

# Daffodil Grammar School for Girls

## Fire Safety Policy

**School address:** 163 Commercial Road, London, E1 2DA

**Proprietor / Responsible Person:** ASM Anisuzzaman

**Headteacher:** Mr Stephen Montford

**Fire Safety Lead:** Eman Ahamed

### 1. Status, scope and purpose of this policy

This policy sets out the arrangements by which Daffodil Grammar School for Girls will secure, so far as is reasonably practicable, the safety of pupils, staff, visitors, contractors and all other relevant persons from the risks of fire. It applies to the whole school site, to all buildings, rooms, circulation spaces, access routes and external areas used by the school, and to all activities carried out by or on behalf of the school. It applies during the school day, before and after the formal school day where pupils remain under school supervision, during staff presence on site, and during any event or activity for which the school is responsible. ([Legislation.gov.uk](https://www.legislation.gov.uk))

The school recognises that fire safety is not a narrow maintenance issue. It is a fundamental part of safeguarding, health and safety, supervision, premises management and leadership. A failure in fire safety can place life at risk within moments and can also expose the school to serious regulatory breach. The current Independent School Standards guidance states that obvious fire safety defects, including blocked fire escapes, may on their own amount to a breach of the welfare, health and safety standard because they involve breach of the 2005 Fire Safety Order. ([GOV.UK](https://www.gov.uk))

The purpose of this policy is to ensure that the school has a clear, implemented and reviewable framework for identifying fire risks, preventing fire, reducing the consequences of fire if it occurs, evacuating all occupants safely, training staff, informing pupils, maintaining systems, recording drills and checks, and reviewing practice in light of risk, incident or change. The school intends this policy to be an operational document, not a statement of aspiration only. DfE guidance and the independent school standards framework both place emphasis on effective implementation in practice rather than the mere existence of written documents. ([GOV.UK](https://www.gov.uk))

### 2. Legal and regulatory framework

This policy is written having regard to the Regulatory Reform (Fire Safety) Order 2005, the Health and Safety at Work etc. Act 1974, the Management of Health and Safety at Work Regulations 1999, the Education (Independent School Standards) Regulations 2014, the DfE's current school health and safety guidance, and HSE's current guidance on workplace fire risk and fire safety. Under article 9 of the Fire Safety Order, the responsible person must make a suitable and sufficient assessment of the fire risks to relevant persons for the purpose of identifying general fire precautions needed to comply with the law. HSE's fire guidance continues to summarise fire risk assessment around identifying how fire could start, what could burn, who may be at risk, and what control measures are needed. ([Legislation.gov.uk](https://www.legislation.gov.uk))

The school also recognises that fire safety in an independent school is considered through the wider lens of pupil welfare, premises safety and effective leadership. The April 2026 Independent School Standards guidance expressly notes that proprietors should follow

government fire safety guidance in schools as best practice unless there is good reason not to, and that breaches of the Fire Safety Order may amount to breaches of the independent school standards. ([GOV.UK](http://GOV.UK))

### 3. Statement of intent

Daffodil Grammar School for Girls is committed to maintaining high standards of fire safety. The school will take all reasonably practicable steps to prevent fire, to reduce the risk of fire spreading, to ensure early detection and warning, to maintain safe means of escape, and to ensure that all persons on site can be evacuated quickly and safely in the event of fire or suspected fire. ([Legislation.gov.uk](http://Legislation.gov.uk))

The school accepts that fire safety is a continuous management responsibility. It cannot be achieved by a one-time fire risk assessment or by annual servicing alone. Effective fire safety depends on day-to-day vigilance: keeping escape routes clear, checking that doors close properly, ensuring that alarm systems are tested, preventing the accumulation of combustible materials, controlling ignition sources, training staff, and embedding routines that allow calm and rapid evacuation. HSE's current guidance continues to emphasise that fire risk assessment is a live process and that once risks are identified, appropriate action must be taken to reduce and manage them. ([HSE](http://HSE))

### 4. The responsible person and lines of accountability

Under the Regulatory Reform (Fire Safety) Order 2005, the proprietor, ASM Anisuzzaman, is the school's **Responsible Person**. As Responsible Person, he has ultimate legal accountability for ensuring that a suitable and sufficient fire risk assessment is in place, that general fire precautions are implemented, that the premises are managed safely, that competent assistance is obtained where needed, and that fire safety systems are maintained and reviewed. The Fire Safety Order places these duties on the responsible person for non-domestic premises. ([Legislation.gov.uk](http://Legislation.gov.uk))

The headteacher, Mr Stephen Montford, has day-to-day responsibility for implementing this policy. He is responsible for ensuring that staff understand their roles, that school routines support safe evacuation, that concerns are escalated promptly, that drills are organised, that defects are not ignored, and that fire safety remains integrated into leadership oversight rather than being treated as a technical issue for others to manage alone. The independent school standards framework expects leaders and managers to demonstrate good skills and knowledge and to fulfil their responsibilities effectively so that standards are met consistently. ([GOV.UK](http://GOV.UK))

Eman Ahamed, as Fire Safety Lead, is responsible for coordinating the operational aspects of fire safety. This includes maintaining oversight of testing and servicing records, organising drills, checking that evacuation notices and routes are clear, ensuring that concerns raised by staff are acted upon, and liaising with the headteacher, site staff and external contractors on fire safety matters. Her role is one of coordination and monitoring, but it does not displace the wider responsibilities of the proprietor, headteacher or other staff. ([GOV.UK](http://GOV.UK))

### 5. General fire safety principles

The school adopts the following principles. Fire safety must be preventative first and reactive second. Evacuation arrangements must be simple, known and practised. Staff must assume responsibility immediately in an alarm situation and must not wait for somebody else to act.

Escape routes must remain available at all times and must never be compromised by convenience, storage or temporary obstruction. Any defect affecting fire safety must be treated seriously, even if no incident has yet occurred. These principles reflect the preventive logic of the Fire Safety Order and HSE's current fire safety approach. ([Legislation.gov.uk](https://www.legislation.gov.uk))

The school also recognises that some people may require additional assistance in an emergency, including pupils, staff or visitors with mobility, medical, sensory or cognitive needs. Fire safety arrangements must therefore account for the needs of all relevant persons, not only the easiest-to-evacuate majority. HSE guidance on fire risk assessment continues to require consideration of who may be especially at risk. ([HSE](https://www.hse.gov.uk))

## **6. Fire risk assessment**

The school will maintain a suitable and sufficient fire risk assessment for the premises. That assessment will identify fire hazards, sources of ignition, sources of fuel, people at risk, existing precautions, additional control measures required, and arrangements for review. The requirement for a suitable and sufficient assessment is stated in article 9 of the Fire Safety Order. HSE guidance continues to explain that fire risk assessment should identify how a fire could start, what could burn, who may be at risk and what measures are needed to protect them. ([Legislation.gov.uk](https://www.legislation.gov.uk))

The school will ensure that the assessment is reviewed regularly and also when there is reason to suspect it is no longer valid, or where there has been a significant change in the matters to which it relates. This includes changes to the use of rooms, changes to staffing or supervision, changes to pupil numbers, building alterations, introduction of new equipment, identification of a defect, or an incident or near miss indicating that previous precautions may not be adequate. The Fire Safety Order requires review of the risk assessment where it is no longer valid or there has been significant change. ([Legislation.gov.uk](https://www.legislation.gov.uk))

The school will ensure that the person carrying out or reviewing the fire risk assessment is competent. Government and school-sector guidance continues to stress the importance of competent fire risk assessors, including competence in inspecting fire doors and understanding school buildings. ([buyingforschools.blog.gov.uk](https://buyingforschools.blog.gov.uk))

## **7. Fire prevention and control of fire hazards**

The school will take all reasonably practicable steps to prevent fire from starting. This will include controlling ignition sources, managing electrical safety, preventing unsafe storage of combustible materials, supervising any use of heat-producing equipment, ensuring safe maintenance arrangements, and avoiding the accumulation of waste and packaging in circulation spaces or plant areas. HSE's current fire guidance continues to emphasise identifying sources of ignition and substances that burn as the starting point for prevention. ([HSE](https://www.hse.gov.uk))

The school will ensure that corridors, stairways, exit routes and final exits are not used for storage and are kept clear at all times. Fire doors must not be wedged open unless they are held by an approved release mechanism linked to the fire alarm system. Staff must report damaged fire doors, faulty closers, missing signage, blocked exits, or any practice that compromises compartmentation or escape. Current DfE-related fire door guidance for schools continues to stress that fire doors should be checked through competent fire risk assessment and maintained as part of overall fire precautions. ([buyingforschools.blog.gov.uk](https://buyingforschools.blog.gov.uk))

Portable electrical equipment and fixed installations will be used and maintained safely. Any appliance that appears defective, overheats, sparks or otherwise raises concern must be taken out of use and reported immediately. No unauthorised electrical appliance may be brought into use on the premises without approval. Good fire prevention depends heavily on disciplined electrical safety as well as formal fire systems. ([HSE](#))

## **8. Fire detection and alarm systems**

The school will maintain an effective fire detection and warning system sufficient for the size, layout and use of the premises. The alarm system must be capable of providing prompt warning to all occupants so that evacuation can begin immediately. The system will be inspected, tested and serviced in accordance with the requirements of the relevant standards and the recommendations of competent contractors. Fire safety law requires appropriate fire detection and warning arrangements as part of general fire precautions. ([Legislation.gov.uk](#))

Routine alarm testing will be carried out at appropriate intervals and recorded. Any fault, impairment or unexplained activation will be investigated. If part of the system is out of service, the school will consider what temporary control measures are needed to maintain safety until repair is completed. Fire alarm reliability is essential because evacuation assumptions depend on timely warning. ([HSE](#))

## **9. Emergency lighting, firefighting equipment and signage**

The school will provide and maintain appropriate emergency lighting where required, so that escape routes remain usable in the event of normal lighting failure. Emergency lighting systems will be tested and serviced at suitable intervals and records kept. The school will also provide appropriate firefighting equipment, such as extinguishers or fire blankets where required, positioned in suitable locations and maintained by competent persons. These measures form part of the general fire precautions expected under the Fire Safety Order. ([Legislation.gov.uk](#))

Fire safety signage, including fire action notices, escape route indicators and location-specific instructions where needed, will be kept clear, current and legible. Signage is not a substitute for training, but it is an important supporting control, particularly for visitors, contractors and staff working outside their usual areas. ([HSE](#))

## **10. Means of escape and evacuation routes**

The school will maintain safe and sufficient means of escape from all parts of the premises. Routes to exits must be clearly available, unobstructed and capable of being used immediately in an emergency. Final exits must be readily openable without delay. Circulation spaces must not become informal storage areas. Any defect or obstruction affecting escape will be treated as urgent. The Independent School Standards guidance continues to note that blocked fire escapes may themselves amount to breach of the standards. ([GOV.UK](#))

The school will ensure that staff know the primary and alternative escape routes from the areas in which they work and supervise. Pupils will be taught the evacuation routes relevant to their ordinary locations and will be supervised to the assembly point in an orderly manner. The school will not rely on assumptions that occupants will “work it out” in an emergency. Practised familiarity is essential. ([HSE](#))

## **11. Evacuation procedure**

On hearing the fire alarm, all occupants must treat it as a genuine emergency unless and until the appropriate authority determines otherwise. Staff must direct pupils to stop work immediately, leave belongings behind unless carrying them would not delay evacuation, and proceed calmly and quickly by the designated route to the assembly point. Running, returning for possessions, lingering, or diverting from the evacuation route is not permitted. ([HSE](#))

Teaching staff or the staff member in charge of a group are responsible for supervising their pupils out of the building, checking where reasonably possible that their immediate area is clear if safe to do so, and taking or obtaining the information needed for roll call at the assembly point. The overriding duty is life safety, not salvage of property or completion of routine tasks. Once at the assembly point, staff will account for pupils and report immediately any missing person, concern or known issue to the designated lead in charge of the evacuation. ([HSE](#))

No person may re-enter the building until the all-clear has been given by the appropriate authority. This will ordinarily be the emergency services where they are in attendance, or the person designated to make that decision where a false alarm or resolved situation has been confirmed. Re-entry without authorisation undermines safety and will be treated seriously. ([HSE](#))

## **12. Assembly points and roll call**

The school will designate one or more assembly points suitable for the premises and capable of accommodating the school community safely. The assembly point must be sufficiently distant from the building to reduce risk from smoke, fire spread or emergency service operations, while remaining practically reachable and controllable for supervision and roll call. ([HSE](#))

At the assembly point, registers or other attendance information will be used to account for pupils and staff as quickly as possible. The school recognises that accurate attendance and supervision systems are an important part of emergency management, because effective evacuation includes knowing who may still be inside. The current attendance framework for schools continues to stress the safeguarding importance of accurate register information, and the independent school standards guidance links attendance accuracy to welfare and safety. ([GOV.UK](#))

## **13. Fire drills**

The school will carry out fire drills regularly and sufficiently often to ensure that pupils and staff know how to evacuate safely and promptly. Drills will be planned so that they test the practical effectiveness of the school's arrangements rather than becoming a purely symbolic routine. Records will be kept of the date, time, duration, observations, problems encountered and any actions required as a result. ([GOV.UK](#))

Where a drill reveals delay, confusion, blocked routes, poor audibility, weak supervision, incomplete roll call or any other weakness, the school will take remedial action promptly. The value of a drill lies in identifying and correcting weaknesses before an actual emergency occurs. ([HSE](#))

## **14. Personal emergency evacuation planning**

Where a pupil, member of staff or regular visitor may need assistance to evacuate because of mobility limitation, medical need, sensory impairment, temporary injury or other relevant difficulty, the school will assess what support arrangements are needed. Depending on the circumstances, this may involve a personal emergency evacuation plan or another documented arrangement appropriate to the nature of the need and the premises. HSE guidance on fire risk assessment continues to require consideration of people who may be especially at risk. ([HSE](#))

The school will ensure that such arrangements are realistic, known to the relevant staff and reviewed when circumstances change. Fire safety cannot be judged adequate if it assumes a standard evacuation pattern that some relevant persons cannot in fact follow safely. ([Legislation.gov.uk](#))

## **15. Staff training and pupil instruction**

All staff will receive fire safety instruction as part of induction and appropriate refresher information thereafter. Staff training will cover alarm recognition, evacuation procedures, staff responsibilities, escape routes, assembly arrangements, reporting of concerns, and the prohibition on putting themselves or others at unnecessary risk. DfE and HSE guidance both support the need for information, instruction and training as part of fire safety management. ([Legislation.gov.uk](#))

Pupils will also be instructed in fire evacuation expectations in a manner appropriate to their age and the school context. They must know that alarms are to be treated seriously, that silence and prompt compliance matter, and that drills are part of their safety education rather than an inconvenience. Effective evacuation depends on prior learning and habitual response. ([GOV.UK](#))

## **16. Visitors and contractors**

Visitors will be informed, in an appropriate and proportionate manner, of the action to take if the fire alarm sounds. Contractors working on site must comply with the school's fire safety arrangements and must not create unmanaged risks through hot works, storage of materials, obstruction of routes, interference with fire systems or unsafe electrical or building activity. The school will assess contractor activity and impose suitable controls where work may affect fire safety. ([Legislation.gov.uk](#))

Where works involve temporary impairment of fire precautions, the school will ensure that suitable compensatory measures are put in place and that leaders understand the implications for occupancy and supervision. Fire safety cannot be treated as unchanged merely because building work is temporary. ([HSE](#))

## **17. Maintenance, testing and record keeping**

The school will keep suitable records of fire risk assessment, drills, alarm tests, servicing, emergency lighting checks, extinguisher servicing, fire door checks where applicable, faults identified, remedial action taken, and any fire incidents or false alarms. Record keeping is necessary to demonstrate control, monitor trends, evidence implementation and support review. The Fire Safety Order and current independent school standards framework both depend on more than verbal assurance; they require demonstrable management of risk. ([Legislation.gov.uk](#))

Any defect affecting fire safety must be recorded and acted upon. Defects may include alarm faults, damaged emergency lights, wedged or damaged fire doors, missing signage, blocked

exits, failed door closers, or other matters affecting warning, containment or escape. Urgency of response will reflect the level of risk presented. ([buyingforschools.blog.gov.uk](http://buyingforschools.blog.gov.uk))

## **18. Fire incidents, false alarms and post-incident review**

Any actual fire, alarm activation of concern, significant false alarm or evacuation problem will be reviewed by school leadership. The purpose of review is to establish what happened, how well the school's systems worked, whether any equipment failed, whether evacuation was timely, whether communication was effective, and what changes are required. HSE's general risk management approach continues to support review and learning after incidents or near misses. ([HSE](#))

Where an incident indicates a more serious concern about the premises or arrangements, the proprietor will be informed and external advice obtained where necessary. The school will not assume that repeated false alarms are harmless; they may create complacency, disrupt learning and conceal system weakness or deliberate misuse. ([HSE](#))

## **19. Fire safety and safeguarding**

The school recognises that fire safety is also a safeguarding matter. Weak evacuation routines, blocked exits, inadequate supervision, failure to account for pupils, poor awareness of vulnerable pupils' needs, or defective records can place children at direct risk. The April 2026 Independent School Standards guidance expressly links fire safety breaches to the pupil welfare standards. ([GOV.UK](#))

Accordingly, concerns about fire safety will be treated seriously by leaders, and staff are expected to report any hazard or unsafe practice immediately. The school will maintain a culture in which safety concerns can be raised promptly and acted on without defensiveness or delay. ([GOV.UK](#))

## **20. Monitoring, review and leadership oversight**

The proprietor and headteacher will monitor the implementation of this policy through review of fire risk assessments, drill outcomes, maintenance records, incident reports, premises inspections and staff feedback. Monitoring is necessary because the independent school standards framework focuses on whether standards are met in practice and through effective leadership, not simply whether a policy exists. ([GOV.UK](#))

This policy will be reviewed at least annually and sooner where there is a change in law, guidance, premises layout, school occupancy, school operation or identified risk. The proprietor will ensure that the review is substantive and informed by evidence, not merely a date change. ([Legislation.gov.uk](#))

## **21. Adoption**

This policy is adopted as the formal Fire Safety Policy of Daffodil Grammar School for Girls and takes effect immediately upon approval by the proprietor. ([Legislation.gov.uk](#))