Wyburns Primary School

Critical Incident Management Plan

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1. Quick Reference- Critical Incident Management – flowchart

Incident Reported



Establish the facts. Inform school leadership. Notify/request emergency services (if/when appropriate).

Immediate Action	***Short Term Action (First 24 hours)***	***Next Few Days and Beyond***
Assess the situation. Ensure safety of all personnel. Carry out evacuation of building/site as required.	Set up the Emergency Incident Suite.	Make any necessary recovery arrangements: repairs, replacements etc.
Verify the facts and inform all the Senior Leadership Team.	Use phone/mobile for outgoing calls. Use radios for internal communication.	Continue regular updates for staff, pupils/students, governors, parents.
Senior leader(s) to decide whether to convene the Critical Incident Management Team and allocate tasks – see Appendices.	Advise Senior Leadership Team of actions.	Initiate data/systems recovery processes
Start an 'Incident Log'.	Contact specialist contractors if required.	Start putting together a full report of the incident and actions by the establishment
Notify relevant parties (See Appendix for contact numbers).	Check safeguarding and wellbeing of staff.	Continue to monitor 'disaster recovery' actions
Contact all other staff & governors for information and support (as required), particularly if out of hours.	The Critical Incident Team meets at regular intervals.	Evaluate your *Critical Incident Plan* and amend as necessary
Make arrangements to close/ open the establishment or cancel activities.	Issue regular updates for: staff, pupils/students, governors, parents etc. via: Staff meetings, Assemblies, Letters home, Website	Formally thank those involved in supporting the crisis
Provide a recorded message on the answerphone for parents. Update information on school website/social media pages and continue updating throughout response etc.	Start planning the return to normality.	Make plans to mark the event: special assembly, memorial, plaque etc.

2. Introduction

This document sets out our approach to managing crises and emergencies of a critical nature, by ensuring that clear plans and frameworks of responsibility are in place at organisational and local levels and that the pressure on those involved in

critical incidents can be greatly reduced, with the likelihood of continuous provision of service greatly increased.

2.1 Critical Incidents

The main objective of this document is to ensure that, in the event of a major incident or disaster prompt action will be taken where possible to:

- Protect pupils/students/apprentices and staff
- Maintain communications, including IT services
- Maintain organisational operations
- Protect primary documents and data
- Resume normal provision as soon as possible

This document sets out the expected responses at an organisational level to a variety of potential threats and provides tools to develop Critical Incident procedures as well as signposting to relevant sources of advice and guidance.

2.2 Main Focus

Disasters are difficult to prevent, therefore the three key elements to managing these incidents successfully will be through:

Critical Incident Management	will oversee the on-going risks, roles and responsibilities of individuals, implementing necessary actions and identifying the support required
Business Continuity	a focus on keeping business operational during and after a disaster
Disaster Recovery	a focus on restoring buildings, data access and IT infrastructure after a disaster

The overall critical incident management procedures cover all three areas, with the CIM element being the overarching strategy that will support the senior leaders to; assess, act, support and monitor the incident and its impact.

2.3 Business Continuity

A 'business continuity' incident is one which interferes with the ability to deliver goods or services and therefore, the Business Continuity management element of this plan will be activated in response to an incident causing significant disruption to

any aspect of our school operations, particularly in the event where key and critical activities are restricted/unavailable, for example:

- Loss of school site or premises
- Loss of key staff and skills
- Loss of critical systems, e.g., ICT failure, power outage
- Loss of computer files/records/data
- Loss of teaching material
- Loss of pupils'/students' work and/or records
- Loss of critical supplier or partner
- Loss of lettings income
- Disruption caused by transfer to temporary accommodation

A checklist is provided at *Appendix* C to ensure all aspects of business continuity have been considered.

2.4 Disaster Recovery

Getting the organisation back on its feet after a major incident will be a priority.

This recovery and resumption phase is to resume 'business as usual' working practices for the school as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g., from a different location.

There are separate procedures enclosed for the recovery of; buildings (site), ICT and general infrastructure e.g., *Appendix* D, details the ICT recovery process.

3. The Critical Incident Management Plan

3.1 Definition

An incident becomes a 'critical incident' when it constitutes a serious disruption arising with little or no warning; on a scale **beyond** the coping capacity of the school operating under normal conditions; and requiring the assistance of the Emergency

Services and / or Essex County Council and / or District Councils and / or other agencies.

Examples of incidents impacting on schools could include:

- Death or serious injury as a result of violence, accident, self-harm and / or sudden or traumatic illness;
- Major fire;
- Building collapse;
- Riot and / or civil disorder;
- Natural and / or man-made disaster;
- Terrorism, including bomb threat or suspect package found; (see *Appendix* Ffor specific guidance on dealing with a bomb threat)
- Missing person(s) / abductions;
- Intruder or threat on premises;
- External threats (e.g. bomb threat);
- Child protection incident.

Incidents can occur:

- On the school site during school hours;
- On school transport;
- Whilst the pupils are taking part in activities away from the school site (*Appendix* E);
- On school premises as part of after-school activities;
- Within the local community involving pupils from the school.

On most occasions, incidents that involve property damage, bereavement, loss and / or trauma will be effectively managed by a school through the implementation of a well-constructed incident management plan. This may involve the school accessing Essex County Council or other outside services as required.

A checklist for all such critical incidents can be found in *Appendix C*

3.2 Roles and Responsibilities

Governing Body	responsible for ensuring that appropriate policies and procedures are created and maintained.
Head of School and Assistant Headteachers	considered to carry the primary responsibility for the implementation of the Governing Body's school incident policy and procedures. In the absence of the Head of School, the person deputising will carry the responsibility. In the case

	of school trips or other out-of-school activities, the adult(s) in charge should be clearly identified in advance to avoid any confusion in the event of an incident.
All Staff	expected to support senior colleagues with always keeping the site and children safe. Such measures will include.: ● always wearing school issued identification badges (including when representing the school off-site) ● challenging others who are not easily identifiable ● not allowing unknown persons to tailgate through external doors ● reporting any security concerns to the Site Manager ● keeping abreast of all emergency / evacuation / health & safety / critical incident /first aid and safeguarding policies and procedures
Administrative Support	expected to ensure good administrative and back-up systems

It is the responsibility of all staff to understand this procedure and follow its guidelines.

4. The Critical Incident Management team

The Critical Incident Management Team (CIMT) will consist of; the Head of School, Assistant Headteachers, Caretaker and a representative from the Governing Body. This team should meet and review the plan annually. The plan will be shared with all school staff, and they should be aware of where it is located, as part of the school's induction procedures.

Copies of the plan should be held in a folder in the following places:

1.	**Offsite by the Head of School**
2.	**Main school safe**
3.	**School office**
4.	**Staff room**

The following roles and responsibilities have been agreed:

Name	Role	Responsibility
Nicola Bache	Head of School	Inform Schools for Every Child Trustees, CEO and Executive Headteacher Inform SEP - Liz Gelston
Jo Sampson	Assistant Head of School	Inform Chair of Governors, and if applicable the Premises and Safeguarding Governors and Estate Lead
Donna Johnston	Assistant Head of School	Inform Chair of Governors, and if applicable the Premises and Safeguarding Governors and Estate Lead

The CIM Team, supported by the CEO, Executive Headteacher and Schools for Every Child Trustees, will have full responsibility for all aspects of; Incident Management, Business Continuity and Disaster Recovery.

4.1 Critical Incident Management Activities

On the following pages are the tasks and actions that the school may need to take to manage a critical incident.

Individuals with lead responsibilities within the plan will have 24-hour contact numbers by which they can be contacted. These persons will also have 24-hour contact numbers for all other individuals named in the plan.

An Incident typically consists of three phases and separate actions will be implemented at each stage:

4.2 Phase ONE - Immediate Actions

Actions 1 - 6 should normally be undertaken straight away however, the order in which these actions should be undertaken will be determined by the needs of the situation.

ACTION 1 - Ensure the safety of all children and adults - assess continuing risk

- Evacuate/remove children and all persons away from the danger or incident
- Contact emergency services as appropriate.
- Enter in the incident log all contacts made, actions taken and times.
  Start recording what has happened in a log of events *(Appendix G)* with times and details of actions taken. This will be important for any subsequent inquiry, which could range from an internal school/ECC inquiry to a formal inquiry with legal implications such as a Coroner's inquiry or an insurance claim.
  Those involved may be required to give a statement to Police and/or attend court as a witness. The original record of events and actions is crucial in these circumstances.
- If off site, contact the school. If on site, inform the senior leader in charge.
- Control the escape of inappropriate or inaccurate information.
- If off site, determine that adults and staff involved in the incident are safe to drive, take public transport, or whether they need collecting or transportation.

ACTION 2 - Implement the School's Incident Management Plan

- Collect school's incident management plan documents and contact numbers.
- Establish and record the nature of the incident. *Appendix G*
  - When, what and where
  - Who - Names of those involved, including witnesses
  - Any remaining hazards/risks
  - Actions of emergency services, including hospital destinations
  - Nature of any harm
  - Location of the uninjured.
- Establish an independent telephone line (for example: a mobile).

If the critical incident is due to a bomb threat or suspect package being found, then also refer to guidelines in *Appendix F*

ACTION 3 - Mobilise the school's Critical Incident Management Team (CIMT)

- Contact CIMT members and brief them.
- Clarify tasks, make plans and assign roles.
- Set up a timetable of meetings to review management of the incident.

ACTION 4 - Contact key people (Appendices A and B)

The ECC Schools Communication Team are the first point of contact to request critical incident support and will contact all services required immediately after receiving notification to ensure support is arranged (*Appendix B*). They will also collect and log closure notifications due to weather, site issues or industrial action.

'Out of hours' incident

- Alert the County Council's Media team (*Appendix B*) and they will make the necessary contacts.

ACTION 5 - Contact families of pupils, adults and staff involved in the incident

- Designate key member(s) of staff to make contact, ensuring they are fully briefed.
- Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no-one is missed out.
- Establish and offer useful telephone numbers, either for support or for more information.
- Check that families/parents are not left alone in distress.
- Where appropriate, share the contact number of other families involved in incident where they have given permission for this.
- Where appropriate, give advice to parents and families (in line with the Essex County Council's media advice) on responding to contacts from the media.
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families.
- Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home.

Guidance should be taken from the Police if the incident involves injury or death or if the incident is very serious, but the full facts are not yet known.

It may be necessary, particularly in a small school, to enlist the help of the Juniper Human Resources (Schools) team; governors; local religious/community leaders; GPs; police and so on, if there is a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about what has happened.

ACTION 6 - Brief staff, governors, pupils, parents, and other members of the school community

- Contact and brief CEO and chair of governors
- Hold briefing meetings for all teaching and non-teaching staff
- Issue a prepared statement for all parents.
    - If a press statement is required, take advice from PLMR Genesis (PR) https://www.schoolsforeverychild.org.uk/hiddenarea/staff-login-area/media-enquiries (*Appendix B*).
      A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern.
- Inform all pupils, including those absent, in the most appropriate way.

4.3 Phase TWO – Managed response

ACTION 7 - Plan management of the incident with other agencies/ECC support

- Meet with CIMT and other professionals to review plans, clarify tasks and agree next steps
- Establish timetable of meetings to review the management of the incident.
- Clarify criteria for withdrawal of outside agencies at appropriate stages.

ACTION 8 - Set up arrangements to deal with enquiries

- Before speaking to any representative of the media, take advice, e.g. from the ECC Communication Team.
- Ensure that all media contacts are dealt with in line with advice sought above.
- **Names must not be released or confirmed until the emergency services and families have given permission.**
- Provide those answering the phone with written guidance on what to say.
- Caution staff about talking to the media. .
- Organise additional staff to deal with phone enquiries and people coming to the school as necessary.
- Designate separate areas for parents, media, staff, and agencies managing the incident and others; avoid too many people in any one space.
- Ensure that an entry is made in the incident log of all important contacts.
- Log all contact.

ACTION 9 - Make arrangements to support all involved

- Identify children, adults and staff who are most likely to be in need of support.
- Seek consent from families before providing agency support.
- Ensure that everyone is aware of the support available and how it can be accessed.
- Consider setting aside and staffing an appropriate area for children who need time out of their lessons.
- Maintain normal school routines wherever possible.
- If the school must close, ensure all staff and parents are briefed on the arrangements for the collection of children.
- Supervise children being collected and make arrangements for those who are not able to be collected.
- Ensure that staff and parents are clear as to the arrangements for re-opening the school.
- Consider holding staff meetings with support agencies to discuss appropriate management strategies for distressed children.
- Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention.

ACTION 10 - Make arrangements for personal effects, registers and areas of the school affected

- In discussion with parents / families, decide on what to do with the personal effects of the individuals who are critically ill or have died.
- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), such as desks, books or lockers belonging to individuals who have died or are critically ill.
- Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.
- Make appropriate arrangements for the part of a school where the incident occurred.

4.4 Phase THREE – Return to Normality

ACTION 11 - Make arrangements for expressions of sympathy and / or acknowledgement of what has happened

- Make arrangements to express support/sympathy to those hurt or bereaved.
- Make arrangements for someone from school to visit the injured and or bereaved.
- Make plans for attendance at funerals and memorials.
- Consider organising a special assembly.
- Consider setting up an area in the school where dedications can be made - the community can come together.

ACTION 12 - Plan return to school for those involved in the incident

- Home visits to discuss arrangements.
- Planned support for possible emotional and or physical needs.
- Rota of home visits from school friends.
- Where appropriate, organise work to be sent home prior to return.
- Brief staff and children on how best to support individuals returning to school.

ACTION 13 - Plan memorials and commemorations

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved (such as a special garden; tree; furniture; painting; sculpture; photograph; memorial prize).
- Discuss how to mark anniversaries, for example: commemorative service/assembly; concert; display.

5. Business Continuity Activities

'Business Continuity' is the process involved in ensuring that a business or organisation can continue with its critical functions during and after a disaster, emergency, or a critical incident. In the case of schools, one of these functions is to continue pupils' education.

Statistically the emergency most likely to be experienced by a school is one that affects the school building, such as a fire or flood. Having an inventory of the contents of the school is invaluable in calculating losses for insurance claims.

Building / Premises / Site	are parts of the current site still accessible and can they be used? Alternative venues and/or ways of working should be identified and a plan available i.e., home-learning, and shared with staff/parents
Equipment	this doesn't need to include every single item in the school, as numbers of desks and chairs are easy to calculate, but IT, electrical equipment, and any other specialist, large, one-off or expensive items.
IT Data & Systems	all-important data stored on school computers should be backed up either remotely or using tapes which should be stored off site. The table allows the recording of essential data sets and IT systems and where they are backed up.
Paper Based Records	schools will have at least some essential paper-based records, which could be easily damaged or destroyed in a fire or flood. These should be listed in the table along with the locations of back-up copies, which should be stored off site - this should include your emergency plan. It is also worth encouraging staff to think about where they keep lesson plans and pupils' coursework, as loss of these could have a large psychological impact on staff and pupils.

In turn, 'Business Continuity' provides a framework for taking the school through the process of establishing temporary arrangements to ensure that normal school activities are recommenced as soon as possible, which will include:

- Finding safe, secure teaching environments
- Minimising the inconvenience to students, staff, and parents.
- Enabling finance and administrative procedures to be resumed with minimal delay.
- Undertaking the planning and management of the actions required to establish the mid to long-term return to operational normality, e.g., new buildings.

During an incident, it is unlikely that all resources are still available; it is therefore likely that some 'non-critical' activities may need to be suspended at this time.
A list of potential strategies can be found in *Appendix C.*

6. Disaster Recovery Activities

Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g., from a different location and managed with a greater emphasis on 'disaster recovery'.

The process of starting the recovery will be led by the **Disaster Recovery Manager** (Executive Headteacher, CEO and Head of School).

The DRM will have full responsibility for ensuring that all the necessary actions are taken, including:

- Arrange, as soon as possible, temporary facilities to enable activities / operations to continue
- Coordinate mid to long term plans to re-establish operations, procedures and premises to at least the standard prior to the disaster occurring.

There is an overriding principle that family will take priority over the school.

In the event of a disaster, the Disaster Recovery Manager will be responsible for assessing the scale of the disaster and deciding whether to implement the full recovery procedures and set up a bespoke Disaster Recovery Team.

If the DRM decides not to implement the full recovery procedures, they may utilise just some members of the Recovery team whose responsibilities are most suited to the recovery.

Those staff identified by the DRM to support the process may be given specific responsibilities, including:

- Liaise with the emergency services.
- Contact insurance section
- Ensure security / remote access of IT data
- Contact staff and parents.
- Help decide on next steps, e.g. close the school. Liaise with the media including making use of a prepared statement for the press.
- Ensure that staff and pupils are protected from media attention and take advice from the LA.
- Contact service providers and suppliers.
- Meet with support services.
- Meet with specific parents where necessary.

- Keep staff and pupils informed of developments.
- Identify any pupils or staff needing specific support.
- Visit the site of disaster if off site.
- Arrange memorial services where appropriate.
- Distribute incident log sheets and parent contact sheets.

6.1 Premises and Equipment Resources

Early measures of the recovery process should include damage mitigation, equipment salvage, protection, and isolation of the damaged area for safety purposes. Temporary telephone facilities and power are a priority as is a location for the Disaster Recovery Team to meet. These are likely to have been put in place as part of Business Continuity.

This next phase will entail planning and sourcing temporary buildings and equipment, as necessary. Pre-identification of suppliers will help. Access, location and services for temporary structures should be considered.

6.2 Systems Recovery

Replacement hardware (the minimum required operationally) should be sourced and back-up software / data reinstated at the earliest opportunity. The DRM and team will probably need access to the information. Pre-planning (and periodic testing) for back-up / recovery of systems is essential. An arrangement for off-site storage of critical software and data back-up should be maintained.

6.3 Insurance Claim / Recovery Financing

The nominated loss adjuster should be contacted via the schools insurers. The adjuster should liaise with the Disaster Recovery Team at the earliest opportunity and should be acquainted with measures being taken. The adjuster should be viewed as a source of help and guidance and not as an administrative burden. Sources of funding to finance continuing School functions and the disaster recovery are essential early day issues to cover. Essential paper records and documents should be copied and kept off site.

Appendix A - Emergency Contact Details

Post	Name	Contact
Head of School	Nicola Bache	07725023412
Executive Headteacher	Sharon Walker	07740 095441
Schools for Every Child CFO (Interim)	Donna Wade	01268 775712
Schools for Every Child COO (Interim)	Kelly Lancaster	01268 775712
Chair of Governors	Tamsin Marriott	07949107801
Pupil Data Administrator	Kelly Warman	01268 765905
IT Consultancy	Ryan Summerhayes	07846 633095
CEO	Lee Faris	via Head of School
Chair of Trustees	Jill Pickering	via CEO

Appendix B - External Contacts

Organisation	Contact
Director for Education (Essex County Council)	Ms Clare Kershaw E-mail: clare.kershaw@essex.gov.uk
Essex County Council Schools Support	Schools Communication Team 9am to 4pm E-mail: SchoolsCommunication@essex.gov.uk
Local Education Health and Safety Team	Tel: 0333 013 9818 (office hours 9-4) Email: HS@essex.gov.uk
Public Relations Division (Media)	Tel: 0333 0132 800 (office hours 9-4) E-mail: Press.desk@essex.gov.uk Out of hours (for media support only): 07717 867525
Risk and Insurance Section	0333 013 9819 (office hours 9-4) E-mail: Insurance@essex.gov.uk
Innovate Healthcare (OH)	https://innovatehealthcare.co.uk/
The Foreign Office (links with British Consulates etc)	'British Embassy, High Commission or Consulate' to mean all British missions overseas. There is a directory of British Embassies, High Commissions or Consulates at https://www.gov.uk/government/world/organisations
Juniper HR	Helpline 01245 968 378 e-mail EducationHR@junipereducation.org

Essex Legal Services Lawyer	legal.officesupport@essex.gov.uk
PLMR Genesis	Tim Miller 07927515604

Appendix C - Business Continuity Strategies

Mark Gant **Essex Data lead** **mark.gant@essex.gov.uk**

Arrangements to manage a loss or shortage of Staff or skills
• Use of temporary staff e.g., Supply Teachers, Office Staff etc
• Multi-skilling and cross-training to ensure staff can undertake different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g., maternity leave

• Using different ways of working to allow for reduced workforce, e.g.
  ○ Larger class sizes (subject to adult to child ratios)
  ○ Use of Teaching Assistants, Student Teachers, Learning Mentors etc
  ○ Virtual Learning Environment opportunities
  ○ Pre-prepared educational materials that allow for independent learning
  ○ Team/sports activities to accommodate larger numbers of pupils at once

• Suspending 'noncritical' activities and focusing on your priorities
• Using mutual support agreements with other Schools
• Ensuring Staff management issues are considered i.e., managing attendance policies, job description flexibility and contractual requirements etc

Arrangements to manage denial of access to your premises or loss of utilities
• Localising the incident e.g., isolating the problem and utilising different sites or areas within the school premises portfolio
• Using mutual support agreements with other Schools
• Pre-agreed arrangements with other premises in the community
• Virtual Learning Environment opportunities
• Off-site activities e.g., swimming, physical activities, school trips

Arrangements to mitigate the loss of key suppliers, third parties or partners
• Pre-identified alternative suppliers

- Ensuring all external providers have business continuity plans in place as part of contract terms
- Insurance cover
- Using mutual support agreements with other Schools
- Using alternative ways of working to mitigate the loss e.g., suspending activities, adapting to the situation, and working around it

Appendix D - School IT Recovery Plan

Back-up Strategy

Key business processes and the agreed back-up strategy for each are listed below.

Key Business Process	Back-Up Strategy
IT Operations	Admin / Curriculum servers backed up daily
Hardware	Local school agreement to loan hardware to ensure essential processes can be carried out
Software	Links with other Academies would enable essential processes to be carried out
E-mail	Internet based
Web Site	Internet based

Data Storage Details

Details of critical information storage and back-up
• The single server backs up to a dedicated backup server located in the outside nature building - data included in this is the server OS, staff shared areas, staff personal user areas, pupil work areas, historical financial and MIS information (staff laptops also synchronise locally stored data to the staff users network home path) The nature of this setup is as the dedicated server is not joined to the school domain as such it is unlikely to suffer from a encryption attack , this also allows for quick restoration of any missing data if necessary in person or remotely. Back-up data is in cold storage in 'the cloud'.
• The system has two defined scheduled backup jobs * An incremental backup is run daily which captures all the data changes made during that day at 10pm & a full system backup happens each weekend

- After each backup task each backup set is checked for data integrity and validation
- Part of the outsourced ICT service is each month an entire monthly backup set is transferred offsite and effectively placed under cold storage in the event of a building theft - fire occurrence
- Each half term an entire full weekend system backup is also transferred offsite to cold storage for the reasons above.

Appendix E - Checklist for Group Leaders on an Educational Visit

To be followed by the group leader if an incident occurs on an educational visit.

- Ascertain details of incident
- Alert relevant emergency services (Police, Fire, Ambulance, Coastguard) via 999 system
- Call for assistance if available (staff, passers-by)
- Administer first aid where possible
- Account for all members of the party and ensure that all persons uninjured stay together
- Inform the Headteacher/member of the senior management team (at school) as soon as possible. Give as much of the following information as possible:
    - date, time, location and nature of incident
    - names of those involved
    - details of any injuries.
    - actions taken.
    - contact point to be used
- Allocate staff member(s) to travel to hospital(s) with casualties
- Ascertain if there are any witnesses
- Allocate staff member(s) to stay at incident site to liaise with the emergency services
- Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible
- Consider requesting additional assistance.
- Keep the Head of School, SLT, updated.
- Consider whether activity should be abandoned. If so, arrange for non-casualties to return to school. Liaise with Headteacher/senior management team over transport arrangements.
- Do not discuss legal liability

Appendix F – Bomb Threat & Suspicious Items/Packages

Bomb Threat

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

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

Suspicious Items/Packages

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?
- 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?
- Has the item been deliberately concealed or is it obviously hidden from view?

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 - 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
- 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
- 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 - follow police advice and provide as much information about the package as possible (see indicators above)
- Prevent others from entering the area and adjacent areas

Appendix G - Incident Detail Log Sheet

Incident:	
Location of incident:	

Date	Time	Event/Action Taken	Initials