BIRKENHEAD
HIGH SCHOOL ACADEMY

GDST
GIRLS' DAY SCHOOL TRUST

Early Years Foundation Stage (EYFS) Policy

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Birkenhead High School Academy

Early Years Foundation Stage (EYFS) Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- A safe, secure, and vigilant environment where the safeguarding and well-being of every pupil is paramount.

2. Legislation

This policy is based on requirements set out in the Statutory Framework - Early years foundation stage statutory framework - GOV.UK

3. Structure of the EYFS

The Early Years Foundation Stage at BHSA comprises our Nursery class (F1) and two Reception classes (F2). While our Nursery has its own dedicated classroom and outdoor space, the two Reception classes share an outdoor learning environment. This shared space facilitates 'free-flow' play, independent tasks and collaborative activity sessions where developmentally appropriate.

Nursery (F1) Provision & Ratios
Our Nursery is led by a qualified teacher (QTS) supported by a Level 3 Teaching Assistant, maintaining a strict 1:13 ratio to ensure a maximum of 26 pupils on-site at any one time.

- Lunchtime Arrangements: During lunch sessions when the class teacher is not present, a 1:8 ratio is maintained. During this time, the setting is overseen by a Level 3 (or higher) Teaching Assistant, supported by a Level 2 Midday Supervisor and an additional Midday Supervisor.
- Funding & Attendance: We offer 15 and 30 hours of free childcare for eligible families, with all financial matters managed directly by the school finance department. Flexible attendance options include full days, morning sessions, or afternoon sessions.

Safer eating policy - Safer Eating Policy 2025-2026.pdf
Reception (F2) Provision & Ratios
Each of our two Reception classes is staffed by a qualified teacher (QTS) and a Level 3 Teaching Assistant. With a Planned Admission Number (PAN) of 28 per class, we consistently maintain the required 1:30 ratio with a QTS teacher.
Health, Safety, and Pediatric First Aid (PFA)
The safety of our pupils is our absolute priority:

- First Aid Access: A qualified first aider is on-site and accessible at all times, located either within the classrooms or the school office. Both F2 Teaching Assistants and teachers are PFA trained.
- Safe Eating Supervisions: In strict accordance with safety guidelines, a Pediatric First Aid (PFA) trained adult is present, within sight, and within hearing at all times when children are eating, including during both scheduled snack times and lunchtimes.
- For enhanced security, the external doors leading from the Reception classrooms to our secure school site are alarmed to instantly alert staff if anyone exits the building.

The Key Person Approach
To support your child's emotional well-being and development, each child is allocated a 'Key Person' (their class teacher). Your child's Key Person is your primary point of contact for any achievements, updates, or concerns you may wish to discuss regarding their time at school or home. Parents or guardians collect from our own doors which allow continuous dialogue about the academic and well being of your child. We also use SeeSaw for communication.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2026.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

See attached here our EYFS curriculum intent -Curriculum Statement_EYFS_JNR.docx.pdf

4.1 Planning

Staff develop a clear and progressive EYFS curriculum, detailing next steps for pupils as a whole and also for individual pupils who need extra support. Though topics of learning are mapped out in our Academy roadmaps (please see the school website), the EYFS curriculum is one that remains highly responsive to pupil voice and staff are constantly adapting plans and following the interests of the children within a particular topic. This results in a wide variety of activities which stimulate interest and curiosity in all areas of learning, supported by a well-resourced and highly stimulating environment. An overview of the EYFS curriculum can be viewed on our EYFS curriculum plan - Our Curriculum - Birkenhead High School Academy

Continuous provision activities are responsive to the needs of the children and are regularly updated to maintain interest and engagement, allow for opportunities to practise and apply what has been learned in teacher-led activities and develop skills in areas of learning that may need extra support.

Particular attention is paid to the development of language and oracy through a language rich provision in which the embedding of new subject specific vocabulary is planned for in all areas of the curriculum to provide all pupils with the cultural capital needed to succeed. This vocabulary is embedded into daily story and rhyme time and guided sessions as well as being promoted in play through the role play areas with pupils engaging in regular conversations with peers and adults in the provision. Pupils are expected to develop their fluency with new vocabulary through repetition and a supportive environment in which they are encouraged to always 'have a go.' The use of high-level questioning from staff with this strong focus on language acquisition as well as opportunities to read, write and count both indoors and outside results in a highly purposeful environment.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Each day pupils take part in a systematic synthetic phonics session supporting the development of language, reading, writing, spelling and speaking and listening. A validated systematic synthetic phonics system 'ELS Phonics' is embedded throughout EYFS. Fully decodable books have been purchased alongside the scheme which will ensure that children commonly read and write well.

Our mathematics curriculum is carefully planned and crafted by our teachers to ensure a seamless, progressive journey as children move from Nursery to Reception.

In Nursery (F1), we focus on establishing the vital building blocks of mathematical thinking, which we then systematically build upon and deepen in Reception (F2). This ensures that children's understanding of number, shape, space, and measure grows naturally and securely over their two years in our Early Years setting.

To bring mathematical concepts to life, our teachers design learning around rich stories and real-world narratives. Using literature as a springboard, we introduce mathematical ideas in a way that captures children's imaginations and gives context to their learning.

A central focus of our approach is practical reasoning. Rather than just memorising facts, children are encouraged to talk about math, explain their thinking, and solve practical problems. They apply and deepen these skills through:

- Structured journalling: Recording their mathematical discoveries, patterns, and problem-solving.

- Continuous Provision: Actively exploring math in their independent play. Our classrooms are filled with carefully planned, hands-on resources and activities designed to inspire curiosity, spark mathematical talk, and encourage oral reasoning.

These sessions are practitioner-led, pupil-focused and scaffolded with opportunities for independent learning and collaborative learning. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

5. Assessment

At Birkenhead High School Academy, ongoing assessment is an integral part of the learning and development process. Our staff continuously observe pupils to identify their level of achievement, interests, and learning styles, using these insights to shape future planning. We highly value the parent partnership and actively incorporate observations and comments shared by parents and carers into our assessments.

To establish a clear starting point, staff administer the Reception Baseline Assessment (RBA) within the first six weeks of a child starting Reception.

Robust Tracking and Holistic Assessment

- Progress Checkpoints: Collaborative termly checkpoints for every area of learning in F1 and F2 have been developed by staff using *Development Matters*, *Birth to 5 Matters*, and cross-school networking. Rather than a rigid "tick-list," staff use these checkpoints as holistically observed behaviours to make confident, rounded judgements on whether a child is on track to meet the Early Learning Goals (ELGs).
- Data and Monitoring: The Early Years Lead works closely with the Headteacher and class teachers to monitor and track progress. Cohort profiles, tracking documents, and 'Red Flag' documents are updated termly to ensure classroom environments and resources are dynamically adapted to prioritise key areas of learning.

Rapid Identification and the Graduated Response

We are committed to ensuring that no child is left behind. When a child is identified as being off-track in any area of development:

- Swift Identification & Intervention: Pupil needs are identified quickly. We immediately put targeted, swift interventions in place to support their progress.
- The Graduated Response: Our teachers strictly follow the Graduated Response framework (*Assess, Plan, Do, Review*) to provide increasingly tailored support. We also detail clear next steps and stretch opportunities for our more able pupils.
- Parental Partnership & Referrals: Parents and carers are kept informed and involved at every single step of this journey. Where a child requires more specialised support, we work closely with families to initiate referrals to external agencies and specialist services without delay.
- Robust Moderation: Regular professional moderation between staff ensures a high level of consistency and accuracy in all our developmental judgements.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child through the end of year report but on-going discussions will have been had throughout the year. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop at their absolute best when there is a strong, collaborative partnership between staff and parents or carers. The school works closely with families from the very beginning to ensure that all children make the best progress possible and enjoy a warm, positive start to their school journey.

A Smooth Transition

To support a seamless transition into our setting:

- Professional Collaboration: F2 staff hold detailed, direct conversations with previous nursery practitioners for all incoming pupils, ensuring crucial developmental and pastoral information is securely communicated. The EYFS lead aims to visit every child before they come to join our setting. Our Nursery staff call every parent before the child begins with us.
- Family Insights: We share 'All About Me' documents with parents to capture valuable insights into each child's unique personality, interests, and needs before they start.
- Transition Support: Families receive practical transition guides packed with suggested activities and preparations to help children feel confident, excited, and ready for September.
- Familiarisation: We provide welcome handbooks, child booklets full of images of all our EYFS spaces so that children and parents can become thoroughly familiar with their new learning environments before their first day.

Open Communication & SeeSaw

We pride ourselves on our 'open-door ethos', ensuring parents always feel welcome to speak with staff. Communication is kept high-quality, frequent, and accessible through:

- SeeSaw: Our primary digital platform where staff share daily learning, celebrate achievements, and message families directly. Parents are actively encouraged to upload their child's home achievements, creating a beautiful bridge between home and school.
- Weekly Newsletters: Keeping families fully informed of the week's learning, upcoming events, and practical tips to support development at home.
- Progress Updates: Parents are kept closely informed of their child's progress through well-attended parents' evenings and twice-yearly written reports. Where families are harder to reach, staff proactively make phone calls to ensure no child's support system is left behind.

Shared Learning & Family Events

We love inviting parents into school to actively participate in their child's education. Our popular family events include:

- Stay and Play Sessions (Nursery): Parents join their children in the F1 setting to experience our learning environment first-hand and play together.
- Watch a Phonics Session (Reception): We invite F2 parents into the classroom to watch live phonics teaching, giving them the confidence and strategies to support early reading at home.
- Snuggle and Read: Cosy, informal reading sessions where parents and children share books together in school to foster a lifelong love of reading.
- Reading Breakfasts: Welcoming families into school to enjoy a morning treat while sharing stories and celebrating the joy of books.

For more information see our Parents As Partners document - Parents/Carers in Partnership with BHSA - Birkenhead High School Academy

7. Safeguarding and welfare procedures

Please see our whole school Safeguarding policy here - https://www.birkenheadhigh.gdst.net/_site/data/files/documents/policies/2024-2025/B6FC96C5ECD1A52E08A6711B09280959.pdf

7.1 Oral Health

We promote good oral health, as well as good health in general, in the early years at BHSA by:

- Talking about the effects of eating too many sweet things
- Discussing the importance of brushing your teeth
- Inviting parents who are dentists/dental nurses to school to talk to the pupils and further promote good oral health

7.2 Procedure for administering medicines

Medicines are brought to school by parents/carers to the school office; they must complete a 'Parental agreement for setting to administer & store medicine' form. Medicines are only administered by fully trained staff. Members of Junior School staff who are trained as first aiders can administer medicines in school. At the end of a term or academic year, or whenever medicines/epi-pens are required to be returned home, they will be collected by a parent/carer from the school office. Medications are stored safely in the first aid cupboard in the office, which is locked, or the medical fridge if required to be stored at a controlled temperature. All classrooms have a basic first aid kit and full, portable first aid kits are taken on any off-site visits. Inhalers and epi-pens must be accessible by all staff, with epi-pens kept at height, away from the reach of children. These are kept in a consistent location in each classroom in a clearly labelled box: bright pink for inhalers and bright blue for epipens. The epi-pen box is clearly labelled with a photograph of the child as well as their name. See the whole school 'First Aid Policy' for further information.

7.3 Dismissal procedures

Prior to September, EYFS parents/carers are asked to complete a google form detailing the adults who are likely to collect their child from school on a regular basis. They are also asked to provide a unique password which can be asked for at any point by EYFS staff to an adult who has come to collect a pupil. Parents are advised to inform the school office or the teacher directly if their child is to be collected by someone other than those on their 'regular pick ups' list. This adult will be asked for the password to ensure their identity upon pick up. If the staff are, for any reason, concerned about releasing a child to an adult, pupils would be taken to the school office and their parent/carer telephoned for further information. In EYFS, pupils are dismissed one by one from the classroom with the teacher standing at the door, calling the pupil's name as they see their adult.

7.4 What to do in the event of an accident procedure

The safety and physical well-being of our pupils is our absolute priority. Our staff are fully trained to handle everyday bumps, scrapes, and grazes with immediate care, reassurance, and appropriate first aid.

- Minor Bumps and Scrapes: Minor everyday scratches and scrapes are treated immediately on-site with gentle care and comfort by our staff who are fully PFA trained.
- Head Bumps: We treat any impact to the head with extra care and vigilance. If a child experiences a minor bump to the head, they are monitored closely, a cold compress or ice pack is applied, and they are given a designated 'wristband' to wear. This wristband alerts all school staff to monitor the child throughout the rest of the day. Every head bump is securely logged on our school safeguarding and incident system (CPOMS), and parents are informed so they can continue to monitor their child at home.
- Significant Incidents: For any more substantial accidents requiring formal first-aid treatment, a detailed report is logged on CPOMS. Parents are contacted directly by telephone or informed in person at pick-up, depending on the nature of the incident, to ensure you are kept fully up to date.

7.5 Nappy changing/incontinence

We encourage and support children to be toilet trained before starting school. However, we recognise that children develop at different rates, and we work collaboratively with parents to support and encourage toilet training in a positive, reassuring manner. Our EYFS learning environments are equipped with child-sized toilets to help pupils build independence and confidence.

Dignity and Intimate Care Procedures

Meeting a child's physical and hygiene needs is essential to their safety, health, and well-being. In line with EYFS statutory guidance:

- Supporting Individual Needs: If a child requires assistance with toileting or accidental wetting, our staff provide support that respects the child's dignity, privacy, and right to feel safe.
- Facilities & Safeguarding: For children with medical, physical, or developmental needs, fully equipped changing facilities are available. In accordance with our safeguarding policies, staff carry out changing procedures in pairs and maintain a secure written log of when a child has been changed. Any updates or concerns are always communicated directly with parents or carers.

Intimate Care Plans

We believe in proactive partnership to support your child's needs. Where a child requires prolonged, regular, or multiple changes during the school day, the class teacher will work closely with you to design a personalised Intimate Care Plan. This plan outlines:

- The specific support your child needs.
- Clear agreements on how school staff and parents will work together.
- Any training, resources, or advice required from external healthcare professionals to ensure your child is supported safely, consistently, and comfortably.
- Potential referral to the Bladder and Bowel Service for advice and support

7.6 Procedure for a parent failing to collect a child

The late collection policy will operate to the following timetable from the end of the school day:

In the event that the parent/carer is running late or has made alternative collection with a friend/relative they should phone the school office to advise us of those changes so that both the school and child are aware.

School finishes at 3.20pm. If school have not been informed that the adult collecting a child is running late, teachers will remain in the classroom with the pupil until 3.30pm. At 3.30 pm children will be taken to the office for collection where they will be supervised by office staff until 4.00pm. During this time calls will be made - staff will phone the SIMs contacts of the pupil in priority order. All reasonable attempts will be made to contact the parents/carers or emergency contacts. The child will not be allowed to leave the premises with anyone other than those named on SIMS as a contact or an adult who the parents/carers have informed school has permission to collect the child.

If a child has not been collected by 4.00pm and the school has not been able to make contact with any of the emergency contacts listed for the child, the school will contact the Integrated Front Door to get advice. They may at this point suggest that the school telephone the police.

Incidences of late pick up will be recorded if a pupil is collected after 3.45pm.

7.7 Procedure for child exhibiting symptoms of illness and/or those who are infectious

If a child is ill and needs to be collected from school, the parent/carer will be called and the pupil will sit by the office and will be supervised at the junior school office.

In order to support infection control in school, Public Health guidelines detailed here are followed https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

Information about infection control regarding common childhood illnesses are communicated regularly with the parents and also upon pick up if a child has been ill exhibiting some of the symptoms of one of these illnesses.

7.8 Procedure for checking the identity of visitors

When welcoming a visitor onsite, the relevant sections of the whole academy safeguarding policy are followed. Visitors who hold a DBS certificate such as supply teachers or workshop leaders etc are asked to provide the school with a copy of their DBS and some sort of photographic identification.

For visitors who do not hold a DBS certificate or have not supplied paperwork in advance of their visit, the staff member inviting them in must complete the school risk assessment detailing the arrangements in place to cover safeguarding requirements. For example, if the visitor has not provided an enhanced DBS certificate, they will be accompanied on site at all times with a clear red badge. Our staff are trained to question any unknown persons within the school.

Any parents visiting the school are signed in using our InVentry system and are in the presence of a staff member during their visit at all times. All visitors, including senior pupils doing reading support, are signed in and out the school site using the InVentry system. The rest of our safeguarding and welfare procedures are outlined in our school safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Lara Bass (EYFS Lead) every 2 years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See whole academy safeguarding policy and online safety policy covering the use of mobile phones and cameras in the setting.
Procedure for responding to illness	See whole academy health and safety policy. See above for procedure for responding to children who are ill or infectious (which must be discussed with parents/carers)
Administering medicines policy	See whole academy first aid policy *point 8* copied for reference above.
Emergency evacuation procedure	See Junior School staff handbook. Relevant section copied in appendix 3
Procedure for checking the identity of visitors	See whole academy safeguarding policy and the above section on Junior school visitors.
Procedures for a parent failing to collect a child and for missing children	See above for procedure for a parent failing to collect a child. See whole academy safeguarding policy for procedure for missing children (pg 58)
Procedure for dealing with concerns and complaints	See whole academy complaints procedure

Appendix 2. End of EYFS Curriculum Goals

BIRKENHEAD HIGH SCHOOL ACADEMY
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Our BHSA end of EYFS Curriculum Goals

To become a **Confident Communicator** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.	To become an **Independent Individual** who can set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.	To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings	To become an **Amazing Athlete** who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.
To become a **Talented Tool User** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence.	To become a **Brilliant Bookworm** who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)	To become a **Wow Writer** who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.	To become a **Master of Maths** who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.
To become an **Exceptional Explorer** who can show curiosity about the world around them, understand some differences between times and places and ask questions to find out more about their learning.	To become a **Compassionate Citizen** who can help to look after their community and care for the environment, have an awareness of other people's cultures and beliefs and upload our BHSA values of kindness, respect and forgiveness in all that they do.	To become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

Adapted from an idea by Heather Elizabeth, Jo Bailey and Rachel Allinson.

Appendix 3. Evacuation procedures

Emergency Procedures

The fire alarm signal is a continuous siren.

Staff will be notified in advance of the first fire drill (at the beginning of September) and we undertake these at least once per term, some drills will not be notified in advance in order to fully test all aspects of our procedures. At the start of each term, teachers must go through the procedures to be followed and the behaviour expected. Students must not talk during the drill.

Fire Evacuation

In the case of someone who needs support to evacuate the building, they should follow the procedures agreed in their personal emergency evacuation plan (PEEP) and if possible exit the building. If this is not possible and they are located on the upper floors, they should make their way to one of the designated refuge points by the lifts. They must NOT use the lifts and the fire service will be notified upon their arrival.

Junior pupils exit the building via their nearest exit point and assemble at their designated location on either the infant or junior playground in class lines. Students must leave the building in silence and line up in their class positions.

If the fire alarm activates whilst the Junior pupils are in the dining hall, they are to evacuate immediately and assemble at the Junior site assembly point over the bridge; registers will be taken to check all are present. In the event of a Junior pupil being involved in a Senior School fire alarm during an activity other than lunch, the staff will bring the pupils to the Senior fire assembly point and registers will be taken to check all are present.

Each class teacher should count the students in their line. Each Key Stage Lead should check with the class teacher in their Key Stage if they have all their pupils then report to the HoJ. Mrs Williams or Mrs Collinson will bring the registers to the assembly point.

No-one re-enters the school buildings until it has been confirmed as safe to do so by the HoJ or senior person responsible for the evacuation in the absence of the HoJ.

Gas Leak

In essence, this evacuation will follow the pattern of the fire drill, but: -

- the fire bell cannot be used
- it is likely that a partial evacuation only will be required. A full evacuation would be prompted by the National Gas Emergency Service (Call 0800 111 999 to report a gas or carbon monoxide emergency).
- Common sense must be used

If you suspect a gas leak:

- Ventilate the area instantly by opening windows and doors.
- Evacuate those students/staff who seem at immediate risk. Alert anyone else in the vicinity.
- Alert the caretaking team and the HoJ

DO NOT USE ANY ELECTRICAL SWITCH OR APPLIANCE. AVOID USING THE INTERNAL PHONE SYSTEM. DO NOT EVACUATE TO THE THREATENED AREA. IF NECESSARY, EVACUATE TO THE ASTRO PITCH.

If you suspect a major gas leak:

Follow the procedures above, using the hand bell available if at all possible.

If a major gas leak is suspected:

The HoJ will delegate to individuals the task of ringing the hand bells in each area and decide on the assembly point.

- The FM Key Holder will alert the National Gas Emergency Service (Call 0800 111 999 to report a gas or carbon monoxide emergency).
- On hearing the handbell, you must act promptly: ventilate the room; do not touch any electrical device; do not use the phones.
- The person ringing the handbell will confirm the assembly point: act on this promptly. (The fire drill assembly point might be the most dangerous in certain circumstances so, if necessary, evacuate to the Astro pitch).
- Follow the fire drill procedure once assembled.

Extraordinary Weather: Snow, Fog, Flood, Blizzard

Staff are expected in school despite inclement weather.

1. If there is prior warning of emergency conditions, notification that staff and students are not to attempt the journey into school will be given on local radio (Radio City and Radio Merseyside) and a message sent out by the office.

   All staff who live nearby should go to school to deal with any students who arrive unaware of the closure.

2. If in doubt, however, staff must phone the school. (There may be advice recorded on the answer phone).

3. In the event that only some of the staff and students arrive in school, classes will go to their classrooms and/or be merged, if necessary, until other arrangements can be made.

4. Should an emergency arise while we are already in school, the Principal will decide if we are to close the school, taking into account whether the school buses will be running, the distances staff and students must travel and advice from the emergency services. This decision will be made by midday.

If a parent phones in to ask for his/her daughter/ward to leave school early, they may do so.

Violent Intruder Procedure

Thankfully, violent attacks in or around schools in the UK are very rare but recent tragic events remind us of the need to always be prepared. In July 2016, the UK's National Police Chiefs' Council (NPCC) provided new guidance on how to prepare for and respond to a threat from a violent intruder. This was summarised in a video entitled 'STAY SAFE'. Link below for reference:
http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx

At BHSA, we are adopting the three recommended response strategies from this new guidance of 'RUN, HIDE & TELL' into our emergency preparedness as follows:

1. 'RUN'

In the rare event of a violent intruder attack with a direct threat in your immediate vicinity, it is recommended that you RUN away from the direct threat to a place of safety. If it is necessary to RUN completely away from the BHSA site, we have a reciprocal agreement with St Anselm's College (25-43 Manor Hill, Birkenhead, Prenton CH43 1UQ) so that we can RUN to their site as a place of safety and to re-

assemble there. This is a far better option than to surrender or negotiate. If there's no safe route available to RUN away from the threat then HIDE.

2. 'HIDE'

In the rare event of BHSA students and staff being indirectly at risk from a violent intruder in the general vicinity of the premises or grounds, the following HIDE procedures are to be followed:

a. The member of staff who either identifies or is informed of the risk should immediately alert the office (JNRs or SNRs) of the concern, via email, phone or SIMs alert function. The office staff will then immediately inform ALT members on site so as to coordinate the actions to be taken. A decision may be made for all staff and students to 'stay put' and HIDE until the risk has been mitigated.

b. In order to signal a 'stay put' and HIDE in SNRs, the lesson change bell will be sounded by 5x (1 sec) bell rings followed by 1x (5 sec) bell rings. In JNR's, the handbell will be sounded inside the building. This bell ringing signals indicate that until informed otherwise, staff and students are to either go to the nearest classroom with a member of staff in or remain in their current location with a member of staff, with the door closed, blinds closed and everyone sat calmly away from the windows and doors.

c. The Office will make contact with PE staff if there is a lesson on the Astro via phone or walkie talkie in order to inform actions to be taken based on the specific threat.

d. Staff members are to monitor communications but all mobile phones should be adjusted to silent and with vibrate switched off.

e. If the situation changes and there is a direct threat in your immediate vicinity, then revert to step 1 to RUN if you have a safe route available to do so.

f. A member of the ALT or emergency services will inform you when the threat has been cleared in order for staff to allow movement from your HIDE location.

3. **'TELL'**

The ALT members on site will TELL the Police by dialling 999 as swiftly as possible when safe to do so, giving as much detail as possible about the location and circumstances of the threat.

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