

Bomb Threat and Suspicious Packages Policy:

Information and Guidance 2024-27

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| Signed by: |  |  |  |
|  | Headteacher | Date: | June 2025 |
|  | Chair of Governors | Date: |  |

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# Bomb Threats

* 1. Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. All staff need to be aware of the actions to take if they receive a message from someone claiming to have information about a bomb.
  2. Appendix 1 outlines the immediate actions staff should take upon receiving a bomb threat. It might be useful to retain a copy of this form in the office (but preferably out-of-sight of pupils) for quick reference. Whilst most threats are made via a telephone call, there is the possibility they may be delivered through different means (e.g., email).
  3. Bomb threats can come from a variety of sources, including truants, former pupils, or strangers. A threat is more likely to be real if:
     + A code word is used that is known to the police.
     + The police are aware of potential terrorist activity in the area.
     + The threat is specific rather than general.
     + The threat is credible.
  4. Whilst it is not reasonable for staff to assess the accuracy or validity of a threat, employees should record as much detail about the call as possible; this information will prove useful to the police.
  5. Upon being notified of a bomb threat, the police may ask staff to check the premises for a suspicious package. This is because employees will be more familiar with the building and any items or equipment that might look out-of- place.
  6. A bomb threat is a crime, so even if employees are confident the call is a hoax, they must still report the incident to the police.

# Evacuation

* 1. The purpose of an evacuation is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard within a specific part of the school/academy building but, in some circumstances, could require evacuation of the whole site.
  2. Glenmere Community Primary School already has evacuation procedures in place – this includes the procedures for individuals with Personal Emergency Evacuation Plans (PEEPs).
  3. For a full evacuation, a member of staff will trigger the fire alarm. This will ensure a swift evacuation process. All children and individuals will then be directed to assemble at the evacuation point (on the field) to which they will then be instructed to move to the far corner of the field by the headteacher or the member of staff in charge in the headteacher’s absence. This is located in the furthest corner of the field away from any buildings, carparks and is considered to be an open-area.
  4. If the entire site must be evacuated, pupils and staff may need to move from an initial assembly point (the playground or field) to alternative premises

(Langmoor Primary School via Brockshill).

* 1. When the decision to evacuate the premises has been taken, the object is to get people out quickly without panic or disorder.
  2. The fire alarm system is the most efficient method of initiating an evacuation, but the following procedures should also be observed: -
     + All lifts should not be used.
     + All personnel to assemble at the designated muster point and await instructions
     + Do not allow entry or re-entry into the building until given approval by the Police or Bomb Disposal Officers
  3. It is important that members of staff, who are not responsible for leading out a class of children, to do a sweep of the immediate area that they are in, at the time of the alarm sounding, before they evacuate. Key areas will include toilets, cloakrooms, library, halls and computer suite as per the evacuation system in place.

CLOSE DOORS if safe to do so.

Medical first aid box to be taken out to Assembly point by Office Staff on Activation of the alarm.

Before evacuating the building, the kitchen staff should carry out a sweep of the kitchen and stores, whilst the school first aiders should do a sweep of the outside toilets.

Fire evacuation registers to be taken out by the member of staff teaching the class. The office will take the pupil signing in/out books, a mobile phone from SLT, fire blankets, a first aid box, children’s medical forms and contact details.

Staff should check pupils by calling the class register and ensure that children understand that they must stay silent so that everyone can be accounted for. Immediately, report missing children to the Headteacher or in their absence the

Acting Headteacher. When everyone has been accounted for, please inform the Headteacher immediately and give them your class register.

* 1. CHECKING PERSONAL SAFETY

The Headteacher (or Acting Headteacher in their absence) will take responsibility for checking that all staff, pupils, visitors and contractors have left the building or establish how many persons are not accounted for and their possible location. They will:

* take overall control of the situation
* ensure relevant action has been taken, including a roll call
* account for all persons on the premises
* liaise with the emergency services
* initiate any additional response in relation to the care of special needs personnel.
* when satisfied that the building is safe, give permission to re-enter the building. If the fire service is in attendance, this will be done following consultation with the senior fire officer.

The Headteacher’s role involves numerous tasks, and it is unlikely that these can be undertaken efficiently by a single person. It is important, therefore, that they, at the time of the incident, delegate tasks to someone responsible and reliable.

ALL STAFF SHOULD ENSURE THAT NO-ONE IS ALLOWED TO RE-ENTER THE PREMISES UNTIL INFORMED THAT IT IS SAFE TO DO SO BY THE HEADTEACHER.

## Other schools/academies

* 1. In the event of Glenmere Community Primary School needing to evacuate to another place of safety, we will do so to Langmoor Primary School Via Brockshill (this will include the use of disabled toilets, heating, first aid, access to power for laptops etc). The Headteacher from Glenmere Community Primary School, or a member of staff they delegate this responsibility to, would telephone ahead to Langmoor to communicate the fact that we are coming – allowing the necessary arrangements to be made.
  2. This arrangement is reciprocal. If required, Glenmere can act as a place of safety for students and staff belonging to Langmoor. The headteacher at Glenmere would respond dynamically to provide as much indoor space as feasibly possible.

## Letter Bombs

* 1. In many cases, when dealing with letter bombs, they are:
     + Placed in substantial envelopes or parcels containing paperback books,
     + In the form of flat letters weighing up to 102g,
     + In packages the size of a conventional book,
     + Delivered through normal postal services.
  2. The degree of caution to be observed in handling such items can be determined by the cumulative effect of the points giving rise to suspicion which including the following: -
     + The postmark, if foreign and not familiar.
     + The writing, which may have an unusual appearance, lack literacy, or is crudely printed.
     + The name and address of the sender if the geographical area differs from the area of the postmark.
     + ‘Personal’ or ‘private’ letters addressed to senior management under the job title rather than by name.
     + Weight, if excessive for the size and apparent contents.
     + Weight distribution, if uneven, this may indicate the presence of batteries.
     + Grease marks on the exterior of the wrapping (i.e., showing through from the inside), may indicate ‘sweaty’ explosive.
     + Smell, some explosives have a smell of marzipan or almonds.
     + Abnormal fastening, if the sealing is excessive for the type of package, this may be a form of booby trap.
     + Damaged enveloped or packaging that exposes wires, batteries or fluid-filled plastic sachets should not be handled further.
     + Packages that rattle, feel springy or emit a ticking noise should be treated with extreme caution.
  3. If suspicions cannot be alleviated: -
     + Do not attempt to open the letter/package or tamper with it. It will probably have been designed to withstand postal handling and to detonate during a normal sequence of opening.
     + With minimum further handling, isolate it to reduce possible blast damage, place on table and clear all items from around it.
     + Seal off the area to keep people away.

## Evacuate or Search

* 1. This decision must be made by the Site Manager or Head, based on the type of call and information given by the caller. The call may come via a second

party, e.g., the police or the press and if a specific time is stated for a bomb to detonate, the obvious decision would be to evacuate.

## Bomb Search

* 1. If the decision is taken to search the premises as opposed to either a full or partial evacuation, the services of the local Police or Bomb Disposal Authorities should be sought.
  2. The following points must be considered when undertaking the search: -
     + Do not use portable radio transmitters as they can detonate explosive devices within a radius of 30 metres.
     + Divide the hub site into pre-determined sections with a thorough search plan for each section.
     + If possible, utilise staff members familiar with the area to be searched, as they are more likely to identify packages that should not be there.
     + As a bomb would most likely be concealed in a compartment, suitcase, briefcase, box, or packaging, be suspicious of any items that are unattended or out of place.
     + Seal off all areas that have been searched to avoid repetition of the search.
  3. If there is any reason to believe that a bomb or incendiary device has been found, the following precautionary measures should be carefully observed: -

### DO NOT: -

* + - Attempt to open a suspected package. Leave it in its original position.
    - Place a package believed to contain a bomb or incendiary device in water, water is a conductor of electricity and may cause detonation.
    - Cut, remove, or undo string or wire on a suspected package as this may release the trigger mechanism and cause the detonation.
    - Lift the cover of a box believed to contain a bomb or incendiary device.

### DO:

* + - Cordon off the area, to prevent entry by unauthorised persons whilst awaiting expert assistance.
    - Remain calm; keep voices as low as possible. Move in a positive style but do not run.
    - Do not openly speculate within hearing distance of any employee or visitor. All actions should reflect a ‘business as usual’ attitude.

# Firearms and Weapons Attack

* 1. If there are reports of shots fired at or near Glenmere Community consider your safest option following the ‘Stay Safe’ principles - **Run, Hide, Tell**.

### Run

* + - Escape if you can – is there a meeting place away from the school that you can escape to?
    - Can you get there without exposing yourself to greater danger?
    - Insist others leave with you.
    - Leave belongings behind.
    - Is there a safe route?

### If you can’t Run, Hide

* + - Safety is the main concern. Keep everyone in an area under cover and concealed if possible.
    - Stay behind solid walls and doors and keep away from windows.
    - Be aware of your exits and try not to get trapped.
    - Keep others around you quiet, silence your phone.
    - Lock / barricade yourself in.
    - Move away from the door.
    - If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
    - If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.
    - A suspect should be considered armed, unstable, and extremely dangerous.
    - Have a special/pre-arranged all-clear signal when situation/building is safe/secure.

### Tell

* + - Call 999 - What do the police need to know?
    - Location - Where are the suspects?
    - Direction - Where did you last see the suspects?
    - Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
    - Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
    - Stop other people entering the building if it is safe to do so.
  1. Once the emergency services have been contacted, staff should be prepared for armed police response. It is important to remain calm and follow officer’s

instructions. Officer’s may be unable to immediately distinguish who the attacker is; therefore, it is advisable to avoid any sudden movement that may be considered a threat and keep your hands in view. Officers will evacuate persons within the school when it is safe to do so.

Suspicious Items, Packages or Envelopes

It is important that you do not move a suspicious item, package or envelope. Do not cover or encase it in any way. Be alert to secondary devices, there may be more than one.

**If you think it’s suspicious DIAL 999 – Ask for the Police.**

**Indicators of a Suspicious Item**

* Is the item typical of what you would expect to find in this location?
* Has the item been deliberately concealed or is it obviously hidden from view?
* Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible?
* Do you think the item poses an immediate threat to life?

**What to do if you see a Suspicious Item**

* Do not touch it
* Try and identify an owner in the immediate area
* Check whether the item has suspicious characteristics

**If you still think it’s suspicious (or in any doubt)**

* Clear the immediate area and adjacent areas (look for possible secondary devices)
* Dial 999 ask for the police
* Follow police advice and provide as much information about the item as possible (see indicators above)
* Prevent others from entering these areas
* If safe to do so check CCTV

**Indicators of a Suspicious Package or Envelope**

General indicators that a delivered item may be of concern include:

* unexpected item, especially if hand delivered
* additional inner envelope or other contents that may be difficult to remove
* labelling or excessive sealing that encourages opening at a particular end or in a particular way
* oddly shaped or lopsided
* unexpected or unusual origin (postmark and/or return address)
* poorly or inaccurately addressed address printed unevenly or unusually
* unfamiliar writing or unusual style
* unusual postmark or no postmark
* more stamps than needed for size or weight of package
* greasy or oily stains emanating from the package
* odours, liquid or powder emanating from the package

**What to do if you identify a Suspicious Package or Mail Item**

* Do not touch
* If holding it, place it down carefully making sure it remains sealed
* Clear the immediate area and adjacent areas
* Dial 999, ask for the police
* Follow their advice and provide as much information about the package as possible (see indicators above)
* Prevent others from entering the area and adjacent areas

Bomb Threat

No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999.

**What to do if you receive a Bomb Threat on the telephone**

* Stay calm and listen carefully
* Try to attract the attention of a colleague who should immediately dial 999
* Hold the caller on the line for as long as possible. Get as much information as you can and provide this to Security as this will assist the Incident Control Team in providing information to the police.

For example -

* + When is the bomb set to go off?
  + Where has it been planted?
  + What does it look like?
  + What kind of bomb is it?
  + What will cause it to explode?
  + Was the caller a man or a woman?
  + Was a code word given?
  + What was the exact wording of the threat?
  + Did the message sound as though it was being read from a prepared text or was it a taped message?
  + Did the caller sound intoxicated?
  + Was there any indication of the callers’ mental state - did he/she sound excited, disturbed, incoherent etc.?
  + Was there any accent, was he/she well-spoken etc?
  + Was there any indication of the type of telephone being used – for example a public call box?
  + Was there any significant background noise - e.g. house noises, street noises, music?
  + If displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended

**What to do if you receive a Bomb Threat electronically (email, social media etc)**

* Alert the police immediately
  + The police may be able to identify where the threat has come from
* Do not forward or reply to the message unless advised to do so by the police
* Do not delete the message
* Take a screenshot of the message, if possible
* Note any contact details in case the message is deleted (sender’s email address or username/user ID for social media applications)
* Preserve all web log files for your organisation to help the police investigation

## Appendix 1: Bomb Threat Prompt Card for Reception Staff

If you take a phone call from someone who claims to have information about a bomb

**Instructions: Be Calm, Be Courteous. Listen. Do Not Interrupt the Caller.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Your Name:** | | | | **Time:** | **Date:** |
| **Caller's Identity/Sex**: | **Male** | | **Female** | **Adult** | **Juvenile** |
| **Approximate Age:** | | | | | |
| **Origin Of Call:** | **Local** | **Long Distance** | | **Telephone Booth** | **Mobile** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **VOCAL CHARACTERISTICS** | | **SPEECH** | | **GRAMMAR** | |
| **Loud**  **High Pitched**  **Raspy Intoxicated** | **Soft Deep Pleasant**  **Other** | **Fast Distinct Stutter**  **Slurred** | **Slow Distorted Nasal**  **Other** | **Excellent Fair**  **Foul** | **Good Poor Other** |
| **ACCENT** | | **MANNER** | | **BACKGROUND NOISES** | |
| **Local**  **Middle Eastern Hispanic African**  **Slavic Other** | **Breathless Talk Fast Talk Slow Crying Laughing Scared** | **Calm Rational Coherent Deliberate Righteous** | **Angry Irrational Incoherent Emotional Jovial** | **PA System Machines Music Office Factory House (TV)**  **Traffic** | **Trains Animals Quiet Voices Airplanes Party**  **Other** |

**Bomb Facts**

### Pretend Difficulty Hearing - Keep Caller Talking - If Caller Seems Agreeable To Further Conversation, Ask Questions Like:

|  |  |
| --- | --- |
| **When will it go off?** | **Certain hour/time remaining?** |
| **Where is it located?** | **Which building/area?** |
| **What kind of bomb?** | **What kind of package?/ What does it look like?** |
| **How do you know so much about the bomb?** | **What is your name and address?** |

If school building is occupied, inform caller that detonation could cause injury or death. Write out their reply.

Call the Headteacher on 0116 281 1963 (internally) (or use personal mobile phone – the Headteacher’s personal number is given to all members of staff) or Police Department on **999**, and relay information about call.

Did the caller appear familiar with building (by his/her description of the bomb location)? YES / NO

Write out the message in its entirety and any other comments on a separate sheet of paper and attach to this checklist.

**Notify the Head Teacher immediately**

**STAY CALM**

**Other Comments:**

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

**Signature ………………………………………………………. Date …………………………………………………………….. Print name ……………………………………………………..**

**1. Appendix 2: Stay Safe Principles**

### Firearms and weapons attack

‘Stay Safe’ principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website <https://www.gov.uk/government/publications/recognising-the-terrorist-threat>.

### Run

* Escape if you can.
* Consider the safest options.
* Is there a safe route? RUN if not HIDE.
* Can you get there without exposing yourself to greater danger?
* Insist others leave with you.
* Leave belongings behind.

### Hide

* If you can’t RUN, HIDE.
* Find cover from gunfire.
* If you can see the attacker, they may be able to see you.
* Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
* Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
* Be aware of your exits.
* Try not to get trapped.
* Be quiet, silence your phone.
* Lock / barricade yourself in.
* Move away from the door.

### Tell

Call 999 - What do the police need to know?

* + Location - Where are the suspects?
  + Direction - Where did you last see the suspects?
  + Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
  + Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
  + Stop other people entering the building if it is safe to do so.

### Armed Police Response

* + Follow officers’ instructions.
  + Remain calm.
  + Can you move to a safer area?
  + Avoid sudden movements that may be considered a threat.
  + Keep your hands in view.

### Officers may

* + Point guns at you.
  + Treat you firmly.
  + Question you.
  + Be unable to distinguish you from the attacker.
  + Officers will evacuate you when it is safe to do so.

### You must STAY SAFE

* + What are your plans if there were an incident?
  + What are the local plans? E.g. personal emergency evacuation plan.

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