



**CARISBROOKE HIGH SCHOOL
BOMB EVACUATION PROCEDURES**

1. Introduction

1.1 This guidance is specific in dealing with an evacuation of the school building in the event of a bomb threat or terrorist alert. Separate plans have been prepared and adopted for the evacuation of the school building in the event of a fire.

1.2 Staff and the school's appointed contractors must familiarise themselves with the contents of these guidance notes and ensure that they comply with any duties and/or procedures contained within the document. Further clarification or direction on any duties or procedures contained within this guidance note can be obtained via the Business Operations Manager.

1.3 Threats concerning bombs or explosive items whether genuine or false are a regrettable hazard of modern day living. Threats concerning bombs or explosive items normally fall into five main categories:

- **Letter and Parcel bombs**

These are sent through the post and normally directed against specific organisations or personnel. These bombs will generally contain only small amounts of explosive and are usually designed to be victim operated.

- **Anti-Personnel bombs**

These are used for indiscriminate attacks on people, with the aim being to maim or kill as many individuals as possible. These bombs can vary in size and may contain nails or other shrapnel to maximise effect.

- **Anti-Property bombs**

These are used to create the maximum damage to buildings and are especially dangerous in modern high-rise and glass fronted buildings. These bombs can vary in size from just a few pounds to 500lbs or more and can be hidden in places such as waste bins or like containers, cars, lorries etc.

- **Incendiaries**

These are simple devices containing anything from petrol to more sophisticated materials that allow longer and fiercer burning properties. These can range in size from a cigarette packet size upwards.

- **Hoax Bomb Threat Calls**

These are designed to disrupt the workings of the organisation and cause panic among staff.

2. Guidelines

2.1 The following procedures are to be used as a general guidance should a threat occur. This allows staff to respond effectively and therefore increase safety to other staff, students, contractors and visitors.

2.2 Bombs or incendiary devices are easily disguised, and are designed to inflict maximum damage by blast or fire. They can be concealed in normal everyday items and, unless prior notice is given, individuals are not aware of their existence until the bomb activates.

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- 2.3 Staff awareness plays a huge part in detecting and dealing with bombs. Whilst very few staff will have been formally trained in dealing with a bomb scenario, all staff are encouraged to report persons behaving in a suspicious manner or suspicious items being left in or about the school.
- 2.4 Common sense plays a big part in the initial actions taken when dealing with suspicious items. If an object is discovered, and its presence cannot be readily explained, it should be treated as suspicious. In such circumstances the object should be treated as a genuine device and must not be touched or moved.
- 2.5 Remember that either an object is suspicious or it is not, there is no such thing as a possible suspect bomb. Regardless of the circumstances all information should be passed to the duty receptionist or office manager who will contact emergency services and inform them of all available information.

3. Dealing with suspicious objects:

- 3.1 Inform the duty receptionist who will if necessary raise the alarm and notify the Police. The information required will be your name, location and description of the suspicious object and its exact location.
- 3.2 If the decision to evacuate the building or area is made personnel should move to the designated assembly point as described in section 6 (evacuation procedure) while ensuring there are no further radio/telephone transmissions made within 50m of the object location.
- 3.2 The person who made the discovery and who initiated the alert should make written notes and a sketch plan of the suspicious items location as soon as possible, remaining available to brief emergency services upon their arrival with the notes and plan.
- 3.2 Attempts to establish the owner of the object or the identity of the person who placed it should take place, but should not take precedence over immediate response or evacuation.

4. Dealing with postal Bombs:

- 4.1 Postal bombs may also inflict death or injury and gives the "terrorist" the advantage of being able to "post and forget". In large organisations like schools, post normally travels through the main office and ends up in distribution trays in various locations around the school.
- 4.2 Staff in the area identified above need to be especially aware of what to look for and how to deal with any suspicious items they may discover. However since post is distributed to all departments in the school all staff should be aware of how to identify suspicious items.
- 4.3 Awareness is essential in detecting a suspicious item. Staff need to question themselves as to is the department expecting a package of this description? If not; any one of the following signs should alert a member of staff to the possibility that a letter or package may contain explosives:
 - Grease marks on the envelope or wrapping.
 - An unusual odour such as marzipan or machine oil.
 - Visible wiring or tin foil, especially if the envelope or package is damaged.

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- The envelope or package may feel very heavy for its size.
- The weight distribution of the package may be uneven.
- The contents may seem rigid in a flexible wrapping.
- It may have been delivered by hand or from an unknown source or posted from an unusual location.
- If a package, it may have excessive wrapping.
- There may be poor or unusual handwriting, spelling or typing.
- There may be too many stamps for the weight of the package.

4.4 Keep in mind that the package will have travelled through the postal system and so will be comparatively safe until tampered with.

4.5 In the event that an item or package is suspected of containing an explosive device:.

- Put the package/letter down gently and if possible in the centre of the floor.
- Evacuate the immediate area and raise the alarm to start a whole school evacuation as described in section 6 (evacuation procedure).
- Inform the Police via the 999 system.
- Do not place the package into anything (e.g. water, waste bin) or place anything on top of it.
- Do not tamper with or open the package.
- Establish, if possible, whether the person to whom the package is addressed exists and if so, are they expecting an unusual package.
- Make notes of the incident including a description of the article and its location within the room (e.g. size, weight, shape and any lettering).
- Pass the above information to emergency services on arrival.

5. Dealing with telephone bomb threats:

5.1 It is not unusual for 'terrorists' to issue a telephone warning to an organisation or other organisation not immediately affected by the bomb (i.e. a third party). Members of staff should try to obtain as much information as possible from the caller and make as many notes as possible.

5.2 It is essential where possible that the staff taking the call work through and complete the Bomb threat details form [Appendix A]. If not available relay all gathered information to the duty receptionist who will contact and inform the Police.

5.3 All staff are potentially able to receive a telephone threat and should be aware of the form and the guidelines for dealing with telephone threats. This guidance and the forms will be displayed in prominent areas and made accessible to all staff. If students, contractors or visitors are present, care should be taken to avoid undue panic.

5.4 If the decision to evacuate the building or area is made personnel should move to the designated assembly point as described in section 6 (evacuation procedure) while ensuring there are no further radio/telephone transmissions made within 50m of the object location if known.

6. Action to take on hearing the alarm:

- 6.1 On hearing the fire alarm, staff should immediately commence the evacuation of their own classroom, room or area and if necessary, alert members of staff in any adjoining classroom, room or area. **Leave the building via the nearest available escape route** and assemble at the schools designated fire assembly point which are used for familiarity and to reduce confusion and panic. However be prepared to be directed to a second assembly point should conditions at the first assembly point deteriorate or are unfavourable.

Do not stop to collect personal belongings, or return to the building until instructed that it is safe to do so.

- 6.2 The school's appointed fire marshals must ensure that they inspect all classrooms, toilets, workrooms, offices etc, to establish that they have been safely evacuated taking care not to disturb but making note of any unusual or suspicious packages.
- 6.3 Once this has been completed, fire marshals must immediately leave the building by the nearest available escape route and report to the duty incident evacuation co-ordinator that the building has been evacuated, then at a safe distance ensure no individual subsequently enters the building until authorised to do so. Fire marshals should also report to the duty incident evacuation co-ordinator if conditions in that area deteriorate further. Fire marshals must not place themselves or others at risk in order to complete the inspection and report when areas have not been checked due to the risk involved or discovery of a suspicious package, this information can then be passed to emergency services on-arrival.

7. Evacuating the school building- arrangements for people with disabilities:

- 7.1 One to one carers and/or the schools appointed fire marshals will assist with the evacuation of members of staff, pupils or visitors that have a sight, hearing, learning or mobility disability. Individuals who have a Personal Emergency Evacuation Plan (PEEP) will already have been briefed of their own personal arrangements and should follow the plan provided for them.

8. Ensuring that everyone is out of the building-school fire marshals duties:

- 8.1 As previously stated, the schools appointed fire marshals will undertake a check of their floor or area of the school building, including staff and ancillary rooms, toilets etc.
- 8.2 The schools appointed fire marshals will also (where applicable) assist with the evacuation of staff, pupils and visitors.
- 8.3 The schools appointed fire marshals will notify the duty fire evacuation co-ordinator once the building is clear via designated 2-way radios or in event of failure via mobile phone.
- 8.4 Fire marshals should proceed to their designated safe distance locations to ensure that individuals do not enter any buildings before authorised by the duty fire evacuation co-ordinator.
- 8.5 Fire marshals should report any determination of conditions so that information can be passed to emergency services on their arrival.

9. Location of assembly points: [Appendix C]

- ✓ Assembly point A: Located on the all weather playing surface [Appendix A]
- ✓ Assembly point B: Front lodge field [Appendix B]

10. Evacuation to the schools designated fire assembly point [assembly point A- including the duty evacuation co-ordinators duties - Stage 1 evacuation]

- 10.1 Tutors and pupils shall assemble in the nominated stage 1, assembly point A, at the primary assembly area within the all weather playing surface [Appendix A]. The duty evacuation co-ordinator will be notified by the house leaders who will co-ordinate the roll call to establish if all tutors and pupils are accounted for.
- 10.2 Support staff, non-tutor staff, contractors and visitors shall assemble in the nominated stage 1, assembly point A, secondary assembly area within in the all weather playing surface [Appendix A]. The duty evacuation co-ordinator will be notified by the office manager who will co-ordinate the roll call for the secondary assembly area via the various team leaders, to establish that all are accounted for. Roll call for contractors and visitors will be conducted by the duty receptionist and results reported to the office manager.
- 10.3 To facilitate the above, the office manager and duty receptionist, will collect and then bring to the assembly point, the school registers, staff attendance records, visitors and contractors book. Arrangements will also ensure that the keys to open boundary exit gates are available at the fire assembly points.
- 10.4 Staff, pupils, contractors and visitors will then await the arrival of the emergency services.
- 10.5 The duty evacuation co-ordinator will ensure that they greet the emergency services on their arrival. The duty evacuation co-ordinator will then inform the emergency services officer-in-charge of any persons not accounted for and/or any special risks involved in the situation, e.g. Acetylene or LPG cylinders, other compressed gas cylinders, petrol, solvents or chemicals involved dangerous machinery not shutdown etc.
- 10.6 Staff, pupils and visitors must not be allowed to re-enter the school buildings, until they are told that it is safe to do so by the emergency services officer-in-charge or the duty evacuation co-ordinator.
- 10.7 In event that first aid is required; individuals should make themselves known and if possible after being registered and then be escorted to the Secondary Assembly Area [Appendix A] where a qualified member of staff will assist.

11. Stage 2 evacuation:

- 11.1 In the event that the situation develops further and conditions at assembly point A deteriorate, acting on advice of the emergency services officer-in-charge, the duty evacuation co-ordinator may instruct those assembled to leave the all weather playing surface and resort to the stage 2, assembly point B.

- 11.2 In the event that the instruction is given to evacuate assembly point A, all staff, pupils, contractors and visitors will be ushered from the all weather playing surface via an appropriate emergency exit and led by the duty evacuation co-ordinator assisted by senior staff to the stage 2, assembly point B on the school front lodge field [Appendix B].
- 11.3 Staff, pupils, contractors and visitors, must stay at the second stage assembly point at their own assembly areas [Appendix B] until told that it is safe to return to the school site by the emergency services officer-in charge.
- 11.4 In event that first aid is required; individuals should make themselves known and if possible after being registered will be escorted to the secondary assembly area [Appendix B] where a qualified member of staff will assist.

12. Arrangements for exam candidates:

- 12.1 On hearing the alarm invigilators should stop candidates from writing, make a note of the time the exam was stopped and collect the attendance register. Candidates will be advised to leave all papers, scripts and belongings in the room and to leave the room calmly in silence; candidates must not talk to each other.
- 12.2 Invigilators will escort the candidates to the necessary assembly point keeping students apart as much as possible (ideally 1.25 meters). Once at the assembly point students will be registered in the area specifically designated for exams candidates [Stage 1: Appendix A, Stage 2: Appendix B].
- 12.3 Candidates returning to the exam room will be allowed the full allocated exam time.