

Hazeldene School

Bomb Threat Policy

This policy is to be followed in the event of a bomb threat. The building should be evacuated immediately and not returned to until the relevant authorities have advised it is safe to do so. We will keep staff informed of any changes that are made to our procedures and risk assessments. We will also ensure that all visitors to our premises are briefed in the evacuation procedures and not left alone unless they're aware of, and familiar with, all available escape routes.

All employees have a duty to take reasonable steps to ensure that they do not place themselves or others, at risk or harm. They're also expected to cooperate fully in complying with any procedures that may be introduced as a measure to protect the safety and well-being of staff and visitors.

Fire marshals are responsible for ensuring all persons have evacuated the building and a register is available for the emergency services.

All new members of staff and temporary employees will be provided with induction training on how to raise the alarm and all available escape routes.

Names of marshals are posted on the health and safety board in the staff room.

Training will be provided, as necessary, to staff who have been given extra responsibilities, such as fire marshals.

A suspect package can be left anywhere by anyone, and can have any appearance. It should not be handled, moved or tampered with in any way. If you're in any doubt about a package, leave it alone and report it immediately to the head teacher.

Possible indications of a suspect package may include:

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Initial response - upon receiving a suspicious package		Tick / sign / time
1	Remain calm.	
2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
3	Note its exact location.	
4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

It is possible that school will receive a telephone bomb threat at some time.

Anyone who receives a telephone threat or warning must remain calm and try to obtain as much information as possible from the caller.

If possible the head teacher or person in charge should be advised of the threat while the call is taking place.

The head teacher or person in charge should decide if immediate evacuation is considered necessary and then inform the police.

If evacuation is decided upon this will be communicated by classroom visits following which the normal fire evacuation procedure should be followed, but if the agreed dispersal points are in the vicinity of the suspect package an alternative place of safety identified. This may be the school playing field.

Immediately after the call, phone 999 to report it to the police. If the caller informs you that the bomb is in your building, report it to the head teacher who can instigate the evacuation procedure. Don't activate any alarms as this may trigger the device.

THIS FORM SHOULD BE COMPLETED ONCE THE CALLER HAS HUNG UP

BOMB THREATS

+ **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

+ Time of call:

.....

Telephone number you were contacted on:

.....

Exact wording of the threat:

.....

.....

+ **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

.....

When will it explode?

.....

What does it look like?

.....

What kind of bomb is it?

.....

What will cause it to explode?

.....

Did you place the bomb? If so, why?

.....

What is your name?

.....

What is your telephone number?

.....

What is your address?

.....

.....

Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?

.....

Time the call ended:

.....

+ Contact the Police (999) and headteacher / nominee immediately.

+ Carry out further actions based on Police advice.

What gender was the caller?

Male

Female

Approximately how old was the caller?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

Did the caller have an accent?

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- | | | |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Upset | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Muddled |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Rational | <input type="checkbox"/> Other |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational | |

Were there any distinguishable background noises?

Notes:

