



**Leicestershire  
Traded Services**

# **Bomb Threat, Suspicious Packages and Lock down Information and Guidance**

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do that. ✓**

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## **1.0 Bomb Threats**

- 1.1** 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.
- 1.2** 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).
- 1.3** 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.
- 1.4** 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.
- 1.5** 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.
- 1.6** 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.

## **2.0 Evacuation**

- 2.1** 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.
- 2.2** Your school/academy should already have evacuation procedures in place. References to these procedures and any Personal Emergency Evacuation Plans (PEEPs) could be included within the school/academy plan.

- 2.3** When choosing a bomb evacuation assembly point, the use of car parks or areas with effective vehicle access routes should be avoided, if possible. Open areas, where secondary devices cannot be easily hidden, are preferable.
- 2.4** If the entire site has to be evacuated, pupils and staff may need to move from an initial assembly point to alternative premises.
- 2.5** When the decision to evacuate the premises has been taken, the object is to get people out quickly without panic or disorder.
- 2.6** 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

### **3.0 Other schools/academies**

- 3.1** It may be useful to form a mutual aid agreement with a nearby academy or school. In the event of an emergency other schools/academies may be able to provide assistance; this could include acting as a place of safety.
- 3.2** If such an arrangement is reciprocal you will need to consider the implications of receiving a request for support. The assistance your school/academy would be able to provide should be documented and agreed.

## **4.0 Places of safety**

**4.1** Other places of safety (e.g. village halls, church halls) could be used to provide temporary accommodation should the school/academy be evacuated.

**4.2** If there is a potentially suitable venue nearby it might be useful to assess the property to establish what facilities it has available and how many people it could realistically support:

- Toilets
- Catering facilities
- Heating
- First-aid
- Chairs and tables
- Beds / sleeping bags
- Disabled access / facilities
- Back-up generator
- Office.

**4.3** Information about how to travel to a place of safety, including at least one alternative route in case the primary one becomes unsuitable, could be documented in the plan.

**4.4** Arrangements for contacting key-holders could also be included.

## **5.0 Letter Bombs**

**5.1** Experience in dealing with letter bombs indicates that in many cases 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.

**5.2** 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.

### **5.3** 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.

## **6.0 Evacuate or Search**

**6.1** This decision must be made by the Site Manager or Deputy Manager, 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.

## **7.0 Bomb Search**

**7.1** 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.

**7.2** 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.

**7.3** 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.

## **8.0 Firearms and Weapons Attack**

**8.1** If there are reports of shots fired at or near your school/academy 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.

**8.2** 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.



## 9.0 Lockdown

This section is produced using the NaCTSO Guidance. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/478003/NaCTSO\\_Guidance\\_Note\\_1\\_-\\_2015\\_-\\_Dynamic\\_Lockdown\\_v1\\_0.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/478003/NaCTSO_Guidance_Note_1_-_2015_-_Dynamic_Lockdown_v1_0.pdf)

### 9.1 What is dynamic lockdown?

9.1.1 Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature some sites may not be able to physically achieve lockdown.

### 9.2 Why develop dynamic lockdown?

9.2.1 Those seeking to conduct attacks often undertake a level of planning including hostile reconnaissance. All opportunities to detect and deter threats at the attack planning phase should be taken. Presenting a strong security posture through visible and effective activity, for example by staff awareness and reporting processes, efficient use of CCTV, deterrent communications and active security zones.

9.2.2 In preventing an attack has not been possible, the ability to frustrate and delay the attacker(s) during the course of the attack and reduce the number of potential casualties can be greatly increased through dynamic lockdown.

9.2.3 Advance planning of what needs to be done to lockdown a site and recognising the need for flexibility in those plans will save lives.

9.2.4 Planning should consider;

- How to achieve effective full or partial lockdown
- How to let people know what's happening
- Training your staff
- STAY SAFE principles (see section 8 and Appendix 2)

### 9.3 How to achieve dynamic lockdown

- In your planning you should identify all access and egress points in both public and private areas of the site. Remember, access points may be more than just doors and gates.
- Identify how to quickly and physically secure access/egress points
- Identify how your site can be sectorised to allow specific areas to be locked down.
- Staff roles and responsibilities should be included in the plans.
- Staff must be trained/briefed to act effectively and made aware of their responsibilities.

- Stopping people leaving or entering the site – direct people away from danger.
- Ability to disable lifts without returning them to the ground floor should be considered.
- Processes need to be flexible enough to cope with and compliment invacuation and evacuation.

## **9.4 How to let people know what's happening**

9.4.1 Various options exist depending on the nature and occupancy of the site, these include;

- Public Address (PA) system
- Existing internal messaging systems; text, email, staff phones etc.
- “Pop up” on employees computers / internal messaging systems
- Dedicated “Lockdown” alarm tone
- Word of mouth

9.4.2 For multi occupancy sites, methods of communication between all businesses need to be considered. Likewise, working with surrounding businesses will not only benefit situational awareness but build effective lines of communication.

## **9.5 Training your staff**

9.5.1 Due to the fast moving nature of incidents that require lockdown it is important that all staff are able to act quickly and effectively.

- Train/brief all staff using principles of “Stay Safe” (see section 8 and Appendix 2)
- Ensure people know what is expected of them, their roles and responsibilities
- Check staff understanding
- Regularly test and exercise plans with staff
- Regularly refresh training

# 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 <input type="checkbox"/>	Female <input type="checkbox"/>	Adult <input type="checkbox"/>	Juvenile <input type="checkbox"/>
Approximate Age:				
Origin Of Call:	Local <input type="checkbox"/>	Long Distance <input type="checkbox"/>	Telephone Booth <input type="checkbox"/>	Mobile <input type="checkbox"/>

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

## **Bomb Facts**

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

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

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

Call the Head Teacher on \_\_\_\_\_ 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** .....

# 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.

