

# Bickerton Holy Trinity Church of England Primary School



## Fire Safety Policy and Procedure

Person responsible for policy:	Georgina Whitfield
Approved:	17 <sup>th</sup> October 2023
Signed:	Claire Carman, Chair of Governors
Reviewed:	FGB 1 October 2023
To be reviewed:	FGB 1 October 2025



**'Life in all its fullness' John (10:10)**

**Our School Prayer**

This is our school,  
Let peace be here,  
Let it be full of happiness.  
Let love be here.  
Love of one another,  
Love of everyone,  
Love of life itself,  
And love of God.  
Amen

**Our Mission Statement**

Respect for oneself and others is central to our mission of giving every child in our school the highest standard of education and care within a Christian community.

**Our School Rules**

Respect and take care of each other.  
Treat others how you would like to be treated.  
Share and use the school's equipment and environment carefully.  
Listen to each other and to adults at school.  
Help others to learn.

## **SECTION A: POLICIES**

### **Aims and expectations**

The Fire Safety Policy and Procedure aim to make our school safe. At Bickerton Primary School we have established a clear evacuation procedure which cover the basic facts:

- What to do if a fire is discovered.
- What to when the fire alarm sounds.
- Calling the fire brigade.
- Evacuation.
- Assembly.
- Roll call.

Fire evacuations are carried out each term. The head teacher reports to the governing body in the head teacher's report the date of the evacuation practice and any findings from it. The termly fire evacuation records are kept in the fire log book.

Staff new to school have fire procedures included in their induction. Short term visitors have information given to them on fire evacuation when signing into school. Any visitor to the school is asked of there are any mobility or disability issues that may require further assistance or PEEP (personal emergency evacuation plan) when signing into school.

### **EVACUATION PROCEDURES FOR PEOPLE WITH SPECIAL NEEDS**

Particular attention is given to pupils and staff who have special needs, including those with a disability.

Any staff who feel they or a pupil may require assistance in the event of an evacuation are to inform the Headteacher in order for suitable arrangements to be put in place. We adopt alternative procedures if a pupil cannot be evacuated with the majority. This may be as a result of particular mobility or sensory problems or because of the nature of the building which makes it difficult to evacuate quickly.

A personal emergency evacuation plan (PEEP) is developed for disabled persons who frequently use a building. This should be developed in discussion with the person concerned (and/or parents / guardians in the case of pupils).

When formulating a Personal Emergency Evacuation Plan we consider:

- The problems the individual feel they may encounter during evacuation
  - What areas of the premises are most commonly used by the individual
  - Location of safe refuges.
  - Identifying members of staff with designated responsibility for helping the evacuation of those persons requiring assistance, including staying with them in the safe refuge.
- These individuals are trained, easily identified, accessible and available at all times.

- A 'buddy' system may be established for those with impaired sight or hearing to ensure they are alerted and escorted from the building.
- Staff are made aware of those individuals requiring specific help.
- The current evacuation procedures.

## GENERAL EMERGENCY PROCEDURES

### FIRE EVACUATION

#### IF YOU FIND A FIRE OR ONE IS REPORTED TO YOU:

Staff discovering a fire or other emergency for which the buildings should be evacuated should activate the alarm *using the nearest available break glass call point*. All call points are identified on site plan maps around school. They should then notify the office of the exact location of the incident.

### FIRE FIGHTING

- The safe evacuation of persons is an absolute priority. Staff may only attempt to deal with small fires, **if it is safe to do so without putting themselves at risk**, using portable fire fighting equipment.
- Ensure the alarm is raised **BEFORE** attempting to tackle a fire.

#### ON HEARING THE FIRE ALARM:

- All adults should complete a morning and afternoon register for each class.
- Each day, the school business manager will annotate the daily attendance register where a pupil is off ill or has a medical appointment or are on holiday leave.
- All staff, pupils, occupants of building must respond to alarm activations
  - The fire alarm is a continuous ringing bell.
  - The Fire Marshalls (Headteacher and Site Manager) will check the fire panel and, **if safe to do so**, go to the zone where the alarm has been activated to investigate if there is a fire or false alarm.
- Where a fire is suspected, the Fire Marshall will call 999 for the Fire Brigade.
- In the event of a fire alarm activation when the school is closed, the emergency services are automatically contacted if the school burglar alarm is set. The Headteacher / Deputy Headteacher / Caretaker will be contacted, and one will attend site.
- Staff will supervise the evacuation of pupils/visitors to the designated assembly point(s)
- Before evacuating, the school business manager will take out with them the daily attendance registers and first aid kit. The late arrival/early departure list will also be taken. This includes those pupils either late or absent due to illness or an appointment.
- Staff not with pupils, visitors and contractors must leave the building by the nearest exit and report directly to an assembly point. It is the responsibility of the Office staff to check all non-teaching staff, visitors or contractors are safely out of the building using the visitors' book.

***The Assembly point is indicated by a sign on the playground fence.***

- Pupils should leave in single file when instructed by the teacher in charge of the class. Pupils should then leave by the nearest available escape route. The last person to leave the classroom must close the door. Pupils should walk in their class groups and remain with their teacher at the assembly point; the playground adjacent to the school.
- If a pupil is not in a classroom when the alarm sounds, he/she must walk to the assembly point leaving the building by the nearest marked escape route.

**A Calm orderly exit is essential**

**Walk quickly – DO NOT RUN or stop to collect belongings**

- *On arrival at the assembly area pupils must stand in their class groups while staff check their registers.*
- *Teachers will indicate that all pupils present on that day have evacuated by holding their register in the air.*
- *The Senior Fire Marshall will check with each adult at the front of the line.*
- The Headteacher is responsible for ensuring red fire marshal areas are evacuated. The site manager (am) and the school business manager (pm) are responsible for ensuring yellow fire marshal areas are evacuated. In the absence of the Headteacher, it is the Deputy Headteacher's responsibility to take over red fire marshal areas.
- The Headteacher /senior member of staff will liaise with the Fire Brigade on their arrival.
- The building must not be re-entered until staff are notified it is safe to do so by the Fire Brigade / Headteacher / senior member of staff.
- If the building cannot be reoccupied following an evacuation, the school will follow the ***Critical Incident Plan*** and take the pupils to the Bickerton Village Hall in the Village and will then make arrangements to contact parents.

## Fire Risk Assessment

RISK ASSESSMENT GUIDANCE FROM FIRE SAFETY HM Gov	
Can existing forms of detection ensure fire detection is early enough for occupants to escape?	Fire alarms detect early signs of fire through heat and smoke.
Are detectors in the right place and the right type?	Detectors in classrooms, store areas and corridors.
Can the fire alarm be heard and understood by everyone throughout the whole building?	Yes.
Is there provision for those who can't hear the alarm?	For those who have hearing impairment, a PEEP will be put into place (from fire policy).
Are extinguishers fit for purpose? Are there enough and situated throughout the site.	Fire extinguishers in C5,4,3,1, hall, corridors kitchen and staff room.
Are they located close to fire hazards?	Blankets and extinguishers are located in appropriate places. There is a overview showing this.
Taken steps to prevent mis-use.	Pupils are educated not to tamper with the fire call points.
Is equipment regularly tested by competent people?	Equipment tested by Chubb.
Carry out daily checks to ensure access for fire engine.	Boundary checks done daily by caretaker.
Are escape routes and exits kept clear at all times.	Escape routes and exits always kept clear. Part of caretaker daily check list.
Do doors for escape open in direction of escape.	Yes they do.
Can all fire exit doors open easily	All escape doors open easily.
Can everybody safely use escape routes	Everyone can use escape routes.
Are any holes / gaps properly sealed	Any work carried out will ensure cabling sealed to prevent the spread of fire.
Can all people escape to a place of safety in a quick time.	All people can escape quickly and safely onto large playground.
Are the existing escape routes adequate for the amount of people.	Escape routes have been amended due to the increase on class sizes.
Are the escape routes in the right place that lead to safety.	All classrooms have fire exits.
If there is a fire, will there be at least one route from the premises available.	Floor plans show quickest exits, but there are more than one for each classroom.
When dark, is there sufficient lighting to safely use escape routes.	Yes – there is exterior lighting.
Is there back up power for emergency lighting.	Yes. This is tested as part of cyclical maintenance.

Are emergency exits and fire fighting equipment identified on a school plan.	Floor plans show exits. Also, on this indicates where fire fighting equipment is.
Signage on how to operate fire doors	All doors have labels on how to use.
Appropriate signage around school building	Appropriate signage around school, showing nearest fire exits.
Are there signs for fire rescue indicating water suppression, valves and hazardous substances	Yes
Do we regularly check fire doors and escape routes	Part of daily checks carried out by caretaker.
Do we regularly check fire fighting equipment	Part of cyclical maintenance by Chubb.
Do we regularly check fire alarm	Weekly tests and logged by caretaker.
Do we keep a log book to record tests and maintenance	Log book is kept for fire alarm checks, cyclical maintenance and fire evac practises. Any improvements needed are noted.

### **Monitoring**

The head teacher must monitor the effectiveness of this policy and report to the governing body the effectiveness of the policy with, if necessary, recommendations for improvements. The head teacher should report on the effectiveness of the termly fire practice in the head teacher's report and in the school fire log book.

If the head teacher is unable to implement any mandatory requirement specified in this section, it must be reported to the next meeting of the governing body and, in urgent matters, to the chair of governors.

The head teacher must arrange for appropriate records to be maintained and reviewed.

## APPENDIX 1

### FIRE DRILLS

<b>TERMLY</b> Fire Evacuations must be carried out at least once in each term.	Ensure all occupants are able to evacuate to a place of safety in a reasonable time. (3 Mins.)	Record details of drill, evacuation time and any problems.
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### FIRE ALARM PANEL / SYSTEM

<b>DAILY</b>	Check fire alarm panel for normal working conditions	Report any faults and actions
<b>WEEKLY</b>	Fire alarm audibility test conducted by site with a different call point tested each week in rotation. Number each call point for identification. (each zone to be tested every 13 weeks)  Check alarm is audible in all areas (test to be carried out during full occupation) Check that any fire doors on automatic door closures linked to the fire alarm are closing properly. Check any doors fitted with electromagnetic locks are released.	Record details of call point test and call point number Repair / replace defective units
<b>SIX MONTHLY</b>	For systems with battery back up a six monthly battery check by a competent service engineer is required.  This check may also include 50% of the automatic smoke / heat detectors, sounders and manually operated devices	Site to keep maintenance records
<b>ANNUALLY</b>  For 230 volt systems without battery back up	An annual test and examination of the alarm system by a competent service engineer is required.  Test and examination of alarm system by competent service engineer including all automatic smoke / heat detectors, sounders and manually operated devices.	Site to keep maintenance records.

### MEANS OF ESCAPE

<b>DAILY</b>	Check for any obstructions on escape routes (internally and externally)  Doors: check self-closing devices, and that push bars/ other emergency fastening devices are operational	Site to record details and actions only if there is a fault. Is part of caretaker paperwork.
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<b>WEEKLY</b>	Check all internal fire doors for ease of opening, that they are a good fit, closing fully, fire door seals and self-closures working correctly, correctly signed etc.	Site to record details and actions only if there is a fault
<b>MONTHLY</b>	Check all electronic release mechanisms on escape doors work correctly (i.e. fail safe in the open position on activation of alarm / loss of power)	Site to record details and actions only if there is a fault

#### **FIRE FIGHTING EQUIPMENT**

<b>WEEKLY</b>	Check all extinguishers, hose reels <sup>1</sup> , fire blankets etc. are available for use, undamaged and unobstructed.  Extinguishers properly affixed to wall brackets or on plinths. Check for any evidence of tampering.	Site to record details and actions only if there is a fault
<b>ANNUALLY</b>	Full check and test of extinguishers, fire blankets and hose reels by competent service engineer. Checks carried out by Chubb.	Maintenance records to be kept on site.

#### **EMERGENCY LIGHTING (WHERE APPLICABLE)**

<b>DAILY</b>	Check indicator lights functioning (report faults to contractor)  Operate and replace batteries in torches if necessary.	Site to record details and actions only if there is a fault
<b>MONTHLY</b>	In house operational test for a short period (a maximum of one quarter of the rated duration).	Maintenance records to be kept on site.
<b>YEARLY</b>	Emergency lighting full duration discharge test by competent person.	Maintenance records to be kept on site.

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<sup>1</sup> Fire hose reels may well be able to be removed and capped off, approval for this should be sought from your district Fire and Rescue officer

## **APPENDIX 2**

### **GUIDANCE FOR KEEPING A FIRE LOG BOOK**

#### **1.0 Introduction**

1.1 To assist with the fire risk assessment under The Regulatory Reform (Fire Safety) Order 2005, it is necessary to maintain a 'log book' in which the results of all routine maintenance and testing, should be recorded, (as applicable to the particular premises) e.g.;

- Fire Alarm;
- Emergency Lighting;
- Means of Escape;
- Fire Fighting Equipment;
- Active and passive fire safety systems and construction;

1.2 Details of 'Fire Instruction' given to employees should be recorded, together with the, following information:

- Date of the instruction or drill;
- Duration of the instruction or drill;
- Name of the person giving the instruction;
- Names of the persons receiving the instruction;
- Nature of the instruction or drill;

#### **2.0 The Log Book**

2.1 The attached sheets are a suggested layout, which will comply with the above. In addition a record of visits to the premises by an Inspecting Officer of the Fire Authority should be maintained.

2.2 The 'Log Book' should be maintained in current order, and kept readily available, for inspection by an authorised officer of the Fire Authority.

2.3 It is also recommended that evidence of equipment maintenance and staff training is retained within these log books.

### APPENDIX 3 ALARM TESTING

Call Points Alarm Test (Weekly), Fire Door Checks (Weekly) and Cheshire Lock Keys in Key Safes for gated fire exits (weekly)

Month

Date					
Fire Door 1					
Fire Door 2					
Fire Door 3					
Fire Door 4					
Fire Door 5					
Fire Door 6					
Fire Door 7					
Fire Door 8					
Fire Door 9					
Fire Door 10					
Fire Door 11					
Fire Door 12					
Key Safe 1					
Key Safe 2					
Key Safe 3					
Key Safe 4					
Call Point Alarm Check					
Signature					

#### Checks

Fire doors close on the sounding of the alarm.

Key safes open with correct code and keys present within.

Fire alarm sounds correctly on the activation of numbered call point.

#### Notes

Date	Issue	Fixed	Signature

**APPENDIX 4  
MEANS OF ESCAPE INSPECTION**

MEANS OF ESCAPE (MOE) ROUTES WEEKLY INSPECTION

DATE	LOCATION	DO DOORS OPEN EASILY?	ARE CORRIDORS CLEAR?	ARE STAIRWAYS CLEAR?	ARE EXTERNAL AREAS CLEAR?	FURTHER ACTION REQUIRED	SIGNATURE
	1. MAIN ENTRANCE						
	2. HALL						
	3. INFANT CORRIDOR						
	4. CLASS 1						
	5. CLASS 2						
	6. CLASS 3						
	7. BACK DOOR						
	8. CLASS 4						
	9. CLASS 5						

# APPENDIX 5

## EMERGENCY LIGHT TESTING

### Emergency Light Test Sheet

Month : \_\_\_\_\_

Item	Date	Working (Y/N)	Signed	Notes	Signed
Main Entrance (1) Above External Door					
Main Entrance (2)					
Hall (1) Door Into Foyer					
Hall (2) Above Fire Doors					
Infant Corridor (1) Outside Kitchen					
Infant Corridor (2)					
Infant Corridor (3) Above External Door					
Infant Corridor (E)					
Class 1					
Class 2 (1)					
Class 3					
Class 4 (1) Nearest Foyer Door					
Class 4(2)					
Class 4 (3) Nearest External Door					
Class 5 (1)					
Class 5 (E)					
Upstairs (1)					
Upstairs (2)					
Upstairs (3)					

Class 2 – Second bulkhead light has no key test. Tested on quarterly visits by contractor.

**APPENDIX 6**  
**FIRE FIGHTING EQUIPMENT INSPECTION**

FIRE FIGHTING WEEKLY INSPECTION

DATE	LOCATION NUMBER AND TYPE	DAMAGED?	SAFETY PIN SECURE?	FULLY CHARGED?	FURTHER ACTION	SIGNATURE
	1. MAIN ENTRANCE (WATER)					
	2. MAIN ENTRANCE (CO2)					
	3. HALL (WATER)					
	4. INFANT CORRIDOR (WATER)					
	5. INFANT CORRIDOR (CO2)					
	6. INFANT CORRIDOR (CO2)					
	7. MAIN KITCHEN (FOAM)					
	8. MAIN KITCHEN (CO2)					
	9. MAIN KITCHEN (FIRE BLANKET)					
	10. CLASS 1 (FOAM SPRAY)					
	11. JUNIOR KITCHEN AREA (FOAM)					
	12. JUNIOR KITCHEN AREA (CO2)					
	13. JUNIOR KITCHEN AREA (FIRE BLANKET)					
	14. OUTSIDE STAFF TOILET (WATER)					
	15. UPSTAIRS OUTSIDE STAFF RM (HYDROSPRAY)					
	16. UPSTAIRS OUTSIDE STAFF RM (CO2)					
	17. STAFF KITCHEN (FIRE BLANKET)					
	18. HEAD'S OFFICE (CO2)					
	19. CLASS 4 (WATER)					
	20. CLASS 5 (WATER)					
	21. BOILER HOUSE (POWDER)					







## APPENDIX 9

### Personal Emergency Evacuation Plan (PEEP) Form

The information on this PEEP will be used to plan the safe evacuation of the named individual in case of emergency.

#### What you need to do:

- Read the PEEP guidance
- Decide if one of your staff might need help in getting out of their building in case of emergency.
- Fill in the form where appropriate, using the checklist to decide if you have included everything.
- Please sign off the form to confirm you have assessed the need of the individual.
- Make sure everyone understands what they need to do.
- Review the form if anything changes.

<b>Checklist for Line Manager</b>	
Has the individual who this plan refers to been properly identified including contact details, position held and host division?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the plan identify where the person works including building, floor level and room number?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you identified the reason why the person may not be able to make his or her own escape without assistance and what assistance is needed? You will need to list who will give that assistance and any equipment necessary?	Yes <input type="checkbox"/> No <input type="checkbox"/>
In describing how the plan will allow the person to reach a place of safety, have you described in detail how the assistance will be given from each part of the route to the assembly point outside the building?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you liaised with the people below? Please tick a box to indicate Yes (a) Headteacher (b) Staff or other persons nominated to assist (c) Class teacher	(a) <input type="checkbox"/> (b) <input type="checkbox"/> (c) <input type="checkbox"/>
Regarding those persons nominated to assist, do they know what to do and is training being provided in the use of any of the equipment?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you identified any other issues that may need to be resolved to make the plan work?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Has the form been signed off by the people below? Please tick a box to indicate Yes (a) The individual the plan is prepared for? (b) The Line Manager	(a) <input type="checkbox"/> (b) <input type="checkbox"/>



<b>Personal Emergency Evacuation Plan</b>		
First Name:		
Last name:		
Job Title:		
Phone Number:		
Email:		
Service:		
Team:		
This plan relates to the following location:	Building:	
	Floor:	
	Room:	
Describe how or why the person might not be able to get out of the building without help. Think especially about Mobility, Hearing and Vision.		
Does the person use a wheelchair and if so, is it electric or manual?		
If they cannot see or hear the emergency alarm, how will they know there is a problem – especially if they work on their own?		
Can the person leave the building safely and reach the fire assembly point unaided, in a timely manner?		
YES <input type="checkbox"/> Please go to sign off section. NO <input type="checkbox"/> Please complete the PEEP plan that follows		
If they will need assistance to help them get out of the building, who will do this? Please list them below and make a note of how they will do this, such as using an evacuation chair.		
<b>Name</b>	<b>Contact details</b>	<b>What will they do?</b>



**Personal Emergency Evacuation Plan**

Please describe how the person will get from where they are working to the assembly point outside the building. You will want to describe the role of anyone who might need to help them. Will they need to use any special equipment, evacuation chair, stair walker?

Are there any problems you need to resolve to make the plan fully workable?

**SIGN OFF: Please sign the form below and send to your Facilities Manager by email**

- If you have identified a person needs assistance to escape in an emergency as the plan will need to be approved and will need to be included within the fire risk assessment.
- If the individual leaves the Service/team or is no longer based within the building identified, it is their Line Manager’s responsibility to pass the PEEP to the new manager for revision.
- If the individual leaves SCC, this fact must be communicated to those named within the PEEP, including FM.

Position	Name	Date
<b>Member of Staff</b>		
<b>Line Manager</b>		

Please add details of annual or circumstantial reviews undertaken below. Then send a copy to FM for it to be included alongside the fire risk assessment

Review/Comments	Date

## Emergency Evacuation Assessment

To be completed by a competent person appointed by the Head or Senior Leader, with the assistance of the disabled person.

Name of disabled person:.....

### Hearing Impairment:

1. Can you hear the fire alarm in normal circumstances?

Yes  No

2. If you have difficulty in hearing the fire alarm, would a visual indicator assist?

Yes  No

3. Is there to your knowledge any special or purposely designed hearing system or device available which might assist in you hearing the fire alarm more clearly?

Yes  No

Details:

4. Would your response to the fire alarm being activated be helped by an assistant(s) who could provide support in the fire evacuation procedure?

Yes  No

5. Would a vibrating paging unit that operated when the fire alarm was actuated be of assistance?

Yes  No

### Visual Impairment:

6. Do you have a visual impairment, which would have an impact on your leaving the building unassisted in an emergency?

Yes  No

7. Do you require an aid to help you move around the building for example: a cane, guide dog or other equipment?

Yes  No

Details:

8. How long does it take you to leave the building in normal circumstances from your place of work, unaided?

Time in minutes: \_\_\_\_\_

9 Could you find your way to exit the building by an alternative route should your normal route be unavailable?

Yes  No

10. Do you think that the speed at which you are able to leave the building, may have the potential to hold-up other people leaving the building in corridors and stairways, or that they may cause you injury as they pass you more quickly?

Yes  No

11. Would tactile signage or floor surface information be of assistance to you?

Yes  No

Details:

12. Are there any other problems you would wish to highlight or solutions / measures that might assist you?

Details:

**Mobility Impairment:**

13. Can you leave the building unassisted?

Yes  No

14. If not – do you require help from an assistant to leave the building?

Yes  No

15. Do you need or use a wheelchair?

Yes  No

16. Is the wheelchair required for all circumstances?

Yes  No

Can it be dispensed with for short periods?

Yes  No

17. Is the wheelchair a standard size or an electrically powered type with wider dimensions?

Normal  Electrical  Width \_\_\_\_\_

18. Are you able to self-transfer to an evacuation chair / stair climber if required?

Yes  No

19. Could the medical nature of your disability be aggravated by the use of such a device?

Yes  No

20. Has a member of staff and a deputy been assigned to assist you in an emergency?

Yes  No

Name(s) Details:

21. Any other problems / observations / or solutions?

Details:

## **GENERAL INFORMATION**

22. Do you understand the concept of a Fire Refuge area?

Yes  No

23. Might the measures needed for you to escape from the building in an emergency adversely affect the safe escape of other occupants?

Yes  No

If yes, why / how?

24. Do you think that any special staff training is required to give you the assistance that you would need in an emergency?

Yes  No

25. Are you aware of the emergency egress procedures, which operate in the building(s) in which you work or visit?

Yes  No



26. Do you require written emergency egress procedures?

Yes  No

27. Are the signs which mark the emergency exits and the routes to the exits clear enough?

Yes  No

28 Could you raise the alarm if you discovered a fire?

Yes  No

Assessment carried out by: .....

on (date) .....

Notes:

**PERSONAL EMERGENCY 'EVACUATION' PLAN**

Name \_\_\_\_\_

Department \_\_\_\_\_

Working Location \_\_\_\_\_

**AWARENESS OF PROCEDURE**

I am alerted of the need to evacuate the building by:

existing alarm system \_ pager device \_ visual alarm system \_ Other (please specify)

\_\_\_\_\_

**DESIGNATED ASSISTANCE**

The following people have been designated to give me assistance to get out of the building in an emergency.

Name(s) \_\_\_\_\_

Contact details \_\_\_\_\_

**EGRESS PROCEDURE**

(Include a step by step account beginning from the first alarm).

**METHODS OF ASSISTANCE**

(eg: Transfer procedures, methods of guidance, etc.)

**EQUIPMENT PROVIDED** (Evac-chairs, stair Climbing Device, hand held portable radios etc)

**SAFE ROUTE(S)**

