



St Paul's Cathedral School

EYFS Policy

Academic Year 2025-2026

Contents

1. Introduction.....	
2. Aims.....	
3. Learning and development.....	
4. Teaching and learning.....	
5. Assessment and Progress Monitoring.....	
6. Inclusion and Equal Opportunities.....	
7. Safeguarding, Whistleblowing and Welfare.....	
8. Health and Paediatric First Aid.....	
9. Mobile Phones and Cameras in the Setting.....	
10. Transition to Year 1.....	
11. Monitoring and Review.....	
12. Absences.....	
13. Complaints Procedure.....	

Appendix I

EYFS Food and Nutrition Policy

Early Years Foundation Stage (EYFS) Policy

St Paul's Cathedral School

1.Introduction

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

The quotation above is taken from paragraph 1 of the Early Years Foundation Stage Statutory Framework for group and school-based providers, Department for Education (DfE), dated 14 July 2025, effective 01 September 2025 (**EYFS statutory framework**).

This EYFS policy provides a non-exhaustive framework based on requirements set out in the EYFS statutory framework. It is not intended as an exhaustive list of the requirements required of St Paul's Cathedral School in respect of EYFS provision which are detailed further in the EYFS statutory framework. St Paul's Cathedral School adheres in full to the requirements of the EYFS statutory framework.

2.Aims

At St Paul's Cathedral School, we are committed to providing the highest quality early years education in a safe, stimulating, and nurturing environment. Our EYFS provision is designed to foster a love of learning, independence, and confidence in all children, ensuring they have the best possible start to their educational journey. We are committed to ensuring children are well-prepared for the next stage of their education by following the EYFS Framework

- To provide a secure and inclusive environment where all children feel valued and respected.
- To promote the unique child, encouraging development at an individual pace.
- To foster strong relationships between children, staff, and families.
- To provide a broad and balanced curriculum based on the EYFS statutory framework.
- To develop children's personal, social, emotional, physical, and cognitive skills.

Our aim in Reception is to nurture each child's learning and development by offering a well-rounded, engaging, and differentiated curriculum. We provide a mix of teacher-led, teacher-guided, and child-initiated activities, ensuring a balanced approach to learning. We implement key strategies that instil

shared values, support our whole-school ethos, and celebrate the diversity of today's multicultural society.

3. Learning and development

Our provision follows the principles of the EYFS statutory framework, structured around four key themes:

- **A Unique Child** – Recognising that every child is different and supporting their individual needs.
- **Positive Relationships** – Building strong, trusting relationships with children and families.
- **Enabling Environments** – Creating rich learning environments that inspire curiosity and development.
- **Learning and Development** – Providing engaging, play-based learning experiences to support progress across all areas.
- **Curriculum**

We implement a curriculum that covers the seven areas of learning:

- **Prime Areas:** Communication and Language, Physical Development, Personal, Social & Emotional Development.
- **Specific Areas:** Literacy, Mathematics, Understanding the World, Expressive Arts & Design.

Learning is delivered through a balance of child-initiated and adult-led activities, encouraging exploration and creativity.

- **Specialist lessons:** PE, Dance, Drama, French and ICT are all taught by specialist teachers.

The following Early Learning Goals play a vital role in sparking children's curiosity, fostering a love for learning, and equipping them with the skills needed to develop relationships and thrive:

The Prime Areas

- **Communication and Language Development:** This involves providing children with a rich language environment, helping them build confidence in expressing themselves, and supporting their ability to speak and listen in various situations.
- **Personal, Social, and Emotional Development:** Children are guided to develop a positive self-image, form meaningful relationships, and show respect for others. They learn

essential social skills, emotional regulation, and appropriate group behaviour while building confidence in their own abilities.

- **Physical Development:** Opportunities are provided for children to be active and engaged, helping them strengthen their core stability, balance, coordination, agility, and spatial awareness. They also learn the value of physical activity and making healthy lifestyle choices, including nutrition and self-care.

The Specific Areas

- **Literacy:** Children are encouraged to connect sounds and letters, laying the foundation for early reading and writing. A variety of reading materials—including books, poems, and other texts—are introduced to inspire a love for literacy.
- **Mathematics:** This area focuses on developing a strong understanding of numbers and patterns. Children learn to work with numbers up to ten, practice subitising, compare quantities, and explore numerical relationships. They also begin counting beyond 20, recognizing and applying the number system.
- **Understanding the World:** Through exploration, observation, and hands-on experiences, children develop an awareness of their surroundings, their community, and the world. They learn about people, places, technology, and the environment.
- **Expressive Arts and Design:** Creativity is nurtured by encouraging children to experiment with different media and materials. They are given opportunities to express their thoughts, ideas, and emotions through art, music, dance, role-play, and design and technology activities.

Each area of learning is delivered through carefully planned, purposeful play, combining both adult-led and child-initiated activities. This approach is guided by the following key characteristics of effective learning:

- **Playing and Exploring** – Children actively engage with their environment, investigating new experiences and demonstrating a willingness to try new things.
- **Active Learning** – Children stay focused, persevere through challenges, and take pride in their achievements.
- **Creating and Thinking Critically** – Children generate and refine their own ideas, make connections between concepts, and develop problem-solving strategies.

4. Teaching and Learning

- We use play as the foundation for learning, encouraging hands-on, exploratory activities.
- Observations and assessments are used to tailor learning experiences to each child's needs.
- Children are encouraged to take risks and develop problem-solving skills.
- We promote language-rich interactions to enhance communication and vocabulary.

5. Assessment and Progress Monitoring

In Reception, the class teacher serves as the designated Key Person for each child, ensuring their well-being and development are supported according to their individual needs. The class teacher is also responsible for maintaining communication with parents.

- The children are assessed throughout the academic year.
- Observations are made throughout the term to monitor the children's learning.
- When the children first arrived, there is a baseline assessment.
- The children are assessed using the EYFSP in June and the results are sent to City of London local authority.
- Written reports are provided to parents twice a year.
- Parents' Evenings are held twice a year.
- Book looks and Monday morning drop in sessions.
- Open Door Policy.
- Parents are regularly informed of their child's development through meetings and reports.

6. EAL and SEND provision

At St Paul's Cathedral School, we are committed to ensuring that all children, including those with English as an Additional Language (EAL), feel valued, included, and supported in their learning. We recognise the importance of developing both their home language and English proficiency, as well as fostering a sense of identity and belonging.

To support our EAL learners, we provide:

- Pre-Teaching of Vocabulary – Key topic words and concepts are introduced in advance to help children build confidence and access learning more effectively.
- Visual Support – We use visual aids, picture cues, and gestures to reinforce understanding and communication.

- Multilingual Resources – Books, labels, and signs in children's home languages are included within the classroom environment to promote linguistic diversity and support literacy.
- Parental Involvement – We invite parents and carers to share stories, songs, and cultural experiences from their home language and background, strengthening home-school connections.
- Buddy System – Where appropriate, children are paired with peers who can offer support and model language use in a natural setting.
- Repetitive and Structured Language Opportunities – Songs, rhymes, and repeated storytelling enhance language acquisition in a meaningful and engaging way.
- Small-Group and Individual Support – Where needed, targeted interventions help develop key communication skills, focusing on listening, speaking, and understanding.

We celebrate the linguistic and cultural diversity of our school community and recognise that children's home languages are an asset to their learning. Our approach ensures that every child can fully participate, achieve, and thrive in our EYFS setting.

SEND Provision

We provide an inclusive learning environment where children with SEND receive the support they need to make progress. Our approach includes:

- Collaboration with the Learning Support Team – We work closely with our dedicated SEND team to identify needs early, plan interventions, and provide tailored support.
- Partnership with Parents – We recognise the vital role of parents and carers in their child's development and maintain open, ongoing communication about progress, strategies, and support.
- Targeted Booster Sessions – Additional small-group or one-to-one sessions help children build confidence and skills in key areas such as communication, social development, and early literacy and numeracy.
- Adapted Learning Environments – Resources, sensory support, and differentiated teaching strategies are used to ensure that all children can access the curriculum in a way that suits their needs.
- Multi-Agency Support – Where necessary, we liaise with external professionals such as speech and language therapists, occupational therapists, and educational psychologists to ensure the best outcomes for each child.

Through this approach, we ensure that all children feel supported, included, and able to thrive within our EYFS setting.

7.Safeguarding, Whistleblowing and Welfare including Safer Recruitment

- Safeguarding is a priority here at St Paul's Cathedral School. Please see the whole school policy on Safeguarding and Child Protection and the Safer Recruitment Policy which applies to the whole school (including Early Years).
- St Paul's Cathedral School has appropriate whistleblowing procedures in place for all staff (including students and volunteers) to raise concerns about poor or unsafe practice in the school's safeguarding provision.
- All staff are given an EYFS Induction with the Head of Early Years in September, which includes reading updates to policies.
- At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present and must accompany children on outings.

Safeguarding Contact Information

Head	Judith Fremont Barnes Head@spcs.london.sch.uk 020 7248 5156, Mobile: 07394 805361
Designated Safeguarding Lead (DSL)	Caroline Heylen (Deputy Head) cheylen@spcs.london.sch.uk 020 7651 0283, Mobile: 07394 805362

Deputy Designated Safeguarding Lead (DDSL) (Boarding Focus)	Joe Gorman (Head of Boarding) jgorman@spcs.london.sch.uk 020 7651 0291. Mobile: 07394 805364
Deputy Designated Safeguarding Lead (DDSL) (with responsibility for the EYFS)	Maddy Smyth (Head of Pre-Prep) msmyth@spcs.london.sch.uk Mobile: 07394 805365
Deputy Designated Safeguarding Lead (DDSL)	Julie Schindler (Head of English and Year 5/6 Co-Ordinator) jschindler@spcs.london.sch.uk
Governor with Safeguarding Responsibility	Paula Jefferson pjefferson@spcs.london.sch.uk
Chair of Governors	Canon Dr Paula Gooder pgooder@spcs.london.sch.uk
Local Authority Designated Officer (LADO) and City of London's Local Authority Designated Officer	Laura Demetriades laura.demetriades@cityoflondon.gov.uk 020 7332 1215
Prevent and Channel Officer	Claire Doyle Claire.Doyle@cityoflondon.gov.uk prevent@cityoflondon.gov.uk 020 7601 2442
City and Hackney Safeguarding Children Partnership (CHSCP)	City of London: 020 7332 3621 Hackney: 020 8356 5500 CHSCP Independent Child Safeguarding Commissioner: Jim Gamble
City of London Children and Families Team (Social Care)	Dccsdutyf&ypteam@cityoflondon.gov.uk 0207332 3621/020 8356 2710 (out of hours emergencies)
DfE Counter-extremism hotline	Counter-extremism@education.gsi.gov.uk 0800 789 321 / 020 7340 724

8. Health and Paediatric First Aid

During the admissions process, parents are given the necessary medical forms to ensure that important health information is shared, supporting the well-being of all pupils at St Paul's Cathedral School. For further details, please refer to the First Aid Policy and the Administration of Medicines Policy, which outline procedures for managing illness or infectious conditions in children.

- All accidents and first aid treatments are recorded, and parents are informed as promptly as possible. The school nurse is available during school hours to assist with any medical needs.
- 3 out of 4 of the EYFS team are trained in Paediatric First Aid with a Paediatric First Aid qualification. Within the Pre-prep department, 6 additional members of the team are trained in Paediatric First Aid.

9. Mobile Phones and Cameras in the Setting

Staff members keep their mobile phones locked away while children are present. Personal cameras are not allowed within the setting, and only school-issued camera equipment is used for taking photographs. Visitors to the school are informed that mobile phone use is prohibited in the Early

Years setting when they sign in. Please see Appendix One: EYFS POLICY FOR THE USE OF CAMERAS, MOBILE PHONES AND ELECTRONIC DEVICES in Acceptable Use of ICT Policy

10. Transition to Year 1

- A carefully planned transition process supports children moving into Year 1.
- Step up mornings.
- Reception staff work closely with KS1 teachers to ensure continuity in learning.

11. Monitoring, Review, References and Staff Qualifications and Ratios

- The EYFS policy is reviewed annually to ensure best practices are maintained.
- Staff receive regular training to stay updated on EYFS developments.

References

St Paul's Cathedral School obtains a reference for each member of staff (including students and volunteers) before they are recruited and has regard to the latest requirements in the EYFS statutory framework.

Staff Qualifications and Ratios

The Head of EYFS maintains a record to ensure staff:child ratios are met to ensure children are adequately supervised, especially whilst eating, and will inform parents and/or carers about staff are organised and, when relevant and practical, aim to involve them in these decisions. Anyone aged under 17 will not be included in the ratios, except apprentices who may be included in ratios from the age of 16 and nobody aged under 17 may care for children unsupervised at any time. This is updated every year.

12. Absences

St Paul's Cathedral School follows up absences in a timely manner. Please refer to the Attendance Policy (inclusive of Early Years) for further detail.

I3.Complaints Procedure

In EYFS, we strive to address any concerns promptly and with sensitivity through regular communication with parents, aiming to resolve issues before they escalate to formal complaints.

- (For further details, please refer to the *Whole School Complaints Policy*.)

For further information, please see

Intimate Care Policy

First Aid Policy

Administration of Medicines Policy

Attendance Policy

Safeguarding (Child Protection) Policy and Procedures

Appendix I

EFYS FOOD & NUTRITION POLICY

Overall aim of the policy

The food and nutrition policy sets our commitment to ensuring every child is provided with a nutritionally balanced diet, in partnership with our catering team, Chapter 1. We are committed to offering healthy, nutritious, and balanced meals and snacks, which meet the individual needs and requirements of the children, and which follow the Nutritional Guidelines for Early Years. This policy is in place to inform parents and team members about nutrition and food served to Reception at St. Paul's Cathedral School. It is in place to help identify and cater for individual food requirements and to promote healthy eating in a relaxed atmosphere.

Overview

St. Paul's Cathedral School and Chapter 1 understand that early food experiences have an important effect on adult eating patterns and may influence attitudes to eating. Mealtimes are enjoyable social occasions which provide an opportunity to encourage good communication, skills and language development. Mealtimes are also when children's natural curiosity for exploring new concepts will be extended to introduce new tastes and textures. We recognise that good nutrition plays a vital role in children's growth and development, therefore, the Chapter 1 menus are carefully and thoroughly checked by the nutrition team to ensure compliance against the nutrition guidance. Chapter 1 ensure they include a variety of foods from the four main food groups listed in the guidance: fruits & vegetables, starchy foods such as wholegrain pasta and rice, protein rich foods like meat, fish and legumes and dairy products including milk, cheese and yoghurt. By offering balanced meals rich in essential nutrients, they aim to support concentration, energy levels and the development of lifelong healthy eating habits. They prioritise using fresh, high-quality ingredients, and as part of our commitment to child safety, they thoroughly review all products and ingredients to ensure they are not only nutritious but also age appropriate in texture and portion size. This allows us to provide meals that are safe and enjoyable for young children.

I. Menus & Recipes

The menus and recipes are all developed in line with current UK Government healthy eating guidelines, including following the principles outlined in the Eatwell Guide. The nutrition team have implemented a set of comprehensive nutrition standards that apply to all menus across our service and they review all menus to ensure that these standards are being met to support students' wellbeing. They closely monitor and are continually working to reduce the levels of salt, fat and

sugar across our menus and recipes, while also increasing the nutritional profile of dishes. This is done through recipe development, nutritional assessment of menus and reviewing approved products.

2. Portion Sizes

This portion size guidance document has been developed in line with the Early Years Foundation Stage Nutrition Guidance document and supports the Chapter One Early Years Foundation Nutrition Guidance Checklist. There are no official guidelines on the correct portion sizes for early years, young children's appetites can vary and portion sizes can be adjusted to meet their appetites. It is better to start with smaller portions and offer more if they are still hungry. Young children should not be made to eat everything on their plate or offered rewards for finishing everything on their plate. The below table provides some guidance portion sizes for the main food groups for children aged under 5

Food Group	Portion Size
Fruit & Vegetables (at least 5 portions each day)	
Cooked & Raw	40g
Vegetables as side dish	½ - 2 tbsp
Carbohydrates (4 portions a day)	
Cooked rice, pasta & potatoes	80g
Bread	1 slice
Average sized jacket potato	½ - 1
Breakfast cereal & porridge	80g
Dairy & Alternatives (3 portions a day)	
Milk	150ml
Cheese (sliced or grated)	15g
Cottage Cheese	30g
Plain Yoghurt	60g
Protein (2 portions each day)	
Baked Beans	55g
Egg	55g
Meat, fish & poultry	40g
Beans, pulses & lentils	40g

3. Ingredients

Chapter One focus on using whole food ingredients that are minimally processed, seasonal and sourced responsibly. The team of nutritionists closely monitor all products and ingredients that are used within St. Paul's Cathedral School to ensure that they are of the highest nutritional quality. Chapter 1's brand standards mean that they will never use any products or ingredients that contain: trans fats, MSG, GM or any undesirable additives, including artificial colourings, flavourings, sweeteners and preservatives. Their Nutrition team continually monitors the latest Government

guidance and updates in relation to the use of any food additives and will take action on any updates accordingly.

4. Practices

4.1 Before a child starts at St. Paul's Cathedral School, parents must identify dietary, medical and cultural need, including any food allergies they have and special health requirements. These are shared with the whole school by the school nurse and can be found on the staff noticeboard.

4.2 Dietary requirements are shared with all staff via the school nurse and the Head of EYFS. Children in Reception wear a quick release lanyard so that everyone can identify any dietary requirement quickly.

4.3 Allergen sheets are on dishes and are accessible to all staff to ensure all health requirements, allergies and intolerances are adhered to.

4.4 The school nurse develops allergy plans in conjunction with parents where necessary. It is kept up to date and shared with all staff.

4.5 Most members of the EYFS team and the Pre-prep team are Paediatric first aid trained and are aware of the symptoms and treatment for allergies and anaphylaxis.

4.4 St. Paul's Cathedral School is a nut-free school. Products that contain or may contain nuts including those with trace risks are not permitted onsite.

4.5 Menus are written in advance and rotated regularly and reflect cultural diversity and variation. These are sent home to parents in the school circular.

4.5 We provide nutritious food at all times, avoiding large quantities of fat, sugar, salt, artificial additives, preservatives, and colourings.

4.5 We do not celebrate birthdays through treats and cakes from outside of school, but in other ways during assemblies.

4.6 Menus include a variety of fresh fruit and vegetables each day.

4.5 Fresh drinking water is constantly available and accessible in both Reception classrooms and in the playground. In hot weather staff will encourage children to drink more to keep them hydrated.

4.6 During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversations are encouraged.

4.7 Our team will use mealtimes to help children to develop independence through trying new foods, independent use of knives and forks and clearing their own plates. Staff eat with the children and model healthy choices and use of knife and fork.

4.8 Parents will be informed if their child is not eating well.

4.9 Children will be given time to eat at their own pace and not rushed.

4.10 We promote positive attitudes to healthy eating through play opportunities, PSHE lessons and discussions. PSHE also covers healthy eating and food origins.

4.11 No child is ever left alone when eating or drinking to minimise the risk of choking

4.12 Whilst children are eating there is always a member of staff in the room with a valid paediatric first aid certificate for a full course. Children are always be within sight and hearing of a member of staff whilst eating.

4.13 Children do not bring in food from home, unless there a dietary/medical exemption where a plan is put in place with the medical team.

4. Nutrition Compliance Checklist

Chapter One Early Years Foundation Stage Nutrition - Compliance Checklist

This checklist is used to confirm compliance with the guidance outlined in the Early Years Foundation Stage Nutrition Guidance April 2025

MENU: Chapter One Pre-Prep Menus

DATE: Sept 2025

Food Group	Guideline	Compliance (Y/N)		
		Week 1	Week 2	Week 3
Fruit & Vegetables Including: - Fresh, frozen, tinned, & dried - Pulses, such as beans & lentils	Provide at least 1x portion of vegetables and / or fruit as part of each meal and as part of snacks	Y	Y	Y
	Provide a variety of vegetables or fruit across the day & week	Y	Y	Y
	Limit baked beans to once a week (if counted as vegetable)	Y	Y	Y
	Avoid dried fruit as a snack	Y	Y	Y
	Avoid fruit tinned in syrup	Y	Y	Y
	Avoid added salt and sugar in tinned vegetables & pulses	Y	Y	Y
Starchy Carbohydrates Including: - Bread - Potatoes, sweet potatoes & other starchy vegetable - Pasta & noodles - Rice & other grains - Breakfast cereals	Provide a portion of starchy food as part of each main meal each day	Y	Y	Y
	Provide plain starchy food as part of at least 1 snack each day	Y	Y	Y
	Provide at least 3 different types of starchy food & a variety of wholegrain & white across the week	Y	Y	Y
	Provide wholegrain starchy foods for at least 1 meal each week	Y	Y	Y
	Limit sugar & salt content in breakfast cereals	Y	Y	Y
	Limit the salt content in bread & bread products	Y	Y	Y
	Limit starchy foods that have been fried to a maximum of once a week	Y	Y	Y
	Limit tinned pasta in sauce & choose no added sugar options	Y	Y	Y
	Avoid cereals labelled as 'high' on sugar	Y	Y	Y
	Avoid flavoured dried rice, pasta & noodles products	Y	Y	Y
Dairy & Plant-Based Alternatives Including: - Milk - Cheese - Yoghurt & fromage fraise	Provide 3 portions of milk & unsweetened dairy foods each day (inc those provided at home)	Y	Y	Y
	Provide non-dairy alternatives that are unsweetened & fortified with calcium	Y	Y	Y
	Provide full fat dairy foods for children under the age of 2	Y	Y	Y
	Avoid sweetened yoghurts & fromage fraise	Y	Y	Y

Proteins Including: -beans, pulses - meat & poultry - fish & shellfish - eggs -meat alternatives	Provide a portion of protein as part of lunch & tea each day	Y	Y	Y
	Provide a variety of protein sources as part of lunch & tea across the week	Y	Y	Y
	Provide at least 1 lunch & 1 tea each week which uses beans, lentils, pulses or meat alternatives each week	Y	Y	Y
	Provide oily fish at least once every 3 weeks	Y	Y	Y
	Limit oily fish to maximum of twice per week	Y	Y	Y
	Limit the provision of processed meat products, processed fish products, and products made from meat alternatives to once a week for each of the 3 types	Y	Y	Y
For all Foods	Avoid foods high in sat fat, salt and/or sugar	Y	Y	Y
	Avoid artificial sweeteners	Y	Y	Y
Drinks	Provide access to water throughout the day	Y	Y	Y
	Provide only tap water & plain milk	Y	Y	Y
	Provide whole milk, semi-skimmed milk or unsweetened calcium fortified non-dairy alternatives for children from 1 year of age	Y	Y	Y
	Avoid skimmed and 1% cows milk	Y	Y	Y
	Avoid sugary drinks (inc fruit juice, squash & smoothies)	Y	Y	Y