



# ADMINISTRATIVE PROCEDURES

**SUBJECT: Emergency and Crisis Response - Bomb Threat**

## BACKGROUND

One of the Lambton Kent District School Board's main priorities is the protection/safety of its students and staff. Since it is practically impossible to determine whether a bomb threat is real or a hoax, schools must be prepared to react.

By developing contingency plans and considering these types of incidents in the school's security plans, it is felt that we can minimize the potential for personal injury and damage.

If you understand the reasons for a threat, you can prepare better to foil the bomber or threat-maker.

The unique and uncertain aspects of a bomb threat; time factors, and search and evacuation procedures present special problems. Since bomb threats can be specific or non-specific the information received must quickly be weighed to determine whether it is an actual threat or hoax used to disrupt the daily operation of the business. Keep in mind that the safety, health and security of students and employees are the first concern.

Develop an incident plan. Use the police if you feel the threat is serious. Don't leave things to chance.

## PROCEDURES

Do not use cellular telephones during a bomb threat. It could detonate an explosive device.

The following procedures should be followed at schools when a bomb threat is received:

### Person Receiving the Call

- if a student receives the call they should summon a staff member immediately for assistance
- stay calm, be courteous, listen very carefully and ask questions
  - when will the bomb explode?
  - where is the bomb?
  - what does it look like?
  - what kind of bomb is it?
  - what will make it explode?
  - why did you put it in the building?

- keep the caller on the phone as long as possible in order to get as much detail as possible
- **To trace the call from an NEC phone** - If you receive a threat do the following:
  - **From another NEC phone, immediately lift the NEC phone receiver and dial # 9 0 1 before you receive another call as it traces the last call only.**
  - **PRESS \*57**
  - A recorded voice message will come on the line saying: *“This number has been traced”*.
  - Notify the local police that you have received a bomb threat and that you have had the call traced. (***Bell Security will only release the phone trace information to Police.***)
  - Local Police should call Bell Security at **1-800-267-0627** for the trace information.
- Take note of certain things
  - exact words of the caller
  - male or female
  - was the voice familiar
  - what was the speech pattern, language used
  - what was the manner of the caller, i.e. nervous, demanding, etc.
  - background noise
  - check call display if you have it on your phone
- inform principal/designate
- immediately fill out the ***“Threatening Phone Call Information Form”*** (Appendix A) including all of the information that you have noted.

### **Principal/Designate**

- notify police and/or fire department. **Call 911**
- notify your Superintendent of Education
- assess seriousness of the threat
  - all threats should be taken seriously
  - determine if evacuation is necessary
  - search the building and evacuate, if warranted
- inform staff, students and community as appropriate
- school life should continue as usual until a threat is determined by the authorities

Initiating a search after a threat is received, and evacuating the building after a suspicious package or device is found is perhaps the most desired approach. It is not as disruptive as an immediate evacuation.

The ultimate determination on how to handle a bomb threat must be made by the principal or designate and superintendent in consultation with police.

## **SEARCH**

If a search is required:

Key personnel for a search include the principal, vice-principal, and custodian.

Staff who do not have teaching responsibilities and are comfortable assisting the search teams are asked to search.

All staff members shall conduct a quick check of their work area to see if anything appears to be out of place.

If a suspicious object is found, evacuation shall be initiated immediately and no one shall return to the building until police have given their permission.

## **EVACUATION**

If evacuation is necessary, follow school emergency evacuation procedures.

## **WRITTEN BOMB THREAT**

If a threat is received in written or electronic format (e.g. letter, note, graffiti, e-mail, website, etc.), the person who receives the threat should ensure that the documentation is preserved and notify the principal/designate.

The principal/designate shall follow the procedures as outlined above.

In addition:

- Keep students away from the area to minimize anxiety.
- Photograph the area for use as evidence for the investigation.
- Clean up/remove the threat when directed by the police.

## **COMMUNICATING WITH THE MEDIA**

Any call to the school from the media must be directed to the principal.

In the response, the principal should indicate that all threats are taken seriously. The school administration is working closely with the police and appropriate precautions are in place. The school will take action based on the recommendation of the police.

## **POST INCIDENT**

Staff and students may have an emotional reaction whether or not the threat is real. Principals are encouraged to develop a plan for supporting their students and staff in the wake of such incidents. Principals should contact the Tragic Events Response Team for direction.

Implementation Date: April 11, 2001

Reference:

Revised: May 18, 2001, June 4, 2013

# THREATENING PHONE CALL INFORMATION FORM

Appendix A

## QUESTIONS TO ASK, CIRCUMSTANCES PERMITTING:

1. When will the bomb explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. Will it make it explode? \_\_\_\_\_
6. Why did you put it in the building? \_\_\_\_\_

## TRY TO NOTE THE FOLLOWING:

### DESCRIBE VOICE

- |                                 |                                    |                                    |                                |                                    |  |
|---------------------------------|------------------------------------|------------------------------------|--------------------------------|------------------------------------|--|
| <input type="checkbox"/> angry  | <input type="checkbox"/> crying    | <input type="checkbox"/> excited   | <input type="checkbox"/> soft  | <input type="checkbox"/> whispered | <input type="checkbox"/> cracking voice  |
| <input type="checkbox"/> normal | <input type="checkbox"/> disguised | <input type="checkbox"/> familiar* | <input type="checkbox"/> lisp  | <input type="checkbox"/> stutter   | <input type="checkbox"/> distinct        |
| <input type="checkbox"/> calm   | <input type="checkbox"/> laughter  | <input type="checkbox"/> slurred   | <input type="checkbox"/> raspy | <input type="checkbox"/> deep      | <input type="checkbox"/> clearing throat |
| <input type="checkbox"/> accent | <input type="checkbox"/> rapid     | <input type="checkbox"/> slow      | <input type="checkbox"/> nasal | <input type="checkbox"/> ragged    | <input type="checkbox"/> loud            |

\*If the voice was familiar, who did it sound like? \_\_\_\_\_

Exact wording of threat: \_\_\_\_\_

### BACKGROUND SOUNDS

- |                                       |   |                                      |                                    |  |                                      |
|---------------------------------------|---|--------------------------------------|------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> street       | <input type="checkbox"/> animals                | <input type="checkbox"/> well spoken | <input type="checkbox"/> PA System | <input type="checkbox"/> static        | <input type="checkbox"/> foul        |
| <input type="checkbox"/> voices       | <input type="checkbox"/> music                  | <input type="checkbox"/> irrational  | <input type="checkbox"/> motors    | <input type="checkbox"/> house noise   | <input type="checkbox"/> taped       |
| <input type="checkbox"/> local        | <input type="checkbox"/> office noise           | <input type="checkbox"/> incoherent  | <input type="checkbox"/> booth     | <input type="checkbox"/> long distance | <input type="checkbox"/> train/plane |
| <input type="checkbox"/> party sounds | <input type="checkbox"/> message read by caller |                                      |                                    |  |                                      |

**Time:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Sex of Caller** **M** **F**  
*(Please Circle)*

**Accent:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Length of Call:** \_\_\_\_\_

**Number at which call received:** \_\_\_\_\_

**Person receiving call:** \_\_\_\_\_

**EMERGENCY FORM**