



# Emergency Evacuation Policy

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## General statement

This policy is to be followed in the event of a bomb threat. The building should be evacuated immediately if directed by the police or if senior leaders' reasonably assess that the threat is credible. The building should not be returned to until the relevant authorities have advised that it is safe to do so.

Senior leaders will keep staff informed of any changes that are made to school procedures and risk assessment. Senior leaders will also ensure that all visitors to the school site are briefed in the evacuation procedures and not left alone unless they are aware of, and are familiar with, all available escape routes.

## Employees' Duties

All staff have a duty to take reasonable steps to ensure that they do not place themselves or others at risk or harm. They are also expected to co-operate fully in complying with any procedures that may be introduced as a measure to protect the safety and wellbeing of staff and visitors.

Fire/evacuation Marshals are responsible for ensuring all persons have evacuated the building in their designated areas of responsibility. An allocated member of the school office team will ensure registers are available for the emergency services.

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

## The threat

The most likely threat to the school is from someone with a desire to disrupt the running of the school rather than from a terrorist organisation wishing to explode a bomb on the premises. Unfortunately this cannot be assumed and all threats, however outlandish they may appear, must and will be taken seriously.

## Sources of threat

### Telephone calls

The most common form of notification of a bomb is that of a telephone call from the organisation concerned. If the school receives such a call, a record should be made using Appendix A. The person receiving the call should:

- Stay calm and listen carefully
- Record the discussion using Appendix A
- If possible, keep the caller talking and alert a colleague to dial 999
- If displayed on the phone, note the number of the caller, otherwise dial 1471 to obtain the caller's number once the call has ended
- If the threat is a recorded message, write down as much detail as possible

### If the threat is delivered face-to-face:

- Stay calm and listen carefully
- Try to remember as many distinguishing features of the threat-maker as possible
- Record the conversation as soon as possible after the person has left the school site.

If the threat is discovered in a written note:

- Treat as police evidence and stop other people from touching the item
- Call 999 to report the threat and follow police advice.

If the threat is received via email or social media:


- Do not reply to, forward or delete the message
- Note the sender's email address or social media user name/user ID
- Preserve all log web files for your school to help the police investigation.

### Assessing the credibility of bomb threats

This is a critical task, especially if the threat of attack is imminent. In the absence of detailed information, the Executive Headteacher / Head of School or next senior member of staff in charge will consider a number of factors:

- Is the threat part of a series of threats? If so, what happened on the previous occasion?
- Can the location of the attack be established? If so, can the location be made safe?
- Is there a good reason to believe the caller?
- Could an evacuation move people closer to the source of the disruption/attack?
- Is a suspicious device visible at the alleged location?

### Actions to consider

- Evacuation will be appropriate when:
  - directed by the police
  - it is reasonable to assume that the threat is credible and evacuation will move staff and pupils towards a safer location
- Invacuation will be appropriate when it is safer to remain inside a classroom or the school (e.g. in the school hall), away from walls and windows
- Neither of the above will be reasonable and proportionate if the threat is deemed to be implausible (i.e. a deliberate hoax)
- Media and communication – avoid revealing details about incidents without consulting the police as this may play into the threat-maker's hands. 

### Dealing with Suspect Packages

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 in any doubt about a package, leave it alone and report it immediately to the Executive Headteacher / Head of School or the next senior person in charge (see Appendix B for Aids to Detection).

### Immediate actions in school hours

The following actions will be taken when:

- a. Directed by the police or
- b. The Executive Headteacher / Head of School or next senior member of staff in charge considers it is reasonable to assume that the threat is credible:

1. Evacuate the school using the fire evacuation procedure. Any evacuation route should avoid passing the location of the suspect package

2. Fire/evacuation Marshals are responsible for ensuring all persons have evacuated the building in their designated areas
3. As soon as registers are complete, move the children to Sir Robert Woodard Academy, the local Secondary School.
4. If registers are incomplete, one or two volunteer members of staff will search for the missing pupils or adults, whilst other staff will move the remainder of the children to the designated areas
5. The Executive Headteacher / Head of School or the next senior member of staff in charge will call the police. Give as many details as possible (see below).
6. Under no circumstances are children or staff to re-enter the school once everyone has been accounted for until the relevant authority confirm that it is safe to do so.

#### Telephone call to the police

The evacuation will start during the call to the police. The Executive Headteacher / Head of School or the next senior member of staff in charge will use the information recorded on Appendix A to ensure that as much relevant detail is given to the police as possible.

#### Packages in school

Refer to Appendix B to help determine whether a package or letter is suspect. If you are suspicious – **DO NOT TOUCH OR HANDLE THE PACKAGE IN ANY WAY**. Unfortunately, it is often the touch or feel of the package that gives rise to suspicion. If you have inadvertently picked up the package, place it gently onto a firm surface where it can be clearly seen by Bomb Disposal Officers and **LEAVE THE ROOM IMMEDIATELY**.

When contacting the police tell them:

- Who you are and your job title
- Where you are calling from and the phone number
- Why you are calling
- Where you have left the suspicious package

## Appendix A

### Actions to be taken on receipt of a telephone call alerting the school to a bomb threat

1. Remain calm and talk to the caller
2. Note the caller's number if displayed on the phone
3. If you are able to, record the call
4. Write down the exact wording of the threat:

When / Where / What / How / Who / Why / Time
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Ask as many of these questions as possible and record answers clearly and accurately:

1. Where exactly is the bomb right now?	
2. When is it going to explode?	
3. What does it look like?	
4. What does the bomb contain?	
5. How will it be detonated?	
6. Did you place the bomb? If not you, who did?	
7. What is your name?	

8. What is your address?	
9. What is your telephone number?	
10. Do you represent a group or are you acting alone?	
11. Why have you placed the bomb?	
Record time call completed:	

Dial 999 and inform the police, using the information gathered above

Time informed:

Inform EHT / HoS / SLT

Time informed:

**This part should be completed once the caller has hung up and the police and a senior leader has been informed**

Date and time of the call	
Duration of the call	
Telephone number that received the call	

About the caller	Male	Female	Nationality			
Threat language	Well-spoken	Irrational	Taped	Foul	Incoherent	
Caller's demeanour	Calm	Crying	Angry	Nasal	Slurred	Excited
	Stutter	Disguised	Slow	Lisp	*Familiar	Rapid
	Deep	**Accent	Laughter	Hoarse	Other	
* If familiar, who did it sound like?						
** What accent?						

Background sounds:	Street noises	House noises	Animal noises	Crockery	Motor noises
	Static	PA System	Booth	Music	Factory machinery
	Office machinery	Train station sounds	Airport sounds	Other (please specify)	

Remarks	
Additional notes	

Signature:..... Print Name:..... Date:.....

**ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA**

1. DO NOT reply to, forward or delete the message
2. If sent via email, note the address
3. If sent via social media, what application has been used and what is the username/ID?
4. Dial 999 and follow police guidance
5. Preserve all web log files to help the police investigation (7 days prior to the threat message and 48 hours after)

Signature:..... Print Name:..... Date:.....

## Appendix B – Aids to Detection

A list of pointers to look for in determining whether a package or letter is suspect include:

### a) Excessive Wrapping

The bomber will want to ensure that the device arrives at its intended destination intact and undamaged. Excessive sticky tape, string and padding may be used to achieve this.

### b) Gummed Flap Completely Stuck Down

To ensure that the package does not open accidentally in transit, the gummed flap on the envelope, usually only partially stuck down, may be completely stuck down so that there is no un-gummed gap at the sides.

### c) Stiffness

A letter device requires a solid base on which to mount the components. Items must not be rattled or flexed if thought suspicious.

### d) A Second Envelope

Attempts to bypass the screening system may be made by the use of a second envelope, which is tightly taped or tied with string and addressed personally to the intended victim.

### e) Heavy/Lopsided/unusually thick (over 5mm)

The components of devices (e.g. batteries, explosives) are often quite unexpectedly heavy. They can be unevenly distributed which can make the package lopsided.

### f) Un-typed Address

It is unusual for envelopes or packages containing official or business mail to be un-typed, particularly if block capitals are used.

### g) Excessive Postage

A bomber will want to ensure that a device sent by post will not be held up by the Royal Mail or, worse still, rejected by the recipient because insufficient postage has been used.

Therefore, to avoid going to a Post Office to obtain the correct postage (an action which might subsequently result in being identified), a bomber may use an excessive amount of postage.

### h) Errors in Address

Bombers often do not have accurate details of the names, titles, appointments and addresses of their targets. Bad spelling is also common.

### i) Unusual Postmark

Devices are often sent from foreign countries and places in the UK, which fall outside the areas from which mail is normally received.

### j) Protruding Wire or Tinfoil

It is possible that a piece of protruding electric wire or tinfoil from an Improvised Explosive Device will have pierced the wrapping in transit and is visible.

### k) Grease Marks

If not properly wrapped in a greaseproof wrapping, some types of explosives exude a liquid or vapour, which can appear as a grease mark on the outside of the package.

### l) Pinhole in the Wrapping

Some devices are armed after the package has been sealed. This can leave a small hole in the wrapping through which the arming wire has been pulled.

### m) Strange Odour

Some explosives give off an unusual odour, which can often be smelt by sniffing the outer wrapping of the package. Some explosives smell like almonds or marzipan.