of Operations by calling their respective work mobiles at the first available opportunity.
- e. OOH times are:
- 1800hrs – 0700hrs Monday to Friday
 - Weekends
 - Public Holidays
- f. Any person, who fails to observe the safety features, will be advised by the Safety Marshal to leave the area and make their way to the assemble point (offering directions). If they fail to respond they are to be advised of the importance of adhering to safety systems without exception and failure may result in disciplinary action being taken against them. Safety Marshal is then to leave making a note of the area the person is residing in and inform the Lead Safety Marshal on exiting the premises.

Music School during Productions

- a. Prior to any major evening performance involving the use of the Music School, the following actions should be undertaken:
- a.1. The Director of Music must unlock the sliding glass doors in the front foyer of the building to provide additional escape routes.
 - a.2. All performers on stage must be informed that their first escape route is the fire door (stage right facing the audience).
 - a.3. Those manning the lighting box should be informed that all house lights should be brought up in the event of the alarm sounding.
 - a.4. An adult (usually one of the Front of House team) is nominated to make the following announcement and to guide people to the emergency evacuation

point after the evacuation has begun. They should meet the Fire Brigade and assist them as required.

Fire Alarms at weekends, holidays and between 1700hrs and 0730hrs

- a. Any member of staff discovering a fire outside normal school times should call the Fire Brigade by dialling (9) 999.
- b. On hearing a continuous alarm within a building, you must evacuate, and all pupils and staff must report to the Emergency Evacuation Point as detailed below.
- c. Registers will be used if available. In addition, a full list of staff and pupils is held in the gatehouse.
- d. On a School day between 1600hrs - 1800hrs and between 0730hrs – 0830hrs, it is likely that many Day Pupils and staff will still be on site, but it will not be possible to take a full roll call. Evacuation must take place as usual and pupils or staff arriving at School must not enter a building where the alarm is sounding.
- e. During these times the first member of staff reaching the Emergency Evacuation Point should take charge of the situation and keep pupils calm and quiet until a member of the Senior Leadership Team arrives who will then take over from them. A member of the school support staff with access to the radio network (usually the catering duty manager or a maintenance staff) will also attend the evacuation area as soon as possible to notify them when it is safe to give the 'all clear' message.
- f. Pupils and staff must not re-enter buildings until dismissed by the nominated Lead Safety Marshal.
- g. At night time, between 6pm and 7.30am, Walbrook House boarders should collect footwear and warm clothing and assemble outside the boarding house for roll call by House Staff, keeping roadways clear for access by emergency services. At all other times boarders must follow the whole school evacuation procedure.

Emergency Evacuation during Public Examinations

- a. Should the fire alarm sound whilst an exam is in progress call the exams office (or a member of SLT) using the emergency (mobile) phone provided 01372 822495 and locate all attendance registers. The available exams office staff will come over to help if this is appropriate.
- b. If a fire alarm is activated elsewhere on site, the Maintenance Team will investigate

the Sports Hall alarm panel, and silence the alarm. The rest of school act normally and evacuate on alarm sounding.

- c. If a false alarm elsewhere on the site there is no need to evacuate.
- d. If a real fire is elsewhere but no threat to people in the Sports Centre, candidates are to carry on the exam. Everyone else in Sports Centre will evacuate to the Emergency Evacuation Point.
- e. If a real fire is elsewhere that is a threat to people in the Sports Centre, then evacuate the building immediately.
- f. The senior invigilator will have a list of all those in the exam hall (incl. invigilators) this will be given to someone to take across to the emergency evacuation point so that everyone can be accounted for on site.
- g. In the case of evacuation, the lead invigilator / examiner will:
 - g.1. Tell students to *stop writing immediately* (or in the case of an aural exam stop the tape and tell students to stop talking immediately).
 - g.2. Take a note of the time the students stopped writing/speaking.
 - g.3. Locate the attendance list/registers.
 - g.4. (If in the Sports Hall) send a member of the invigilation team to check if the changing rooms are clear by opening each room door and announcing as loudly as possible that “any occupants must leave the building immediately as the main hall door will now be locked”. They should then return to the main hall, locking the door behind, and exit through the sports hall fire exits ensuring all students have left the building. This will ensure the integrity of the exam papers is intact.
 - g.5. Tell students *they will be asked to leave the room in silence, by exam group and in the order that they are sitting and remain in this order throughout. All papers, equipment and personal belongings should be left in the Sports Hall. As exam conditions still apply they should leave and remain in complete silence.*
 - g.6. If possible, the lead invigilator should allocate a group of students (by exam) to invigilators to escort to the tennis court (some may need assistance). Each group should be kept separate from the rest of the school and from each exam group. *Everyone should be kept in strict silence.* Please be very vigilant and make

it clear that students should not confer.

- g.7. Each invigilator should check off the students against an attendance list and report to the lead invigilator/exam office staff who will then report to the Deputy Head (Academic).
- g.8. On return to the exam room, and when students are ready to resume, take a note of the start time and the lead invigilator will re-start the exam.
- g.9. Please fully complete the special instructions form once back in the Sports Hall.
- h. At no point should you put your own or others' lives at risk whilst carrying out these procedures.

Open Events

- a. To ensure there are no 'falsely activated fire alarms' within the Science Dept during key open events the following procedures must be observed and all Dept's are to take collective responsibility for ensuring they are in place prior to such an event:
 - a.1. Dates of open events outside the school day flagged at the earliest opportunity to Science HoDs.
 - a.2. The Science HoDs will, well in advance, put in a request for maintenance to isolate alarms in labs where experiments are conducted outside the normal working day.
 - a.3. Staff are briefed about being on fire-watch and how to raise the fire alarm manually (Facilities Manager and Head of Chemistry to liaise about this initially, and each Science Block HoD to provide training to his/her team).
 - a.4. Maintenance will confirm to Science Dept staff once the alarms have been isolated.
 - a.5. Experiments / cooking can commence.
 - a.6. Maintenance to confirm to Science Dept that alarms have been re-activated after the event.

Secondary Evacuation

- a. In extreme weather, a member of the Senior Leadership Team may order the evacuation of the School to the School Sports Hall.
- b. The Fire alarm panel is to be checked and the building swept prior to all persons entering. In this event, the Junior School will lead off first and make their way to the far end of the Sports

Hall. Pupils and staff will assemble following the same pattern as on the field. Pupils should face the balcony.

Fire Brigade

- a. The master fire panel that shows the location of all the alarm call points on the networked alarm system in the school buildings is in the front entrance of Philp House at Reception.
- b. Fire crews attending will not be familiar with the local geography of the School site or type of premises, which in some case will be beyond training they will have received.
- c. Access to the Gerda Emergency Plans Boxes are to be via the Gatehouse. The keys are in the Gatehouse keypress or provided by the Facilities Manager.

13. Nominated Safety Marshals and their responsibilities

Lead Safety Marshal - Bursar / Head of Operations

The Lead Safety Marshal has responsibility for maintaining and ensuring the local implementation of the School fire procedures. Key responsibilities are as follows:

- a. Act as the Lead Safety Marshal for all emergencies.
- b. Ensure Safety Marshals carry out their roles and are trained to deputise for Lead and Assistant Safety Marshals as necessary.
- c. Providing at least one trained Fire Marshal in every building. All Fire Marshals are trained to provide "safety assistance" in the event of a fire.
- d. Safety Marshals to receive regular refresher training, as required, through the City of London.
- e. Arrange yearly briefing for safety marshals and to carryout debriefs after an incident.
- f. To be the point of contact for HR to ensure persons joining departments are trained and for liaison of department/persons, who may need assistance in an incident / fire (PEEP).
- g. Assume control in the event of the fire alarm signal being activated.
- h. Ensure the Fire Service / Police have been called (automatic through Southern Monitoring)
- i. If possible, check the alarm panel to identify which zone has been activated.
- j. Proceed to the Evacuation Point (away from general staff and managers).
- k. Cross check information from Assistant Lead Safety Marshals of Personal Emergency Evacuation Plans (PEEP) and list of buildings confirmed clear.
- l. Receive reports from Assistant Lead Safety Marshals concerning staff / pupils accounted for or missing.

- m. Consider welfare of staff and ensure one first aid kit with oxygen is available at the main Evacuation Assembly Point (provided through the medical centre).
- n. Brief Headmaster of the incident.
- o. When all clear is received from the Fire Service, brief key Managers for a return to duties.
Always consider a possible 3 stage phased entry:
 - Key staff to open up / reinstate.
 - Key Managers to re-enter, open their departments and brief staff/pupils following in.
 - Then followed by visitors and members of the public.

Assistant Lead Safety Marshal 1 - Deputy Head

The Deputy Head1 has responsibility for maintaining and ensuring the local implementation of the School fire procedures. Key responsibilities are as follows:

- a. Act as Assistant Lead Safety Marshal 1 for all staff on site.
- b. Inform Lead Safety Marshal (Bursar) of those staff who are accounted for and any who are not.
- c. To be the point of contact for all staff in an emergency and filter information to the lead Safety Marshal.
- d. In the event of a fire or the fire alarm sounding the Assistant Lead Safety Marshal 1 is to immediately make their way to the agreed Emergency Evacuation Point to receive reports from the respective Safety Marshals and report the staff roll call to the Lead Safety Marshal (Bursar).
- e. Be aware of staff welfare, do not keep staff/pupils out in inclement or excessive hot weather any longer than is necessary (consider moving assembly point and notify Lead Safety Marshal).

Assistant Lead Safety Marshal 2 - Deputy Head (Academic)

The **Deputy Head (Academic)** has responsibility for maintaining and ensuring the local implementation of the School fire procedures. Key responsibilities are as follows;

- a. Act as Assistant Lead Safety Marshal 2 for all pupils on site.
- b. Inform Lead Safety Marshal (Bursar) of those pupils who are accounted for and any who are not.
- c. To be the point of contact for all pupils in an emergency and filter information to the Lead Safety Marshal (Bursar).
- d. In the event of a fire or the fire alarm sounding the Assistant Lead Safety Marshal 2 is to immediately make their way to the agreed Emergency Evacuation Point to receive reports from the respective Safety Marshals and report the pupils roll call to the Lead Safety Marshal

(Bursar).

- e. Be aware of pupil welfare, do not keep pupils out in inclement or excessive hot weather any longer than is necessary (consider moving assembly point and notify Lead Safety Marshal).

Emergency Response Coordinator - Head of Operations

Key responsibilities are as follows:

- a. The Head of Operations (through the Facilities Manager) must ensure that all new staff are provided with induction training to explain the fire precautions relating to their work and workplace and are shown the correct escape procedure and assembly points.
- b. The Head of Operations is required to consider what workplace adaptations are suitable if a member of staff requires alterations to the workplace in order to react to the fire alarm or evacuate to a place of safety. Where possible, notification by HR must be made before the employee starts their employment.
- c. The Head of Operations, via the Facility Manager, should complete a Personal Emergency Evacuation Plan (PEEP) for every disabled employee¹.
- d. The Head of Operations (via the Facilities Manager) will manage any hot work activity (see 15.1 above), compressed cylinders use/storage or flammable/oxidising chemicals storage they wish to organise. Suitable notification should be given in good time and the activity should not commence until the Facility Manager has provided written agreement.
- e. The Head of Operations is to periodically check that staff are not significantly increasing the fire risk through their work activities (i.e. overloading electrical circuits, storing card/paper or other combustibles adjacent or on top of heat sources or blocking fire escape routes etc.)
- f. The Head of Operations (via the Facilities Manager) is to ensure that suitable and sufficient fire risk assessments of any activities involving the burning or heating of materials or substances have been completed and their associated control measures implemented.
- g. Act as Emergency Response Coordinator or Lead Safety Marshal (see above)
- h. Lead on managing the incident with assistance from the Facilities Manager and the Maintenance Team (ERT).
- i. To filter information on the incident to the Lead Safety Marshal (Bursar) or the Headmaster.

¹ In the majority of cases it will be possible for building occupants to be aware of an alarm and make their way unaided to a place of final safety, for some however it may not be that straight forward, and some form of additional assistance may be required. If you think you may have any difficulties in hearing the alarm or evacuating a building unaided in the event of an emergency due to a mobility or sensory impairment, a temporary injury (e.g. you may be on crutches) or have difficulty coping in crowds, you will require a PEEP.

Heads of Departments (Safety Marshals)

- a. Each trained staff member is to check that their designated area is clear of all people and closing all doors and windows as is safe to do so.
- b. Follow Assistant / Lead Safety Marshals instructions.
- c. Deputise for the Lead & Assistant Safety Marshals in their absence.
- d. Promote general fire safety awareness in the department.
- e. Build relationship with PEEP's* (this is always to remain confidential)
- f. Ensure fire doors are not wedged or propped open and general housekeeping is always observed.
- g. Report any defective fire safety, general safety equipment via ServiceDesk. If not resolved in the allocated time (safety features normally 24 hours, escalate to the Lead Safety Marshal if unresolved in a timely manner).
- h. Encourage staff to keep their office tidy and free from obstructions and build-up of wastepaper & rubbish.
- i. Report planned shortages of Safety Marshals, due to sicknesses/annual leave when deputies are not available.
- j. Clear the department that they are responsible for, checking all rooms including toilets, locker & shower rooms regardless of sex. After shouting appropriate warning prior to entry.
- k. Close doors and windows if time permits.
- l. Direct person to the nearest fire exit.
- m. Keep people calm as they evacuate.
- n. Do not allow re-entry for any reason.
- o. Direct evacuees to the Emergency Evacuation Point.
- p. Report to the respective Asst Lead Safety Marshal if they believe someone is unaccounted for/ trapped in a building.
- q. In the absence of a "buddy system" assisting disabled people to Safe Area/Refuge.
- r. Inform Assistant Lead Fire Marshal of those who are accounted for and any who are not.
- s. When at the assembly point, standby to assist Assistant Lead Fire Marshals.

Facilities Manager

- a. The Facilities Manager is to deploy immediately to the fire alarm panel in Philp House / Reception and coordinate the Emergency Response Team (ERT) provided by the maintenance team.
- b. The Facilities Manager is to be the liaison person with the emergency services and

coordinate any request they may have as they arrive on site (directing to, unlocking buildings).

- c. The Facilities Manager is to verbally update the Head of Operations on the situation as it develops and wait for further instructions.
- d. Only when verbally instructed to do so by the Head of Operations or person in charge (SLT Staff member) instruct the ERT to silence the fire alarm and try resetting the system.
- e. On completion of the incident, record the necessary details in the Fire Alarm record book.

Maintenance Team

- a. The Maintenance team will act as the Emergency Response Team (ERT).
- b. Under direction from the Facilities Manager they will deploy no less than 2 people, with handheld radios, to respond to the fire alarm in whichever building the fire alarm has been activated in.
- c. At all times, when it is safe to do so, provide verbal situation updates back to the Facilities Manager / Head of Operations or person in charge (SLT Staff member) via hand held radios.
- d. First to arrive at the fire alarm panel will take control and identify the area of activation from the panel and by using the building fire alarm zone map, whilst also obtaining as much information as possible from people leaving.
- e. View outside for possible smoke ingress into the building.
- f. They will then move carefully together to the area where the alarm has been activated. One is to investigate and the other to stay back observing the person carrying out the investigation from a safe distance, whilst reporting back to the Facilities Manager / Head of Operations or person in charge (SLT Staff member)
- g. If a fire is identified, then leave the building immediately and be prepared to provide information to the emergency services.
- h. If no fire is apparent, then examine the floors above or below and conduct a room by room search.
- i. Only when verbally instructed to do so by the Facilities Manager / Head of Operations or person in charge (SLT Staff member), silence the fire alarm and try resetting the system, following the instruction book supplied by the manufacturer.
- j. If the reset is taken by the alarm panel i.e. the system resets, await 5 minutes prior to allowing staff and pupils to re-enter the building.
- k. If it reactivates, a further investigation of the appropriate area is to be conducted again as

per para. 17 -23 above.

- i. If it has been confirmed as a false alarm, the FM is to request, through Skanska (using the service desk action of priority code 'P1), the attendance of the fire alarm engineering company to attend and investigate the cause and repair the fault.

Reception

- a. Reception is manned by Sodexo reception staff between 0730hrs and 1700hrs during weekdays in term-time and between 0730hrs and 1700hrs during half terms and holidays apart from the Christmas closedown.
- b. Outside of the times there is a security officer located in Reception (precise timings will need to be confirmed through Head of Operations / Facilities Manager).
- c. The duty receptionist is to record all activities relating to the incident in the daily log book.
- d. The duty receptionist (Sodexo) is to look at the main fire panel located on the wall in Reception and identify where the fire alarm has been activated from. They are then to inform the Head of Operations / Facilities Manager and Maintenance team, via radio, of the location of the fire alarm activation and any further information they may have relating to the situation.
- e. The duty receptionist is to answer the alarm monitoring company's call (should be received within 60 secs) and provide the necessary information according to the situation.
- f. If the alarm monitoring company does not call in 60 secs call 999 and request the fire service.
- g. If the fire has occurred in the Reception or Philp House, leave the building ASAP and take your radio with you.
- h. If the alarm has been set off in another building, and it is safe to stay;
- i. The duty receptionist stays in the Reception and mans the telephone, radio and security barrier (which should always be closed except for emergency services access).
- j. A second Sodexo reception Staff member (in a Hi-Viz jacket) goes to the main gate, closes it and informs visitors that there is an incident, there is no access granted and they will have to come back in 30 mins or to call Reception on 01372 822414.
- k. The entrance is always to be manned during an incident to ensure free access is available for emergency services but no other vehicle or personnel access or exit is granted.
- l. The remainder of the Reception Sodexo staff are to leave the building and go to the Emergency Evacuation Point and report to the Sodexo General Manager.
- m. Reception will be responsible for contractors' induction on the site and the booking in & out of contracting staff who work freely in the premises. Contractors, as part of their induction, will report to the Emergency Evacuation Point.

- n. The attendance book is to be taken to the Emergency Point, where it will be crossed checked with contractor's present.
- o. If it has been confirmed a false alarm (to be issued verbally only by the Bursar, Head of Operations of Facilities Manager) then the fire brigade DOES NOT need to come to site. Tell this information to the monitoring company or call 9 999.
- p. Unless there are examinations in progress (check calendar) the whole school should be evacuated once the alarm is sounded. This is to ensure that secondary fires (rare but possible) are covered. In the event of examinations being in progress the areas affected by fire will be zoned and evacuation tailored accordingly (see section below).

Staff and Pupils

- a. Staff are under a general duty to take reasonable care of their own safety, and the safety of people around them, the areas they work in and are responsible for their classroom and work environment i.e. whole school.
- b. They must:
 - a. Raise the alarm if they discover a fire;
 - b. Leave the building immediately on hearing the fire alarm (even if they think it is a fire drill), follow any instructions that are given and make their way as quickly as possible to the designated Emergency Evacuation Point;
 - c. Report dangerous situations or fire risks to their line manager or Facilities Manager;
 - c. Staff are, so far as reasonably practicable, responsible for ensuring that their guests are escorted safely to the Emergency Evacuation Point.
 - d. All staff and pupils should evacuate buildings immediately, not collecting any belonging, without the use of lifts, and move silently and in an orderly manner to the School Emergency Evacuation Point.
 - e. Teaching staff are responsible for escorting their pupils safely out of the building in silence and in an orderly fashion. They are responsible for conducting a head count on arrival at the Emergency Evacuation Point, and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the respective Assistant Lead Safety Marshal. It is the responsibility of the Bursar to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.
 - f. Pupils and staff evacuating buildings must keep all roadways clear for emergency vehicles entering the grounds. The exception to this is if there is a hazard that means that it would be safer to walk on the road.

- g. Pupils should line up by form in silence.
- h. Notices beside Fire Call Points will be displayed in each building of the School premises detailing the action to take in the event of a fire and highlight the Emergency Evacuation Point to evacuate to in an emergency.
- i. There are adequate means of escape for all occupants of the school premises. These means of escape are clearly signed with pictograms. The means of escape will be regularly inspected by the Maintenance Team to ensure they are kept clear of obstructions and tripping hazards.

FREEMEN'S EMERGENCY EVACUATION – ROLL CALL PROCEDURE

- a. Please examine Diagram 1 below showing the chain of command during an emergency

*Full-time teaching staff must sign out if they leave the site during the School Day.
Part-time staff also need to indicate to a colleague or Head of Department when they are leaving the site.*

evacuation.

- b. All personnel should remain in position until dismissed by the Headmaster or a member of the Senior Leadership Team.
- c. Mustered Secretaries should bring out Register Cards, Fire Drill clipboards and signing out books. Once you have handed out your register cards, please report to the HR Manager and then join the appropriate member of the SLT to give assistance.
 - c.1. Senior School Receptionist – SKB and RPD
 - c.2. Deputy Head's Secretary – SMB
 - c.3. Deputy Head (Academic) Secretary – APM
 - c.4. Junior School Secretaries – MWR
- d. Junior and Upper School Form Tutors. If you are the first member of staff from your year group to arrive at the Emergency Evacuation Point, you should collect the Register Cards for your year from the Senior School Receptionist or Junior School Receptionist and then distribute them to your year group as your colleagues appear.
- e. Sixth Form Tutors. You should collect the Form List from the Senior School Receptionist, mark it and hand it to the Head of Section. Signing out sheets need to be consulted and missing pupils identified, and appropriate action taken. All Tutors undertake a roll call of their respective forms. Pupils should respond to the roll call by answering 'Here' and lifting their hand. Mark present pupils on your Register Card then return your card to your Head of Section. Thereafter, they should return to stand with their form.
- f. Staff without Forms, including part-time teaching staff. You should report to the Deputy Head.

It will be assumed that part time staff are on site if it is during their usual working pattern, unless otherwise notified. If you have covered a Form for an absent colleague, you must register them before reporting to the Deputy Head.

- g. Heads of Section. Collect your clipboard with Form checklist and the absence list from the Deputy Head (Academic) Secretary. Receive all the Registers and Form Lists from your section and check off any unaccounted pupils on the Cards against the absence list. Tick each Form's Register Card off as received and note down the name of any pupil who is still unaccounted for on the checklist. When all Registers and Form Lists have been received, pass on the checklist to the Deputy Head (Academic) to indicate that all pupils are accounted for except where listed.
 - g.1. Heads of Section and Deputy Heads need to be in line of sight of each other. After communicating necessary information, please do not cluster around them for any longer than is necessary.
 - g.2. Heads of Section should check any absentees against signing out books and then report pupil attendance to the Deputy Head (Academic) and staff absence to the Deputy Head.
- h. Non-teaching Staff (except Maintenance and Gatehouse staff). Report to the HR Manager, then move away and quietly wait at the South West corner, below the Italian Gardens.
- i. Maintenance and Gatehouse staff. You should report to the Gatehouse, unless tasked by the Facilities Manager to act as the ERT and investigate the building where the alarm has been activated. Your attendance will be communicated to the FM / Sodexo General Manager by radio.
- j. Peripatetic Music staff. You should report to the Director of Music, then move away and wait at the South West corner, below the Italian Gardens.
- k. Sodexo Cleaning and Catering staff. You should report to the Sodexo General Manager, then move away and wait at the South West corner, below the Italian Gardens.
- l. Unaccounted Staff. Names of unaccounted teaching and non-teaching staff should be forwarded to the Assistant Lead Safety Marshal 1 (Deputy Head).
- m. Unaccounted Pupils. Names of unaccounted pupils should be forwarded to the Assistant Lead Safety Marshal 2 (Deputy Head (Academic)).

14. People who are especially at risk

Explanatory note:

- The fire action plan should detail or advise where the relevant evacuation procedures that are to be adopted for persons with impairments can be found e.g. PEEP's & GEEP's.
- The Fire Plan should also detail any special arrangements for young children or elderly persons who may not be able to mobilise quickly.

- a. The FRA has determined that no permanent staff or pupils are considered to be especially at risk from fire, provided that all relevant fire safety arrangements, as described in this Plan and the FRA(s) for the buildings, are fully implemented and maintained. All pupils will be in the care of Staff.
- b. Visitors/ new starters with disabilities should make themselves known to their respective Department Head where they should receive information on the Standard PEEPs available, and guidance on what to do in an evacuation. Sufficient relevant information and advice is communicated to pupils directly via the Staff.
- c. Where appropriate, a PEEP must be developed in order to assist visitors, disabled people or those with temporary physical impairments to safely evacuate the premises. It is the HR Manager's / Head of Operations responsibility to ensure that effective management arrangements are in place for those that need help to escape.
- d. Staff should be assisted to the nearest 'Refuge Point'. An adult should remain with them and their location made known to the Deputy Headmaster. For staff and pupils there will be a PEEP in place.
- e. Visitors will be catered for appropriately by the person they are visiting and are responsible for them whilst on the premises.
- f. There are refuge points in the following buildings;
 - Boarding House
 - Music School
 - Swimming Pool
 - Main House
- g. Frequent users of the building are consulted, and their needs discussed and assessed with appropriate members of staff.

15. Arrangements for the evacuation of site visitors, contractors and other 3rd parties.

Explanatory note:

- Arrangements for fire safety when the building or part of the building is hired or given over to contractors. e.g., responsibility for facilities etc.
- a. Temporary occupiers of the buildings MUST carry out their own specific FRA for the spaces they occupy and must share the document with the Head of Operations / Facilities Manager
 - b. Appropriate information on fire evacuation procedures will be displayed in Reception.
 - c. Additionally, Fire Action Notices are prominently displayed throughout the building at key common parts locations.
 - d. Visitors MUST BE accompanied by a member of staff (unless authorised (DBS Enhanced)) and receive a brief explanation regarding the fire safety evacuation procedures.

- e. Some areas of the buildings may have building works. All contractors must submit RAMS and insurance certificates and obtain authorisation a minimum of 72 hours prior to commencement of works.
- f. No works should commence without prior written authorisation from Head of Operations / Facilities Manager.
- g. The Facilities Manager and contractors will liaise, ensuring all works are agreed, control measures are in place and site inductions are carried out.
- h. The specific contractor evacuation procedures (as provided by the contractor) are reviewed by the Facilities Manager. Contractors must evacuate the premises the same as everyone else in the building.
- i. All 3rd parties are required to evacuate the building once the fire alarm is sound.

16. Shutdown / isolation of critical machinery, appliances or processes

Explanatory note:

- Fire Plans should include details of isolation procedures for processes e.g. switching off gas supplies in kitchens when fire alarm sounds
- a. Heads of Departments, Technicians, Maintenance staff and security on site are aware of these procedures within their respective areas of responsibility and the site induction.
 - b. The RAMS provided by Contractors/ Project Managers should identify the need for a temporary local isolation of the fire alarm, (e.g. one or two detectors in the vicinity of work that will raise dust), and suitable steps should be taken to prevent activation.
 - c. Methods of local alarm isolation may include:
 - isolation includes reprogramming the alarm system to isolate individual detector heads.
 - "bagging-off" (covering/capping) individual detector heads.
 - changing the detectors from smoke to heat (and associated system reprogramming).
 - temporary removal of individual detector heads (and associated system reprogramming).
 - d. Any isolation of the building fire alarm and detection system must be mentioned in the RAMS and agreed by the Head of Operations / Facilities Manager.
 - e. Other items to isolate might include:
 - main gas supply or gas appliance.
 - local electrical supply.
 - f. Additional risk areas to consider are detailed below in 'Specific arrangements for high risk areas'.
 - g. There are no powered down systems for Freeman's School and no life safety generators.

17. Specific arrangements for high risk areas in the event of a fire occurring in buildings.

Explanatory Note:

- a. Any specialist action regarding equipment, processes, substances, etc. (The safety aspects of many materials are subject to the requirements of the Dangerous Substances and Explosive Atmospheres Regulations).

High risk areas that require additional protection in requirements include the following:

- Plant / boiler rooms;
- Electrical Intake / Gas intake rooms
- Meter rooms
- Chemical storage (Science Dept, Junior School and Swimming Pool)
- Medical Centre
- Server rooms
- Cleaner cupboards,
- Flammable liquids or gas storage areas (Science, Junior, Maintenance, Grounds)
- Areas with combustible materials – e.g. stationery, waste collection areas,
- Bin store areas
- Generator and oil storage (Maintenance and Grounds)
- Paint and decorator materials storage (Maintenance)

18. Contingency plans in the event of unavailability of any life safety systems.

a. Fire alarms not working:

- Specific local arrangements will be made depending on the location, occupancy, and business risk to life and the building. These measures may include (but are not limited to):
 - fire watch
 - additional patrols
 - Provision of bell, megaphone or whistles to Safety Marshall
 - Provision of walkie-talkies/pagers to Safety Marshal/Tenants
 - Emergency contact group e.g. WhatsApp

b. In the unlikely event of a non-activation where the fire alarm is found not to be working Safety Marshals are trained to shout “FIRE, FIRE! EVACUATE NOW!” in the event that a fire is identified. They will also as soon as is practicable inform the competent person and other safety marshals who will also raise the alarm in this way.

c. Emergency lighting not working:

- Safety Marshals will have access to emergency torches to guide personnel to the exits.

d. Other systems out of order:

- Example fire detectors, fire doors, sprinklers etc. Fire marshals / security will take no risks and will inform the emergency services immediately if any such defects are noticed.

e. Valuables still in the building:

- People with personal belongings still in the building will be required to wait until the emergency services allow re-entry.

f. Inclement weather:

- During inclement weather at the assembly point, a decision will be made by the Senior Person present to relocate to a building that is unaffected (Sports Hall / Dining Hall). This is at the discretion of the competent person and may happen only with their permission.

g. In the event that a building cannot be re-entered, staff and pupils of the building will be moved to another building on site. Thereafter the Business Continuity Plan, in cooperation with the City of London Corporation, would be enacted.

19. Fire Safety Induction procedure.

- Occupiers/Tenants are responsible for providing a brief induction of evacuation procedures to new starters and visitors.
- In house Col staff must complete the mandatory e-learning induction training and staff also undergo a department induction which involves fire safety evacuation procedures.

20. Fire Training Programme (all staff).

Explanatory note:

- Measures for and frequency of testing the plan, for example, frequency of fire evacuation drills and checks of the alarm system.

- The following guidelines / instructions are listed to provide the necessary training requirements in the event of a fire or an emergency.
- Staff are to be advised of the following:
 - Fire action arrangements
 - Location of fire exits
 - Location of firefighting equipment
 - Name of "local" Safety Marshal
 - Location of fire risk assessment/s and fire management plan
 - The importance of fire/smoke doors and the need to close all doors at the time of a fire and on hearing the fire alarm
 - Evacuation routes and the method of escorting members of the public to a place of safety
 - The locations of refuge areas (if any are provided).
 - Pupils will be informed of exits and escape routes.
- All employees must also complete the Corporation's on-line fire safety training and repeat the training at least every 4 years.
- All employees are to participate in Fire Drill/Evacuations. Fire Drills will be organised by the Deputy Head and be undertaken across a selection of times in line with the shift patterns of the

School.

- e. Safety Marshals must attend fire warden/ marshal training every 3 years which includes use of fire extinguishers. In addition, Safety Marshals are to attend local fire safety site briefings which will advise them on their specific fire management plan duties.

Visitors and contractors

- a. On arrival at the School they will receive a briefing to ensure that they are aware of the policy procedures and assembly point in the event of an evacuation.
- b. For events with large numbers of attendees, such as Prize Day, Sports Days, Open Days and Concerts an announcement will be made at the beginning of the event regarding evacuation arrangements.

New Employees

- a. All new employees must be informed of the fire safety provisions that are relevant to their workplace. Their line manager is responsible for ensuring on the employees first day they are made aware of these provisions and it is recorded on their induction document.

Buddies and Evacuation Chair "Carriers".

- a. Staff who have volunteered to support disabled persons are to participate in any relevant evacuation training organised for the site. The Facilities Manager will arrange training based on employee PEEPs and visitor Guest Emergency Evacuation Plans (GEEPs).
- b. Fire Safety Awareness: CoL new starters and existing staff must complete the e-learning system and assessment at least every three years.
- c. Fire evacuation exercises will be carried out termly, including the Boarding house. The purpose of these exercises is to educate Staff and pupils of the correct manner in which to evacuate the buildings in the event of an emergency situation, and to meet legal obligations.
- d. A log of all fire drills and evacuation notes and time can be found in the fire logbook.

21. Fire Evacuation Team Members and training programmes;

- **Safety Marshal**
- **Fire extinguisher**
- **Self-Rescue**
- **Fire Doors and Premises Controller check list guidance.**

- a. The following Staff are required to be trained to a Safety Marshal competency to assist with the evacuations of the building.
 - Head of Operations
 - Assistant Safety Marshal (Col)

- Individual Safety Marshal (each tenant)
- b. Each Marshal must be trained to undertake duties as per the CoL policy & FRA, and in accordance with legal guidelines and statutory requirements.
- c. Training records are held via the CoL Training Dept.
- d. The HR Dept will keep CoL apprised of safety managers relevant training, policies and procedures specific to their business.
- e. This information will be managed and updated by CoL Building Management.
- f. The following is a schedule of regular Fire Safety checks carried out by CoL Building Management:
 - Daily: Common parts
 - Weekly: fire alarm,
 - Termly: fire doors
 - Annually: Emergency lights (maintenance)

22. Fire safety arrangements – Drawings & Plans.

Explanatory note:

- Attach as an appendix or state where these may already be found e.g. Fire Logbook
- a. Locations of the following fire safety features are indicated on drawings and plans held by CoL Building Management Team and can also be found in the red fire box at reception desk:
 - essential structural features – floor plans layout, escape routes, doorways, walls, partitions, corridors, stairways.
 - means for fighting fire (fire extinguishers, risers etc.).
 - manually operated fire alarm call points and all other features of the fire alarm system.
 - Electrical supply intakes.
 - Gas supply intake where applicable,
 - All shut off/isolation valves
 - Main water shut-off valve
 - Plant areas, lift motor rooms, etc.(see appendix A)

23. Fire Safety Records.

- a. All Fire Safety Records are held on Micad and the Freeman's SharePoint drive (Bursary_Fire).
- b. All active fire safety records are checked by the FM to ensure they are up to date.
- c. Fire logbook onsite can be obtained at the front reception desk or Gerda red fire boxes.
- d. The logbook contains the following:
 - Certification of installed fire alarm system verifying conformance with BS 9999.
 - Certification of the installed fire detection and alarm system conforming with the requirements of BS 5839 Part 6.

- Records of maintenance and testing in conformance with Section 8 of the Corporate Fire Policy.
- Copy of latest FRA (FRA), including actions log.
- Copy of the latest Emergency Plan
- Copy of the latest Fire Management Plan/Strategy (this document)
- Copy of all PEEPs (Personal Emergency Evacuation Plans) for each individual identified in the FRA
- Floor plans detailing the location of call points, refuge points, firefighting equipment including hoses, extinguishers, and dry risers etc.
- Local inspections, tests and checks.

24. Means of Escape.

- Please refer to AppendixA & B..... of this document for copies of floor plans and drawings for each area, detailing the escape routes.
- Unless specifically approved by the FRA, all Means of Escape are to be kept free from:
 - All potential sources of ignition
 - all combustible materials
 - any obstructions and/or trip hazards
- Fire Doors are to be left in the closed position at all times, unless covered by a fire alarm linked restraining device such as a maglock/dorguard.

25. Escape / Emergency Lighting.

- The emergency lighting system is not marked on the plans and drawings.
- All testing and maintenance is conducted and recorded in accordance BS EN 50172/BS5266-8 and illumination to be provided for a continuous 3-hour period, in line with BS EN 1838 1999 (BS5266: Part 7) Section 4 also following Regulatory Reform (Fire Safety) Order 2005.
- Flick and full duration testing are arranged by arranged the Skanska and the Complex Manager.

26. Fire Safety Records and Inspections, Audits, & Risk Assessments.

- To demonstrate that checks and tests have been carried out, the Facilities Manager must have access to records. These records may be available electronically through the City of London contractor, Skanska, or held locally on site in the Fire Log Book, held by the Facilities Manager.
- The Fire Safety Log Book is intended to be the on-site record of fire safety provisions within the School. If not held separately by Skanska the Logbook should include the following records:
 - Certification of installed fire alarm system verifying conformance with BS 9999;

- Certification of the installed fire detection and alarm system conforming with the requirements of BS 5839 Part 1;
 - Records of maintenance and testing in accordance with Appendix F.
 - Copy of latest FRA, including actions log;
 - Copy of the latest Fire Alarm and Emergency Evacuation Procedure;
 - Copy of all PEEPs for everyone identified in the Fire Risk Assessment. If confidentiality is of concern it is permissible to store PEEPs in a secure location provided reference is made in the logbook as to where these documents may be found.
 - Copy of all GEEPs (Guest Emergency Evacuation Plans);
 - Floor plans detailing the location of call points, refuge points, fire fighting equipment including hoses, extinguishers, dry risers.
- c. Fire Safety Inspections are to be conducted by City of London representatives at regular intervals to ensure the buildings are fully compliant with all legislation and requirements laid down by internal processes of HSG65.
- d. The fire safety arrangements will be based on this Fire Safety Management Plan tasked with conducting planned inspections of equipment and services in their respective areas of control.
- e. The main strands of the plan involve: -
- f. Effective planning, organisation, control, monitoring and review of protective and preventative measures.
- g. FRAs and building audits.
- h. Fire safety systems and maintenance.
- i. Safety Marshal and staff training.
- j. Fire evacuation drills.
- k. Building design, alterations and commissioning.
- l. A full FRA Review will be conducted in accordance with Corporate fire guidance or in the event of any significant occurrence, such as a public event, or a significant change in the following:
- m. primary function of the building.
- n. decrease / increase in occupancy levels.
- o. 3rd party tenancy of any part of the building.
- p. alteration or refurbishment works to the building.
- q. the temporary or long-term unavailability of a “Life Safety System” in whatever circumstance.
- r. where it is perceived that a neighbouring property/site has increased the risk to the premise.
- s. Current Safety Management System of the building records held are as follows:
- t. Corporate Health and Safety Policy.

- u. Corporate Fire Safety Policy.
- v. Fire Management Plan to be reviewed every two years or unless a significant change occurs.
- w. Fire Risk Assessment (FRA) type 3. Every 5 years unless a significant change occurs etc.
- x. Annual mandating of FRA and ensure all actions are completed.
- y. Corporate Fire Safety Compliance Audits: completed every three years.
- z. Departmental Facility Inspection Audit: reviewed and carried out annually.

27. Facility Management Contact details

- a. Facility Management, Testing and Maintenance Regime of the building.
- b. Freeman's School active fire safety operations are carried out by our main contractor Skanska and other subcontractors.
- c. Please contact:
 - Assistant Property Facility Manager (PFM)- 020 7332 1782
 - Freeman's Head of Operations – 01372 822402
 - Freeman's Facilities Manager- 01372 822497
- d. The passive fire safety is dealt with by the PFM, other fire safety aspects are managed by City Surveyors who handle defects or project development.
- e. Testing of building passive and active fire evacuation systems are to be conducted by Skanska or other sub-contractors at agreed appropriate times during normal hours and in line with current British or European test standards.

28. All Staff

- a. All occupants of the building will:
 - Ensure that rooms are only used for the purpose that they are designed for so that there is no increase in fire risk e.g. through overcrowding, re-arrangement of furniture, excessive or insecure storage of flammable or explosive materials or use of naked flames;
 - Make themselves aware of the fire safety plan for the building(s) in which they work and cooperate with First Aiders, Safety Marshals, Building Managers and Security staff to ensure the effectiveness of the fire evacuation procedures;
 - Make themselves aware of the location of fire alarm activation call points, escape routes and final exits;
 - Bring to the attention of the Facilities Manager any defects or deficiencies in fire safety arrangements including failure of any detection or warning device, fire door or final exit door or obstructed escape route;
 - Immediately activate the nearest manual call point and inform other staff/reception if they discover a fire;

- Not attempt to extinguish a fire unless trained to do so or if they or others would be at personal risk;
- instruct and assist staff and other visitors so that they leave the building safely and promptly;
- ensure that visitors and other personnel staff/contractors hired or work under the Col are instructed in the fire evacuation procedures.

29. All Contractors

- a. The main contractor Skanska has been provided with inductions on the site. Sub-contractors are given an induction by Skanska upon arrival and must sign an agreement that they understand the procedures for the premises (See Freeman's Contractor policy).
- b. All contractors will:
 - Make themselves aware of the fire safety plans for the building(s) in which they are working.
 - Cooperate with Staff and Safety Marshals to ensure the effectiveness of the fire evacuation procedures;
 - Sign in and out of the School at the main Reception or as dictated by their site procedure and have received an induction from the relevant person.
 - Ensure the appropriate documentation has been provided to (RAMS, Insurance, Hot Works Permit, OOH request form etc.) and approved by CoL Property Facilities Manager / City Surveyors.
 - Ensure that corridors, stairways, lobbies and exits remain clear of any obstruction (including flammable items) at all times whilst carrying out their works.
 - That any unsafe practices or breaches of fire safety procedures are reported immediately to Freeman's Facilities Manager and the CoL Property Facilities Manager.

Appendix A – PLANS AND DRAWINGS

This section of the fire management plan should outline key fire roles at the premises and who will undertake them. All premises will have a member of staff who acts as the “responsible person” and “Fire, Health & Safety Adviser” but some will also have “Safety Marshals that may also have specific duties when the fire alarm is activated and if tenant decides to leave their flats.

DRAFT

Appendix B - FIRE ALARM – TESTING AND MAINTENANCE

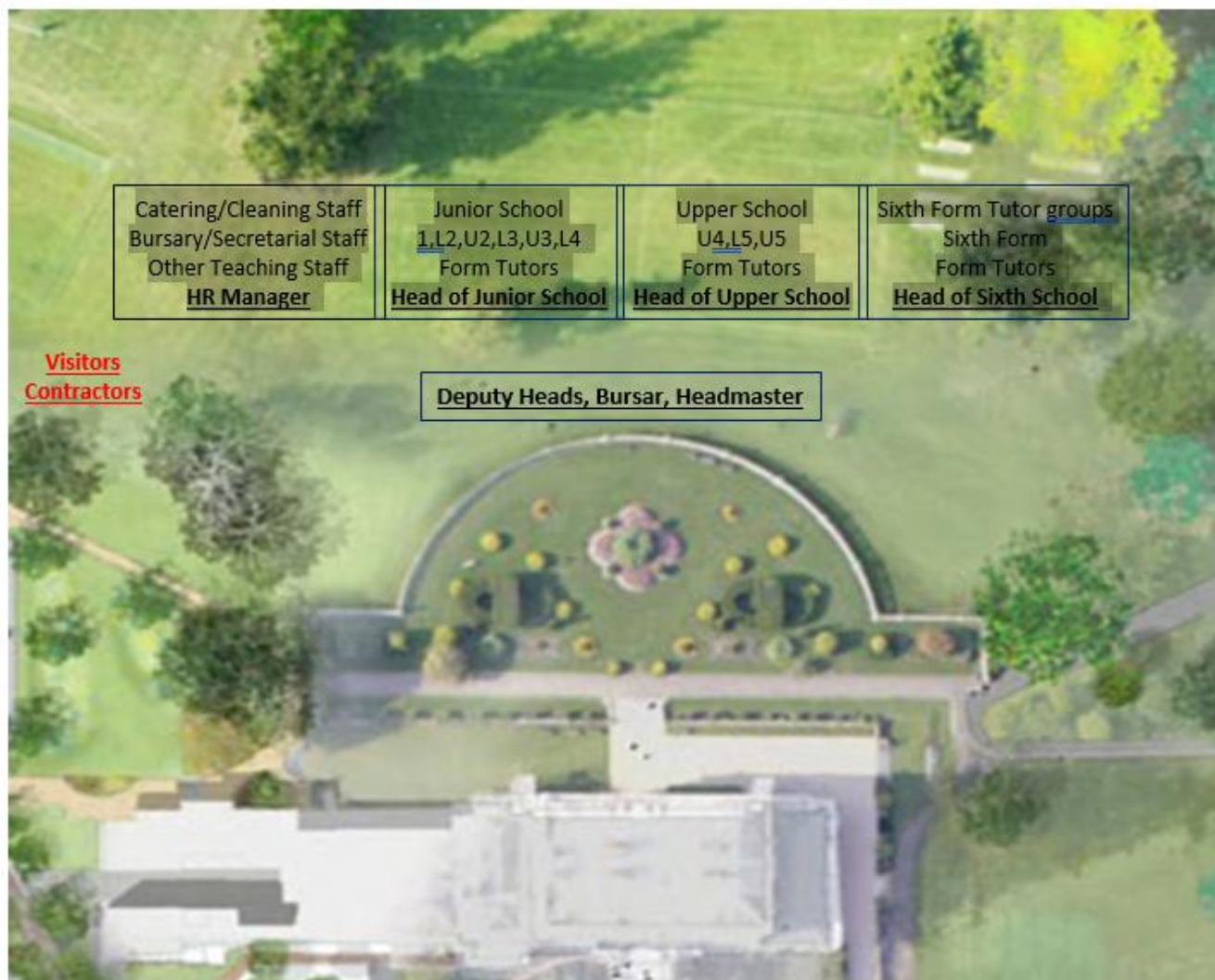
1. The following Table 1 illustrates the required testing and checking arrangements required under the Regulatory Reform (Fire Safety) Order (RRO) 2005.

Compliance Standard	Applicable Asset/ Testing Parameter	Anticipated Competency Level	Statutory or Best Practice	Frequency of Test, Check or Inspection
Regulatory Reform (Fire Safety) Order BS 9999	Fire Drill	Headmaster	Statutory	Every term; three times a year.
Regulatory Reform (Fire Safety) Order BS EN 50172/BS5266-8	Emergency Escape Lighting Illumination Functionality /RCD Testing	Headmaster	Best Practice	Every month
Regulatory Reform (Fire Safety) Order BS5839-1	Fire Alarm Weekly Test including check on visual and vibrating alarm devices and public address systems that are used during fire evacuation.	Facilities Manager	Statutory	Every 7 days
Regulatory Reform (Fire Safety) Order BS5839-1	Fire Detection and Alarm System Inspection and Testing (Cause and Effect Testing)	Specialist Contractor	Statutory	Every 6 months
Regulatory Reform (Fire Safety) Order BS5306-3	Fire Extinguisher Annual Maintenance	Specialist Contractor	Statutory	Every 12 months
Regulatory Reform (Fire Safety) Order BS5306-3	Fire Extinguisher Extended Maintenance (If not replaced)	Specialist Contractor	Statutory	Every 5 years
Regulatory Reform (Fire Safety) Order BS EN 12845	Sprinkler Maintenance, Inspection and Pressure Testing	Specialist Contractor/ Competent in-house Person	Statutory	Testing and checks in accordance with BS EN 12845 Weekly, 3, 4 and 6 months
Regulatory Reform (Fire Safety) Order BS EN 15004	a. Gas Suppression System Mechanical Test	Specialist Contractor	Statutory	a. Every 6 months b. Every 10 years

	b. Gas Suppression System Hydrostatic Test			
Regulatory Reform (Fire Safety) Order BS 9999	Check on the condition and operation of smoke curtains	a. Facilities Manager b. Specialist Contractor	Best Practice	a. Music Dept every 7 days b. Every 12 months
Regulatory Reform (Fire Safety) Order 9999	Check on condition and function of fire doors	Facilities Manager	Best Practice	Quarterly check
BS 6651: 1999 (Installed Standard), BS EN62305	Inspection and testing of Lightning Protection System	Specialist Contractor	Best Practice	Every 11 months
Regulatory Reform (Fire Safety) Order BS EN 50172/BS5266-8	a. Emergency Lighting (Full Duration) Test	a. Facilities Manager b. Specialist Contractor	Statutory	a. Monthly – flick test b. 6 and 12 monthly discharge

Appendix C – FREEMEN’S EMERGENCY EVACUATION POINT





- a. The following layout is to be adhered to for all Staff, Pupils, Visitors and Contractors during a fire / emergency evacuation.



Appendix D - FIRE FIGHTING EQUIPMENT

1. There is no obligation on staff to attempt to control a fire by using extinguishers. The prime responsibility of staff is to escort pupils to safety. If staff do use firefighting equipment, they should take no risks with their own safety and should check the labels on the equipment.

Remember the following (including water mist and special catering firefighting equipment):

If extinguishers contain:	They are best used against fires involving:
Water 	Used against Wood, paper, plastics. Most common and have a hose attachment and are colour coded Red;
Carbon Dioxide 	Flammable liquids e.g. oil & petrol Have a funnel shaped attachment and are colour coded Black
Foam 	Flammable liquids e.g. oil & petrol Have a hose attachment and are colour coded Cream
Dry Powder 	All of the above Have a hose attachment and are colour coded Blue

2. Be aware:
- 2.1. Fires involving electricity are best extinguished by turning off the power and using carbon dioxide or dry powder extinguishers. Do not use water or foam-based extinguishers.
 - 2.2. Water based extinguishers should not be used on flammable liquids such as fat, oil or petrol.

Appendix E - FIRE PREVENTION

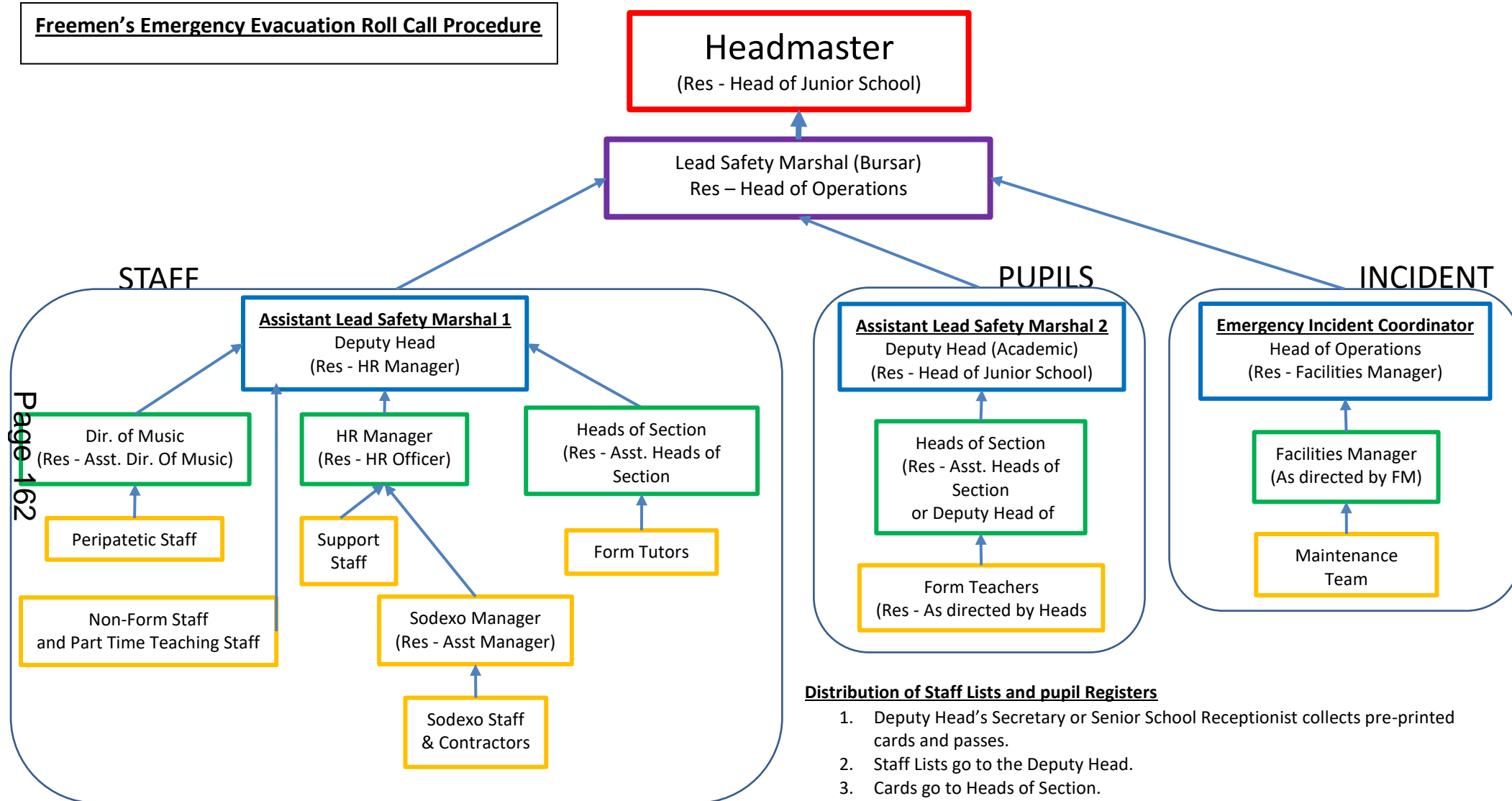
1. To ensure the processes are being implemented the Headmaster, Bursar, Head of Operations, Facilities Manager, Head School keeper and Heads of Department will:

- Always comply with relevant regulations on the storage, transportation, handling and disposal of flammable materials (including weapons and ammunition, hazardous substances etc);
- Regularly inspect all the areas where there are potential sources of ignition and ensure that no flammable materials are stored close by;
- Maintain awareness through training and refresher training of the preventative steps that need to be taken;
- Consult regularly with the Fire marshals;
- Include fire prevention and evacuation procedures during the inset days and the induction process with all new starters;
- Pay close attention to the activities of contractors as appropriate.

Appendix F - HOT WORKS

1. The Corporation of London Fire Safety Guidance Note 78 will be the authority for all hot works at Freeman's School.
2. They are to be eradicated by design and they are not allowed in listed building.
3. The Facilities Manager must if possible, avoid hot work situations and where this is not deemed possible ensure a robust Permit to Work (PTW) system is employed.
4. PTW systems should relate to clearly defined individual pieces of work.
5. PTW documents must not be used as blanket authorisations to carry out hot work anywhere on the site at any time; they should only be issued just prior to the intended hot work duty and end once the activity at that location and time has finished.
6. PTW systems should normally include;
 - the location and nature of the hot work intended;
 - the proposed time and duration of the work;
 - the limits of time for which the permit is valid;
 - the person in direct control of the work
7. Precautions to be taken and reflected in the PTW before, during and after the work should include;
 - Clearing the surrounding area of all loose combustible material;
 - Checking for combustible material on both sides of a wall or partition, where work takes place only on one side;
 - Having suitable extinguishers at hand and a careful watch maintained for fire during the work and following completion;
 - Protecting combustible material which cannot be cleared;
 - Examining the hot work area thoroughly for some time after the work has finished (typically this will be at least an hour, but ignition can sometimes occur much later than this – inform the night security where hot work has been going on and ask them to check these areas);
8. In view of the potential risk, it is a sensible precaution for all hot work to stop by a safe period before the end of the day.
9. The PTW system must be supervised and authorised by a competent person (to be nominated on a case by case basis) who understands the operation of the PTW system. Whilst in operation this system should be monitored and reviewed continuously to ensure any changes are captured before they develop into an incident.

Freemen's Emergency Evacuation Roll Call Procedure



Distribution of Staff Lists and pupil Registers

1. Deputy Head's Secretary or Senior School Receptionist collects pre-printed cards and passes.
2. Staff Lists go to the Deputy Head.
3. Cards go to Heads of Section.
4. Heads of Section then distribute cards to Form Staff.

In the event of an emergency school evacuation, all staff and pupils will assemble on the field below the Italian Gardens and report to the person above them in the chain of command



**Fire Protection
Association**
Fire and Risk Services



City of London Freemen's School

Ashtead Park

Ashtead

Surrey

KT21 1ET

The City of London Corporation

External Fire Risk Assessment

Prepared by: Fire Protection Association

London Road, Moreton-in-Marsh, Gloucestershire GL56 0RH

CONTENTS		
Report Component		Page
1	Site specific information	3
2	Introduction	7
3	Legal requirements	8
4	Executive summary and significant findings	9
5	Overall assessment of risk	11
6	Fire risk assessment methodology	12
7	Hazard identification and action plan	20
8	Record of fire risk assessment review	67
9	Annex A: British and other standards that may be referred to in this assessment	68
10	Annex B: Photographs	69
11	Annex C: Outline sketch of premises	70
12	Annex D: disclaimer	71

1. Site specific information

Building Name City of London Freeman's School
Building Ref *Insert building reference number*
Division *Insert division*
Estate School
Property Name City of London Freeman's School, Ashted Park, Ashted, Surrey,
KT21 1ET
Property Ref *Obtain and insert property number*

Name of the responsible person on the site: -

Direct contact details: - Susan Williams, Bursar **Department name** **Bursary**

Office 01372 822441 **Mobile:**

Email address: susan.williams@cityoflondon.gov.uk

Liaison Manager at the site (Competent art 20 of RRO):-

Direct contact details: - Edward Kennedy, Facilities Manager or Karl Webb, Deputy Facilities Manager **Department name** **Facilities**

Office 01372 822497 **Mobile:**

Email address: edward.kennedy@cityoflondon.gov.uk karl.webb@freemen's.org

Person responsible for undertaking corrective actions (Competent art 13 RRO):-

Direct contact details: - As per Liaison Manager
details **Department name**

Office **Mobile:**

Email address:

Specialist accredited companies assisting in the fire protection measures

Fixed installation (sprinklers):-

Direct contact details: -

Co name & Address: Novar Honeywell, UK Business Support Specialist, Honeywell Building Solutions, 140 Waterside Road, Leicester, LE5 1TN

Office 01162 462 344

Mobile:

Email address: Nicolette.paterson@Honeywell.com ContractRenewals@honeywell.com

Specialist accredited companies assisting in the fire protection measures

Fire Alarms:-

Direct contact details: - Novar Honeywell,

Co name & Address: UK Business Support Specialist, Honeywell Building Solutions, 140 Waterside Road, Leicester, LE5 1TN

Office 01162 462 344

Mobile:

Email address: Nicolette.paterson@Honeywell.com ContractRenewals@honeywell.com

Specialist accredited companies assisting in the fire protection measures

Emergency Lighting:-

Direct contact details: - Skanska c/o City of London

Co name & Address:

Office

Mobile:

Email address:

Specialist accredited companies assisting in the fire protection measures

Extinguishers:-

Direct contact details: - Skanska c/o City of London

Co name & Address:

Office

Mobile:

Email address:

Event planner for the site when applicable:-

**Direct contact details: - As per responsible person on
site Department name**

Office

Mobile:

Email address:

Assessors details

Direct contact details: Richard Kay **Company: Fire Protection Association**
Office: 01608 512529 **Mobile: 07837 746 285**

Email address: r.kay@thefpa.co.uk

Date of the assessment : 18th – 20th October 2017

Date of first draft : 27th October 2017

Reviewed and approved by: Adair Lewis *BSc CEng FIFireE CPhys MInstP CChem MRSC*

Date: 06 November 2017

Submitted to Micad on : (insert date)

Date of next assessment : (Use aide-mémoire 2) (insert date)

Report Signed by Assessor

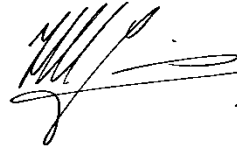
Signature: 

Print: RICHARD KAY

Date: 27th October 2017

Signature of validator/approver

Signature:



Print: ADAIR LEWIS

Date: 06 November 2017

Finance (CoL details)

Murdo Macmillan
Operational Services Supervisor
The Staff Yard
Parliament Hill Fields
Highgate Road
London NW5 1QR
TEL: 020 7332 3775

Purchase Order:

2. Introduction

On the 18th, 19th and 20th of October 2017, visits were made to City of London Freeman's School, Ashted Park, Ashted, Surrey to carry out a risk assessments for all buildings on the site. The assessor was assisted in the information gathering by Edward Kennedy, the Facilities Manager and Karl Webb, his assistant. The inspections were accompanied by one of the above, other members of the Facilities team or were unaccompanied.

The Responsible Person for the school is the Headmaster, Roland J. Martin.

The Competent Persons are Edward Kennedy, the Facilities Manager and Karl Webb, his assistant, who has extensive training and experience in fire safety management.

The following buildings were inspected for the purposes of this assessment:

Main House:	Five storey period building (including basement and sub-basement). Dining facilities, administrative offices, changing rooms, some vacant areas;
Sports Hall:	Two storey modern building. Sports facilities, studios, offices, former tuck shop;
Reception:	Single storey 1970's building. Reception desk and admin/maintenance stores;
Philp House:	Three storey 1970's building. Former boarding house. Maintenance offices and stores. Teachers accommodation, Medical Centre. Partially vacant;
Science and Technology:	Two storey 1970's building. Science laboratories, DT workshops, classrooms, offices;
Art and Design:	Two storey 1970's building. Art rooms, galleries and offices;
Stable Block:	Two storey period building. 6 th Form Centre. Common room, snack bar, classrooms and offices;
Haywood Centre:	Two-storey 1970s building. Administrative offices, classrooms, staff room, other offices;
Ferndale Theatre and Assembly Hall:	Two-storey 1970's building. Theatre, assembly hall, stores, offices dressing rooms;
Kemp House:	Two-storey 1970's building. Junior School. Classrooms, offices;
Boarding House:	Modern two-storey building Student bedrooms, 3 x staff flats, common areas, kitchenettes;
Music School:	Modern two-storey building. Practice rooms, Recital Hall, offices, classrooms, stores;
Swimming Pool:	Brand new three storey building. Meeting room, changing rooms, pool, plant rooms;
Bothy:	Single storey 19 th century building. Off-site staff accommodation.

Bedrooms, sitting room, kitchen;

The cricket pavilion was not accessed.

There are areas of parking across the site, principally at Reception and by the Main House.

The main building is Grade 2 listed. It is understood that the building is to be closed shortly for extensive refurbishment over a number of years.

There are no neighbouring premises nearby that pose any risk to the School and there is no known history of fires in the last five years.

3. Legal requirements

The requirements of the Regulatory Reform (Fire Safety) Order 2005, which came into effect on 1 October 2006, adopt a self-assessment approach to fire safety in the workplace. The legislation places certain duties on the 'responsible person' for the premises, one of which is to ensure that a suitable and sufficient fire risk assessment is carried out; when there are five or more staff employed this assessment should be recorded.

The assessment set out in this document is an evaluation of the Life Safety measures and is intended to satisfy the requirements of the Regulatory Reform (Fire Safety) Order 2005.

This fire risk assessment should be reviewed periodically and in the event of:

- Changes to the work activities or the way they are organised, including the introduction of new equipment.
- Alterations to the building(s), including the internal layout.
- The introduction, change of use or increase in the storage of hazardous substances.
- The failure of fire precautions, e.g. fire detection and alarm systems or sprinkler systems.
- Significant changes to the type and quantity and/or method of storage of combustible materials.
- Significant changes in the occupancy levels.
- A significant change in the mobility level or other factors influencing the response of students, visitors or staff in an emergency.
- Changes to the management of the organisation.

There were no significant quantities of hazardous materials such that a separate risk assessment is required in compliance with the Dangerous Substances and Explosive Atmospheres Regulations 2002.

4. Executive summary and significant findings

The risk of fire has been assessed and there are certain remedial actions that should be taken to ensure that the ratings that have been identified are maintained or improved. The most significant of these are set out below:

Finding number (Section 7)	Report Reference	Significant Finding
4.1	7.5	The fire exit door to the balcony on the first floor of the Sports Hall was very stiff and difficult to open. The fire exit should be adjusted to ensure that this fire exit provides an effective means of escape in the event of a fire.
4.2	7.6	The fire exit from the 2 nd floor of the Housemaster's House was very stiff. This poses a slipping or tripping hazard and could cause ice to form. Ideally there should be a system for self-draining installed to prevent the pooling of rainwater.
4.3	7.101	There is an exit route being used for storage on the first floor. Exit routes should be kept clear of storage items at all times. This storage should be removed from the escape route and stored safely.
4.4	7.102	The first-floor staff office contained some empty cardboard boxes and lead acid batteries. This represents substandard housekeeping and an accumulation of combustible materials. This should be removed from this area, and preferably disposed of. The batteries should have at least one of their terminals capped or otherwise isolated. This is to prevent accidental arcing between the terminals.
4.5	7.103	Outside the CCF Office, there were batteries and paints being stored. This is an issue because this area constitutes an exit route, and this accumulation of objects represents a trip hazard.
4.6	7.105	The fire exit route in the Common Room is partially blocked by tables and chairs. Escape routes should be kept clear of obstructions at all times, to ensure that they can provide an effective means of escape in the event of a fire.
4.7	7.106	The CCF Store contained solid fuel, waterproof matches and gas canisters, being stored loose alongside combustible material. There should be a flammables cabinet installed in this room, and all flammable material should be kept inside. There should be an itemised inventory of the cabinets contents displayed clearly on the front of the cabinet.
4.8	7.113	In the under stairs cupboard in the basement there were two uncapped batteries being stored. Batteries should have at least one of their terminals capped or otherwise isolated. This is to prevent arcing between the terminals, which could provide a source of ignition.

4.9	7.114	There was a small amount of storage on the exit route from the Assembly Hall. These items should not be stored on an escape route. Any items that could potentially obstruct the escape route in the event of fire and safely stored elsewhere.
4.10	7.116	In K-26, there was a heater positioned underneath a notice board with a large quantity of paper attached. This constitutes an elevated risk of ignition, and should be avoided. In this case, the notice board or the heater should be moved elsewhere, and there should be efforts made to limit the quantity of paper attached to the notice board.
4.11	7.117	In the Biology Office, there was a microwave oven with items stored on top of it. This storage was blocking the vents on the oven. Blocking the intended ventilation of the appliance constitutes an increased risk of ignition. Microwave vents should be kept clear at all times, and storage should not be kept on top of appliances.
4.12	7.119	The fire exit from the wood store in Tech 3 was blocked from the outside with storage. There should never be storage kept outside fire exits for the risk of obstructing the escape route, or potentially preventing the exit door from opening properly. The storage should be removed from the area and appropriately stored elsewhere.
4.13	7.121	There was a tumble-dryer found in Food Tech, with a large accumulation of fluff in the filter. Tumble-dryers should be regularly cleaned and accumulations of fluff removed to prevent the potential source of fuel in the event of a fire.
4.14	7.125	In the second floor Meeting Room, the fire escape was being blocked by chairs. Outside the escape, there were waste items on the stairs. Fire escapes should be kept clear, with chairs moved elsewhere. Similarly, the escape stairs should have loose material removed to ensure that the escape route is accessible at all times.
4.15	7.126	In the copier room, the air conditioning filter was found to be dirty. The air conditioning filter should be cleaned regularly to prevent the build-up of dust which constitutes an accumulation of combustible material.
4.16	7.129	In the office of Mr Davies, in the building's basement, there were small arms blanks being stored. This is poor practice and any ammunition should be being stored in the locked gun store in the same room.
4.17	7.132	The extractor above the appliances in the kitchen is dirty and in need of cleaning. The extractor should be cleaned regularly to prevent the accumulation of grease and residue that could contribute a fuel source to a fire.
4.18	7.134	The appliances in the boarding house were in need of cleaning at the time of assessment, with the extractors in both kitchens being dirty and the tumble-dryer in the laundry having a build-up of fluff. These appliances should be regularly cleaned to prevent the accumulation of fluff, dust or other potential fuel sources.

4.19	7.136	The tumble-dryer filter in the Bothy had quantities of fluff accumulated on it. This poses a significant risk of fire. This appliance should be regularly checked and cleaned to prevent the build-up of fluff on the filter.
------	-------	---

5. Overall assessment of risk

The overall life safety fire risk rating for the premises is assessed to be:

Low	Medium	High	Category: 12
	Unacceptable		

On completion of the remedial actions the rating may be improved to

Low	Medium	High	Category: 6
Acceptable			

The CoL uses a 4x4 matrix for the Fire risk assessment for the combination of the likelihood of fire (identified in Step 2) and the consequences of fire (identified in Step 6). The CoL accepts there is no unique way in which fire risk should be expressed, but it is innate to the process of carrying out the fire risk assessment that there is an assessment of fire risk, which is then appropriate to the document. (For continuity throughout the City of London Corporation, this is used as our standard matrix for all our risk assessments and is not specific for fire safety in the Corporation)

City of London 4-point risk matrix				Likelihood			
				1	2	3	4
				Rare	Unlikely	Possible	Likely
				Has happened very rarely or never before	Where harm is unlikely to occur	Possible for harm to occur in the next year	Where it is certain or almost certain that harm will occur in the next year
Severity	1	Minor	Minor incident including injury to one or more individuals such as cuts, scrapes, minor bruising and skin irritation	1	2	3	4
	2	Serious	Significant Injury or illness causing short term disability to one or more person. For example, and Over 7 Day injury / incapacitation.	2	4	6	8
	4	Major	Major injury or illness/disease causing long term disability to one or more person including broken bones, occupational disease and ill-health	4	8	12	16
	8	Extreme	Fatality or life threatening illness / disease to one or more persons	8	16	24	32
Risk Key							
Low: No additional control measures are usually required. Consideration may be given to more cost-effective solutions or improvement that imposes no additional cost burden. However, control measures must be monitored to ensure effectiveness taking corrective action where necessary							
Medium: Further control measures are required to reduce the risk. Where significant resources are required, short term interim measures may have to be taken until long term measures are implemented. Where the severity is 'high' or there is a high likelihood of harm, urgent action should be taken							
High: Work should not be started or continued until the risk has been reduced							

The above matrix will be used when determining individual risk priorities included in the action plan and to determine overall assessment of risk above.

6. Assessment Methodology

The methodology is based on the City of London *Fire Safety Guidance Note FSGN 79: External Fire Risk Assessment Companies - Standard Format required by the City of London Corporation for fire risk assessment being undertaken by external providers*. The methodology has been amended to suite the site and, the FPA methodology with which our assessors are familiar.

The Assessment has been undertaken by an assessor deemed competent in terms of the FPA's Fire Risk Assessor Person Specification. Richard Kay, the assessor, is a member of the Institution of Fire Engineers at Technician Grade (TIFireE) and a member of the Institute of Fire Safety Managers (MIFSM).

Notwithstanding the deviations from the City of London template, this report template is deemed to be in line with the reporting expectations in terms of the Regulatory Reform (Fire Safety) Order 2005.

Technical reference information and guidelines include British standards, Approved Document B Volume 2 to the Building Regulations and various HM Government fire safety risk assessment guides which are recognised as best practice.

The methodology applied by the FPA will take in to consideration the following key inputs to the City of London's preferred fire risk assessment methodology:

6.1 Step 1: Obtain information

Freeman's School is an independent day and boarding school located in a park of around 57 acres in rural Surrey. It is owned and managed by The City of London Corporation and has been on the present site since 1926. The site comprises a collection of buildings around the original House and stables (now the 6th Form Centre), dating from the late 18th century with earlier origins. Significant development of the site appears to have started in the 1970s when the school, previously housed in the main House, expanded into a number of new buildings – The Haywood Centre, Art and Design, the Science Block, Kemp House (Junior School), Ferndale Theatre and Senior Assembly Hall and Philp House (the former boarding House) along with the Reception building. Development has continued over recent years with the addition of the Sports Hall, Music School, Boarding House and, just opened, the swimming pool.

All of the buildings have been appropriately designed, following the legislation current at the time of construction with an appropriate provision of means of escape, compartmentation and fire safety equipment. The 1970s buildings have been designed around central hallways with interlinking classrooms providing an alternative means of escape, avoiding the central corridors. The buildings dating from the 1970s are starting to show their age with deterioration of some of the fire safety features, particularly fire doors.

The school has a current roll of some 900 pupils aged between five and eighteen, including around 50 boarders. In addition there are around 130 full and part-time teaching and administrative staff members plus peripatetic teachers. In addition are the facilities/grounds staff. None of the current staff or students are understood to have any disabilities that would affect their ability to evacuate in the normal fashion. This is, of course, subject to change.

At certain times of year – Sports Days, Open Days, etc., - the occupancy is significantly raised with the presence of parents and prospective parents.

There are fire procedures in place for the premises which treat the site as a whole; the fire alarm sounds throughout all buildings simultaneously and all occupants are required to evacuate. The

exception to this is the boarding house which, because of its overnight occupancy, has slightly different arrangements. The fire procedures are well documents and fire drills are carried out at least twice per year.

Matters considered include:

- The number of floors below ground and the number of floors above ground.
- The approximate area of each floor.
- Any ancillary uses to which one or more areas of the building is put, e.g. commercial, community activities, etc.
- The number and nature of the residents. This includes any social and known lifestyle factors that may affect the risk from fire. It should be determined as to whether the number of persons with disabilities is likely to be different from a typical; general needs block of flat (i.e. where housing is specifically provided for people with additional needs).
- The presence of staff, e.g. a caretaker, porter or concierge.
- Lone working staff in remote area in normal working hours & out of hours reduced staff.
- Previous experience of fires over 20 years.
- Maximum number of persons in halls standing and seating (Seats 450mm wide). Maximum number of members of public/visitors on the premises.
- Normal day today use, events for public fee-paying, events non-payment.
- Fire procedures; what actions do all staff undertake when the fire alarm activates.
- Storage of items impinging on the fire line.
- Dangerous substances stored correctly, minimum quantities available to prevent over stocking.
- Seasonal activities undertaken open days – new intakes- historic / charity

6.2 Step 2: Identify the fire hazards and control measures

Fire hazard within the flats and under the control of the residents need not be considered.

Consideration has been given to the potential following causes of fire and to measures provided to eliminate or reduce the likelihood of each cause (where relevant):

- Arson & terrorism improvised devices
- Electrical faults (in fixed wiring and any equipment provided)
- Secondary power generation/storage
- Battery charging
- Date of fixed wiring test
- Thermographic electrical test date (every 5 years)
- Portable electrical appliance testing (PAT) CoL policy every 2 years
- Unauthorised equipment, multi sockets/trailing leads
- Catering equipment testing dates
- Smoking
- Storing of combustible materials COSHH regulations
- Use of portable heaters
- Contractors' activities
- Heating installations *night storage/warm air*
- Lightning protections
- Suitability of site
- Impact tenants are having on protection of the property
- Poor housekeeping, including inappropriate storage of refuse and discarded items
- Furniture meets Office/Commercial BS 7176:2007 and Domestic F&FR 1988
- Unguarded naked flame process.
- Fuel storage for property/site/use shut off valves

The management of hazardous materials was found to be of a generally good standard with the majority of flammable materials stored within flammables cabinets. Science laboratories and other high risk areas were kept neat and tidy with no evidence of improper storage and the DT workshops were impeccably clean and tidy.

The notable exception was the CCF department. The storage areas in the Sixth Form Centre were found to contain significant quantities of gas canisters and fuel blocks improperly stored and in the office in the basement of the Main House are boxes of blank ammunition stored under a desk. Appropriate storage facilities need to be provided for these high risk items.

The only example of inappropriate battery charging was in the staff room in the Sports Hall, although inappropriate storage of batteries was observed in other locations.

There is some use of portable heaters in the buildings and the use of extension cables is widespread, in spite of the provision of electrical trunking systems in many areas. Electricity is a ubiquitous source of ignition and the better it is managed, the lower the potential for accidental fire.

As a school, housekeeping is an ongoing issue, most importantly students blocking fire exits with their school bags. Every effort is being made by staff to manage this but it is appreciated that this is a difficult task.

Lightning protection system testing appears to have lapsed.

6.3 Step 3: Assess likelihood of fire

A subjective judgement as to whether, based on the findings of Step 2, there is an untoward likelihood of fire as a result of inadequate control over fire hazards.

The likelihood of fire within these premises is in line with similar premises. The provision of fire safety equipment is largely suitable and control systems are mostly appropriate.

6.4 Step 4: Determining the fire protection measures

Each of the buildings on the site is separated from the others by a minimum of around 10 metres. As a result, each building can be considered separately as fire-spread between buildings would be the result of a well-developed fire, not in its early stages.

On the whole, the activities within a school represent a low fire risk. The exceptions are possibly Science, Art and DT. These areas are provided with the anticipated fire safety systems, although there would be a benefit in installing gas 'proving' systems, rather than simple isolators, as they provide an enhanced level of safety.

The kitchen, in the Main House, also represents a higher than normal fire risk. This building is due to be thoroughly refurbished and the kitchen moved to another location on the site. This represents an excellent opportunity to re-design the kitchen to the highest, modern standards of fire safety.

Occupant related matters considered include:

- Tenants' information; type of process being undertaken by tenants
- Dangerous substances used; procedures and arrangements by CoL on the site
- Combustible materials (unexpected quantities present)
- External fire spread from our site or from adjacent properties

- Compartmentation, particularly the enclosure of flats, within fire-resisting construction. Fire protection measures; design features, systems, equipment or structural measures to reduce danger to people if fire occurs.

The principal fire protection measures considered in relation to life safety include:

- Resting- sleeping familiar and non-familiar locations
- Disabled Access / egress number of persons on site DDA, PEEP Policy GEEP policy
- Refuge areas / communication, Evac lifts
- Travel distance from compartment doors to the nearest stairway or final exit
- Protection of stairways from fire in adjacent areas
- Protection for fire escapes; inclement weather protection with external lighting
- Events; internal and external including commercial wedding, investitures, conferences, summer schools etc.
- Fire escape route; clear/signed, no combustibles, first aid firefighting equipment; any fire extinguishing appliances provided (these are not normally supplied by the CoL in communal areas of residential flats or tenanted business where we control the common parts only). CoL Policy is to remove firefighting hose reels when possible and fire blankets at the end of their life see Appendix 5
- Emergency escape lighting including task and higher risk escape areas over 60m²
- The fire resistance between compartments and the common parts
- Fire stopping and access voids
- Doors which should be fire-resisting and self-closing CoL policy final exit doors benefit from self-closers when fire spread can be reduced with consideration to access & security at least 10% of doors are to be audited against inspection records, recorded in the inspection sheets
- Inner room additional protection
- Land lock building escape routes
- Means for smoke control within the common parts. and the use of Smoke Control System
- External sub-contractors equipment stored hazard introduced by tenants or contractors
- Special Areas; high security, research laboratories document storage etc.
- Housekeeping
- Cooking; staff rooms, commercial, events
- Management of waste
- Fire Detection & Alarm Systems installed. Type and description including operation, fire detection and alarm interfaces with zone plan
- Any fire alarm system to whole of the premises and within the common parts (such a system is not normally required in residential flats, but smoke detectors may be provided to open vents automatically as part of the smoke control measures)
- Fire Fighting Systems; Automatic Sprinkler System Dry / Wet Rising, Fire fighting lift, Mains Hose Reels Other Extinguishing Systems

The adequacy of the existing fire protection measures should be assessed and any need for improvements should be identified. (Measures to assist the fire and rescue service, such as fire mains and fire-fighting lifts, are not required by the FSO, but will normally have been required under Building regulations at the time of construction of a high-rise block of flats / Buildings. Adequate maintenance of these measures should be verified and commented upon).

The general standard of fire alarm provision in the various buildings, as defined by BS5839, is either category L4: Philp House, Art, the Pavilion, Drama, Hayworth, Music School and Science. The other buildings have category L5 systems: The Boarding House, Main House, Sports Hall, and Kemp House. Needless to say, the higher the category, the higher the level of protection and it is recommended that, at future refurbishments, the standard of L2 is all buildings should be an aspiration.

All buildings were provided with appropriate means of escape, suitable in number and width for the likely occupancy. Several of the fire exits were found to be partially blocked or stiff to open. Ongoing

checks of the fire escape routes should be routinely undertaken and fire exit routes kept clear of furniture, stored items, leaves, etc.

There is a fire escape route from the former music school in the sub-basement of the main house which involves climbing an internal ladder which gives access into a storeroom in the basement, which is a short distance from a final exit. The use of this ladder is not considered appropriate. During the refurbishment of this building, this exit route should be made more appropriate. Also in the main House there are external fire escape stairs. The stairway from the 2nd floor meeting room is blocked internally with some chairs and externally with some timber.

The provision of fire extinguishers throughout the buildings is broadly appropriate. It was noted, however, that extinguishers were obscured in several locations. There are some places where the provision of extinguishers is duplicated – i.e. two water extinguishers alongside each other. Given that the priority in the event of fire will be the evacuation of occupants, and the relative paucity of extinguisher trained personnel, duplicated provision is unnecessary. It would be better that these extinguishers are redeployed in other areas.

Throughout the building there are extension cables and adapters in widespread use, in spite of the installation of trunking systems in many areas. The use of such equipment must be eliminated as far as possible.

The most consistent shortcoming identified throughout the site is the condition of the fire doors. Many of these date from the 1970s, when the majority of the building were constructed but in the Main House there are several period doors which have been upgraded, some time ago, to achieve a degree of fire protection. In premises with this type of occupancy, the amount of wear and tear is very high. The Facilities staff are aware of the issues regarding the fire doors. What is required is a concerted push to get the existing fire doors compliant with BS8214 and then a robust PPM to identify and remedy any future issues.

6.4 Step 5: Obtain information about fire safety management

It is understood that the previous Estate Manager left suddenly and there was no formal handover or instructions left for the incoming Manager. This has inevitably caused issues with the implementation of test and servicing regimes. The new Manager has a good understanding of the requirements and is working towards having all the maintenance schedules in place in the shortest possible timeframe. Responsibility for fire safety lays with the City of London Corporation, Mitie, the Facilities Department and latterly Skanska have some responsibilities as described elsewhere.

The fire procedures for this building appear to be well conceived and regular fire drills are carried out. Due to the nature of the occupancy, with the exception of overnight, the whole school evacuate in the event of a fire alarm.

The sleeping risk on this site is limited to the Boarding House. There is accommodation for around 75 students and there are three live-in members of staff to assist in the overnight management of the House, taking it turns to be on duty. This building has an appropriately high level of fire alarm coverage and, on the whole, the standard of compartmentation is good, although some remedial works are required.

Matters to be considered include:

- List of enforcement actions out-standing matters
- Responsibility for fire safety in the building
- Occupants especially at risk

- Evacuation strategy; Including the emergency plan, particularly in housing the procedures for residents to follow in the event of Fire (stay put policy)
- Emergency Plans including full site evacuation plans, gas escape, planned and unplanned power failures
- Automatic fire alarms, AFA History of calls in rolling 12 month period of unwanted fire signals and how a further reduction can be obtained
- Method of calling the Fire Service
- Salvage /disaster recovery plans
- Floor marking for wheel chairs in seating areas
- Previous history of fires on the site over 20 year period
- Emergency plans and protection from the threat of arson
- Fire Safety arrangements which are in place including compromised fire safety due to external safety related event occurring (acts of terrorism).
- Fire marshals and lead marshals sufficient for the site.
- Fire Assembly Points suitable with alternative secondary available.
- Firefighting systems incorporated within the premises e.g. Pressurized staircases, fixed installation water or gas systems, firefighting mains, protection for fire-fighters
- Record keeping of the Fire Log books as guidance note CoL FSGN 92.

Site Documentation to be sampled and comments applied in all cases to six (6) of the main sections from the fire log book held on every site:

- Fire Policy relating directly to the site.
- Fire Strategy for the premises.
- Arson Reduction Policy.
- Fire alarm systems:
 - Record of tests.
- Maintenance:
 - Fire doors – Record of location and monthly inspections.
 - Emergency Lightning System - record of tests.
 - Lightning conductor inspections.
- Fire Stopping Register.
- Fixed installations - Record of tests / inspections:
 - Cooker range suppression, record of tests.
 - Drenchers, record of tests.
 - Fire extinguishers, record of tests and inspections.
 - Fire lifts record of tests.
 - Fire shutters, smoke control and curtains.
 - Hose reels - record of tests.
 - Sprinklers, wet/dry rising mains etc., record of tests.
- Miscellaneous equipment - record of tests
- Staff Training:
 - Record of fire instructions & fire drills, PEEP's assessments.
 - Record of staff training; Induction, yearly, marshal, extinguisher.
- Visits by Fire and Rescue Service Fire safety / local station familiarisation visits 7(2) d.
- Specific unusual process Events relevant to your department.
- Modifications to protection systems.
- Inventory of portable firefighting equipment.

- Entertainment licence.
- Hot Work Permit.
- Record of Operational Attendance of the Fire Service to alarm activations, location and reasons, for activation, date, time and call sign of the incidents.
- Quantity and positioning of extinguishers including schedule using water mist 6 L water extinguishers for as per CoL guidance note as CoL FSGN 98.
- Documentation of the fire safety arrangements, where this is required; strategy / policy.
- Definitive priorities guide to actions for staff take in an emergency (*prompt cards*).
- Coordination with any non-domestic occupier, such as commercial premises and community facilities located in the building. Have they a fire risk assessment?
- Arrangements for routine inspections of the building and its fire precautions, and, where appropriate, formal fire audits. Yearly audit / review by CoL staff.

Some of the above tests, checks and servicing are not being carried out. These are documented below.

6.5 Step 6: Assess the likely consequences to people in the event of fire

This is based on an understanding of the fire protection measures and fire safety management. In addition, account needs to be taken of the way occupants are likely to respond in the event of fire

A subjective judgement as to whether, as a result of shortcomings identified in Steps 4 or 5, there is a higher exposure of people to injury or death in the event of a fire anywhere in the building, including a fire within adjacent buildings area.

The school has a current roll of around 900 pupils and 130 staff, full and part time.

6.6 Step 7: Make an assessment of the fire risk

The CoL matrix in Section 5 should be used when determining individual risk priorities included in the action plan and when determining the overall risk for the premises.

6.7 Step 8: Formulate and document an action plan

The fire risk and existing fire precautions are such that some improvements are necessary as set out below.

The action plan addresses both physical fire precautions and managerial issues, and aims to prioritise measures so that the appropriate effort and urgency is clear.

Measures within the action plan are intended to be both practical to implement and maintain, taking into account the nature of the building and its occupants.

6.8 Step 9: Set a date for review

It is CoL policy that fire risk assessments will be reviewed annually by CoL trained staff and is subject to an audit by the CoL Fire Safety department.

The fire risk assessment should set a 'long stop' date by which, it should be reviewed (See CoL FRA Project Guidance Document).

Even if no changes have taken place in the interim period; an assessment will be undertaken by external assessors.



This is the first risk assessment to be carried out at the school in five years. It is strongly recommended that another assessment is carried out in two years, at the most, to ensure steady progress towards full compliance with legislation.


6.10 General


The report contains photographic evidence where deemed appropriate. Photographs are included in the 'observations' cell of the table in Section 7.

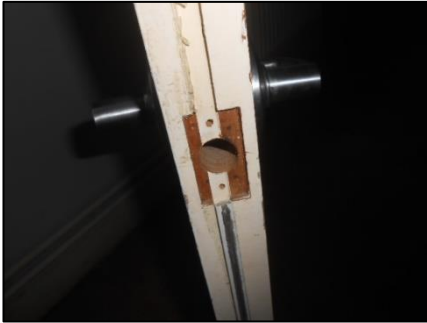


No drawings of the buildings were available for inclusion.


7. Hazard identification and action plan template (Col Specific)

Ref Number:			Assessor use	Assessor use	CoL Use	CoL Use
Location:	Observations	Hazards - existing control measures & recommendations	Risk evaluation	CoL service level	Actioned by Date time Name	PSD No Completed date
Ref & Site location			Risk Priority	Action completed by: Date		
Low-Medium-High						
7.1 6 th Form Centre Page 183	There were examples of damaged furniture observed in the Common Room, that did not meet the Furniture and Furnishings (Fire) (Safety) Regulations.	Damaged furniture should be repaired or replaced to ensure it is compliant with the fire safety legislation. 	Low	D 3 months	Removed Dec 2017	
7.2 Science & Technology Centre	In the Tech Seminar classroom and Electronics room, there were several pieces of furniture that were found to be damaged and not compliant with the relevant legislation.	Damaged furniture should be repaired or replaced to ensure it is compliant with the fire safety legislation. 	Low	D 3 months	Removed Feb 2018	
7.3	There was damaged furniture found in the Haywood Centre, in Geography 1.	Furniture that does not meet the standard of the legislation should be repaired or replaced.	Low	D 3 months	Removed Feb 2018	

Haywood Centre						
7.4 Main Building	Some chairs were damaged in the General Services Management office on the first floor of the main building. There was also damaged furniture in the rest room in the basement.	This furniture should be repaired or replaced with furniture that complies with the Furniture and Furnishings Regulations. 	Low	D 3 months	Removed Feb 2018	
7.5 Sports Hall	The fire exit door to the balcony on the first floor of the Sports Hall was very stiff and difficult to open.	The fire exit should be adjusted to ensure that this fire exit provides an effective means of escape in the event of a fire.	High	A 24 hours	Skanska PSDN 106887	
7.6 Philp House	The fire exit from the 2 nd floor of the Housemaster's House was very stiff.	The exit door should be adjusted to ensure that the door opens and closes smoothly.	High	A 24 hours	No inhabitants, refurb work due	
7.7 Philp House	Outside the fire exits from the first and second floors of Philp House, there is a potential for rain to pool.	This poses a slipping or tripping hazard and could cause ice to form. Ideally there should be a system for self-draining installed to prevent the pooling of rainwater.	Low	E Project planning	Master Plan works	
7.8 Sports Hall	The Sports Hall was built in 1995, after the 1991 Building Regulations were implemented. Thus, the building should comply with the modern building regulations. However, there were issues identified with the fire doors throughout the Sports Hall. These included doors dragging on the carpet and thus not closing properly, gaps around doors,	There should be a comprehensive review undertaken of the quality of the fire doors in the Sports Hall. Any remedial actions prescribed by the review should be carried out and recorded.	Medium	C 28 days	Skanska PSDN 107965	


	<p>damaged intumescent strips and smoke strips, broken hinges and damage from removed closers.</p>					
<p>Page 155</p> <p>7.9 Sports Hall</p>	<p>The compartmentation provided by fire walls was found to be compromised in some areas in the Sports Hall. In the under stairs cupboard in the lobby, there was no compartmentation wall. In the cupboard in the CCF office, there was a breach in the fire wall leading into the lobby.</p>	<p>Breaches in existing fire walls should be filled with a suitable fire-resistant material. There should be fire walls installed in the under stairs cupboard to retain the fire compartment protecting the escape route and the stairs.</p>	<p>Medium</p>	<p>C 28 days</p>	<p>Skanska PSDN 107953</p>	
<p>7.10 Music School</p>	<p>There is a fire shutter in the music school designed to protect the foyer. It is understood that this shutter drops 5 minutes after the fire call and that there is no visual or auditory signal.</p>	<p>It is recommended that the shutter closes 3 minutes after receipt of fire signal and that an auditory or visual warning signal is installed.</p>	<p>Low</p>	<p>D 3 months</p>	<p>Skanska PSDN 107955</p>	
<p>7.11 6th Form Centre</p>	<p>The fire doors in the 6th Form Centre were not found to be in line with British Standard 8214. Doors were found to have holes, broken hinges</p>	<p>A program of remedial works should be put in place to bring the standard of the doors up to the appropriate level.</p>	<p>Medium</p>	<p>C 28 days</p>	<p>Skanska PSDN 107856</p>	


	and missing intumescent strips or smoke strips.	 				
<div>Page 106</div> <div>7.12 6th Form Centre</div>	The double door from the hallway was being propped with a plant.	<p>The fire compartmentation provided by fire doors is compromised if doors are propped open. Doors should be left shut at all times.</p> 	Medium	C 28 days	23 Nov 17 Removed by Sodexo	
<div>7.13 6th Form Centre</div>	In the Head of 1 st Form office, there was no intumescent strip provided to the cupboard housing the clock winder.	<p>This area should have compartmentation and thus intumescent smoke strips should be fitted.</p>	Medium	C 28 days	Skanska PSDN 107956	


7.14 Ferndale Theatre	<p>This building was built pre-1991 and the fire doors are of a good standard on the whole.</p> <p>However, the fire door to the basement stairs from FT005 was found to have a damaged intumescent strip. The door to the theatre store was entirely missing an intumescent smoke strip.</p>	<p>Intumescent material should be fitted to fire doors as stipulated by BS8214. Damaged or missing strips should be replaced.</p> 	<p>Medium</p>	<p>C 28 days</p>	<p>Skanska PSDN 107957</p>	
7.15 Philp House	<p>Numerous fire doors in Philp House fell short of the British Standard for fire doors. Doors showed damage to the rails, frames and hinges, didn't close fully or lacked the appropriate intumescent material. Some doors were wedged or left unlocked when they should be locked permanently.</p>	<p>There should be a comprehensive review undertaken of the quality of the fire doors in Philp House. Any remedial actions prescribed by the review should be carried out and recorded.</p>	<p>Medium</p>	<p>C 28 days</p>	<p>Master plan works 2018</p>	
7.16 Philp House	<p>Philp House also had issues with the fire walls in the building. There were breaches found in particular in the walls of the basement, caused by cable penetrations.</p> <p>The under stairs cupboard should be a fire compartment, however, due to the presence of grilles above the door, it is not.</p>	<p>These gaps should be filled with a suitable fire-resistant material. The grilles in the under stairs cupboard should be filled to restore the compartmentation to this area.</p>	<p>Medium</p>	<p>C 28 days</p>	<p>Skanska Maintenance 2018</p>	
7.17 Assembly Hall	<p>The fire doors in the Assembly Hall stairwell had numerous issues that meant that they didn't meet the British Standard's requirement for fire doors. These included not closing properly and missing intumescent strips.</p>	<p>The doors in this area should all be upgraded to ensure that they meet the requirements for fire doors.</p>	<p>Medium</p>	<p>C 28 days</p>	<p>Master plan 2019</p>	



7.18 Kemp House	In Kemp House, two sets of double fire doors were missing intumescent material: those leading to the atrium, and those leading to science.	This intumescent material should be replaced.	Medium	C 28 days	Skanska PSDN 107958	
7.19 Kemp House	Some fire doors at the end of the classrooms have been upgraded. However, some of the others have broken hinges, missing intumescent material etc.	This building was built pre-1991 and so does not need to comply with modern fire door regulations. However, as some of the doors have been upgraded, it is recommended that all the doors be upgraded to the same standard.	Medium	C 28 days	Skanska PSDN 107958	
7.20 Kemp House	The cleaner's cupboards in Kemp House were left unlocked.	Cleaner's cupboards, that provide compartmentation, should be left locked when not in use.	Low	D 3 months	Sodexo Informed	
7.21 Science & Technology	Three fire doors (from the Biology office to the Prep Room, in the Store in Technology 3 and in Food Tech) were found to be wedged at the time of assessment.	Wedging fire doors prevents the doors from providing compartmentation in the event of a fire. Doors should never be wedged or stopped with an object.	Medium	C 28 days	Briefed Teaching staff	
7.22 Science & Technology	The door to the under stairs cupboard SB043, had no lock fitted.	This cupboard should provide compartmentation and as such should be kept locked when not in use. A lock should be fitted to this door.	Low	D 3 months	Skanska PSDN 107959	
7.23 Science & Technology	In the south end of the ground floor, the fire door to the stairs did not meet the British Standard for fire door assembly, due to having non-compliant hinges and gaps around the door. The nearby mid-corridor door was twisted and there were also large gaps around the double fire door from the Tech Seminar Room.	There should be a review of the fire doors across the school. In these particular examples, the doors should be tweaked or re-hung to eliminate the gaps/twisting, and British Standard compliant hinges installed.	Medium	C 28 days	Skanska PSDN 107960	
7.24 Art & Design	The first set of double doors in Art & Design had gaps around them, compromising the compartmentation of the area.	The doors should be tweaked or re-hung to reduce the gaps.	Medium	C 28 days	Skanska PSDN 107961 Survey	
7.25	There were gaps around the fire door from IT Services. In addition, several	The doors should be tweaked or re-hung to eliminate the gaps, and to address the fit of the doors that don't close.	Medium	C 28 days	Skanska PSDN 107962	

Haywood Centre	fire doors in the building did not close fully.				Survey	
7.26 Main House	Several of the fire doors in the building were found to have gaps, lack intumescent strips, have holes or otherwise fall short of the appropriate standard. These included MH133, the fire door to the Rest room and the fire doors to the stairs on both the 2 nd and 1 st floors.	There should be a program of remedial works put in place to bring the fire doors in the building up to the standard indicated by BS8214.	Medium	C 28 days	Master plan 2021	
7.27 Main House	The fire door to the stairs on the 2 nd floor, had a vision panel installed, that was not made of fire-rated glass.	This should be replaced with appropriately fire-rated glass.	Low	D 3 months	Master plan 2021	
7.28 Boarding House	The Boarding House, as with the Sports Hall and Music Recital Hall, was built after the 1991 Building Regulations were put in place. As such, the fire doors in the building should comply with the modern regulations for fire doors. This was found not to be the case, with numerous doors failing to close properly (BH028, D4, D1, E5, F5, F2, F3), the door at the top of the stairs having gaps and the under stairs cupboard only having two hinges on its doors.	These affected doors should be adjusted or re-hung entirely to remove gaps and ensure that the doors close fully under their own power. Every fire door should be fitted with three hinges per door.	Medium	C 28 days	Maintenance on door closures during Christmas Under stairs actioned through Hastains	
7.29 Bothy	As a purely residential building, the Bothy should not be locked by key, so as to ensure residents can evacuate in the event of fire.	Snib turns should be fitted to the front doors.	Low	D 3 months	Hastains 2017	
7.30 Sports Hall	The fire alarm panel in the sports hall was showing a fault at the time of assessment. Facilities management are aware of the fault that appears on the majority, though not all, of the alarm panels across the school.	It is understood that the contractor has been made aware of the fault(s) and has been unable to rectify the problem. This is not acceptable and the contractor should redouble their efforts to find the cause of, and rectify, these faults.	Medium	C 28 days	Skanska (Honeywell) 2017	

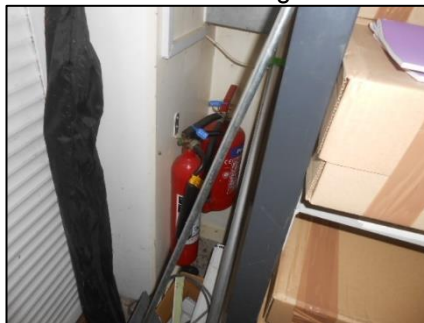
7.31 Sports Hall	Weekly tests of the alarm system were found not to be being carried out from call points in rotation.	Weekly tests should be carried out from call points in rotation, and not just from a single point. This will ensure the function of each manual call point.	Medium	C 28 days	Maintenance team in house training	
7.32 Sports Hall	There is no automatic fire detection installed in the under stairs cupboard in the Sports Hall.	In order to support the category L5 alarm system, there should be automatic fire detection installed in this area.	Low	D 3 months	Skanska 2017	
7.33 Sports Hall	In the CCF office, there has been a false ceiling installed, creating a roof cavity. There has been a smoke detector installed at the bottom of the cavity, just above the ceiling, meaning that there is a large space above the detector that could fill with smoke before being detected.	The detector should be moved to the apex of the ceiling, at the highest practicable point, to ensure full coverage of the room by the detection system.	Low	E	<i>Will be completed when major works next undertaken</i>	
7.34 Music School	The alarm panel in the Music School was showing a fault at the time of assessment. Facilities management are aware of the fault that appears on the majority, though not all, of the alarm panels across the school.	It is understood that the contractor has been made aware of the fault(s) and has been unable to rectify the problem. This is not acceptable and the contractor should redouble their efforts to find the cause of, and rectify, these faults.	Medium	C 28 days	Skanska (Honeywell) 2017	
7.35 6th Form Centre	There is a Manual Call Point obscured by a cupboard and some storage on the cupboard.	The Call Point should be relocated to the other side of the door in this area. 	Medium	C 28 days	Cupboards removed and clearly visible now 15/11/17	
7.36 Ferndale Theatre	In the Ferndale Theatre, a Manual Call Point was obscured by a handrail.	Either the Call Point or the handrail should be moved, to ensure that the Call Point can be easily accessed.	Medium	C 28 days	Skanska PSDN 107962	


						
7.37 Reception	There was a fault registered on the alarm panel in Reception. Facilities management are aware of the fault that appears on the majority, though not all, of the alarm panels across the school.	It is understood that the contractor has been made aware of the fault(s) and has been unable to rectify the problem. This is not acceptable and the contractor should redouble their efforts to find the cause of, and rectify, these faults.	Medium	C 28 days	Skanska (Honeywell) 2017	
7.38 Reception	There was a Manual Call Point obscured by some racking in the Store.	Call Points should be easily accessible at all times. As such, the racking or the point should be moved.	Medium	C 28 days	Skanska (Honeywell) 2017	
7.39 Philp House	There was an alarm panel showing a fault and some disablements in the Main Entrance of Philp House. Facilities management are aware of the fault that appears on the majority, though not all, of the alarm panels across the school.	It is understood that the contractor has been made aware of the fault(s) and has been unable to rectify the problem. This is not acceptable and the contractor should redouble their efforts to find the cause of, and rectify, these faults. With regards to disablements, if they are due to scheduled maintenance, this should be carried out and afterwards the disablements should be removed from the panel.	Medium	C 28 days	Skanska (Honeywell) 2017	
7.40 Throughout	In the school, there are 3 different types of strobe in use in various areas: fire, bomb and school bell. It is important that the colour of the strobe for each alert is consistent throughout the school.	It is recommended that, in every area, red strobes should signify a fire alert, amber strobes signify a bomb alert and greens signify the school bell.	Low	D 3 months	Skanska (Honeywell) 2017	
7.41 Boarding House	Strobes are not installed in every bedroom within boarding houses.	Given the propensity of young people to wear headphones, consideration should be given to the installation of strobe alerts in all bedrooms throughout the boarding houses.	Low	D 3 months	Skanska 107966	


7.42 Kemp House	The alarm panel in Kemp House was showing a fault at the time of assessment. Facilities management are aware of the fault that appears on the majority, though not all, of the alarm panels across the school.	It is understood that the contractor has been made aware of the fault(s) and has been unable to rectify the problem. This is not acceptable and the contractor should redouble their efforts to find the cause of, and rectify, these faults.	Medium	C 28 days	Skanska (Honeywell) 2017	
7.43 Kemp House	In K16, there is no automatic fire detection installed, despite the presence of a kiln.	It is strongly recommended that automatic fire detection be installed in this area, given the presence of high-risk equipment such as the kiln.	Medium	C	Skanska PSDN 107967	
7.44 Throughout	There were Zone Plans missing from all but two of the buildings on the site.	There should be zone plans displayed in each building, to assist the fire service in identifying the location of the fire.	Low	D 3 months	Skanska (Honeywell) 2017	
7.45 Haywood Centre	In the Staff Room in the Haywood Centre, there were two detector heads provided, both in the periphery of the room.	It should be confirmed that the effective radius of these two detector heads covers the whole room. If not, the heads should be moved to ensure comprehensive coverage of the room.	Low	D 3 months	Skanska (Honeywell) 2017	
7.46 Main House	The fire alarm in the main house appears to be Category L5 as defined by BS5829, although no detection was apparent in some areas including the changing room in the basement (MH161).	In order to meet the requirements of the Category L5 alarm, automatic fire detection should be installed in rooms opening off escape routes.	Medium	C 28 days	Master plan 2021	
7.47 Main House	There is a Manual Call point behind the door at the entrance to the Orangery.	The Manual Call Point should be moved to a suitable location where it is easily accessible. 	Medium	C 28 days	Skanska (Honeywell) 2017	
7.48 Sports Hall	There were several powder extinguishers provided in various locations throughout the Sports Hall.	These extinguishers are no longer approved for indoor use except when there is a significant fuel risk present. Where powder extinguishers are provided, they should be	Low	D 3 months	Skanska (Honeywell) 2017	

		replaced with a suitable alternative type e.g. foam, CO ² or water. 				
7.49 Throughout	Across the site, the extinguishers are missing their ID signage. It is understood that the buildings have the signage, but have not yet fully distributed it.	Every extinguisher in all areas should have their type-specific signage clearly displayed. Extinguishers without this ID signage should have it restored.	Low	D 3 months	Skanska (Honeywell) 2017	
7.50 Sports Hall	The extinguisher by the fire exit to the balcony was last serviced in October 2015, meaning it is overdue a service.	A service should be scheduled for this extinguisher as soon as practicable.	Medium	C 28 days	Skanska 2017	
7.51 Sports Hall	In the old tuck shop, there is a fire blanket that is not fixed to the wall and is obstructed by storage.	This fire blanket should be fixed to the wall or another suitable vertical surface. 	Medium	C 28 days	FM Completed 25/10/17	
7.52 Sports Hall	The CO ₂ extinguisher in the CCF office was missing its safety pin, was not fixed to a wall and was missing its ID signage.	This extinguisher should be fixed to a wall and its pin and ID signage should be restored.	Low	D 3 months	FM Completed 25/10/17	
7.53	The extinguishers in the Music School were last serviced in October 2015,	A service should be scheduled for these extinguishers as soon as is practicable.	Medium	C 28 days	Skanska	


Music School	meaning they are a year overdue for a service.				PSDN 107968	
7.54 6th Form Centre	The water extinguisher in CCF Store 1 and the CO ₂ extinguisher in Store 2 were not fixed to the wall as is defined by BS5306: Part 8.	These extinguishers should be fixed to the wall as is appropriate.	Medium	C 28 days	FM Completed 04/11/17	
7.55 6th Form Centre	On the first-floor landing, there was a water extinguisher provided but the CO ₂ extinguisher was missing.	The missing CO ₂ extinguisher should be moved back to the landing.	Medium	C 28 days	FM completed 27/10/17	
7.56 Ferndale Theatre	The water extinguisher in the Ferndale Theatre entrance hall was not fixed to the wall.	All extinguishers should be fixed to the wall or positioned on a stand as is appropriate.	Medium	C 28 days	FM completed 25/10/17	
7.57 Reception	There were two extinguishers (1x CO ₂ and 1x powder) obscured by racking in the store room. A powder extinguisher is no longer appropriate for indoor use.	It is understood that the extinguishers are correctly positioned within the room. As such, the racking obscuring the extinguishers should be moved. The powder extinguisher should be removed and replaced, preferably with a 6-litre water extinguisher.	Medium	C 28 days	FM completed 25/10/17	
7.58 Philp House	There were fire blankets in two locations (ground floor kitchen, flat kitchen on 1 st floor) that were being stored too high on the wall.	The blankets should be stored at an appropriate height so as to be accessible and easily deployed in the event of fire.	Medium	C 28 days	FM Completed 25/10/17	





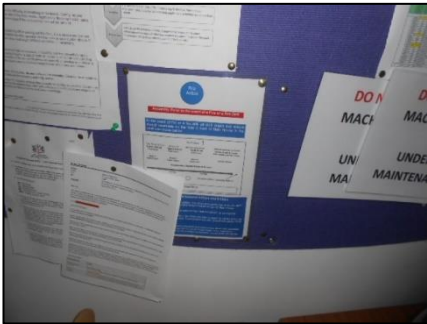
7.59 Assembly Hall	The CO ₂ extinguisher in the lobby is positioned too far from the entrance to the room.	The extinguisher should be moved to the room entrance.	Low	D 3 months	FM Completed 07/11/17 Master plan	
7.60 Kemp House	There is an excessive provision of two water extinguishers in the entrance to Kemp House.	One of the extinguishers should be removed from the lobby.	Low	D 3 months	FM Completed 25/10/17	
7.61 Kemp House	The fire blanket in the science room in Kemp House is being stored too high on the wall.	This blanket should be stored at an appropriate height on the wall to be accessible and deployable in the event of a fire.	Medium	C 28 days	FM Completed 25/10/17	
7.62 Science & Technology	In the DofE office there is a foam extinguisher being stored on the windowsill. A fire extinguisher is not necessary in this office.	If a fire extinguisher is kept in this office, it should be fixed to the wall near the entrance to the room.	Medium	C	FM Completed 25/10/17	
7.63 Science & Technology	Powder extinguishers were provided throughout the building. These extinguishers are no longer approved for indoor use, unless in the presence of a significant fuel source.	Given the lack of a significant fuel source, these extinguishers should be removed and replaced with either a foam, CO ₂ or water extinguisher.	Low	D 3 months	Skanska (Honeywell) 2017	
7.64 Science & Technology	There are two foam extinguishers on the landing of the first floor in this building. This is an excessive provision.	One of the foam extinguishers should be removed and replaced with a CO ₂ extinguisher.	Medium	C 28 days	FM Completed 10/11/17	
7.65 Art & Design	In Art & Design 4, the water extinguisher is not fixed to the wall.	The extinguisher should be fixed to the wall as stipulated in BS5306 Part 8. 	Medium	C 28 days	FM Completed 08/11/17	
7.66	On the first floor of the Haywood Centre, at the top of the fire exit stairs,	A CO ₂ extinguisher should be added to this location.	Low	D 3 months	FM Completed	


Haywood Centre	there is a CO ₂ extinguisher missing from the provision.				10/10/17	
7.67 Haywood Centre	There is a powder extinguisher in the Electrics Plant Room on the first floor.	Given the lack of a significant fuel source, this extinguisher should be removed and replaced with either a foam, CO ₂ or water extinguisher.	Low	D 3 months	FM Completed 10/10/17	
7.68 Main House	The CO ₂ extinguisher in the first-floor lobby should be fixed to the wall.	As defined in BS5306: Part 8, extinguishers should be fixed to a wall.	Medium	C 28 days	FM Completed 10/10/17	
7.69 Main House	In the small room in the Orangery, the CO ₂ extinguisher is out of date and overdue a service, having last been serviced in October 2015.	A service should be scheduled to bring the extinguisher up to date, as soon as practicable.	Medium	C 28 days	Skanska (Honeywell) 2017	
7.70 Main House	Upstairs in the ReproGrafix room, there is a fire extinguisher obscured with a desk and chairs.	The extinguisher is in an appropriate location, next to the fire exit door. Thus, the desk and chairs should be removed so that the extinguishers and exit are accessible in the event of fire. 	Medium	C 28 days	FM Completed 10/10/17	
7.71 Swimming Pool	The provision of fire extinguishers to the meeting room in the Swimming Pool building is inadequate.	There should be a CO ₂ and water extinguisher provided at both the entrance to the area and the fire exit.	Medium	C 28 days	FM Completed 10/11/17	
7.72 Sports Hall	There are external light fittings on the first-floor balcony; it is not clear whether they are emergency light fittings.	It should be established whether these are emergency lighting fixtures and whether they are fully functional. If they are in need of repairs, they should be carried out.	Low	D 3 months	FM Tested and working Dec 17	

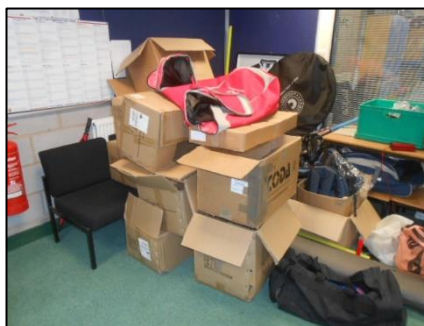
7.73 Philp House	The provision of emergency lighting in Philp House is inconsistent in both quantity and standard. Some areas are well served, with others entirely lacking lighting.	There should be a review of the provision of emergency lighting throughout Philp House. If it is determined that repairs are required, these should be carried out.	Medium	C 28 days	Master plan 2017	
7.74 Philp House	In the boiler room in the basement, there were five lighting bulkheads identified. Fittings 1-4 were new bulkheads but did not appear to be functional, as the LEDs were not lit. The fifth fitting was an old-style bulkhead whose LED was illuminated.	It should be established whether there is maintenance work ongoing in this area. If not, there should be maintenance carried out on the four fittings that appeared to be non-functional.	Medium	C 28 days	FM Repaired and working 17/11/17	
7.75 Kemp House	The emergency lighting in the ground-floor office of Kemp House was not operational at the time of assessment.	These fittings should be repaired to ensure that there is adequate coverage of the building by emergency lighting.	Medium	C 28 days	FM/Skansk a Repaired and working 12/12/17	
7.76 Kemp House	There is no provision of emergency lighting in the Food Tech area, despite the presence of fire exits.	There should be emergency lighting installed in this area that complies with BS5266: Part 1.	Medium	C 28 days	Skanska PSDN 107968	
7.77 Haywood Centre	In all areas on the first floor, the LEDs on the emergency lighting fittings were hard to see, making it unclear whether or not the lighting was working properly.	It should be established if the emergency lighting in this building is functioning. If it is required, then maintenance works should be carried out.	Medium	C 28 days	Skanska All serviced and repaired 2018	
7.78 Main House	The emergency lighting provision in the main house is inconsistent. There are some areas where it is unclear whether there is any provision.	Particularly on the first floor, there should be efforts made to establish whether the emergency lighting is functional. If it is found that maintenance works are required, they should be carried out.	Medium	C 28 days	Master plan 2021	
7.79 Sports Hall	The sports hall is in need of significant additions to its fire safety signage, including directional, fire exit and fire door signage and Fire Action Notices.	Further signage is required in the following areas: Foyer exit route: ↑ required Foyer fire exit door: 'Turn to open' required on the door Double fire doors to lobby: 4x 'Fire Door Keep Shut' required Inner lobby: ↑ required to lobby	Low	D 3 months	FM/Skansk a Feb 18	

		<p>Plant room: ↓ required above fire exit and 'turn to open' required on fire exit door</p> <p>Electrics Intake: Fire Action Notice required</p> <p>Gas Plant: Fire Action Notice required</p> <p>Sports hall: 'Fire Exit Keep Clear' required on all three fire exits</p> <p>Studio: 'Fire Exit Keep Clear' required at fire exit</p> <p>Corridor outside studio: ↑ required into studio</p> <p>Emergency lighting fitting 70 (balcony): → required</p> <p>Emergency lighting fitting 68 (balcony): ↓ required</p> <p>Balcony: ↑ required to lobby</p> <p>Old tuck shop: 'Turn to open' required on fire exit door</p> <p>Staff office: ↓ required at fire exit</p> <p>Hall fire exit: 'Fire Exit Keep Clear' required</p> <p>Upstairs changing room: Fire Action Notice required</p>				
<p>7.80</p> <p>Music School</p> <p>Page 198</p>	There is no Fire Action Notice displayed at the roof access.	<p>A Fire Action should be clearly displayed in this area.</p> 	Low	D 3 months	FM 18 Jan 18	
<p>7.81</p> <p>6th Form Centre</p>	There is a small amount of further signage required in this building.	<p>The additional signage is required in the following areas:</p> <p>Fire door to S7: 2x 'Fire Door Keep Shut' required</p> <p>S7: ↑ required to hallway</p> <p>Hallway: ↑ required to final exit</p>	Low	D 3 months	FM 12 Jan 18	
<p>7.82</p> <p>Ferndale Theatre</p>	There is additional signage required in the Control Room in the Ferndale Theatre.	<p>The additional signage is required in the following areas:</p> <p>↓ required on final exit sign to indicate change of level</p> <p>'Turn to open' required on exit door</p>	Low	D 3 months	FM 18 Jan 18	
<p>7.83</p> <p>Reception</p>	There is a small amount of additional signage required in this building.	<p>The additional signage is required in the following areas:</p> <p>Main entrance: ↓ required</p> <p>Store Room: 2x Fire Action Notices at the Call Point</p>	Low	D 3 months	FM 18 Jan 18	



7.84 Philp House	In the basement of Philp House, there is the potential for additional directional signage to be displayed. There are also further Fire Action Notices required.	It is suggested that further additional signage should be added in the basement leading to outside. This could be displayed on the emergency lighting bulkheads. 2x Fire Action notices should be displayed in this area.	Low	D 3 months	FM 18 Jan 18	
7.85 Philp House	At the side fire exit on the ground floor, there should be a further sign added.	There should be a green and white 'Push Bar to Open' sign displayed on the fire exit door. 	Low	D	FM 16 Jan 18	
7.86 Philp House	On the second floor of Philp House, outside room 24, there is inadequate directional signage indicating the direction of the final exit.	There should be a much clearer indication given of the fire exit route from this area. This can be achieved by the provision of further directional signage.	Low	D 3 months	FM 16 Jan 18	
7.87 Assembly Hall	The under stairs cupboard has no signage on its door.	The door should have a 'Fire Door Keep Locked' sign clearly displayed. 	Low	D 3 months	FM 16 Jan 18	
7.88 Assembly Hall	There should be alterations made to the signage displayed on the balcony exit boxes.	Where there is currently → displayed, it should be replaced with ↘ and ← replaced with ↙. This is to reflect the change in level.	Low	D 3 months	FM 16 Jan 18	
7.89	The under stairs cupboard near the entrance should have additional signage provided.	The door of the cupboard should display a 'Fire Door Keep Locked' sign.	Low	D 3 months	FM 18 Jan 18	



Science & Technology						
7.90 Science & Technology	It is not clear where the exit route leads from the Biology room, due to a lack of signage.	There should be ↑ signage leading into the Prep room.	Low	D 3 months	FM 18 Jan 18	
7.91 Science & Technology	The under stairs cupboard (SB043) requires further signage.	There should be a 'Fire Door Keep Locked' sign provided on the door of the cupboard.	Low	D 3 months	FM 18 Jan 18	
7.92 Science & Technology	The fire exit from the wood store is lacking some exit signage.	There should be a 'Turn to Open' sign added to the cupboard door.	Low	D 3 months	FM 18 Jan 18	
7.93 Science & Technology Page 200	In the Tech Seminar Room there is an old-style Fire Action Notice displayed on the noticeboard.	This is no longer the appropriate Fire Action Notice and it should be removed. 	Low	D 3 months	FM 18 Jan 18	
7.94 Haywood Centre	There is a small amount of additional signage required in the Haywood Centre.	The following signage is required in these areas: Main entrance: ↑ required above double doors Fire exit staircase: ∇ required at head of stairs Electrics Plant Room: Fire Action Notice required	Low	D 3 months	FM 12 Jan 18	
7.95 Haywood Centre	In ML4 there is no indication of the exit route.	The addition of appropriate directional signage in this area would give a clear indication of how students and staff should reach the final exit.	Low	D 3 months	FM Dec 17	
7.96 Main House	There is further signage required throughout the Main House.	The recommended additions to the provision of signage are as follows: 2 nd floor	Low	D 3 months	FM Dec 17	




		<p>Fire door to stairs: 'Fire Door Keep Shut' required</p> <p>Rest room: 'Fire Door Keep Shut' required on fire door</p> <p>Landing: ↙ required at head of stairs</p> <p>1st floor</p> <p>Catering office: ↑ required to lobby</p> <p>Lobby: ↓ required to landing</p> <p>Morning room: ↓ required above or on the fire exit</p>				
7.97 Main House	The provision of directional signage in the Inner Hall is insufficient to clearly identify the exit route.	There should be further directional signage added in this area to signify the fire escape route.	Low	D 3 months	FM Dec 17	
7.98 Boarding House	There is some directional signage missing from the Boarding House that should be provided.	<p>The following signage is needed in the following areas:</p> <p>A4: ↑ required opposite A4</p> <p>1st floor</p> <p>Top of stairs: ↙ required above fire door</p> <p>Top of middle staircase: ↙ required</p> <p>Top of stairs: ↙ required</p>	Low	D 3 months	FM Dec 17	
7.99 Swimming Pool	Fire Actions are missing throughout the Swimming Pool building.	Fire Action Notices should be displayed at every entrance/exit to the building.	Low	D 3 months	FM Dec 17	
7.100 Swimming Pool	There are signs missing from the fire door to the stairs.	<p>2x 'Fire Door Keep Shut' signs should be added to this door.</p> 	Low	D 3 months	FM Dec 17	
7.101 Sports Hall	There is an exit route being used for storage on the first floor.	Exit routes should be kept clear of storage items at all times. This storage should be removed from the escape route and stored safely.	Medium	C 28 days	FM Nov 17	







7.102 Sports Hall	The first-floor staff office contained some empty cardboard boxes and lead acid batteries.	This represents substandard housekeeping and an accumulation of combustible materials. This should be removed from this area, and preferably disposed of. The batteries should have at least one of their terminals capped or otherwise isolated. This is to prevent accidental arcing between the terminals.	High	A 24 hours	Removed 16 Nov 17		
7.103	Outside the CCF Office, there were batteries and paints being stored.	This is an issue because this area constitutes an exit route, and this accumulation of objects represents a trip hazard.	Medium	C 28 days	Removed 16 Nov 17		




Sports Hall						
7.104 Sports Hall Page 203	<p>There was waste material, in the form of polystyrene packaging, being stored in the roof cavity above the ceiling.</p>	<p>This material should be removed and disposed of, as it is an accumulation of combustible material and thus a potential fuel source.</p> 	Medium	C 28 days	Removed 04 Dec 17	
7.105 6 th Form Centre	<p>The fire exit route in the Common Room is partially blocked by tables and chairs.</p>	<p>Escape routes should be kept clear of obstruction at all times, to ensure that they can provide an effective means of escape in the event of a fire.</p>	Medium	C 28 days	Removed 14 Nov 17	
7.106 6 th Form Centre	<p>The CCF Store contained solid fuel, waterproof matches and gas canisters, being stored loose alongside combustible material.</p>	<p>There should be a flammables cabinet installed in this room, and all flammable material should be kept inside. There should be an itemized inventory of the cabinets contents displayed clearly on the front of the cabinet.</p>	Medium	C 28 days	Removed 16 Nov 17	

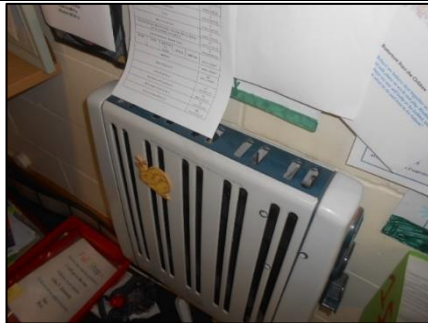
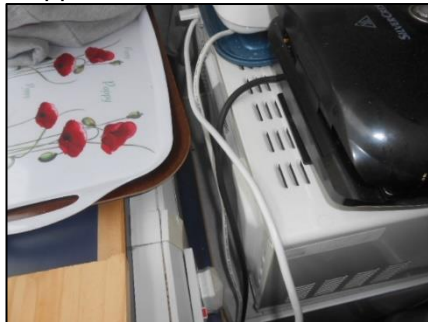

Page 204 7.107 Form Centre						
	<p>The other cupboard in S3 (not the clock cupboard) had a quantity of combustible material stored inside, apparently waste material.</p>	<p>This constitutes poor housekeeping and should be avoided. Accumulations of combustible material should be removed and disposed of.</p> 	<p>Medium</p>	<p>C 28 days</p>	<p>Removed 17 Nov 17</p>	


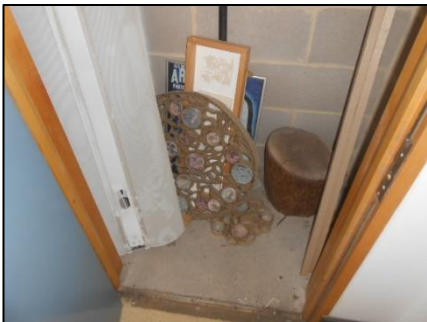
						
<div>7.108</div> <div>Ferndale Theatre</div> <div>Page 205</div>	There is a quantity of leaves on the stairs from the basement that constitutes an escape route.	<div>This represents an accumulation of combustible material on an escape route, and as such should be cleared. Efforts should be made in future to keep these stairs clear.</div> 	Medium	C 28 days	Grounds team to remove	
<div>7.109</div> <div>Ferndale Theatre</div>	There are candles being stored in the cupboard in the Theatre store.	<div>Candles are considered a flammable liquid and as such, these candles should be kept in a locked metal cabinet.</div> 	Medium	C 28 days	These were battery operated so no concern	



<p>7.110</p> <p>Reception</p>	<p>Outside the Reception building, there are some pallets leaning against the building, despite the presence of a secure enclosure.</p>	<p>These pallets offer a potential fuel source for a fire. Thus, the pallets should be stored in a secure enclosure.</p> 	<p>Low</p>	<p>D 3 months</p>	<p>Removed and informed Gatehouse of risk etc</p>	
<p>7.111</p> <p>Philp House</p> <p>Page 206</p>	<p>Throughout Philp House, there were occasions of poor housekeeping especially on escape routes.</p>	<p>All areas should be kept tidy and free of mess. Accumulations of combustible material offer a source of fuel in the event of fire and clutter can obstruct escape routes. Waste material should be disposed of, and storage kept tidy and away from exit routes.</p> 	<p>Medium</p>	<p>C 28 days</p>	<p>Cleared 2017</p>	



7.112 Philp House	<p>There was a black drum of uncertain contents being stored in the under stairs cupboard.</p>	<p>This drum should be removed and, depending on the contents, safely disposed of or stored in an appropriate place.</p> 	<p>Medium</p>	<p>C 28 days</p>	<p>Cleared 2017</p>	
7.113 Philp House Page 207	<p>In the under stairs cupboard in the basement there were two uncapped batteries being stored.</p>	<p>Batteries should have at least one of their terminals capped or otherwise isolated. This is to prevent arcing between the terminals, which could provide a source of ignition.</p> 	<p>High</p>	<p>A 24 hours</p>	<p>Cleared 2017</p>	
7.114 Assembly Hall	<p>There was a small amount of storage on the exit route from the Assembly Hall.</p>	<p>These items should not be stored on an escape route. Any items that could potentially obstruct the escape route in the</p>	<p>Medium</p>	<p>C 28 days</p>	<p>Location was in Philp House- Cleared 2017</p>	



		<p>event of fire and safely stored elsewhere.</p> 				
<p>7.115</p> <p>Kemp House</p> <p>Page 208</p>	<p>Kemp House contained several examples of bad housekeeping, with litter accumulating and areas becoming cluttered.</p>	<p>There should be efforts made to ensure that combustible material is not allowed to accumulate. Litter or waste material should be disposed of appropriately.</p>  	<p>Medium</p>	<p>C 28 days</p>	<p>Email to JS staff 08 Dec 17</p>	
<p>7.116</p> <p>Kemp House</p>	<p>In K-26, there was a heater positioned underneath a notice board with a large quantity of paper attached.</p>	<p>This constitutes an elevated risk of ignition, and should be avoided. In this case, the notice board or the heater should be moved elsewhere, and there should be efforts made to limit the quantity of paper attached to the noticeboard.</p>	<p>High</p>	<p>A 24 hours</p>	<p>Actioned- oil filled radiator 2017</p>	


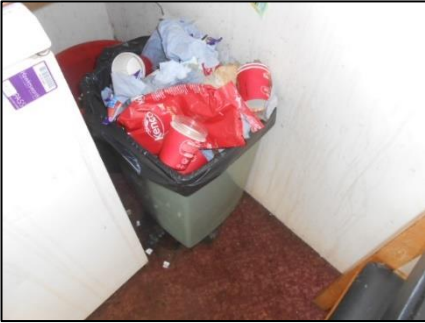
						
<div>7.117</div> <div>Science & Technology</div> <div>Page 209</div>	In the Biology Office, there was a microwave oven with items stored on top of it. This storage was blocking the vents on the oven.	<div>Blocking the intended ventilation of the appliance constitutes an increased risk of ignition. Microwave vents should be kept clear at all times, and storage should not be kept on top of appliances.</div> 	High	A 24 hours	Actioned 16 Nov 17	
<div>7.118</div> <div>Science & Technology</div>	There was camping gear being stored in the electrics cupboard in the DofE office.	<div>This should be removed and electrics cupboards should not be used for storage.</div> 	Medium	C 28 days	Actioned through Head of DofE.	



7.119 Science & Technology	The fire exit from the wood store in Tech 3 was blocked from the outside with storage.	There should never be storage kept outside fire exits for the risk of obstructing the escape route, or potentially preventing the exit door from opening properly. The storage should be removed from the area and appropriately stored elsewhere. 	Medium	C 28 days	Completed on day of inspection	
7.120 Science & Technology	The store in Tech 1 should have a flammables cabinet added, to store all the flammable liquids and materials in this area.	The flammables cabinet should be kept locked and should have an itemized inventory of the contents displayed.	Low	D 3 months	Completed Feb 18	
7.121 Science & Technology	There was a tumble-dryer found in Food Tech, with a large accumulation of fluff in the filter.	Tumble-dryers should be regularly cleaned and accumulations of fluff removed to prevent the potential source of fuel in the event of a fire.	Medium	C 28 days	Housekeeping training	
7.122 Art & Design	On the first floor, there was an electrics riser being used for storage.	This is not appropriate, as this storage represents an accumulation of combustible material and should not be stored near electrics. The items should be removed. 	Medium	C 28 days	Removed Nov 17	



7.123 Art & Design	<p>There were two-litre bottles of turpentine and white spirit being stored on top of the flammables cabinet.</p>	<p>These substances should be kept inside the flammables cabinet when not being used.</p> 	<p>Medium</p>	<p>C 28 days</p>	<p>Housekeeping - Removed Nov 17</p>	
7.124 Haywood Centre	<p>There were some examples of poor housekeeping in the Haywood Centre, in particular in the IT Services room and Gown Store.</p>	<p>There should be efforts made to prevent the accumulation of clutter or combustible material. Waste material should be disposed of and items that need to be stored should be kept away from escape routes.</p>	<p>Medium</p>	<p>C 28 days</p>	<p>Housekeeping 2017</p>	
7.125 Main House	<p>In the second floor Meeting Room, the fire escape was being blocked by chairs. Outside the escape, there were waste items on the stairs.</p>	<p>Fire escapes should be kept clear, with chairs moved elsewhere. Similarly, the escape stairs should have loose material removed to ensure that the escape route is accessible at all times.</p> 	<p>Medium</p>	<p>C</p>	<p>Actioned 16 Nov 17 Housekeeping / training</p>	

						
7.126 Main House	In the copier room, the air conditioning filter was found to be dirty.	<p>The air conditioning filter should be cleaned regularly to prevent the build-up of dust which constitutes an accumulation of combustible material.</p> 	Medium	C 28 Days	Actioned 26 Nov 17 Housekeeping / training	
7.127 Main House	The Exam Office and Morning Room were both very messy, with excessive quantities of combustible material being stored, alongside balloon gas.	<p>This is not good practice and these items should be removed or disposed of. Balloon gas, while not a flammable material, is a pressurised gas and poses a risk to firefighters in the event of fire. Thus, it should be stored in an appropriate location e.g. gas cage or flammables cabinet</p>	Medium	C 28 days	Marketing informed and cleared up 2017	

							
7.128 Main House	In the basement of the Main House, flammable fuel blocks were being stored in MH136.	These should be stored in the flammables cabinet as they pose a significantly elevated fuel source in the event of fire.	Medium	C 28 days	Cleared 16 Nov 17		
7.129 Main House Page 213	In the office of Mr Davies, in the building's basement, there were small arms blanks being stored.	This is poor practice and any ammunition should be being stored in the locked gun store in the same room. 	Medium	C 28 days	These were empty boxes as reported by CCF 14 Nov 17		
7.130 Main House	The ReproGrafix room had several housekeeping issues. There was printer paper being stored near an electric heater in the comms cupboard, empty boxes were left in the room and upstairs there was a fire extinguisher and exit door obscured by desks.	Combustible materials such as paper should be kept at a safe distance from heaters or other heat-producing appliances. The empty boxes in the room should be removed daily to prevent accumulations. The extinguisher and exit door should be kept clear and the desk should be moved away to allow clear access to the exit.	Medium	C 28 days	Informed for clearance by Nov 17		

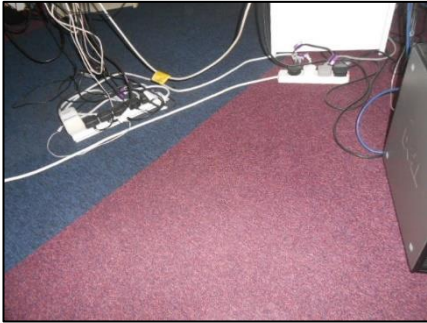

Page 214						
7.131 Main House	The bin in the Rest Room was overflowing at the time of assessment.	Efforts should be made to empty the bins promptly to remove the potential fuel source provided by an accumulation of combustible material. 	Medium	C 28 days	Cleaners spoken to ref this.	



7.132 Main House	The extractor above the appliances in the kitchen is dirty and in need of cleaning.	The extractor should be cleaned regularly to prevent the accumulation of grease and residue that could contribute a fuel source to a fire. 	Medium	C 28 days	Actioned by Sodexo 2017	
7.133 Main House Page 215	In the sub-basement and in MH167, there was various storage including rubber and candles.	These should be safely stored (with candles preferably in a locked cabinet) given their increased fuel risk in the event of a fire. 	Medium	C 28 days	Actioned by Sodexo 2017	
7.134 Boarding House	The appliances in the boarding house were in need of cleaning at the time of assessment, with the extractors in both kitchens being dirty and the tumble-dryer in the laundry having a build-up of fluff.	These appliances should be regularly cleaned to prevent the accumulation of fluff, dust or other potential fuel sources.	Medium	C 28 days	Actioned by Head of Housekeeping / Sodexo 2017	


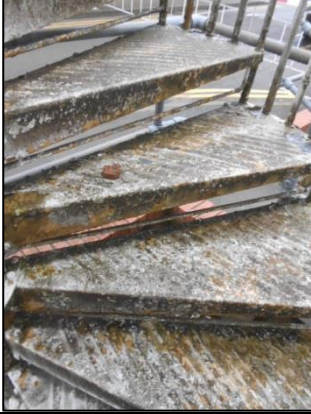
<div> <div>Page 2 of 16</div> <div>7.135 Boarding House</div> </div>		<div>  </div>				
	<p>There was poor housekeeping observed in Mr Auld's flat in the Boarding House.</p>	<p>Housekeeping should be kept at appropriate standards in all areas, and combustible material should not be allowed to accumulate.</p>	<p>Medium</p>	<p>C 28 days</p>	<p>FM spoke to Mr Auld 2017</p>	
<div> <div>7.136 Bothy</div> </div>	<p>The tumble-dryer filter in the Bothy had fluff accumulated on it.</p>	<p>This appliance should be regularly checked and cleaned to prevent the build-up of fluff on the filter. This poses an elevated fuel source in the event of fire.</p> <div>  </div>	<p>Medium</p>	<p>C</p>	<p>FM spoke to Graduate Assistants 2017</p>	


<p>7.137</p> <p>Bothy</p>	<p>There was a large number of candles in use observed in the Bothy.</p>	<p>It is recommended that candles should be disallowed in the terms of the letting agreement, given the fire risk that they pose.</p>	<p>Low</p>	<p>D 3 months</p>	<p>FM spoke to Graduate Assistants 2017</p>	
<p>7.138</p> <p>Throughout</p>	<p>The use of plugboards is widespread throughout the site despite the presence of trunking systems in various locations. This is compounded by the observation of daisy-chaining (Finance in Main House), electrical overloading (Kemp House staff room,) and cube adapters in use (staff office in the Sports Hall).</p>	<p>Electricity is a ubiquitous ignition source in all buildings. However, the correct management of electrical appliances and careful control of plugboard use by staff members will greatly mitigate the risk posed by electricity. Heat-producing appliances should be plugged into wall sockets, not plugboards, and daisy-chaining should be eliminated altogether. Further sockets could be added to the trunking system to remove the necessity of plugboard use.</p>	<p>High</p>	<p>A 24 hours</p>	<p>Actioned by FM 2017</p>	



						
7.139 Sports Hall	The iron in the CCF office had worn cables and was generally in poor condition.	This iron should be disposed of and replaced. 	Low	D 3 months	FM emailed Head of CCF. Completed 2017	
7.140 Sports Hall/Philp House	In all the buildings on site there are entry control systems in place. There is control equipment for this system in each building. It is understood that in the Sports Hall and Philp House, the covers for these systems were removed by the previous facilities manager, meaning that there are bare wires and electrical components exposed.	This is dangerous and the lids should be replaced	Medium	C 28 days	FM email Skanska (ACE) systems to rectify 2017	
7.141 Throughout	Across the site, portable heaters were observed in use, some plugged into plugboards. The use of these appliances is discouraged.	Portable heaters should primarily never be plugged into plugboards. If portable heaters are necessary, they should be replaced with oil-filled radiators.	Medium	B	Oil filled radiators only to be used 2017	

Page 219			 				
	7.142 Main House	There was a portable heater in Finance in the Main House with a broken foot.	The heater should be replaced or repaired.	Medium	C 28 days	FM - Repaired 2017	
	7.143 Main House	There was an excessive length of cable attached to a fan in the Dining Hall.	This cable should be shortened by a competent person.	Low	D 3 months	FM repaired Feb 18	
	7.144 Bothy	There was no evidence of PAT testing in the Bothy.	It should be determined whether the appliances in this building have been PAT tested, and if they have not, they should be tested as a matter of priority.	Medium	C 28 days	Items less than 1 year old 2017	
	7.145 Haywood Centre	The fixed wiring test in the Electrics Plant Room appears to have expired in 2013.	This fixed wiring is now seriously overdue a test; this should be scheduled as a matter of urgency.	Medium	C 28 days	Skanska informed 2017	
	7.146 Bothy	The provision of automatic fire detection in the Bothy – battery smoke detectors in bedrooms - is not suitable.	Mains-wired smoke detectors should be installed by each entrance and a mains-wired heat detector installed in the kitchen.	Medium	C 28 days	Skanska informed 2017	

7.147 Hydrants	It was not clearly ascertained if, and by whom, hydrant servicing is being carried out.	All the fire hydrants on site should be tested and serviced in accordance with BS9990.	Low	D 3 months	On site actioned 2017	
7.148 Fire Escapes	No records were seen for the periodic inspection of the fire escapes.	<p>All external fire escapes/routes should be inspected monthly to ensure they are clear of all types of slip or trip hazards. Under BS 8210, external fire escape should be the subject of structural inspection at least once every five years to ensure they remain safe for use.</p> <div data-bbox="763 384 1072 799">  </div> <div data-bbox="1093 384 1402 799">  </div>	Low	D 3 months	Actioned Skanska / MITIE 2-17 and 2020	
7.149 Record Management	Many of the records for the testing and maintenance of the various fire safety measures on this site are missing or were not located at the time of the assessment. Emergency lighting maintenance is known to have lapsed.	<p>It is strongly recommended that a central system (online, computer or paper-based) that records all the necessary tests and maintenance in a single location.</p> <p>The required tests are:</p> <p>Weekly</p> <ul style="list-style-type: none"> • Fire alarm • Sprinklers <p>Monthly</p> <ul style="list-style-type: none"> • Emergency lighting • Fire extinguishers (visual) • Fire doors (ppm) • Fire exit doors and routes (inc. fire escapes) • Sprinklers <p>6 monthly</p> <ul style="list-style-type: none"> • Fire Alarm servicing • Smoke vents 	Medium	C 28 days	Fire Log Book – MICAD system used	

		<ul style="list-style-type: none"> • Fire shutters Annual <ul style="list-style-type: none"> • Emergency lighting servicing • Sprinkler servicing • Extinguisher servicing • Lightning protection • Hydrants 				
7.150	The science labs and kitchens have gas isolators installed but not 'gas proving' systems.	<p>It is recommended that gas proving systems are installed in all labs and kitchens (with a gas supply) as they provided an enhanced level of protection.</p> 	Low	D/E	will be tackled at next refurbishment	

Action time frame in accordance with CoL service level agreements

Priorities for remedial action listed below; -

Recommend priority code & time frame

Priority Action AA	Immediate action taken whilst on site	(P1) 2 hour attendance
Priority Action A	Immediate action required	(P2) 24 Hours
Priority Action B	Action required in the short term	(P3) 4 Days
Priority Action C	Action required in the short term	(P4) 28 Days
Priority Action D	Remedial action required in the long term	3 Months
Priority Action E	Action to be considered when refurbishing	Project Planning Stage
Priority Action H/S	Health & Safety Information	(P2) Action 24 hrs.
P3A over weekend when attendance will wait until Monday for attendance not warranting a 24hr P2		

8. Record of fire risk assessment reviews

This Fire Risk Assessment should be reviewed annually and whenever there is a material change in the use of the premises or part of the premises (including numbers of occupants) or when significant structural or layout changes to the premises are proposed or carried out. The table below is provided for the 'Responsible Person' at the premises to maintain a record of reviews and provides space for simple comments. If the review indicates significant change then a new complete Fire Risk Assessment by our professional assessment providers should be carried out and fully documented.

Date	Reason for review	Results / Comments	Name, Position & Signature

ANNEX A

British and other standards that may be referred to in this assessment

(Reference should always be made to the current version of these standards)

BS 5266:	Emergency lighting
Part 1:	Code of practice for the emergency lighting of premises
Part 8:	Emergency escape lighting systems
BS 5306:	Fire extinguishing installations and equipment on premises
Part 3:	Commissioning and maintenance of portable fire extinguishers. Code of practice
Part 8:	Selection and positioning of portable fire extinguishers. Code of practice
BS 5839:	Fire detection and alarm systems for buildings
Part 1:	Code of practice for system design, installation, commissioning and maintenance
Part 6:	Code of practice for the design, installation and maintenance of fire detection and fire alarm systems in dwellings
BS 7671:	Requirements for electrical installations. IET Wiring Regulations
BS 8214:	Code of practice for fire door assemblies
BS 9991:	Fire safety in the design, management and use of residential buildings. Code of practice
BS 9999:	Code of practice for fire safety in the design, management and use of buildings
BS EN 1125:	Building hardware. Panic exit devices operated by a horizontal bar, for use on escape routes. Requirements and test methods.
BS EN 12845:	Fixed firefighting systems. Automatic sprinkler systems. Design, installation and maintenance
BS ISO 3864:	Graphical symbols. Safety colours and safety signs
Part 1:	Design principles for safety signs and safety markings
Part 3:	Design principles for graphical symbols for use in safety signs
BS EN ISO 7010:	Graphical symbols. Safety colours and safety signs. Registered safety signs
BS EN 15004:	Fixed firefighting systems. Gas extinguishing systems
Part 1:	Design, installation and maintenance

ANNEX B

Disclaimer

1. This report, and the underlying work on which it is based, has been prepared and is submitted in accordance with the contract with the client and is intended solely for use by the client.
2. FPA warrants that the report has been prepared with all reasonable skill and care. FPA will accept liability for deficiencies in any report caused by its breach of contract or negligence. Negligence shall be as defined as in Section 1(1) of the Unfair Contract Terms Act 1977. Except in the case of death or personal injury arising from the negligence of FPA, liability of FPA for breach of contract or negligence or otherwise in relation to the preparation of the report shall in no case exceed the fee paid by the Client for the report. FPA shall in no circumstances be liable for any other loss, charges, damages, indirect or consequential loss (including loss of profit) or expenses of any kind. The Client acknowledges that all possible circumstances in which the report may have some relevance cannot be foreseen at the time the report is prepared. The Client also acknowledges that FPA would not be able to provide the Report for the agreed fee if FPA were obliged to accept all far reaching responsibilities.
3. The scope of any report produced by FPA shall be limited to matters specifically identified in the Proposal or indicated in the report. Except where FPA has otherwise agreed in writing, FPA shall not be liable for any reliance placed on a report by any person other than the Client or for any reliance placed on a report which is not specified in or envisaged by the Proposal. FPA shall not be liable for any loss caused by a report where such loss arises as a result of the provision to FPA of false, misleading or incomplete information by the Client or as a result of the act or omissions of any other person.
4. Any report shall only be valid and may only be relied upon for the period stated in the report. FPA accepts no responsibility for the accuracy of information contained in the report after the stated period of validity. Where so indicated by FPA any report is to be regarded as expressing the opinion only of FPA and is not to be relied upon as being factually correct.

Discover Freeman's: Campus Map



Legend

1. Visitor Parking
2. Reception
3. Philp House
4. Science & Technology
5. Art & Design
6. Stable Block (Sixth Form)
7. Haywood Centre
8. Senior Assembly Hall
9. Junior School (Kemp House)
10. Boarding House
11. Music Recital Hall
12. Cricket Pavilion
13. Main House
14. Tennis / Netball Courts
15. Astro Pitch
16. Sports Hall
17. Swimming Pool
18. Sports Field
19. Car Park
20. Pick Up & Drop Off
21. Service Gate



City of London
Freeman's School
Ashted Park
Ashted
Surrey KT21 1ET
01372 277933

ANNEX D

Disclaimer

5. This report, and the underlying work on which it is based, has been prepared and is submitted in accordance with the contract with the client and is intended solely for use by the client.
6. FPA warrants that the report has been prepared with all reasonable skill and care. FPA will accept liability for deficiencies in any report caused by its breach of contract or negligence. Negligence shall be as defined as in Section 1(1) of the Unfair Contract Terms Act 1977. Except in the case of death or personal injury arising from the negligence of FPA, liability of FPA for breach of contract or negligence or otherwise in relation to the preparation of the report shall in no case exceed the fee paid by the Client for the report. FPA shall in no circumstances be liable for any other loss, charges, damages, indirect or consequential loss (including loss of profit) or expenses of any kind. The Client acknowledges that all possible circumstances in which the report may have some relevance cannot be foreseen at the time the report is prepared. The Client also acknowledges that FPA would not be able to provide the Report for the agreed fee if FPA were obliged to accept all far reaching responsibilities.
7. The scope of any report produced by FPA shall be limited to matters specifically identified in the Proposal or indicated in the report. Except where FPA has otherwise agreed in writing, FPA shall not be liable for any reliance placed on a report by any person other than the Client or for any reliance placed on a report which is not specified in or envisaged by the Proposal. FPA shall not be liable for any loss caused by a report where such loss arises as a result of the provision to FPA of false, misleading or incomplete information by the Client or as a result of the act or omissions of any other person.
8. Any report shall only be valid and may only be relied upon for the period stated in the report. FPA accepts no responsibility for the accuracy of information contained in the report after the stated period of validity. Where so indicated by FPA any report is to be regarded as expressing the opinion only of FPA and is not to be relied upon as being factually correct.



Freeman's School Main House, Ashted Park, Ashted, Surrey, KT21 1ET

The City of London Corporation

External Fire Risk Assessment

Prepared by: The Oakleaf Group

McGowan House, 10 Waterside Way, The Lakes, Northampton, NN4 7XD

Site information

Building Name Freeman's School Main House
Building Ref
Division
Estate
Property Name Freeman's School Main House, Ashted Park, Ashted, Surrey,
KT21 1ET
Property Ref

Name of the person responsible for fire safety (Premises Controller) on site: -

Name of the person: Edward Kennedy

Department name: Head of Operations

Telephone Number: 01372 822402

Mobile: 07922 383020

Email address: N/A

Name of the person responsible for liaisons on fire safety matter with third party:

Name of the person: Ken Stone

Department name: DBE – Parking

Telephone: N/A

Mobile: 07526200880

Email address: Ken.Stone@cityoflondon.gov.uk

Person responsible for arranging corrective actions (Competent art 13 RRO): -

Name of person: Neil Hawkins

Department name: City Surveyor's

Telephone: N/A

Mobile: 07526200880

Email address: Neil.Hawkins@cityoflondon.gov.uk

Assessor details

Name of the person: Gary Newbold Department name The Oakleaf Group

Telephone: 08452937571

Mobile: 07725108898

Email address: Gary.Newbold@theoakleafgroup.co.uk

Date of the assessment	:	24 th June 2021
Date of first draft reviewed	:	04 th August 2021
Date when finalised	:	04th August 2021
Date sent to premises controller:	:	
Date of next assessment	: (Use aide-mémoire 2)	24 th June 2022

Report Signed by Assessor

Signature: GN

Print Name: Gary Newbold

Date: 24th June 2021

Name of Assessors reviewer:

Jeff Smith

Signature of Assessor reviewer

Signature: JS

Date of Review

Date: 04th August 2021

Table of Contents

Minor amendment history 4

Preamble..... 5

Executive Summary 5

Overall risk assessment..... 5

Survey Methodology..... 5

Specific Site Survey Information..... 5

Description of site..... 6

Use of Site 6

Passive Fire Precautions 6

Active Fire System 6

Fire Ignition Sources 6

Fire Training..... 6

Formulate and document an action plan 7

Fire Risk Assessment reviews (CoL use only)..... 20

Minor amendment history

Details of minor amendment history between detailed full assessment intervals, carried out. (Attached to rear of the main assessment)

Date of assessment	Department Assessor name	Brief details	Department Manager responsible for actioning

Preamble

The Regulatory Reform (Fire Safety) Order 2005, which came into effect on 1st October 2006, applies to the majority of non-domestic premises. The legislation places certain obligations on the 'Responsible Person or Duty Holder' for the premises, that includes carrying out a suitable and sufficient fire risk assessment by a competent person. The assessment set out in this document is intended to satisfy this requirement. This assessment comes complete with a Certificate of Conformity to the BAFE SP205 Life Safety Fire Risk Assessment scheme

Executive Summary

This building is deemed as a moderate risk due to the structure and condition of the doors within the premises. There have been several actions raised within the report that if carried out would significantly reduce the rating. For more information, please refer to the report.

Overall risk assessment

- **Moderate** – Essential action must be made to reduce the risk. Remedial Actions could reduce this to Tolerable.
- Please see further comments in the Executive Summary & the Action Plan.

Survey Methodology

- The Assessment has been undertaken by a competent & trained fire risk assessor.
- Review of fire safety documentation including training records were checked where applicable and available for inspection, otherwise actions raised for confirmation.
- Technical information referred to may include e.g. British standards, Approved codes of practice, AD – B or BS 9999 & HM Government Guides.

Specific Site Survey Information

- Please see page 22 onwards.

Description of site

This is a large grade II listed building that is set in its own grounds that includes cricket pitches, a pavilion and ample parking. The building has recently undergone significant refurbishment to provide an educational facility but ensuring the historical value of the building is not compromised. The part of the property assessed covered three floors, the main entrance that opens into a main hall area, and an orangery to the right. There are 3 main staircases, with an additional wooden stairwell that leads from the second floor to the roof space and roof top. The first and second floors are to be classrooms of varying studies.

Use of Site

School

Passive Fire Precautions

Fire Doors & Compartmentation, Fire Signage, Protected Escape Routes

Active Fire System

Fire Alarm System, Fire Extinguishers/Hose Reel, Sprinkler System, Emergency Lighting

Fire Ignition Sources

Electrical Intake Room, Electrical Item, Smoking

Fire Training

The staff on duty confirmed that fire safety information and evacuation instructions are given to all new staff members as part of an induction program. It was noted that fire safety training was provided for Fire Warden/Marshalls to assist in evacuation if required however no records were seen.

Likelihood of fire occurring at the property - MEDIUM



Likelihood of fire spreading through the building - MEDIUM



Likelihood of loss of life due to fire - MEDIUM

High	Medium	Low
------	--------	-----

Formulate and document an action plan

If it is considered that the fire risk and existing fire precautions are such that no improvements are necessary, this should be recorded within the fire risk assessment. The action plan should address both physical fire precautions, managerial issues and should normally prioritise measures so that the appropriate effort and urgency is clear. The measures within the action plan should both practically implement and maintain, taking into account the nature of the building and its occupants. With the best solution to bring about improvement with a possible pragmatic solution.

CoL Specific Hazard identification and Action plan template

Each hazard risk is to be identified in the assessment and is to include the following sections: as the following example: -

- *Location: Specific to the building area i.e. 2nd floor north wing room A23 (use of the standard door marking for monthly testing is good practice as a location point)*
- *Observations: Controls in Place - a list of what controls are in place to control the fire hazard, subjective appraisal*
- *Missing Controls / Problem - an explanation of any missing controls or safety problems identified during the risk survey to include, thumbnail photographs where they help to clarify the problem & further action required - the individual actions that should be taken to control the hazards and put corrective actions in place*
- *Risk Priority - The assessor's opinion of how urgent the action is, that needs be taken to reduce risk to a tolerable level. This is subjective and is based on the CoL Matrix below*
- *CoL Service level: Time frame for contractors to attend in hours / days as our service level agreement with service providers*
- *Actioned by: The CoL member on the site who reports the defects*
- *PSD: Property service desk number given when reporting (undertaken by CoL staff when assessor informs them whilst on site)*

- *Completed date or date followed up (Maximum 28 days for items to be followed up and recorded in the table)*
- *When possible, the assessor is to place a photo below the concerns A9 size 37mm x 52mm*

COL

Ref No. Location:	Observations	Recommended further action	Observation Pictures	Risk Rating Low Medium High	Priority Level (Please refer to table 1)	Action by Whom & When (Person task with action by premise controller)	Date Completed
Building Page 235	The fixed wiring test had been completed but the label on the distribution box stated it had been tested on the 25th June 2021. The assessment was carried out on the 24th June. This is presumed that the label was placed for a future date for the handover of the premises.	Ensure certification is in place with the correct date of testing to make sure certification is in place on handover.	1 in Appendix.	Medium	D 3 months	Gilbert Ash	Test date 18/06/2021 (O&M Folder File 4 Section 5 Electrical Installation Ref MP-E2001-134)
Building	The building was not occupied on inspection and no portable appliances were in place.	When the building becomes occupied ensure that all portable appliances are in date PAT to provide electrical integrity testing.	N/A	Medium	D 3 months	FM	
Building	There were no 'No Smoking' signs present throughout the premises on the day of assessment to remind people of the 'No Smoking' policy.	Display 'No Smoking' signs throughout the premises.	N/A	High	C 28 days	Head of Ops	Site is no smoking

Building	Lightning protection is in place, but it could not be confirmed that the system has been tested and maintained. Section 5 of the Electricity at Work Act 1989 states; “that all lightning protection systems are maintained and tested at regular intervals, preferably not exceeding 12 months”.	Ensure certification of testing is in place or arrange for the lightning protection system to be tested and maintained in accordance with BS EN 62305.	N/A	Medium	D 3 months	Gilbert Ash	Test complete 24/06/2021 (ELESS Ref Q1051/2021) Next test 23 Jun 2022
Building	The building was unoccupied on inspection and therefore no extension cables present.	The responsible person is to ensure that all extension cables are in date PAT and not overloaded if they are to be used to prevent electrical ignition.	N/A	Medium	C 28 days	FM	
Building	The emergency lighting test was being carried out during the inspection prior to the building being handed over. To provide illumination in the event of a fire to allow a safe egress.	Confirmation that the emergency lighting test was completed and satisfactory.	N/A	High	C 28 days	Gilbert Ash	Test date 24 Jun 21 (LC Contractors ref MP-E2001-135)
Building	As the premises was not currently being occupied there was no signage in place to provide information to all personnel using the building.	Before the premises are occupied the following signage is to be put in place:-	N/A	High	C 28 days	FM	Signage in place by 19 Jul 21

		<p>Fire Action posters detailing the evacuation policy and assembly point.</p> <p>Fire extinguishers location and information.</p> <p>Break glass call point signs.</p> <p>Assembly point.</p>					
Escape Routes	Currently the contractors are finalising furnishings and therefore escape routes are compromised.	The escape routes are to be cleared prior to occupancy.	43 - 48 in Appendix.	High	C 28 days	Head of Ops	28 Jun 21
Second floor landing 237	Server is currently located on the landing second floor.	It is recommended that this equipment is enclosed in a fire resisting room / construction to protect the escape routes and circulation areas.	53, 54, 55 in Appendix.	High	C 28 days	Hawkins Brown / Gilbert Ash	Awaiting design confirmation
Building	The electrical distribution board is not enclosed in a 30 minute fire rated structure.	The electrical distribution board should be enclosed in a 30 minute fire rated structure to reduce smoke and fire spread and maintain the escape route.	56 in Appendix.	Medium	D 3 months	Hawkins Brown / Gilbert Ash	Awaiting design confirmation

This was originally envisaged to be enclosed - however the school required the size of the cabinet to change and this was no longer possible in the location. To be reviewed on site with CoLFS - all servers agreed in situ with building control - we understand this is a recommendation rather than a requirement.

Please could you confirm the reason for the enclosure - this isn't a protected corridor or a protected stairwell. o be reviewed on site with CoLFS - all distribution boards agreed in situ with building control.

Second Floor Stairwell	Fire door at the top of the stairs on inspection was not complete. No glass is in place and automatic door closer was not connected. No fire rating label on the top edge and there are excessive gaps at the bottom.	The fire door is to be fitted correctly and ensure that it provides a FD30S rating and the gaps reduced to an acceptable level no more than 10mm.	66, 67, 68 in Appendix.	High	C 28 days	Gilbert Ash	29 Jun 21
Throughout The Premises	Fire doors were still being fitted and numerous doors were still missing the automatic hold devices although the wiring was in place on inspection.	Ensure that all automatic fire doors are connected and tested with the fire alarm system to ensure the fire doors close automatically on the alarm sounding.	69, 70, 71 in Appendix.	High	C 28 days	Gilbert Ash	20 Jul 21
Second Floor Next To The Server	The door on the second floor next to the server has excessive gaps at the bottom as it has been cut at an angle.	Gap to be reduced where possible to an acceptable level of no more than 10mm to reduce smoke travel and fire spread throughout the building.	72, 73 in Appendix.	Medium	D 3 months If door not properly installed please liaise with contractor.	Hawkins Brown/ Gilbert Ash	Awaiting completion
Second Floor Near The Server	There appears to be a fire door missing on the second floor near the server that should protect the circulation areas and the top of the stairs.	A fire door is to be fitted to provide a lobby area protecting the stairwell.	74 in Appendix.	High	C 28 days Please refer to fire plan and fire report - there is no fire door specified in this location. Plans have been signed off by Building Control.	Hawkins Brown/ Gilbert Ash	Awaiting confirmation

HB Comment
15/10/21

Throughout The Premises	Some existing doors do not have intumescent strips or smoke seals fitted. Assessor was informed that all doors that are existing and require them will be fitted.	Ensure these have been fitted to all fire doors where applicable to prevent fire spread.	75 & 76 in Appendix.	Medium	C 28 days	Gilbert Ash	20 Jul 21
Throughout The Premises	Some existing historical fire doors only have 2 hinges in place. These would potentially distort in the event of a fire so where possible these require upgrading to ensure integrity when exposed to fire.	Where possible upgrade hinges to ensure integrity, to prevent fire spread and protect escape routes.	77 in Appendix.	Medium	D 3 months	Gilbert Ash	Awaiting completion
Second Floor Landing	Fire doors at the top of the second floor landing are metal design. Confirmation of the fire rating is required as it protects the refuge area if required and the stairwell.	Confirm the fire rating of the fire doors at the top of the second floor landing to ascertain level of protection.	78 & 79 in Appendix.	High	C 28 days	Gilbert Ash	Awaiting completion
Top Of The Stairs	The door at the top of the refuge area stairs that separates the lobby is only 36mm thick. This is an original door so cannot be replaced. It was noted though that the automatic closer is still to be connected and intumescent strip was coming away.	As a notional historic door to maximise protection, this door is to have the automatic self-closing device connected ensuring the door fits tight into its rebate, and the intumescent strip is to be replaced to prevent smoke and fire spread.	80, 81, 82 in Appendix.	High	C 28 days	Gilbert Ash	28 Jul 21
Throughout The Premises	Some new doors fitted currently have no intumescent strips or smoke seals fitted.	Confirmation is required that is any classroom likely to be classed as risk rooms	83 & 84 in Appendix.	Medium	C 28 days	Skelly and Couch/ Gilbert Ash	Awaiting confirmation

		and if so these are required to be fire doors which would include self-closing devices to be fitted to prevent fire spread.					
Top Of The Stairs	Smoke brushes appear to have been painted over at the top of the stairs.	These smoke seals will not operate correctly if they are painted over and therefore are required to be replaced to prevent smoke travel.	85 & 86 in Appendix.	Medium	C 28 days	Gilbert Ash	Awaiting completion
Top Of The Stairs Page 240	Metal doors at the top of the stairs are rubbing on the carpet.	These doors are being fitted with a self-closing automatic device so they need to be adjusted to ensure they will close on the sound of the alarm.	87 in Appendix.	High	C 28 days	Gilbert Ash	12 Jul 21
Top Of The Stairs	Fire door at the top of the stairs on the right has excessive gaps underneath.	These gaps are to be reduced to an acceptable level of no more than 10mm to reduce fire spread.	88 & 89 in Appendix.	Medium	D 3 months	Hawkins Brown/ Gilbert Ash <div>Please liaise with GA</div>	Awaiting completion
Main Hall	The double door sets leading into the main hall do not have self-closing devices but do have a 25mm rebate.	It is recommended that these are fitted with self-closing devices to provide separation from the main hall in the event of a fire.	90, 91, 92 in Appendix.	Medium	C 28 days	Gilbert Ash	14 Jul 21

Main Hall	Assessor informed large wooden double doors (Main hall) that currently have cabling going to them, are going to be fitted with a magnetic release device on the alarm sounding. These cables will not be connected but the site project manager informed the assessor that manual self-closing devices are going to be fitted prior occupancy.	Confirm self-closing devices are fitted prior to being occupied and ensure once fitted the automatic holds are tested to ensure they operate correctly on the alarm sounding and close fully into their rebate to prevent fire spread.	93 & 94 in Appendix.	Medium	C 28 days	Gilbert Ash	19 Jul 21
Basement To Ground Floor Stairwell	There is a fire door missing leading the basement level into the ground floor circulation area.	A fire door is to be fitted to separate the basement area from the ground floor to reduce potential fire spread.	95 & 96 in Appendix.	High	C 28 days	Gilbert Ash	16 Jul 21
Riser Cupboard	Fire door to the riser cupboard has screws missing in the hinges and there is currently no way of securing the door.	Hinges are to be fitted with the correct number of screws and a securing device to be fitted to ensure this can be locked. This will ensure the integrity of the door and ensure no unauthorised access.	97 & 98 in Appendix.	High	C 28 Days	Gilbert Ash	Awaiting completion
Main Entrance Historical Door	There is a historical door in the main entrance that is 64mm thick and of solid design on the right of the main entrance, the door has	Where and if possible this gap is to be reduced to an acceptable gap of no	99, 100, 101 in Appendix.	Medium	D 3 months	Hawkins Brown/ Gilbert Ash	Awaiting completion

The building is Grade II* Listed - it is not possible to wholesale change the historic fabric of the building - Building Control and Historic England have accepted the upgrades as suitable.

HB Comment
15/10/21

	excessive gaps on the bottom edge.	more than 10mm to reduce fire spread.					
Entrance Foyer	Large double doors (entrance foyer) on inspection do not close in the correct order leading to a gap.	Self-closer is to be adjusted in order to ensure the doors close fully together under their own weight.	102, 103, 104 in Appendix.	Medium	C 28 days	Gilbert Ash	20 Jul 21
Throughout The Premises	There were no records of routine inspections of fire doors throughout the property.	When the building becomes occupied a full monthly door user check is to be put in place and recorded to ensure and maintain the standard of the doors in place.	N/A	Medium	D 3 months	FM	Ongoing
Throughout The Premises	Fire alarm panel is not currently linked to the main reception house located at the entrance.	It is recommended that the alarm system is connected to the main gate to ensure early warning and alert if the premises are not occupied.	N/A	Medium	C 28 days	Head of Ops	21 Jul 21 Alarm linked via GSM to external monitoring station. Oct half term works will connect to site network.
Roof Void	Automatic fire detection in the roof void has a covering over.	Remove cover ASAP to ensure that the smoke alarm will operate correctly.	N/A	High	B 4 days	Gilbert Ash	25 Jun 21

Throughout The Premises	The alarm system has just been installed. Once this is handed over and certificated then weekly testing and periodic inspection of the fire detection and alarm system, as per BS 5839-1 are to be carried out and recorded.	Ensure there is a suitable programme of maintenance in place that ensures the equipment is tested and inspected at appropriate intervals. To ensure the equipment is maintained in effective working order and in good condition, as required by article 17 of the Fire Safety Order.	N/A	Medium	C 28 days	FM	Weekly tests conducted by maintenance team. Skanska provided 6 monthly maintenance and call out support as required
Throughout The Premises	On inspection the fire alarm system was still being tested and remedial work carried out. This showed on the panel as numerous faults.	Prior to the building being occupied the fire alarm system is to be tested and certificated serviceable.	166 in Appendix.	High	C 28 days	Gilbert Ash	20 Jul 21
Throughout The Premises	Fire extinguishers were in place for the contractors only during the refurbishment. These are being removed and replaced with the schools own on the 4th July 21.	Prior to being occupied fire extinguishers are to be suitably sited throughout the premises. Ensure the correct quantity are placed and all serviceable.	N/A	High	C 28 days	FM	02 Jul 21

Throughout The Premises	The building is not currently being occupied. Once occupied ensure the fire evacuation strategy in place is suitable.	A fire drill is to be carried out within 7 days of occupancy and recorded. To ensure all persons can evacuate safely and are familiar with the premises.	N/A	High	C 28 days	Head of Ops	01 Jul 21
Throughout The Premises	The school's extinguishers are not yet in place.	When the site extinguishers are placed in location, monthly user checks are to be carried out and recorded.	N/A	Medium	D 3 months	FM	Extinguishers are in place and monthly checks ongoing

Action time frame in accordance with CoL service level agreements

*Table One Priorities for remedial action listed below; -
& time frame*

Recommend priority code

Priority Action AA	Immediate action taken whilst on site attendance	(P1) 2-hour
Priority Action A	Immediate action required	(P2) 24 Hours
Priority Action B	Action required in the short term	(P3) 4 Days
Priority Action C	Action required in the short term	(P4) 28 Days
Priority Action D	Remedial action required in the long term	3 Months
Priority Action E	Action to be considered when refurbishing	Project Planning Stage
Priority Action H/S	Health & Safety Information	(P2) Action 24 hrs.
P3A over weekend when attendance will wait until Monday for attendance not warranting a 24hr P2		

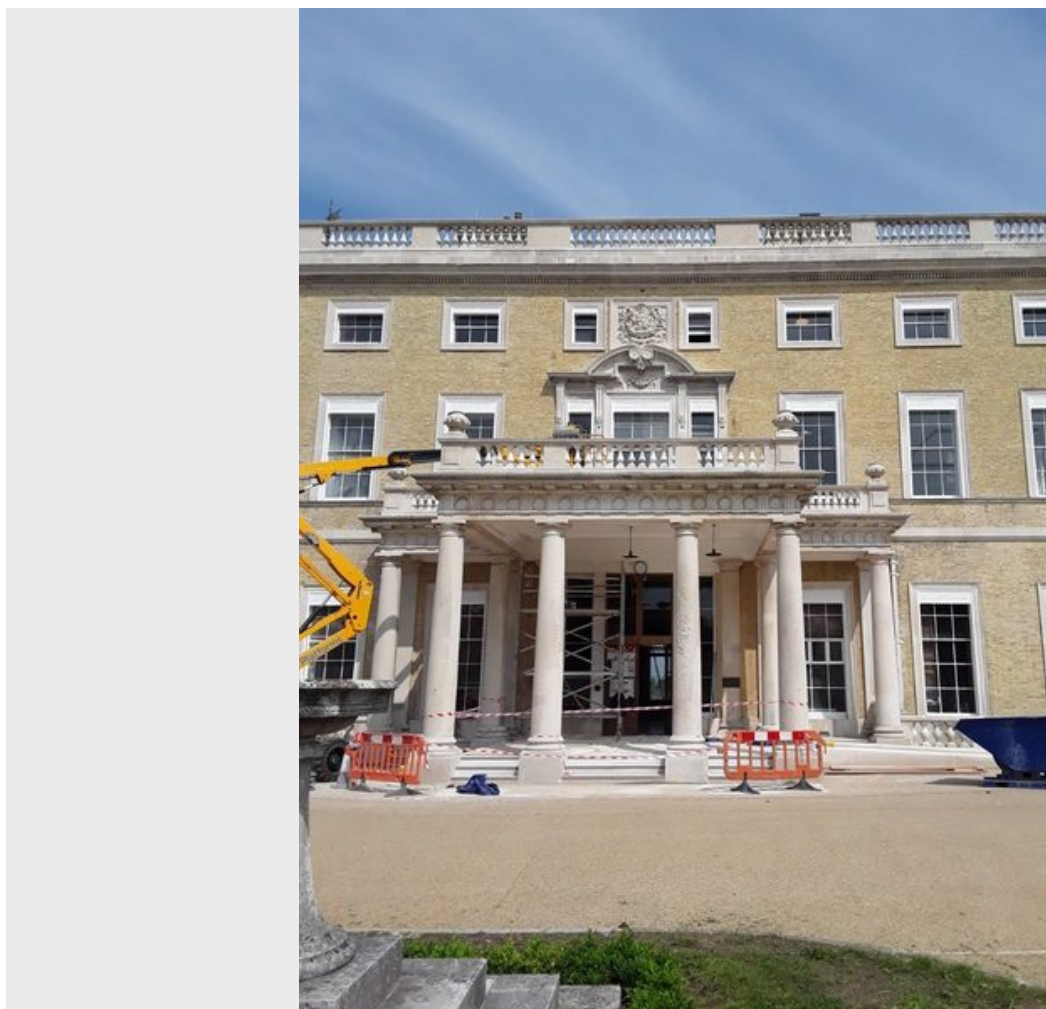
Additional Comments to the assessment:

This pre-occupancy report indicates there is still work to be completed prior to handover and subsequent occupation to ensure the premises is likely to be fit for occupation. It does not constitute a full occupancy fire risk assessment.

This Fire Risk Assessment should be reviewed annually and whenever there is a material change in the use of the premises or part of the premises (including numbers of occupants) or when significant structural or layout changes to the premises are proposed or carried out. The table below is provided for the 'Responsible Person' at the premises to maintain a record of reviews and provides space for simple comments. If the review indicates significant change, then a new complete Fire Risk Assessment by our professional assessment providers should be carried out and fully documented.

Date	Reason for review	Results / Comments	Name, Position & Signature
01 Oct 21	Update against actions	See comments above against actions	E Kennedy, Head of Ops

FIRE RISK ASSESSMENT



Freeman's School Main House

**City of London Freeman's School, Ashted Park,
Ashted, Surrey, KT21 1ET**

VALID BETWEEN 24/06/2021 - 24/06/2022

ASSESSED BY Gary Newbold
ASSESSED ON 24/06/2021

APPROVED BY Jeff Smith
APPROVED ON 04/08/2021

ASSESSMENT REF. RB-BSJ3JK

GENERATED 04/08/2021 13:06

1 INTRODUCTION

OVERVIEW

The Regulatory Reform (Fire Safety) Order 2005, which came into effect on 1st October 2006, applies to the majority of non-domestic premises. The legislation places certain obligations on the 'Responsible Person or Duty Holder' for the premises, that includes carrying out a suitable and sufficient fire risk assessment by a competent person. The assessment set out in this document is intended to satisfy this requirement. This assessment comes complete with a Certificate of Conformity to the BAFE SP205 Life Safety Fire Risk Assessment scheme.

ENFORCEMENT

Your local fire and rescue authority enforces this legislation. They have the power to inspect your premises to check that you are complying with your duties under the Order. They will look for evidence that you have carried out a suitable fire risk assessment and acted upon the significant findings of that assessment.

ASSESSMENT REVIEW

The fire risk in any building may be subject to change. Under the Order, part of the duties of the 'responsible person' is to review this assessment periodically and in the event of:

- A fire or near miss occurs
- Failure of fire safety systems (e.g. fire detection or emergency lighting)
- Changes to work processes undertaken in the building
- Alterations to the internal layout of the building
- Introduction, change of use or increase in the storage of hazardous substances
- Significant changes to the type and quantity and / or method of storage of combustible materials
- Significant changes in the number or type of people (e.g. young persons, those with disability)

MANAGING FIRE SAFETY

Good management of fire safety is essential to ensure that fires are unlikely to occur; that if they do occur they are likely to be controlled quickly, effectively and safely or that if a fire does occur and grow, to ensure that everyone in your premises are able to escape to a place of total safety easily and quickly.

SIGNIFICANT FINDINGS

The Significant Findings section contains actions that should be addressed based on their priority scores. Continue to implement control measures and monitor them for effectiveness.

What is a Fire Risk Assessment?

A fire risk assessment is an organised and methodical examination of your premises, the activities carried on there and the likelihood that a fire could start and cause harm.

Who is the Responsible Person?

The 'responsible person or duty holder' is typically the employer and any other person who may have control of any part of the premises, e.g. occupier, owner, or manager.



1.1 Assessment Risk Scoring & Methodology

The building risk score is a subjective calculation based on how likely the assessor believes a fire is to occur and how severe the consequences (severity of injury or death) might be if that fire were to happen.

SEVERITY ► LIKELIHOOD ▼		SLIGHT HARM	MODERATE HARM	EXTREME HARM
LOW		TRIVIAL	TOLERABLE	MODERATE
MEDIUM		TOLERABLE	MODERATE	SUBSTANTIAL
HIGH		MODERATE	SUBSTANTIAL	INTOLERABLE
SLIGHT HARM	SEVERITY	Outbreaks of fire unlikely to result in serious injury or death of any occupant (other than an occupant sleeping in a room in which a fire occurs). Typically high level of compartmentation.		
MODERATE HARM	SEVERITY	Reasonable risk of fire spread involving multiple occupants which could result in significant injury. Eg, poor construction detailing or breaches to purpose built construction.		
EXTREME HARM	SEVERITY	Significant potential for serious injury or death of one or more occupants. Includes high dependency occupants such as a care home or properties with poor compartmentation.		
LOW	LIKELIHOOD	Very low likelihood of fire as a result of negligible potential sources of ignition.		
MEDIUM	LIKELIHOOD	Normal fire hazards for this type of occupancy, with fire hazards generally subject to appropriate controls (other than minor shortcomings).		
HIGH	LIKELIHOOD	Lack of adequate controls applied to one or more significant fire hazards, such as to result in significant increase in likelihood of fire.		
TRIVIAL	RATING	Limited action is required, review FRA as recommended; existing controls are generally satisfactory.		
TOLERABLE	RATING	No major additional controls required. However, there might be a need for some improvements.		
MODERATE	RATING	Essential action must be made to reduce the risk. Risk reduction measures should be implemented within a defined time period.		
SUBSTANTIAL	RATING	Considerable resources might have to be allocated to reduce the risk. Improvements should be undertaken urgently.		
INTOLERABLE	RATING	Imminent risk of significant harm. Immediate action required.		

1.2 Action Priorities

Separately from the building's risk score, every action is given a priority. Priorities are defined based on how easily an action can be completed and how much it should reduce the risk.

D	C	B	A
These actions should be implemented when the opportunity arises (such as the refurbishment of a building), but ideally within 2 years.	These actions may be more complicated or require a greater degree of planning. They should be completed within 6 months.	These actions should be implemented with a reasonable degree of urgency but at least within 3 months.	These actions should be implemented as soon as possible. Where they cannot be affected immediately, interim measures may be required to ensure occupant safety.

CERTIFICATE OF CONFORMITY

LIFE SAFETY FIRE RISK ASSESSMENT



The life safety elements of this fire risk assessment comply with the BAFE SP205 scheme which ensures that we and our risk assessment staff have met the required technical and quality management standards.

Oakleaf (BAFE) certify all requirements in the BAFE SP205 scheme in respect of life safety fire risk assessment have been complied with. Any questions can be addressed to the assessor or the quality manager.

ASSESSMENT AND CERTIFICATE REFERENCE

RB-BSJ3JK

PRODUCED FOR THE RESPONSIBLE PERSON

Oakleaf (Client Company)

ASSESSED BY, ON

Gary Newbold, 24/06/2021

SPECIFICATION CONFORMS TO

Our own internal quality system.

APPROVED / VALIDATED BY, ON

Jeff Smith, 04/08/2021

ASSESSMENT SCOPE

Assessment applies only to the building specified.

START DATE — RECOMMENDED REVIEW DATE

24/06/2021 — 24/06/2022

SIGNIFICANT FINDINGS

36 Actions

36 Controls

Assessed Property

PROPERTY NAME

Freeman's School Main House

ADDRESS

City of London Freeman's School
Ashted Park
Ashted
Surrey
KT21 1ET

PROPERTY REFERENCE

RB-L4KDS4

FIRE RISK RATING

LIKELIHOOD **MEDIUM**

Normal fire hazards for this type of occupancy, with fire hazards generally subject to appropriate controls (other than minor shortcomings).

SEVERITY **MODERATE HARM**

Reasonable risk of fire spread involving multiple occupants which could result in significant injury. Eg, poor construction detailing or breaches to purpose built construction.

RISK **MODERATE**

Essential action must be made to reduce the risk. Risk reduction measures should be implemented within a defined time period.

ASSESSING / ACCREDITED ORGANISATION

Oakleaf

McGowan House, 10 Waterside Way, The Lakes, Northampton, NN4 7XD
01604 643100 — www.theoakleafgroup.co.uk

the OAKLEAF GROUP

THIRD PARTY CERTIFICATION BODY

NSI, Sentinel House, 5 Reform Road, Maidenhead, SL6 8BY

2.2 Assessor Remarks

This building is deemed as a Moderate risk due to the structure and condition of the doors within the premises. There have been several actions raised within the report that if carried out would significantly reduce the rating.



3 PROPERTY

3.1 Address

PROPERTY NAME

Freeman's School Main House

PROPERTY REFERENCE

RB-L4KDS4

OCCUPANT TYPES

Staff, Visitors, Young People

ADDRESS

City of London Freeman's School
Ashted Park
Ashted
Surrey
KT21 1ET

3.2 Premises Summary

Premises Summary

Description

This is a large grade II listed building that is set in its own grounds that includes cricket pitches, a pavilion and ample parking. The building has recently undergone significant refurbishment to provide an educational facility but ensuring the historical value of the building is not compromised. The part of the property assessed covered three floors, the main entrance that opens into a main hall area, and an orangery to the right. There are 3 main staircases, with an additional wooden stairwell that leads from the second floor to the roof space and roof top. The first and second floors are to be classrooms of varying studies.

Use of Premises

Educational 6th form facility.

Construction

The building is constructed of stonework and brick with a timber framed roof. The internal flooring is concrete with a wooden floor covering on the ground floor and carpeting within the stairwell areas.

Number of Floors

Assessed area ground floor to the second floor only. This did also include the roof void.

Number of Occupants

Approximately 200 including staff.

People Especially at Risk

None reported.

Stairways

3 main stairwells. 1 - Ground to first floor only. 2 - First floor to second floor only. 3 - Ground to second floor. There is in addition a wooden staircase that leads from the second floor to the roof void and roof.

Final Exits

6 in the assessed area.

Evacuation Procedure

Full simultaneous evacuation.

Recent Fire History

None reported.

Additional Facilities

There are areas that are part of this building that were not assessed as part of this FRA. This includes basement levels and an accommodation area to the side.

Responsible Person

City of London are seen to be the 'responsible person' for the premises.

Competent Person

The designated 'safety assistant' is Edward Kennedy - Head of Operations.

Guidance Used

CLG Guide: Educational Premises



4 SIGNIFICANT FINDINGS

This assessment identifies 36 actions and 36 controls.

36 ACTIONS	INCOMPLETE	36 CONTROLS	ONGOING
A	13	ALL	36
B	23		

Sources of Ignition

The assessor has reviewed the potential sources of ignition in and around the premises. This includes electrical ignition sources, smoking, arson and lightning protection.

? Are electrical ignition sources, such as fixed wiring & PAT, being adequately maintained and tested?

YES

- The fixed wiring test had been completed but the label on the distribution box stated it had been tested on the 25th June 2021. The assessment was carried out on the 24th June. This is presumed that the label was placed for a future date for the handover of the premises. Action - Ensure certification is in place with the correct date of testing.

WHY To ensure certification is in place on handover.



	B
REFERENCE	RB-QLLYSL
DUE	04/11/2021
CATEGORY	Maintenance: Electrical

- The building was not occupied on inspection and no portable appliances were in place. Action - When the building becomes occupied ensure that all portable appliances are in date PAT.

WHY To provide electrical integrity testing.
LOCATION Throughout the premises.

	B
REFERENCE	RB-QZ6UT6
DUE	04/11/2021
CATEGORY	Maintenance: Electrical

- The mains electrical system has been fitted and tested. Certification is held centrally and available for inspection. Tested in accordance with BS 7671, last test date June 21.



? Is the risk of arson adequately controlled?

YES

- Staff monitor visitors to the property and access is controlled through the main perimeter entrance.
- CCTV is provided around the premises which acts as a deterrent to anyone wishing to cause harm.

WHY What are the benefits of using a CCTV system?
Deter criminal activity.
Potential commercial insurance rate benefits.



? Is there a smoking policy for the site, and is smoking adequately controlled?

● No smoking signs to be displayed.

● There is a no smoking policy for the whole site.

WHY Smoke-free legislation was introduced in England in 2007, banning smoking in nearly all enclosed workplaces and public spaces, following similar bans in Scotland and Wales. Local authorities are responsible for enforcing the legislation. The enforcement is for public health but also mitigates and reduces the risk of accidental ignition and fires within all buildings.

? Where smoking is permitted, are suitable and sufficient ashtrays or bins provided for the safe disposal of smoking materials?

? Are external waste bins stored in a suitable location?

● External waste bins are suitably located away from the building.

WHY This reduces the likelihood of arson attacks, limits potential fire growth and reduces the likelihood of external fires entering the building through its openings.



? Does the building require lightning protection?

● Lightning protection is fitted to the building.

WHY The function of an external lightning protection system is to intercept, conduct and disperse a lightning strike safely to earth. Without such a system a building's structure, electronic systems and the people working around or within it are all at risk.



? Is lightning protection in place, and is it being adequately maintained?

● Lightning protection is in place, but it could not be confirmed that the system has been tested and maintained. Action - Ensure certification of testing is in place or arrange for the lightning protection system to be tested and maintained in accordance with BS EN 62305.

WHY Section 5 of the Electricity at Work Act 1989 states; "that all lightning protection systems are maintained and tested at regular intervals, preferably not exceeding 12 months"

? Are escape routes free from electrical appliances such as portable heating appliances and photocopiers?

● Currently unoccupied. Server as previously mentioned in place on the second floor landing area.

? Is a procedure in place for issuing hot work permits?

● If required these will be managed by the estates department.

? Is there suitable limitation of trailing leads and adaptors?

● The building was unoccupied on inspection and therefore no extension cables present. Action - The responsible person is to ensure that all extension cables are in date PAT and not overloaded if they are to be used.

YES

B

REFERENCE RB-L78W3C

DUE 04/11/2021

CATEGORY Building: Signage

NOT APPLICABLE

YES

YES

NO

B

REFERENCE RB-Y9EXTH

DUE 04/11/2021

CATEGORY Maintenance: Electrical

NO

YES

NOT APPLICABLE

B

REFERENCE RB-H8HQ8X

DUE 04/11/2021

WHY To prevent electrical ignition.
 LOCATION Throughout the premises.
 HISTORY 24/06/21 Reviewed and confirmed as not started
 24/06/21 First identified in assessment

CATEGORY Maintenance: Electrical

- ? Are there cooking appliances in the assessment area?
 The area assessed did not have a kitchen facility in place.

NO

Means of Escape

The proper provision of means of escape is an essential part of fire safety measures in any and all premises. We have reviewed whether adequate escape routes are provided, whether they can be easily used and navigated, and whether the provision of emergency lighting, or other means of lighting, are sufficient. Statements in the report regarding escape lighting are based on visual inspection only. The mains services were live at the time of inspection. No test of luminance levels was carried out.

- ? Are the means of escape adequate?

YES

- There are 6 exits available from the premises that are part of this FRA. There are 3 main stairs. One first to second floor only. One first to ground floor only. One ground to second. There is in addition a set of wooden stairs from the roof void to the second floor but is only used by contractors and maintenance staff.



- ? Is the means of escape likely to be used for public events and are they adequate for the maximum numbers of people?

NOT APPLICABLE

The building is not currently used by the public, but on discussion this could be a plan in the future to hire the conservatory area out for weddings etc. If this is the case then this FRA is to be reviewed to reflect occupancy types.

- ? Is there suitable emergency lighting provided to illuminate the means of escape?

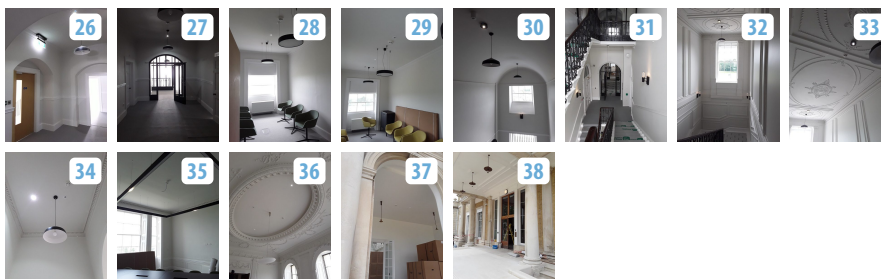
YES

- The emergency lighting test was being carried out during the inspection prior to the building being handed over. Action - Confirmation that the emergency lighting test was completed and satisfactory.

WHY To provide illumination in the event of a fire to allow a safe egress.
 LOCATION Throughout the premises.

REFERENCE RB-QG753V
 DUE 04/11/2021
 CATEGORY Maintenance:
 Emergency Lighting

- Emergency lighting is provided throughout the means of escape.



- ? Does the emergency lighting appear to be in good condition/working order, and are maintenance records available?

YES

- All lighting was on, on the day of inspection and the battery drain testing was being carried out. Certification and sign off awaiting.

? Are the travel distances reasonable?

YES

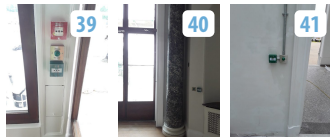
- Travel distances were not specifically measured but appear to conform with the recommendations given in the relevant DCLG approved guidance.

WHY It is important to limit the distance to travel in an emergency; so that occupants are not exposed to the effects of fire and where they are it is for a limited period of time and which would not prevent them from making a safe escape from the premises.

? Are all doors on escape routes easily opened?

YES

- All final exit doors are provided with a single method of opening and have an override emergency door release in place.



? Is adequate fire exit and other fire safety related signage provided?

NO

- As the premises was not currently being occupied there was no signage in place. Action - Before the premises are occupied the following signage is to be put in place:-

Fire Action posters detailing the evacuation policy and assembly point.
Fire extinguishers location and information.
Break glass call point signs.
Assembly point.

WHY To provide information to all personnel using the building.
LOCATION Throughout the premises.
HISTORY 24/06/21 Reviewed and confirmed as not started
24/06/21 First identified in assessment

REFERENCE RB-REHQT2
DUE 04/09/2021
CATEGORY Building: Signage

? Is smoke ventilation provided?

NO

- There is a powered ventilation system in the orangery but this is not connected to the fire alarm.



? Are the means of escape clear of combustible items and obstructions, and is the standard of housekeeping acceptable?

NO

- Currently the contractors are finalising furnishings and therefore escape routes are compromised. These are to be cleared prior to occupancy.

LOCATION Throughout the premises.
HISTORY 24/06/21 Reviewed and confirmed as not started
24/06/21 First identified in assessment

REFERENCE RB-T13GWK
DUE 04/09/2021
CATEGORY Procedures: Housekeeping



? Have appropriate provisions been made for the safety of persons with disabilities, e.g. assistance and refuges?

YES

- There are no disabled persons using the premises but in the event there are persons that require refuge, these points are in place with an intercom system.



Fire Doors and Compartmentation

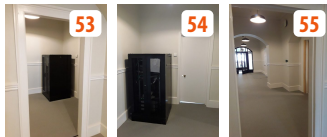
The provision of passive fire protection, in the form of fire resisting walls, ceilings and doors play an important part in the fire safety provisions in the building. The extent to which they are required has been assessed, and we have reviewed the provision of fire resisting doors, fire resisting walls, and the separation of roof voids, where possible. Statements regarding the fire resistance of the structure have been based on typical expected resistances of materials and construction. They comprise a visual inspection of the readily accessible areas only.

? Is the compartmentation of the common areas and means of escape adequate?

NO

- Server is currently located on the landing second floor. It is recommended that this equipment is enclosed in a fire resisting room / construction to protect the escape routes and circulation areas.

WHY To reduce smoke and fire spread within the circumlocation and escape routes in the event of a fire.
LOCATION Second floor landing.



B

REFERENCE RB-JCPJR7
DUE 04/11/2021
CATEGORY Building:
Compartmentation

- Electrical distribution board should be enclosed in a 30 minute fire rated structure.

WHY To reduce smoke and fire spread and maintain the escape route.



B

REFERENCE RB-YQE9TE
DUE 04/11/2021
CATEGORY Building:
Compartmentation

? Are roof voids adequately compartmented?

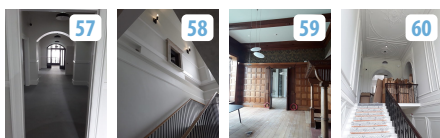
YES

? Are wall and ceiling linings appropriate to limit fire spread?

YES

- Walls and ceilings are plastered with painted surfaces in good repair and has recently been refurbished. The building is listed, but the surface linings are considered to be of sufficient fire rating from a life safety perspective and to allow safe egress for all persons in the event of a fire.

WHY To prevent the surface spread of fire, protect the means of escape for occupants and to limit fire growth within the premises.



? Does the exterior of the building adequately resist the spread of fire?

YES

- The exterior of the building is of brick and stone construction in a stand alone position with the grounds.

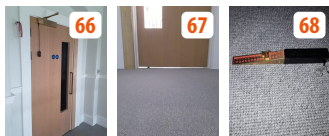


? Are fire doors in the building adequate and in good condition?

It is accepted that this is a listed building with historic value and therefore all door sets cannot be replaced. There are actions that have been raised to maintain a realistic and pragmatic approach to fire safety.

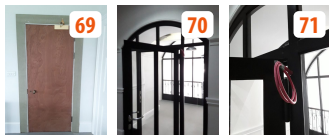
- Fire door at the top of the stairs on inspection was not complete. No glass in place and automatic door closer not connected. No fire rating label on the top edge and there are excessive gaps at the bottom. Action - The fire door is to be fitted correctly and ensure that it provides a FD30S rating and the gaps reduced to an acceptable level no more than 10mm.

WHY To protect the stairwell and escape route.
LOCATION Second floor stairwell.
HISTORY 24/06/21 Reviewed and confirmed as not started
24/06/21 First identified in assessment



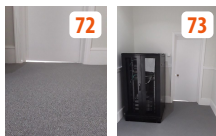
- Fire doors were still being fitted and numerous doors were still missing the automatic hold devices although the wiring was in place on inspection. Action - Ensure that all automatic fire doors are connected and tested with the fire alarm system.

WHY To ensure the fire doors close automatically on the alarm sounding.
LOCATION Throughout the premises.



- The door on the second floor next to the server has excessive gaps at the bottom as it has been cut at an angle. Action - Gap to be reduced where possible to an acceptable level of no more than 10mm.

WHY To reduce smoke travel and fire spread throughout the building.
LOCATION Second floor landing.



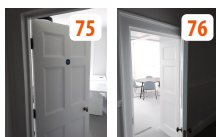
- There appears to be a fire door missing on the second floor near the server that should protect the circulation areas and the top of the stairs. Action - A fire door is to be fitted to provide a lobby area protecting the stairwell.

WHY To separate the classroom and server from the circulation area and provide a lobby to prevent fire spread.
LOCATION Second floor landing.



- Some existing doors do not have intumescent strips or smoke seals fitted. Assessor was informed that all doors that are existing and require them will be fitted. Action - Ensure these have been fitted to all fire doors where applicable.

WHY To prevent fire spread.
LOCATION Throughout the premises.



NO

A

REFERENCE RB-IS18G3
DUE 04/09/2021
CATEGORY Building: Doors

A

REFERENCE RB-BJFEVH
DUE 04/09/2021
CATEGORY Building: Doors

B

REFERENCE RB-NC7YF8
DUE 04/11/2021
CATEGORY Building: Doors

B

REFERENCE RB-DF68ZN
DUE 04/11/2021
CATEGORY Building: Doors

B

REFERENCE RB-8QLX8M
DUE 04/11/2021
CATEGORY Building: Doors

- Some existing historical fire doors only have 2 hinges in place. These would potentially distort in the event of a fire so where possible these require upgrading to ensure integrity when exposed to fire.

WHY To prevent fire spread and protect escape routes.
LOCATION Throughout the premises.

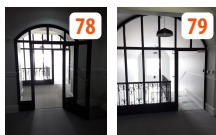


B

REFERENCE RB-6WV46
DUE 04/11/2021
CATEGORY Building: Doors

- Fire doors at the top of the second floor landing are metal design. Confirmation of the fire rating is required as it protects the refuge area if required and the stairwell.

WHY To ascertain level of protection.
LOCATION Second floor landing.

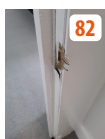


B

REFERENCE RB-U5N6WM
DUE 04/11/2021
CATEGORY Building: Doors

- The door at the top of the refuge area stairs that separates the lobby is only 36mm thick. This is an original door so cannot be replaced. It was noted though that the automatic closer is still to be connected and intumescent strip was coming away. Action - As a notional historic door to maximise protection, this door is to have the automatic self closing device connected ensuring the door fits tight into its rebate, and the intumescent strip is to be replaced.

WHY To prevent smoke and fire spread.
LOCATION Top of the stairs.



A

REFERENCE RB-DK9QAS
DUE 04/09/2021
CATEGORY Building: Doors

- Some new doors fitted currently have intumescent strips or smoke seals fitted. Action - Confirmation is required that is any classroom likely to be classed as risk rooms and if so these are required to be fire doors which would include self closing devices to be fitted.

WHY To prevent fire spread.
LOCATION Throughout the premises.

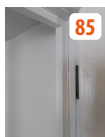


B

REFERENCE RB-XP6HJI
DUE 04/11/2021
CATEGORY Building: Doors

- Smoke brushes appear to have been painted over at the top of the stairs. Action - These smoke seals will not operate correctly if they are painted over and therefore are required to be replaced.

WHY To prevent smoke travel.
LOCATION Top of the stairs.



B

REFERENCE RB-23FJ8D
DUE 04/11/2021
CATEGORY Building: Doors

- Metal doors at the top of the stairs are rubbing on the carpet. Action - These doors are being fitted with a self closing automatic device so they need to be adjusted to ensure they will close on the sound of the alarm.

WHY To ensure they operate correctly and close fully on the alarm sounding.
LOCATION Top of the stairs.

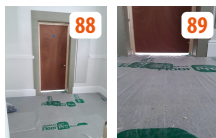
A

REFERENCE RB-K3I55W
DUE 04/09/2021
CATEGORY Building: Doors



- Fire door at the top of the stairs on the right has excessive gaps underneath. Action - These gaps are to be reduced to an acceptable level of no more than 10mm.

WHY To reduce fire spread.
LOCATION Top of the stairs.



B

REFERENCE RB-WGLPIR
DUE 04/11/2021
CATEGORY Building: Doors

- The double door sets leading into the main hall do not have self closing devices but do have a 25mm rebate. It is recommended that these are fitted with self closing devices to provide separation from the main hall in the event of a fire.

WHY To prevent fire spread.
LOCATION Main hall.

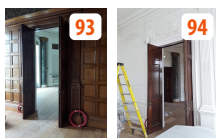


B

REFERENCE RB-VNJ2Q4
DUE 04/11/2021
CATEGORY Building: Doors

- Assessor informed large wooden double doors (Main hall) that currently have cabling going to them, are going to be fitted with magnetic release device on the alarm sounding. These cables will not be connected but the site project manager informed the assessor that manual self closing devices are going to be fitted prior occupancy. Action - Confirm self closing devices are fitted prior to being occupied and ensure once fitted the automatic holds are tested to ensure they operate correctly on the alarm sounding and close fully into their rebate.

WHY To prevent fire spread.
LOCATION Main hall.

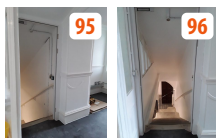


B

REFERENCE RB-9DYKB9
DUE 04/11/2021
CATEGORY Building: Doors

- There is a fire door missing leading the basement level into the ground floor circulation area. Action - A fire door is to be fitted to separate the basement area from the ground floor to reduce potential fire spread.

WHY To reduce fire spread throughout the building.
LOCATION Basement to ground floor stairwell.



A

REFERENCE RB-NVEUCE
DUE 04/09/2021
CATEGORY Building: Doors

- Fire door to the riser cupboard has screws missing in the hinges and currently no way of securing the door. Action - Hinges are to be fitted with the correct amount of screws and a securing device to be fitted to ensure this can be locked.

WHY To ensure the integrity of the door and ensure no unauthorised access.
LOCATION Riser cupboard.

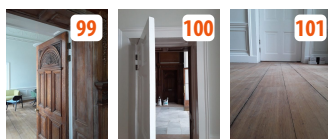


B

REFERENCE RB-Q3TIYM
DUE 04/11/2021
CATEGORY Building: Doors

- There is a historical door in the main entrance that is 64mm thick and of solid design on the right of the main entrance, the door has excessive gaps on the bottom edge. Action - Where and if possible this gap is to be reduced to an acceptable gap of no more than 10mm.

WHY To reduce fire spread.
LOCATION Main entrance historical door.



REFERENCE RB-7SVZ4V
DUE 04/11/2021
CATEGORY Building: Doors

- Large double doors (entrance foyer) on inspection do not close in the correct order leading to a gap. Self closer to be adjusted in order to ensure they close fully together under their own weight.

WHY To ensure the doors close fully and protect as designed.
LOCATION Entrance foyer.



REFERENCE RB-EK6UQ2
DUE 04/11/2021
CATEGORY Building: Doors

- Where fire doors are being fitted, they are 44mm and have a FD30 fire rating label in place. They have intumescent strips and smoke seals in place.



- Centre ground floor original door is 64mm thick. There are strips and smoke brushes fitted retrospective on the frame.



- Due to the building being listed there are several historic doors throughout the premises of which cannot be replaced by modern fire door sets. These are therefore classed as notional doors only as they cannot be tested in accordance with BS EN 1634-1:2014. These have been assessed and acknowledged as notional doors in the Fire Strategy providing minimal protection of which some have been modified where possible to enhance their original rating.



- ? Are routine inspections of fire doors undertaken and records maintained?

- When the building becomes occupied a full monthly door user check is to be put in place and recorded to ensure and maintain the standard of the doors in place.

WHY To maintain the doors.
LOCATION Throughout the premises.

NO

REFERENCE RB-47KYVP
DUE 04/11/2021
CATEGORY Building: Doors

? As far as can be reasonable ascertained, fire dampers are provided in ducts or vents as necessary to protect critical means of escape routes against passage of fire, smoke and combustion products in the early stages of a fire?

N/A

Means of Giving Warning

We have reviewed the provision of a fire detection and alarm system in the building, and its suitability in line with the evacuation procedure, and other fire safety systems. For domestic premises we have where possible reviewed whether domestic smoke alarms have been provided in the individual flats. Statements regarding the fire alarm system are based on visual inspection only; no audibility tests have been carried out.

? Is a suitable fire detection and alarm system in place?

YES

- Fire alarm panel is not currently linked to the main reception house located at the entrance. Action - It is recommended that the alarm system is connected to the main gate to ensure early warning and alert if the premises are not occupied.

WHY To provide early warning and intervention.
LOCATION Throughout the premises.

A

REFERENCE RB-4BEE9A

DUE 04/09/2021

CATEGORY Maintenance: Fire Alarms

- Automatic fire detection in the roof void has a covering over. Remove ASAP.

WHY To ensure that the smoke alarm will operate correctly.
LOCATION Roof void.

A

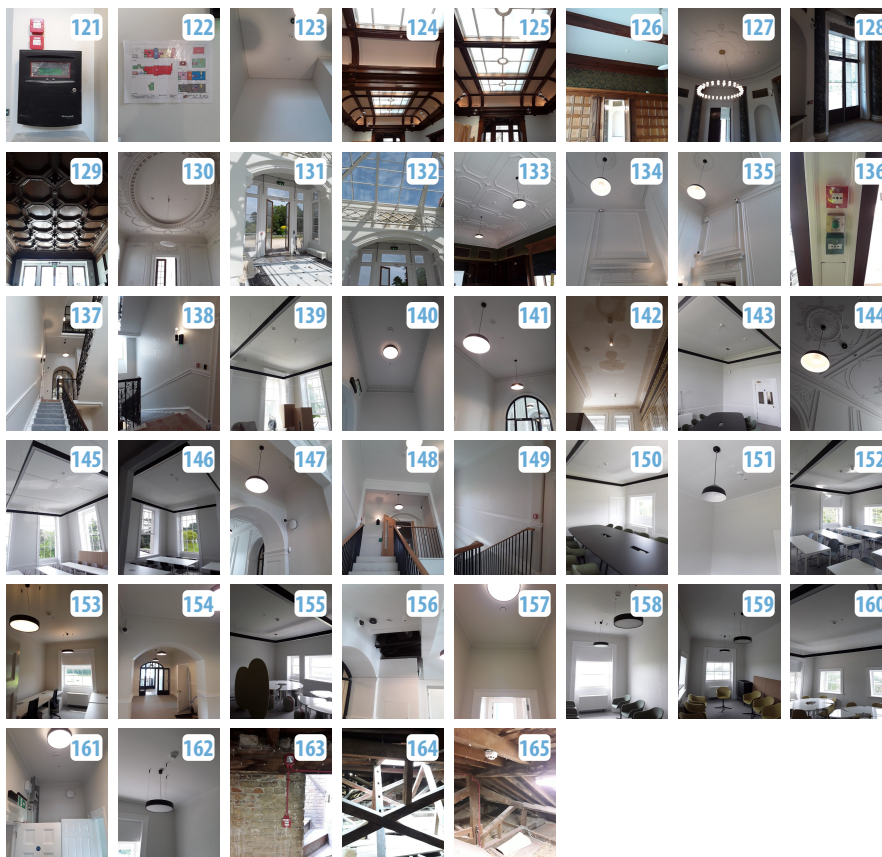
REFERENCE RB-XXZSBH

DUE 04/09/2021

CATEGORY Maintenance: Fire Alarms



- Fire detection and alarm system provided throughout, comprising smoke detection and alarm call points. Smoke beams in the orangery and the stairwell internal off the library.



? Are there records for the fire alarm system?

- The alarm system has just been installed. Once this is handed over and certificated then weekly testing and periodic inspection of the fire detection and alarm system, as per BS 5839-1 are to be carried out and recorded.

Ensure there is a suitable programme of maintenance in place that ensures the equipment is tested and inspected at appropriate intervals.

WHY To ensure the equipment is maintained in effective working order and in good condition, as required by article 17 of the Fire Safety Order.

LOCATION Throughout the premises.

NO

A

REFERENCE RB-CV9TA8
DUE 04/09/2021
CATEGORY Maintenance: Fire Alarms

? Is the fire alarm in full working order?

- On inspection the fire alarm system was still being tested and remedial work carried out. This showed on the panel as numerous faults. Action - Prior to the building being occupied the fire alarm system is to be tested and certificated serviceable.

WHY To provide early warning in the event of a fire.

LOCATION Throughout the premises.



NO

A

REFERENCE RB-SEMLUM
DUE 04/09/2021
CATEGORY Maintenance: Fire Alarms

? Are fire alarm call points near every exit from each floor?

- Call points are situated throughout the building at regular intervals and at exit points.



YES

Firefighting Arrangements

With regards to the height, complexity and use of the building we have made an assessment of the firefighting arrangements. This includes the provision of fire extinguishers, fire brigade access, and the provision of sprinklers.

? Is a firefighting shaft provided?

? Where required are the correct fire extinguishers provided, and are they suitably positioned?

- Prior to being occupied fire extinguishers are to be suitably sited throughout the premises. Ensure the correct quantity are placed and all serviceable.

WHY To provide extinguishers.

LOCATION Throughout the premises.

- Fire extinguishers were in place for the contractors only during the refurbishment. These are being removed and replaced with the schools own on the 4th July 21.



NOT REQUIRED

NO

A

REFERENCE RB-6EHS3L
DUE 04/09/2021
CATEGORY Building: Other

? Is a sprinkler system provided?

? Is adequate fire brigade access available to the building?

- Suitable fire brigade access is available to the front of the building.

WHY To ensure that the fire service can locate their fire appliances as close to the building as possible to enable resources required for fighting a fire are readily accessed without delay.

N/A

YES



? Is there a hydrant or alternative water supply in close proximity of premises? **YES**

Hydrants are located within 90m of an entry point to the premises.

WHY Hydrants are required to provide adequate water supply to allow for effective and prolonged firefighting actions to be taken in response to a fire within the premises.



? Is the hydrant clearly indicated? **YES**

Management and Housekeeping

As part of the fire risk assessment, fire safety management needs to be regarded as of equal importance to fire protection measures. In its broadest sense, fire safety management includes certain policies and procedures designed to prevent the occurrence of fire by eliminating or controlling fire hazards. We have assessed the standard of housekeeping in the building, the evacuation procedure that is in place, the presence of staff, and any occupants that have been deemed to be especially at risk.

? Is the evacuation procedure suitable, and supported by the provisions on site? **YES**

A full evacuation procedure is in place, and this is supported by a fire detection and alarm system throughout.

? Are staff located at the premises? **YES**

There are 24 hour staff located within the grounds but on a normal working day the school will be occupied by teaching and support staff.

? Are staff or volunteers provided with fire safety training in line with their role and fire policy? **YES**

The staff on duty confirmed that fire safety information and evacuation instructions are given to all new staff members as part of an induction program.

WHY To ensure that staff are aware of the fire evacuation procedures.

? Are fire drills carried out at appropriate intervals and in accordance with fire policy?

NO

The building is not currently being occupied. Once occupied ensure the fire evacuation strategy in place is suitable. A fire drill is to be carried out within 7 days of occupancy and recorded.

WHY To ensure all persons can evacuate safely and are familiar with the premises.

LOCATION Throughout the premises.

HISTORY 24/06/21 Reviewed and confirmed as not started

24/06/21 First identified in assessment

A

REFERENCE RB-J3Z8V8

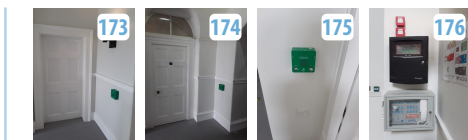
DUE 04/09/2021

CATEGORY Procedures: Fire Drills

? Are adequate provisions in place for persons with disabilities? **YES**

There is a personal emergency evacuation plan (PEEPs) system in place for any person that would require them. Currently no persons require a PEEP to be in place.

Refuge areas are provided within the premises with a voice operation calling system.



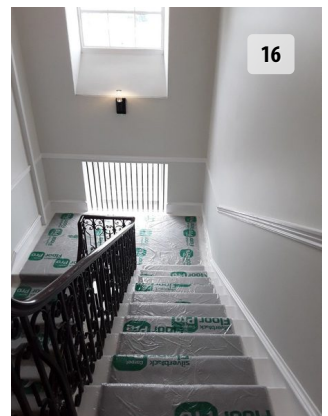
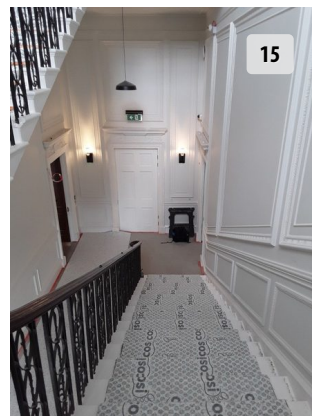
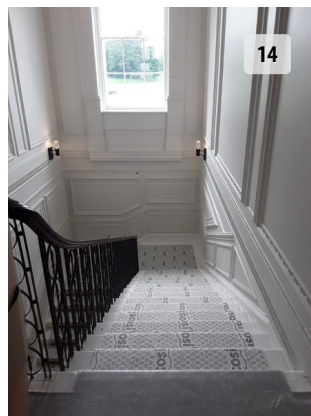
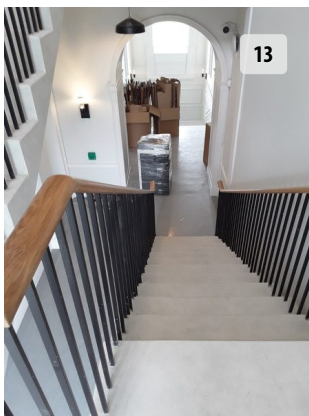
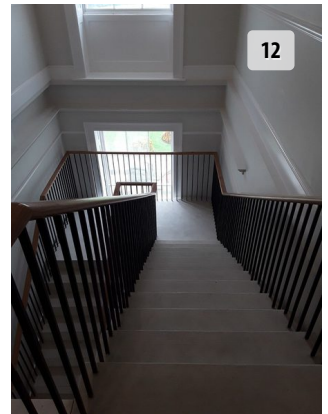
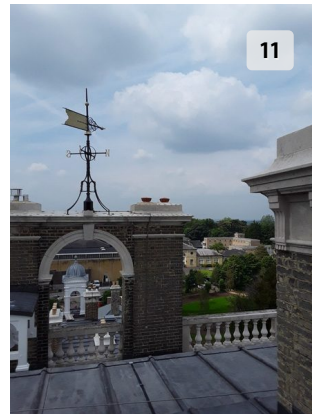
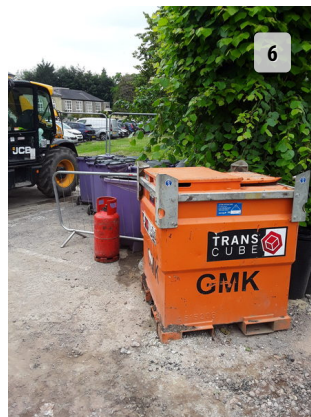
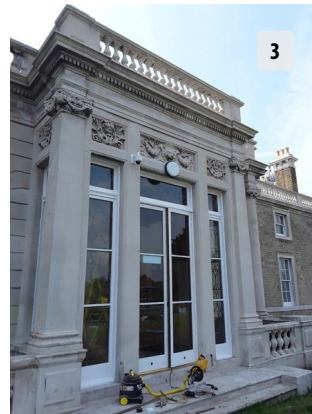
?	Are reasonable measures taken to prevent fires as a result of cooking?	NOT APPLICABLE
	<ul style="list-style-type: none"> There are no cooking facilities in the area assessed. 	
?	Are there a sufficient number of trained staff on duty and available to facilitate an emergency evacuation?	YES
?	Are there an adequate number of designated and trained Fire Wardens?	YES
	<ul style="list-style-type: none"> On the day staff informed the assessor that they have received Fire Warden training to assist in evacuation if required. No records were seen. 	
?	Is there a designated responsible person and safety assistant for fire safety management in the premises?	YES
	<ul style="list-style-type: none"> City of London are seen to be the 'responsible person' for the premises. The designated 'safety assistant' is Edward Kennedy - Head of Operations. 	
?	Have any occupants been identified that may be deemed to be especially at risk?	NO
	<ul style="list-style-type: none"> The assessor was not aware of any occupants that may be especially at risk at the time of the assessment. 	
?	Are there records for the portable fire extinguishers?	NO
	<ul style="list-style-type: none"> When the site extinguishers are placed in location, monthly user checks are to be carried out and recorded. 	B
	LOCATION Throughout the premises.	
?	Are there records for the dry risers?	N/A
?	Are there records for the sprinkler system?	N/A
?	Are there records for the smoke ventilation system?	N/A
?	Are suitable records available for the testing and maintenance of the fire damper system?	N/A

REFERENCE RB-59KGSD
DUE 04/11/2021
CATEGORY Procedures: Log Books

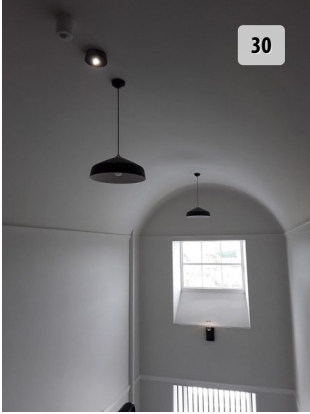
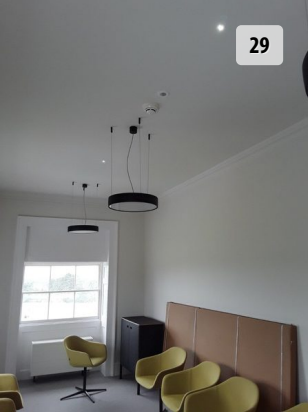
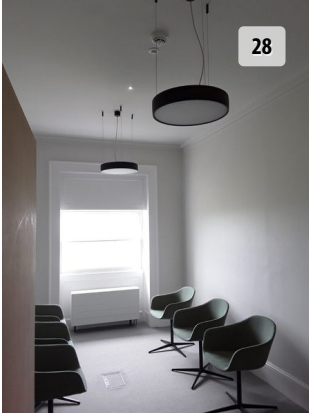
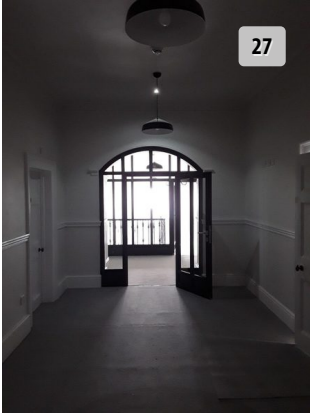
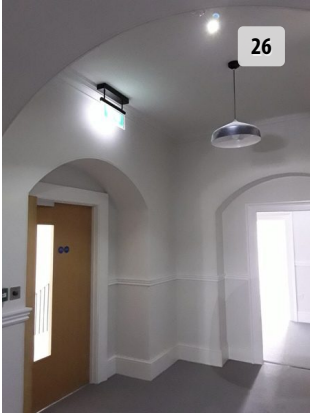
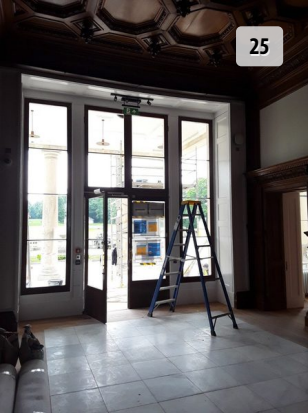
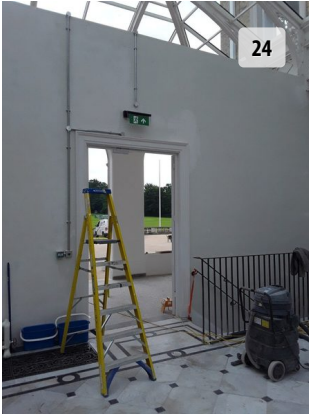
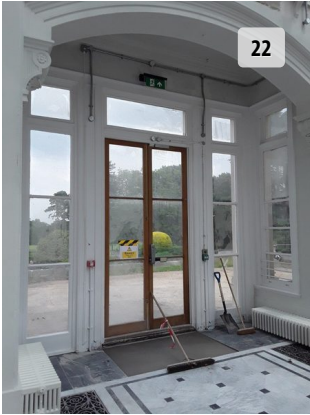
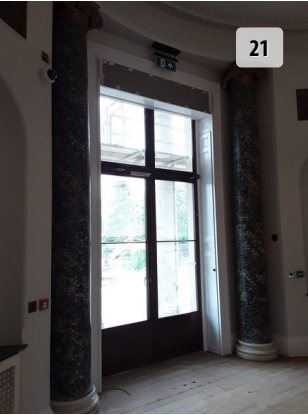
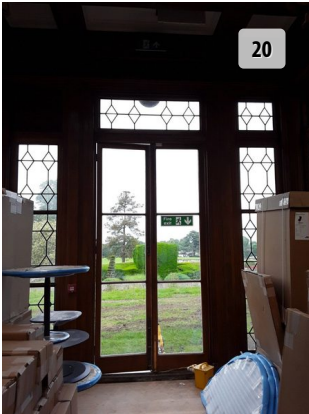
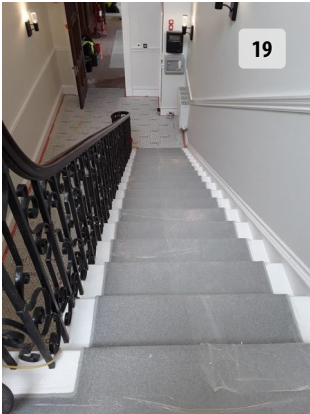
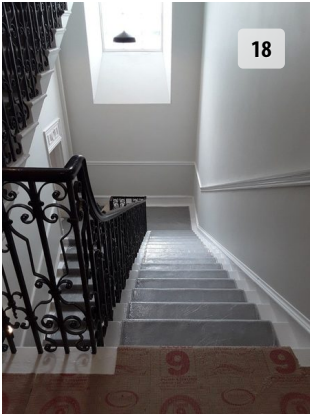
Combustible materials

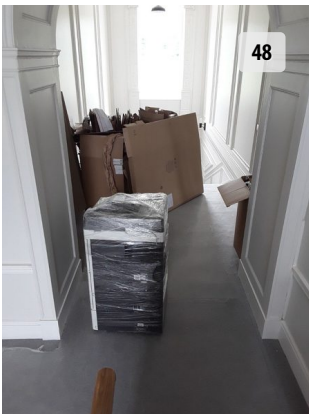
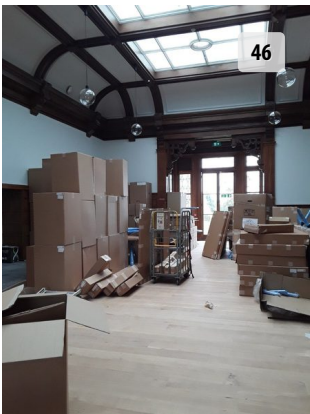
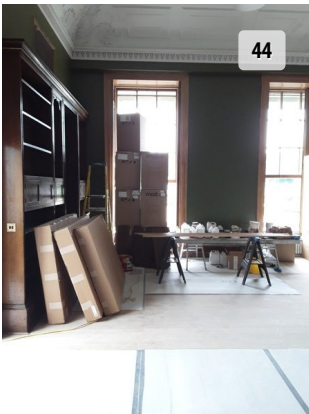
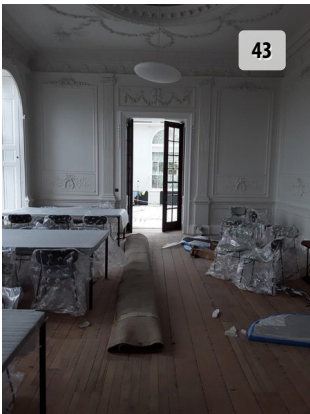
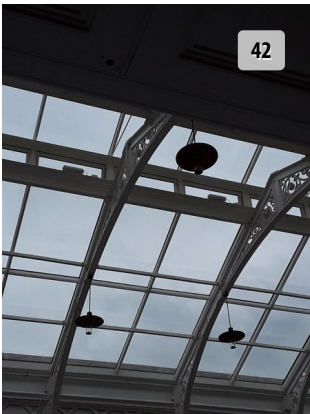
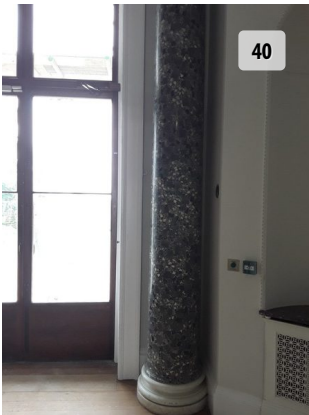
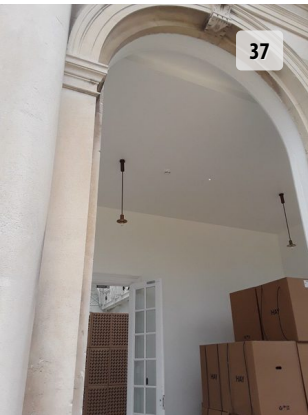
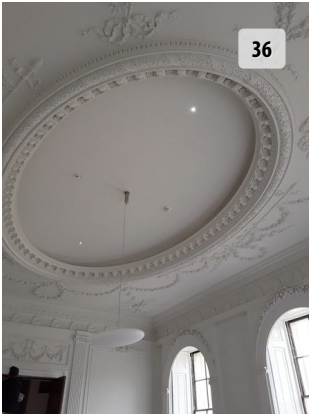
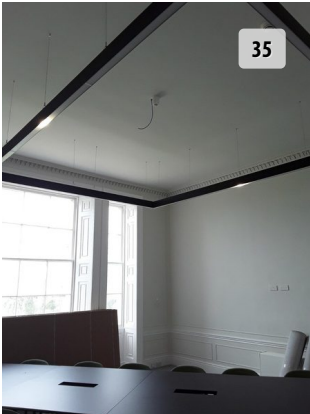
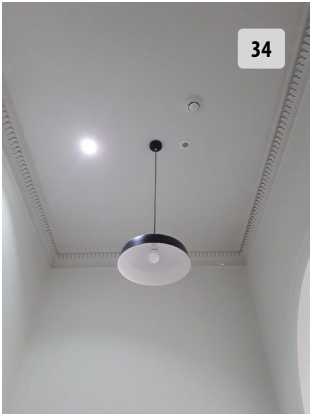
?	Is upholstered furniture in good condition and compliant with furniture regulations?	YES
	<ul style="list-style-type: none"> Brand new furniture was delivered during the assessment and will be put in place prior to occupancy. 	
?	Are combustible and flammable materials stored safely?	YES
	<ul style="list-style-type: none"> No chemicals or flammable materials are used in this area. 	
?	Are notice boards and other combustible wall hangings within acceptable limits?	NOT APPLICABLE
?	Does the area assessed require a specialist DSEAR risk assessment to be completed?	NOT APPLICABLE

5 PHOTOS

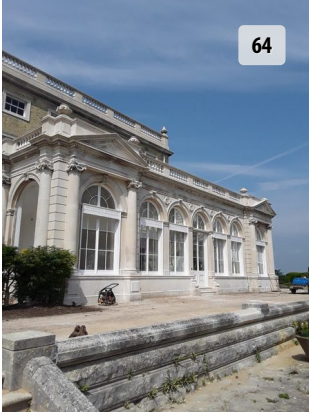
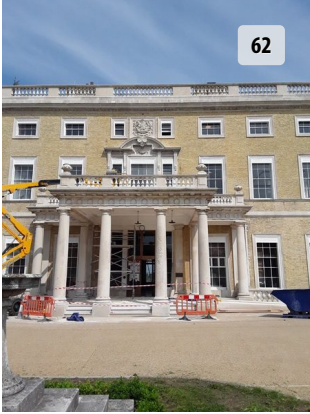
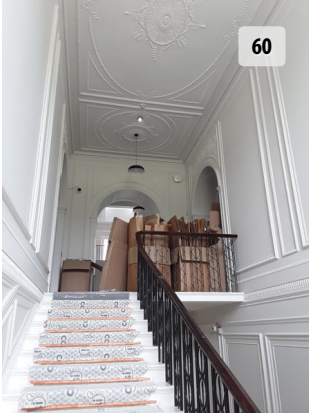
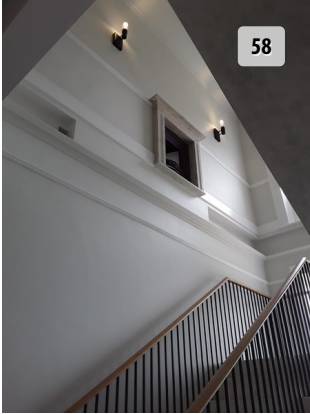
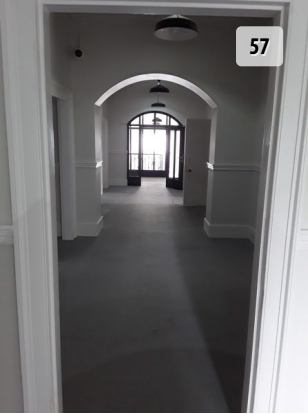
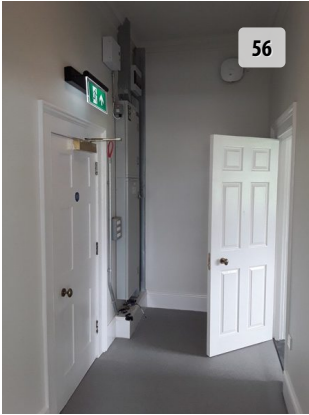
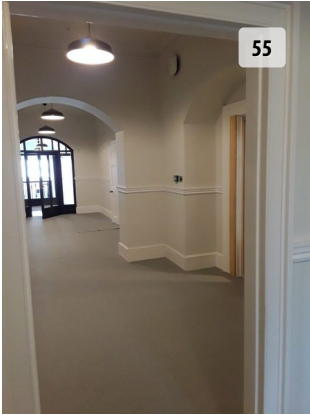
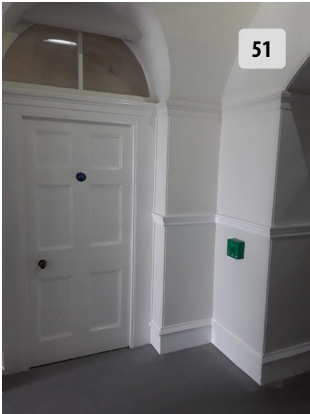


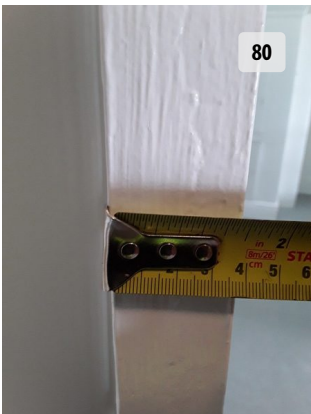
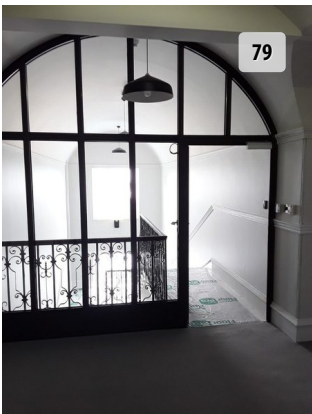
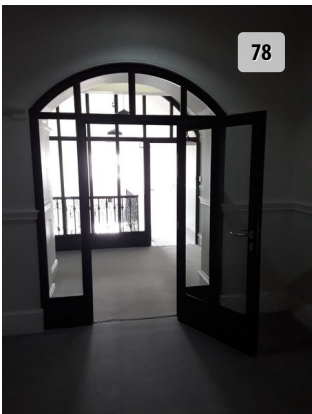
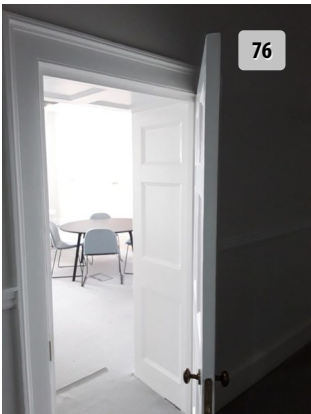
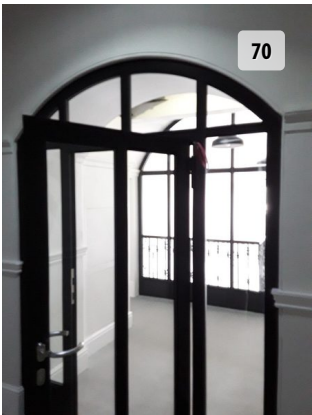
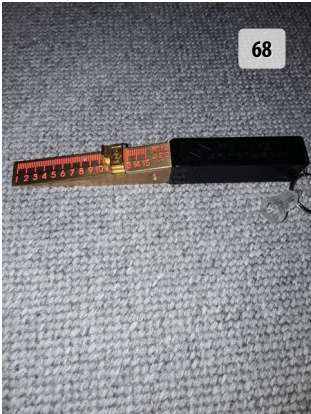
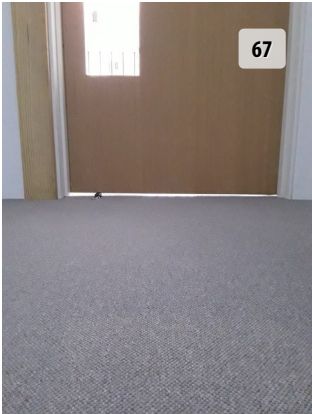
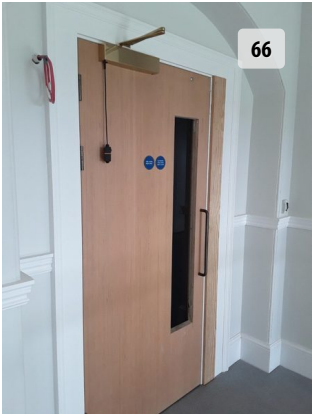
Photos Continued...



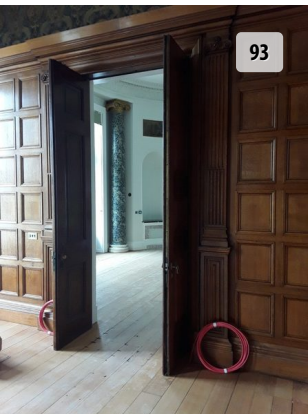
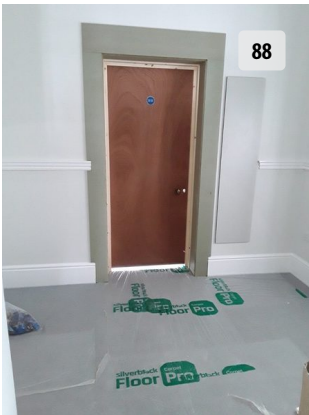
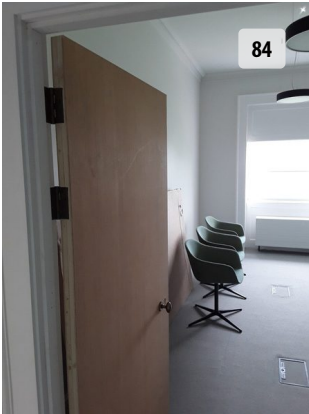
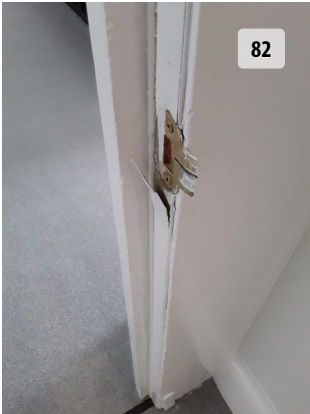


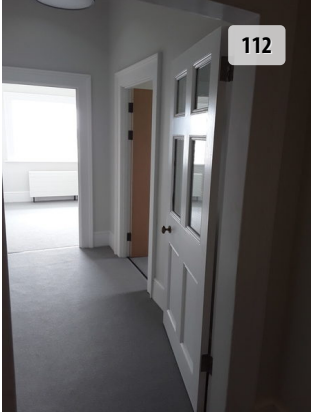
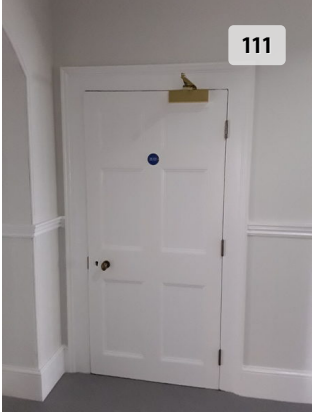
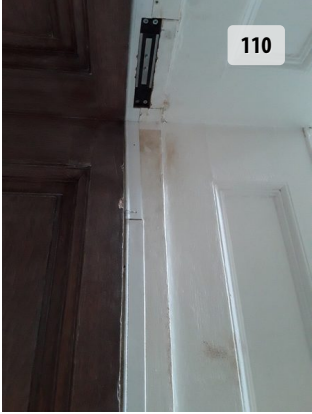
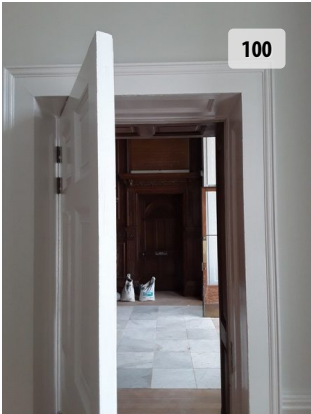
Photos Continued...



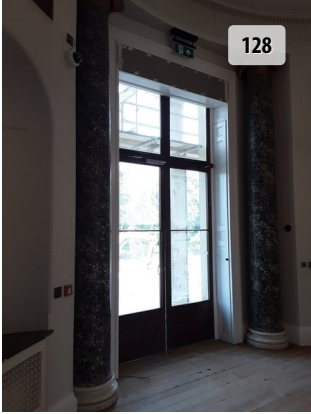
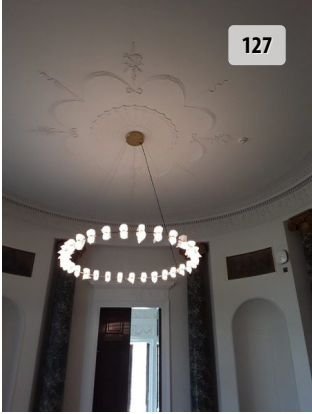
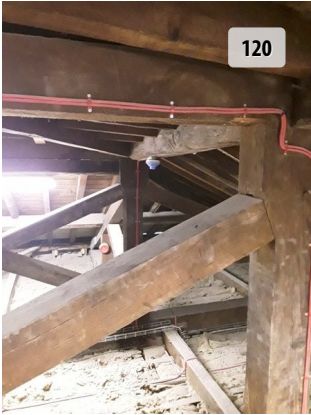
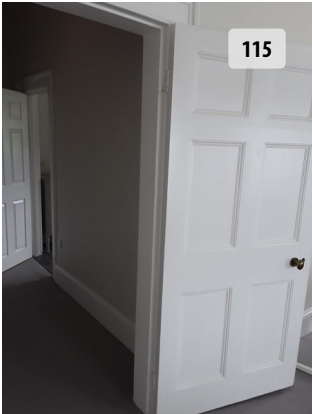


Photos Continued...

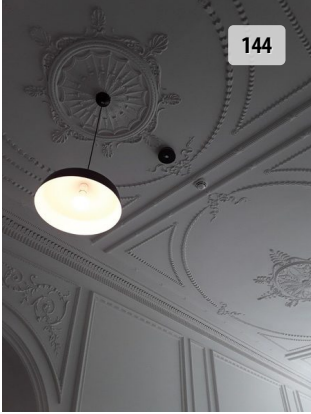
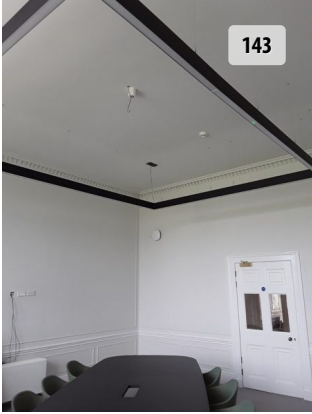
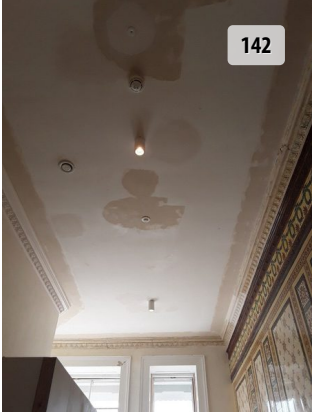
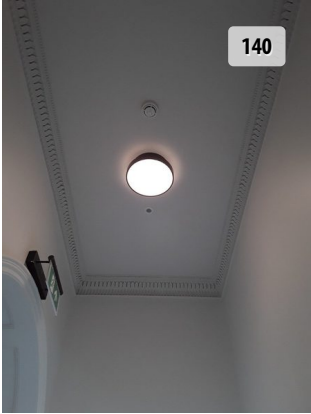
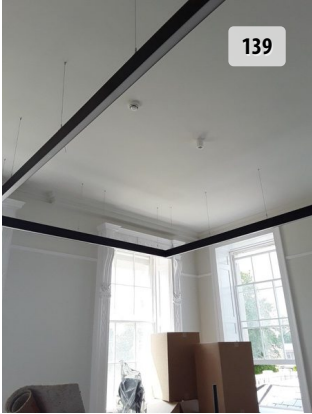
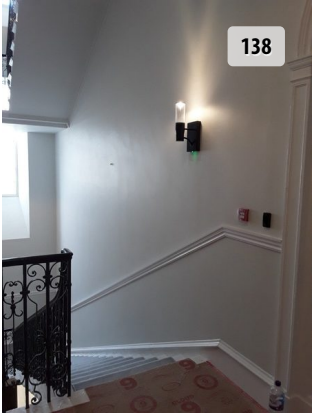
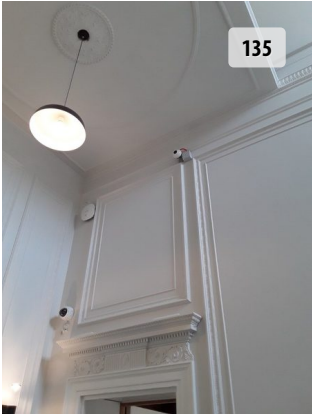
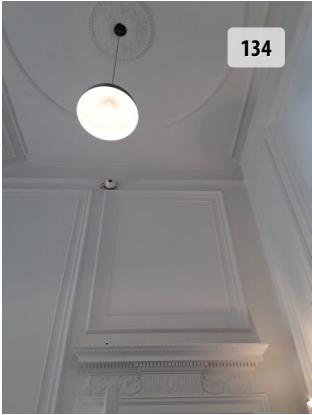
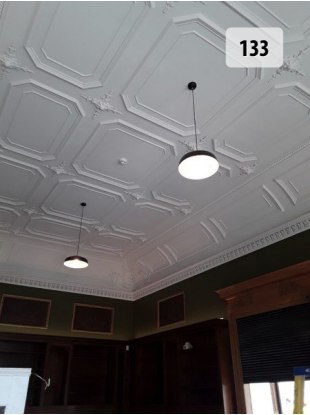
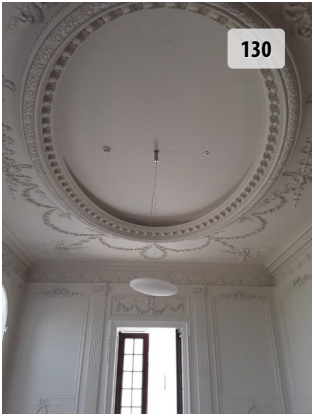
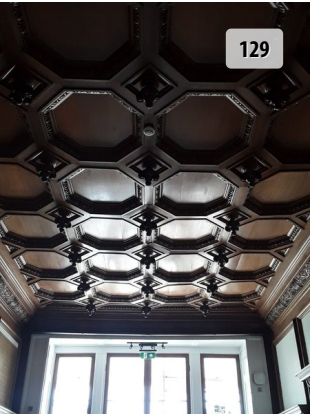




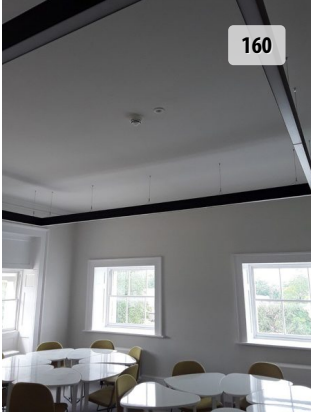
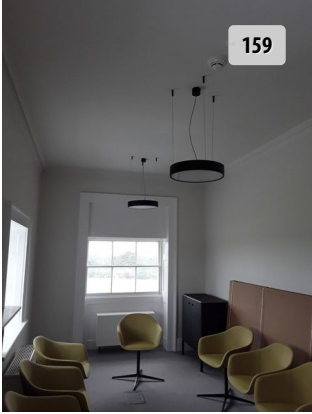
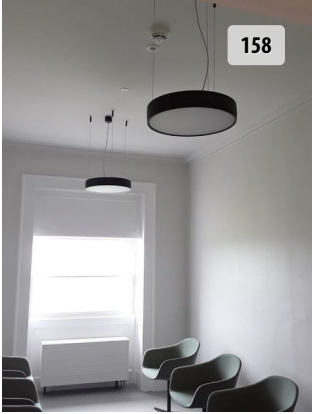
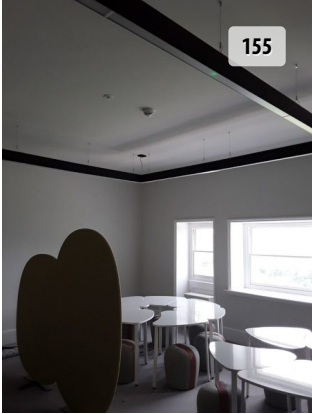
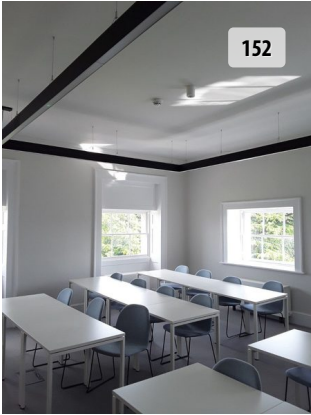
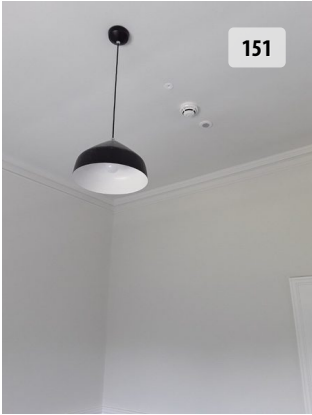
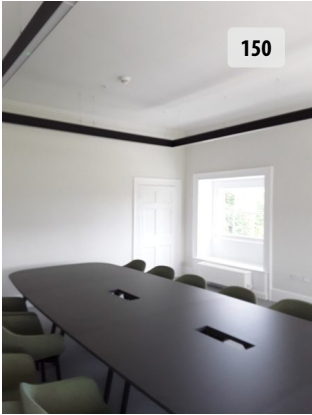
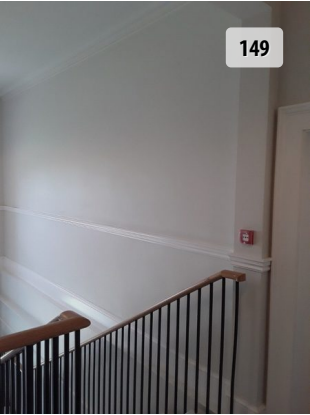
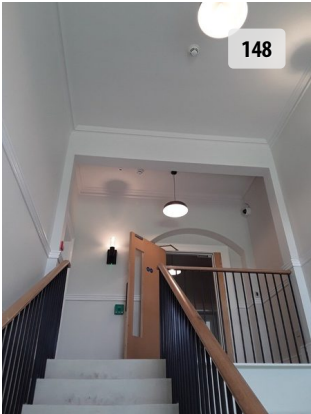
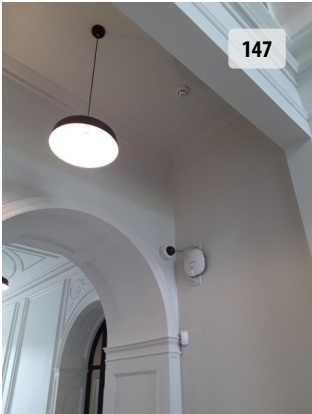
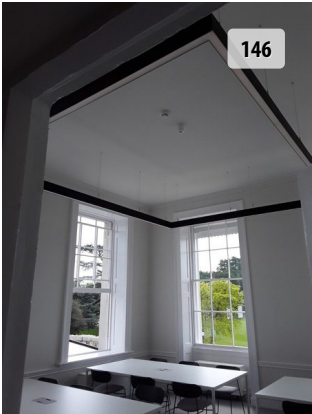
Photos Continued...

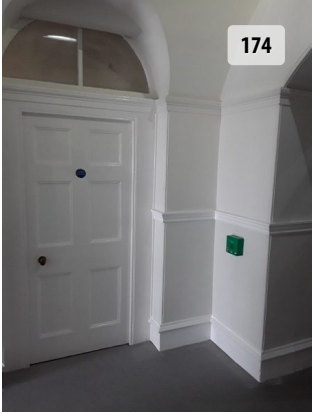
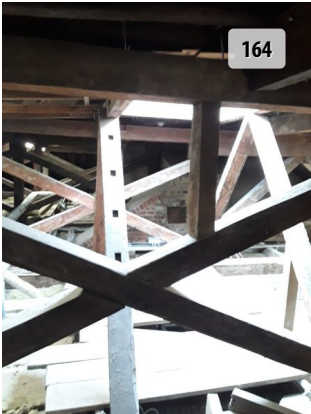


Photos Continued...



Photos Continued...





the OAKLEAF GROUP

Rely on us on for clear and practical advice. Small enough to respond and care, big enough to deliver consistency and quality every time.

We believe strongly in third party approval, that's why our consultants hold professional accreditations from the IFE and IFSM and the business itself is accredited by UKAS and NSI.

RISK ASSESSMENT • STRATEGY • CONSULTANCY • ENGINEERING • COMPARTMENTATION

ADDRESS
Oakleaf Surveying Ltd
7 Brookfield
Duncan Close
Moulton Park
Northampton
NN3 6WL

TELEPHONE
0845 293 7571
EMAIL
info@theoakleafgroup.co.uk
WEBSITE
theoakleafgroup.co.uk



Agenda Item 8

Committee(s)	Dated: 24 th November, 2021.
Board of Governors of the City of London Freeman's School	
Subject: Report from Headmaster	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1(d); 2(a),(b),(c), (d); 3(a), (b),(c),(d); 4(a).
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Roland Martin, Headmaster	FOR INFORMATION

Summary

This report is for Members' information and 'the record' and includes:

1. Admissions and Marketing
2. Community and Partnerships update
3. Pupil achievements

Members are asked to note the contents of this report.

Main Report

a) Admissions and Marketing Update

FOR INFORMATION:

1. Recruitment activity at the School has been buoyant this term with a busy Open Morning and Sixth Form Recruitment event.
2. There are 546 (including 133 for Boarding) registrations for 2022 entry, which is an increase of 151 on the same period last year.
3. There are increases for F1 (89 – up 25 on 2020), U3 (178 – up 55 on 2020), U4 (106 – up 2 on 2020), and L6 (101 – up 37 on 2020) registrations.
4. We held the first of two Entrance Examination days on Saturday 13th November with 285 pupils sitting examinations.

5. I spoke on the topic of leadership at the Independent Schools' Show on Sunday 14th November, an engagement that had been postponed owing to the pandemic.
6. We have had visits recently from the Heads of St Christopher's and the Head of St Hilary's. A further visit is to be planned with the Head of Manor House School. The Director of External Relations had scheduled a networking event for the Heads of a number of local feeder schools in September; unfortunately, we did not have any take-up and the event was cancelled.
7. The FSA was able to host its fireworks event at the School for the first time in two years and - in a new initiative - prospective families were invited to this event with over 20 attending.

b) Community and Partnerships Update

FOR INFORMATION:

8. Nine schools, including Freeman's, will be taking part in the Developing Leadership through Partnership programme over the coming year. Its aims are twofold: to give middle, aspiring leaders the opportunity to gain further leadership experience, and to give host schools the opportunity of benefitting from outside knowledge and skills, through a project completed in their school. The group of schools taking part include state and independent schools, including City of London School. The programme was due to launch early last year but was postponed due to the pandemic.
9. Our two Teaching and Learning Leads (one from the Junior School, the other from the Senior School) will be visiting City of London School and City of London School for Girls on 23rd November to discuss teaching and learning strategies and to observe lessons. Reciprocal visits to be arranged next term. An Assistant Head from Tiffin School will be visiting Freeman's later this term to share teaching and learning experiences, with a visit to Tiffin taking place next term.
10. Our Head of Maths recently attended the City Maths Partnership Forum, established last term to bring together Maths Leads from the City Family of Schools. The Forum is led by the Assistant Head at Redriff Primary School, who is also the Maths Hub Lead for London South East.
11. The Community and Partnerships Officer and I hosted a member of the Worshipful Company of Carmen and his wife who were keen to meet some of the sixth form students in receipt of bursaries that the Company sponsor.

c) Pupil Achievements

FOR INFORMATION:

12. A member of the Upper Sixth represented Ireland Clubs Under 19s against Italy over the Half Term break.
13. A L6 student is representing Surrey at local level COP26.

14. One of our U6 will be competing in the British Weight-lifting Championships in Harrogate on 26 November.
15. An U6 pupil will be training with Team GB Underwater Hockey Development Squad.
16. An U5 student has been selected for the England Golf Under 18 competition.
17. Team Gym National Junior British Championships have selected one of our U5 pupils for participation.

d) Political Landscape

FOR INFORMATION:

18. The Headmasters' and Headmistresses' Conference (HMC) have circulated a memo regarding major risks and threats to independent schools. This document mentions many issues with which Governors will be familiar: financial instability post-pandemic; potential changes to tax rules; pensions; pupil numbers; reputational issues; public benefit requirement (not applicable to Freeman's); new assessment methods for public examinations; contextual admissions at Universities; staff fatigue; the levelling-up agenda; potential political change; hacking and security data.

Appendices

Nil.

Roland Martin
Headmaster

T: 01372 822 453/07747 563 634
E: Roland.Martin@cityoflondon.gov.uk
Tw: @RJMHM

This page is intentionally left blank

Committee(s)	Dated:
Board of Governors of the City of London Freeman's School	November 2021
Subject: Report of the Head of the Junior School of Freeman's	Public
Report of: Matt Robinson (Head of Junior School at Freeman's)	For Information

Summary

This report details what has happened in the Junior School at Freeman's since the last Governors' report of October 2021. It lists staff news, pupil activity and achievement.

Main Report

Staff News

1. Our new members of Junior School staff this academic year have settled in extremely well. The class teachers, who had taught previously in the school, have grasped the new processes and procedures quickly, not least the IT demands, and the Graduate Assistants have thrown themselves into school life, in class and outside the classroom. All four have offered a great deal to the Junior school (teaching a Form 1 class for a few days when a colleague was ill, leading Music session in assembly, offering pastoral support for an U3 boy, and running an IT club for JS children) and we are grateful for their dedication.

School Roll

2. We continue to receive regular enquiries as to whether there are places to join within the academic year. We have one new joiner after half term and more will start in January. Furthermore, the numbers for assessment exams in December and January remain extremely high.

Academic

3. It has been lovely to return to our usual approach of trips and visits now that the COVID restrictions have been lifted. Form 1 children have been on local walks to understand their local geography; the Lower 2 children had a Mayan day, led by an external education team called Mexicolore (you may have seen pictures on our social media); Upper 2 children have been to Bough Beech reservoir as part of their Water topic; Upper 3 were taken by the English Department to the theatre as a year group; both Upper 3 and Lower 4 were treated to a Biology talk entitled Animazing.

4. The U3s sit their Midyis data gathering testing in November and Governors will be informed of the data in future papers. There have been many conversations about data and assessment in the Junior School, in terms of what we generate and how the information assists us in ensuring the children are making appropriate progress. Led by our newly appointed Lead Practitioner, and in conjunction with the Heads of Year in KS2, we have amended and simplified. I took the opportunity to explain all this to a Governor who has shown much interest in this important aspect of school provision.
5. The children received a series of assemblies on the theme of tolerance, diversity, anti-bullying and Black Lives Matter, from me, the Chaplain and most interestingly from their peers, now that we have started the cycle of pupil -led assemblies. I am proud of the way the Junior community has embraced, and continues to embrace, inclusion. One notable and obvious evidence of this is seen in those assemblies led by the children, as they pass the microphone from one to another that is used to support an U3 student that has profound hearing loss. No-one bats an eyelid.

Charity

6. Three assemblies were set aside for the recommendation and then voting for the Junior School human and animal charities. The Junior School chose: Great Ormond Street Hospital and Four Paws UK
7. We will be supporting the BBC Children in Need appeal on 13th November.
8. The FSA and the Junior School continue to work closely, not least in preparation for the Christmas Fair. Plans for the raffle prizes for children that sell tickets are in place; "Freemen's fireworks" returns this year.

Arts

9. The foyer is awash with glorious two and three dimensional work created by the children over half term for the House Art competition, the theme of which is Recycling. I hope that Governors will have seen some of the photos on the Junior Twitter feed.
10. One of our Upper 3 boys is in the Prince of Egypt show at the Dominion Theatre, and on the 13th of November I took 30 children (picked from a hat as there was much interest) to see and support him. He got the biggest cheer of the night.
11. Governors with a love of all things artistic will be pleased to know that music and performance continue to flourish. 201 children are taking musical instrument lessons and 88 pupils are taking speech and drama lessons. The choirs and big bands are rehearsing regularly, and various productions are coming together.

Sport

12. Since the start of term, Freeman's Junior children have represented the school at rugby, hockey, swimming, cross country running and netball. 97% of children have participated in at least one competitive fixture.
13. Twin sisters in L4 that have featured in these pages previously have both been selected to join the England Golf South Region Girls U16 squad.
14. Our U13 girls continue their run in the Surrey Hockey Cup and are now into the fourth round.
15. One Lower 4 girl has been selected for the Surrey U13 netball squad.
16. Three Junior pupils ran in the London Marathon (children's version).

Works

17. Two major developments have occurred recently. Outside the front of Junior school, we have astroturfed an area about the size of half a football pitch so that the children have somewhere to wait before the start of School, or in breaktimes that isn't wet and muddy. The Junior STEM room has been completed, with double doors opening into the Foyer, allowing for a better use of the space and a more dynamic looking resource.

Conclusion

18. We forge on, moving away from the COVID difficulties, but never losing sight of the importance of sensible decision making, clear messaging and high expectations of cleanliness. The School is offering the children that vital balance of classroom-based education and Extra and Co-curricular learning; indeed, there are over 150 different activities the children can attend.

Matt Robinson

Head of the Junior School at Freeman's

T: 01372 822474

E: matt.robinson@freemens.org

Twitter: [@JuniorFreemens](https://twitter.com/JuniorFreemens) (785 followers)

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3, 4 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank