

Fire Evacuation Procedures

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 Approved by: College of Management
 Council of Trustees

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Overview

The school's grounds and facilities are divided into the following areas for the purposes of its fire evacuation procedures:

Zone	Location of Panel	Designated Fire Marshall
Overall		Marcus Link, Fire Officer Becky Morrow, Deputy FO
Early Years	Wall of entrance lobby to relevant building	Anne Weiss, Fire Marshal
Hood Manor – School & Office	Back wall of entrance hall, ground floor	Elizabeth Elsholtz, Fire Marshal
Hood Manor – Flats * (not the school's responsibility to check)	Dto	Julia Troy, tenant and caretaker
Greenwood	Wall of entrance hall, ground floor	Andy Smith, Fire Marshal
Upper School – Arts, Crafts & Science Village (Class 9, Art Studio, Art Room, Old IT suite, Forge, Science Lab, Photo Shed, Pottery Shed, Wood Workshop, Outdoor Kitchen)	N/a: there is no fire panel, these structures are all standalone with individual smoke detectors	Ruth Walker/ Almut Woolard
Hood Barn	On wall at bottom of stairwell, ground floor	Coralie Naughton, Fire Marshal
Outdoor Classroom	None	Mark van Vliet
Boiler House and Maintenance Shed	Maintenance shed, by entrance from access track	Mark Rowlands, Fire Marshal

* **Hood Manor Flats:** Hood Manor residents will vacate when the alarm sounds; it is not the duty of school staff to check this area. Residents are responsible for any of their guests and visitors including any tradesmen/women which they have contracted.

General Evacuation and Assembly

1) Evacuation of Buildings

During lesson time and school functions involving a specific building:

- During lesson time, each school zone is treated separately for evacuation purposes and only the area in which the alarm sounds will evacuate.

During break time and school functions involving more than one building:

- Everyone shall assemble.

2) Primacy of Life

Possessions and equipment are replaceable and no person's life or an injury to a person is worth their rescue.

The primary focus is on evacuating the building and, if possible, minimising the spread of fire by closing windows and doors on the way out.

3) Assembly Point

All areas shall use the Upper Tarmac (below the Wood Workshop and Forge) as the assembly point. If that area is unsafe, or if additional capacity is required, the Staff Car Park near the Bicycle Shed, towards the school's eastern boundary shall be used.

4) Person-in-Charge

There must be one person-in-charge to coordinate any response to a fire alarm. The person-in-charge will be determined at the point of assembly. This will be either

- the Fire Marshal responsible for the school's zone being evacuated,
- the first Fire Marshal in attendance at the assembly point, or
- the school's Fire Officer.

The person-in-charge may change if so agreed and/or required.

5) Further Action

Any further action is to be coordinated at the point of assembly to minimise the risk to life and health of any individuals involved. No member of staff is to take action without agreeing this with the person-in-charge.

6) Running

During school hours and in agreement with the person-in-charge, one other person will be sent to notify the Receptionist. Once the Receptionist has been notified or if they are already present, the runner shall inform other buildings of the nature of the alarm – unknown, drill, or genuine fire alarm – and to inform them of any action they may need to take.

7) Accounting of all persons on site

It is the duty of the person-in-charge to account for all persons present on site and to ensure their safety. For this purpose, the Receptionist will be in attendance bringing the following items with them:

- At least two walkie talkies if possible
- The pupils' attendance registers (if not with the class teachers)
- The visitors signing-in book
- The staff signing-in book
- The pupils' off-site log
- The pupils' lateness/illness log

Do not waste time bringing log books etc. which are not readily available such as the staff signing-in book. This will be fetched later by a runner. It is important to report to the person-in-charge to determine what is required.

In accordance with the records, the attendance of all persons on site at the time of fire is to be verified.

8) Checking of the Alarm Panel & Sweeping of any Evacuated Buildings

Meanwhile, if so agreed with the person-in-charge,

- Following the guidelines for Fire Marshals (overleaf), pairs of responsible adults including at least one Fire Marshal may go to check the alarm panel to check for the zone in which the alarm was triggered, and
- Sweep the building to check that everyone has indeed been evacuated.

Fire Marshals

Designated Fire Marshals should aim to have the following equipment available at their usual place of work:

- Hi vis vest
- (Clipboard with pen and) evacuation report
- A timepiece (wristwatch will do)
- Mobile phone if available and appropriate according to the school's **Mobile Camera, Phone and ICT Devices Policy** (if no mobile phone, get one of the school's mobile phones from the Reception office)

When the alarm sounds, all Fire Marshals do the following in this order:

- 1) **Note the time.**
You will need this in your report, as you'll need to know how long it took for everyone to be accounted for at the assembly point and what time the "all clear" was sounded.
- 2) **During break time or relevant school function always vacate the building. During lesson time, is it your building or another? If it is yours, start vacating the building.**
- 3) **Make your way to the assembly point via Reception if the Receptionist is not already on the way.**
If there is no Receptionist, get someone else to fetch the
 - a. Registers
 - b. Visitors book
 - c. One of the school's mobile phones
- 4) **At the assembly point meet with other Fire Marshals.**
Are you the designated Fire Marshal for the affected zone? You are in charge.
Are you the first but not the designated FM? Take charge until the correct PinC arrives.
- 5) **Check with Receptionist (or deputy) whether all the visitors have been accounted for.**
If not, ask their host for their likely location and initiate a search in pairs including at least one Fire Marshal. Do not leave the assembly point yourself.
- 6) **Check with all teachers in charge of a class that all their pupils are accounted for.**
They will tell you if anyone is missing by raising their Register above their head.
- 7) **Send two responsible adults including at least one Fire Marshal to check the fire alarm panel of the affected building.**
 - a. They should only do this if it is safe to do so, i.e. no signs of smoke or fire. They should check which zone of the building is affected.

- b. If it is safe, they should go to the floor indicated and do two things:
 - i. Check every room on that floor to ensure nobody is in the building. Go into each room and look behind anything that might conceal someone. Open all toilet doors.
If they find someone unable to walk, assess the situation for risks and either give First Aid or use the Walkie Talkie to get further help to carry the casualty out of the building.
 - ii. If a sensor has detected smoke, or has a fault, it will have its light on – this is the one that has set off the alarm. Carefully check the immediate area for signs of fire.
- c. They should communicate their findings to you via the Walkie Talkie and return at the earliest opportunity to.

8) A) If there is no fire, go to step 11.

B) If there is a fire, ring the emergency services now: dial 999 or use the emergency services function of the school's mobile phone and ask for the Fire Service. Tell them there is a fire at the

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- 9) If there are Fire Marshals trained to do so and, if it is safe, with the help of a second Fire Marshall assisting, they may try to put out the fire – usually by using a suitable fire extinguisher.
- 10) **When the fire crew arrive, the person in the white hat is the chief.**
They need to talk to the person in charge at the school – you. Answer their questions and take their instructions.
- 11) **If there is no fire, or the fire chief instructs, sound the all clear.**
Three short rings on the alarm.
Usually this involves inserting the key into the panel, turning it a 1/4 turn to 'On'; press 'Silence Alarm', then 'Sound Alarm' followed by 'Silence Alarm', three times. To finish, press 'Reset', turn key to 'Off' and replace.
- 12) **The PinC will write up the Fire Drill Report.**
This includes timings and location of the sensor that triggered the alarm - and distribute to the Fire Officer.

Your duties are:

1. To assist the Person in Charge; if nobody has taken that role, then a Fire Marshall shall take charge.
2. At the Fire Panel, work with the PinC. If there is nobody there, go to the floor indicated by the light on the Fire Panel and find the PinC.
3. To help ensure that nobody is left in the affected building. This is achieved by 'sweeping' the building, i.e. entering each room, if safe to do so, and assisting anybody you find to get to the Assembly Point.
4. Sweeping is done by at least two people – usually Fire Marshalls – so that the PinC is freed to go to the Assembly Point.
5. When sweeping is complete, go to the Assembly Point: report to and consult with the PinC.
6. Return to your work only when the All Clear sounds - 3 short rings on the alarms – and with the agreement of the PinC.

Reception Office in Hood Manor

The following actions in this order, are to be taken when the alarm bell rings, or when the Person in Charge notifies you of a Fire Drill / an Emergency:

1. Gather up the:
 - Your hi-vis vest
 - Visitors book
 - Class Registers
 - Staff signing in book
 - At least two walkie talkies
 - A school mobile phone

and take them to the Assembly Point - the tarmac area below the Woodwork area.

Do not waste time doing this. If any of the above is not readily available, do not delay. Report to the assembly point and organise for a runner to get the missing items, if safe, later.

3. At the Assembly Point, you are the focal point for all communications, until the PinC arrives.

The teacher in charge of each class will collect their Register from you.

Ask them to raise their Register above their head if they have a problem – until the PinC arrives, you should immediately assist them.

4. Check the visitors against the Visitors book.
5. Check the staff against the Staff signing in book.
6. Notify the Person in Charge or, if they are not present, notify a Fire Marshall immediately of any missing persons.
7. Return to the building only when you hear the All Clear - three short rings on the bell – or when told to do so by the PinC.

Teachers' Action

Kindergarten – Early Childhood Area

The two kindergarten buildings will be treated as separate for evacuation purposes, i.e. when the alarm sounds in one building, only that building shall evacuate.

Teachers should memorise this procedure & display it in their classroom.

When the alarm sounds, do the following in this order:

1. Teacher to gather the pupils and walk with them to the Assembly Point; **the orchard beside the Woodwork area.** (If this is dangerous, then assemble in the staff car park)
2. Teachers to use the following evacuation routes; children to walk holding hands in a 'chain':
 - **Eastern building** (Spindlewood & Hazelwood -Parent & Child/Baby, Afternoon Care) – shall leave by the side gate to the east of the building.
 - **Western building** (Willowtree & Appletree) –shall leave by going up the path to the southern boundary (back of the property) and then to the left/east on the path into the Eastern building's garden and out through the side gate.

Pupils to make a circle, holding hands, with their teacher.

Pupils to be kept quiet, so that instructions can easily be heard.

3. Assistant to be the last to leave the room after closing the windows and external door; internal doors may be left open. If deemed safe, they will also turn off the gas stove and sweep the individual Kindergarten building.
4. Assistant to notify Reception of the incident, then proceed to Assembly point.
5. Get your class register from the Receptionist or the cover staff. (They will bring these from the office to the Assembly Point.)
6. Call out the pupils names against the Register – and –
7. Do a head count of pupils against the total from the Register. (Doing both counts helps ensure that all pupils are accounted for.)
8. If you have a pupil missing, tell the Person in Charge immediately by raising your Register above your head or otherwise alerting them.

9. When you are satisfied that all your pupils are present, return the Register to the Receptionist on duty and report.
10. Stay in the Assembly Area with your pupils until you hear the All Clear: 3 short rings on the fire alarm bell.

The Person-in-charge will follow the procedures outlined above, when logging and writing up the incident.

Teachers' Action

Lower School - Hood Manor

Teachers should memorise this procedure and display it in their classroom.

When the alarm sounds, do the following in this order:

1. Tell the pupils to walk quickly to the assembly point.
2. Be the last to leave the room after closing the windows and external door; internal doors may be left open.
3. Go to the Assembly Point; the tarmac area below the Woodwork area.
(If this is dangerous, then assemble in the staff car park.)

Classes to be lined up in Class order from east (Class 1) to west (Class 5), pupils facing the main building.

Each Class to line up in register order.

Pupils to be told to keep quiet, so that instructions can easily be heard.

4. Get your class register from the Receptionist or her office substitute.
(They will bring these from the office to the Assembly Point.)
5. Call out the pupils names against the Register – and -
6. Do a head count of pupils against the total from the Register.
(Doing both counts helps ensure that all pupils are accounted for.)
7. If you have a pupil missing, tell the Person-in-Charge immediately by raising your register above your head or otherwise alerting them.
8. When you are satisfied that all your pupils are present, return the register to the Receptionist on duty and report.
9. Stay in the Assembly Area with your pupils until you hear the All Clear: three short rings on the fire alarm bell.

Teachers' Actions

Middle School – Greenwood

Teachers should memorise this procedure and display it in their classroom.

When the alarm sounds, do the following in this order:

1. Tell the pupils to walk quickly to the assembly area.
2. Be the last to leave the room after closing the windows and external door; internal doors may be left open.
3. Go to the assembly point; the tarmac area below the Woodwork area.
(If this is dangerous, then assemble in the staff car park.)

Classes to be lined up in Class order from east (Class 6) to west (Class 8), pupils facing the main building.

Each Class to line up in register order.

Pupils to be told to keep quiet, so that instructions can easily be heard.

4. Get your class register from the Receptionist or her office substitute.
(They will bring these from the office to the assembly point.)
5. Call out the pupils names against the register – and -
6. Do a head count of pupils against the total from the Register.
(Doing both counts helps ensure that all pupils are accounted for.)
7. If you have a pupil missing, tell the Person in Charge immediately by raising your register above your head or otherwise alerting them.
8. When you are satisfied that all your pupils are present, return the register to the Receptionist on duty and report.
9. Stay in the assembly area with your pupils until you hear the All Clear: three short rings on the fire alarm bell.

Teachers' Actions

Upper School – Hood Barn

Teachers should memorise this procedure and display it in their classroom.

When the alarm sounds, do the following in this order:

1. Tell the pupils to walk quickly to the Assembly area, using any available exit on the ground floor.
2. Be the last to leave the room after closing the windows and all doors, including internal fire doors.
3. Go to the assembly point; the tarmac area below the woodwork area.
(If this is dangerous, then assemble in the staff car park.)

Classes to be lined up in class order from east (Class 9) to west (Class 12), pupils facing the main building.

Each Class to line up in register order.

Pupils to be told to keep quiet so that instructions can easily be heard.

4. Get your class register from the Receptionist or her office substitute.
(They will bring these from the office to the assembly point.)
5. Call out the pupils names against the Register – and -
6. Do a head count of pupils against the total from the register.
(Doing both counts helps ensure that all pupils are accounted for.)
7. If you have a pupil missing, tell the Person in Charge immediately by raising your Register above your head or otherwise alerting them.
8. When you are satisfied that all your pupils are present, return the register to the Receptionist on duty and report.
9. Stay in the assembly area with your pupils until you hear the All Clear: three short rings on the fire alarm bell.

Teachers' Actions

Upper School – Craft Village

Teachers should memorise this procedure and display it in their classroom.

When the alarm sounds, do the following in this order:

1. Tell the pupils to walk quickly to the assembly area.
2. Be the last to leave the room you are using, after closing the windows and external doors; internal doors may be left open.
3. Working with other members of staff, check all the US craft buildings ('Devon Ladies', Art Room, Science Lab, Pottery and Photography Shed).
4. Send someone to the main office and tell them what has happened.
5. Go to the assembly point; the tarmac area below the woodwork area.
(If this is dangerous, then assemble in the staff car park.)

Classes to be lined up in Class order from east (Class 9) to west (Class 12), pupils facing the main building.

Each Class to line up in Register order.

Pupils to be told to keep quiet, so that instructions can easily be heard.

6. Get your class register from the Receptionist or her office substitute.
(They will bring these from the office to the Assembly Point.)
7. Call out the pupils names against the Register – and -
8. Do a head count of pupils against the total from the Register.
(Doing both counts helps ensure that all pupils are accounted for.)
9. If you have a pupil missing, tell the Person in Charge immediately by raising your Register above your head or otherwise alerting them.
10. When you are satisfied that all your pupils are present, return the Register to the Receptionist on duty and report.
11. Stay in the Assembly Area with your pupils until you hear the All Clear: three short rings on the fire alarm bell.

Examination Officer/Invigilator

If the alarm bell sounds during an examination, do the following in this order:

- 1 Evacuate the building. Tell those present to leave all their papers on the desk and walk quickly to the assembly point - the tarmac below the forge area – and tell them to comply with the following rules:
 - Leave in silence.
 - Leave everything on their desk.
 - Do not attempt to communicate with anyone else during the evacuation.
 - Go to the assembly point – and stand as far away from others as possible.
 - Do not use any electronic equipment.
 - When you return to the exam room do not start writing until the invigilator tells you to.

(Examinees will be allowed the full working time for the examination and a report will be sent to the awarding body detailing the incident.)

- 2 Assign one or more members of staff – depending on numbers of examinees - to supervise the examinees.
- 3 Get the register from the Receptionist.
(They will bring them to the assembly point.)
 - Call out the pupils names against the register, and
 - Do a head count of pupils against the total from the register.
(Doing both counts helps ensure that your pupils are accounted for.)
 - If you have a pupil missing, tell the Person in Charge immediately, by raising the Register above your head - or some other way of attracting their attention.
- 4 When the All Clear sounds (3 short rings on the alarm):
 - Return the register to the Receptionist
 - Escort the examinees back to the room
- 5 Restart the exam as per the examining board's guidelines.