



SteinerAcademyExeter

Parents' Handbook



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BACKGROUND AND WELCOME

Welcome to the Steiner Academy Exeter. We are one of thirty five Steiner schools in the UK (also known as Waldorf schools), and over 1,200 world-wide. Of the UK Steiner schools, we are one of four that is state-funded. We have academy status and were set up under the Free Schools programme in 2013.

Our mission is to support children in developing to their fullest potential as motivated, confident, self-reliant and responsible individuals with a life-long love of learning and a strong sense of the contribution that they can make to society.

We aim to achieve this by developing the educational insights of Dr. Rudolf Steiner, using a curriculum and methodology that recognise the child's developmental stages and the need to work with head, heart and hand, thinking, feeling and willing: the creative, active and academic in balance.

This handbook describes the key aspects of school life and is a reference document for parents. It will be updated periodically and proposed amendments or additions are always welcome. We hope that it supports you in your work as a parent and contributes to the smooth running of the Academy.

Alan Swindell

Principal

SCHOOL TIMES

KINDERGARTEN: (RECEPTION AND YEAR ONE)

<p>West Garth and bottom gates open</p> <p>Kindergarten garden is open. Parents may wait within the Kindergarten garden with children, but children are the responsibility of the parent until 9.05am.</p> <p>(The Ark is available to parents who require child care before 9.05am)</p>	<p>08.45</p>
<p>KG doors open for drop off</p> <p>(The expectation is that Kindergarten parents will have left the Kindergarten garden by 9.20am)</p>	<p>09.05 - 09.20</p>
<p>Registers taken (after this time your child is marked as late)</p> <p>After this time please report to reception to ensure your child is registered correctly.</p>	<p>09.20</p>
<p>Bottom gate shut</p> <p>After this time your child is late.</p> <p>If you arrive after this time you must access the school via the gate near the car park and register with reception. Your child will then be taken to KG by staff.</p>	<p>09.30</p>
<p>2.15pm optional pick up Mon - Thurs - Bottom gate open.</p> <p>Children leaving at 2.15pm are collected from their Kindergarten by parents (parents, please leave promptly as the afternoon session will be in progress)</p>	<p>14.15</p>
<p>Bottom gate shut</p>	<p>14.30</p>
<p>Mon - Thurs pick up</p> <p>West Garth and bottom gates open.</p> <p>Kindergarten children are collected from their Kindergarten by parents</p>	<p>15.30</p>
<p>Friday pick up</p> <p>children are collected from their Kindergarten by parents</p>	<p>14.00</p>
<p>3.30pm optional Fri pick up</p> <p>Please book in advance via a form available from reception</p>	<p>15.30</p>

LOWER SCHOOL: CLASSES 1 TO 7 (YEARS 2 TO 8)

<p>West Garth and bottom gates open</p> <p>School gates open at 08.45 with staff in the playground to supervise children. SAE encourages children in Class 4 and above to be dropped off and walk themselves into school via the West Garth Road gate. There is a member of staff on the road to ensure all children get into school safely.</p> <p>(The Ark is available to parents who require child care before 08.45)</p>	<p>08.45</p>
<p>Bell rings - the children are expected to line up outside their classroom to be greeted by their teacher</p>	<p>09.00</p>
<p>Registers taken (after this time your child is marked as late)</p> <p>West Garth Road Gate is shut. Please ensure your child registers with reception.</p>	<p>09.15</p>
<p>Bottom gate shut</p> <p>After this time your child is late (unauthorised) and this affects their attendance.</p> <p>If you arrive after this time you must access the school via the gate near the car park and register with reception. Your child will then be taken to KG by staff</p>	<p>09.30</p>
<p>2.15pm optional pick up Mon (class 1) Wed (class 1 & 2) - Bottom gate open.</p> <p>Children leaving at 2.15pm are collected from their classes by parents</p> <p>(parents, please leave promptly as the afternoon session will be in progress)</p>	<p>14.15</p>
<p>Bottom gate shut</p>	<p>14.30</p>
<p>Mon - Thurs pick up</p> <p>West Garth and bottom gates open. SAE recommends that children from class 4 and above can leave school grounds independently.</p>	<p>15.45</p>
<p>Friday pick up</p>	<p>14.00</p>
<p>3.45pm optional Fri pick up</p> <p>Please book in advance via a form available from reception</p>	<p>15.45</p>

UPPER SCHOOL: CLASSES 8 TO 10 (YEARS 9 TO 11)

West Garth and bottom gates open.	08.45
Whistle sounds to indicate registration time. Registers taken (after this time your child is marked as late) Please ensure your child registers with reception after this time.	08.55
After this time your child is late (unauthorised) and this affects their attendance.	09.10
School finishes (Mon - Fri) West Garth and bottom gates open. SAE recommends that students in upper school should leave the site independently.	15.45

CLASSES WITH AGES

Secondary years	Steiner class	D.O.B from	D.O.B to	Application
Year 11	Class 10	01.09.2001	31.08.2002	OPEN
Year 10	Class 9	01.09.2002	31.08.2003	OPEN
Year 9	Class 8	01.09.2003	31.08.2004	OPEN
Year 8	Class 7	01.09.2004	31.08.2005	OPEN
Year 7	Class 6	01.09.2005	31.08.2006	OPEN
Primary years	Steiner class	D.O.B from	D.O.B to	Application
Year 6	Class 5	01.09.2006	31.08.2007	OPEN
Year 5	Class 4	01.09.2007	31.08.2008	OPEN
Year 4	Class 3	01.09.2008	31.08.2009	OPEN
Year 3	Class 2	01.09.2009	31.08.2010	OPEN
Year 2	Class 1	01.09.2010	31.08.2011	OPEN
Year 1	Kindergarten	01.09.2011	31.08.2012	OPEN
Reception	Kindergarten	01.09.2012	31.08.2013	OPEN

DROP-OFF, PICK-UP AND PARKING

We encourage all families to walk, cycle or use public transport to school. There is no parking on site for parents. If your child has a specific mobility need or special educational need that means they can't walk up the drive accompanied by a member of staff please contact Sarah O'Neill (SENDCo) sarah.oneill@steineracademyexeter.org.uk to discuss an onsite parking permit.

There are regular bus routes that stop outside the school and we are a short walk away from St David's train station.

For more details about travelling by public transport we recommend <http://www.traveline.info/>, the postcode is EX4 5AD.

Please see the Facebook page SAE Travel sharing for other options.

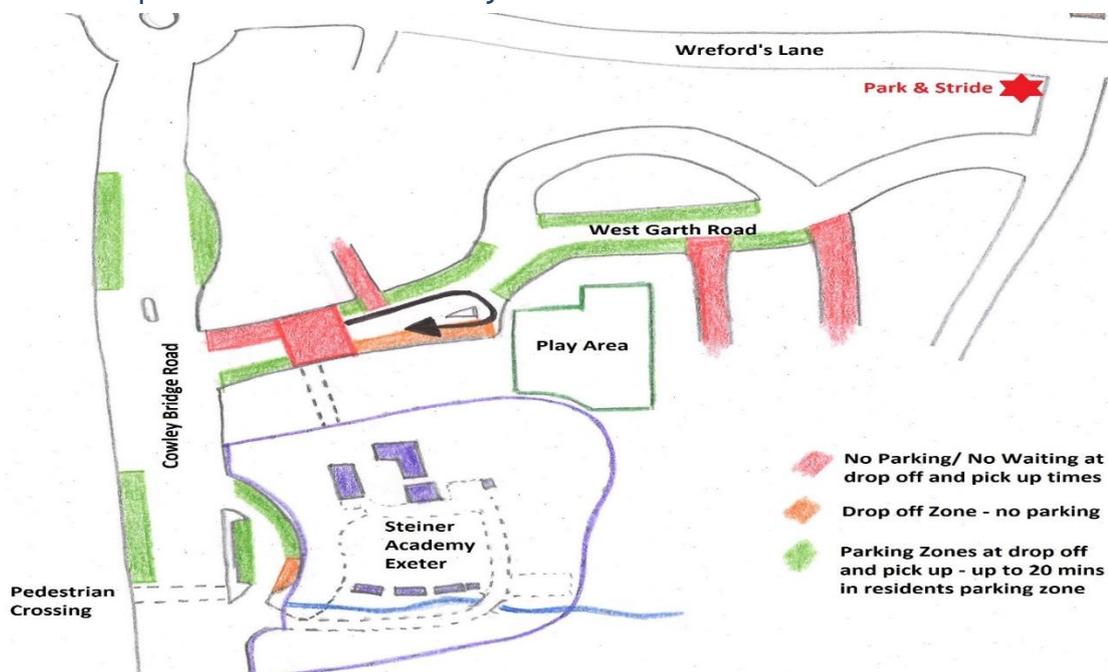
PARKING

Please note:

- We expect that pupils will behave impeccably at all times, including whilst on their way to or from school.
- SAE requests that only parents with Kindergarten children use the lay-by on Cowley Bridge Road at drop off and pick up times.
- SAE encourages children in Class 4 and above to be dropped off and walk themselves into school. A member of staff will be positioned at the roadside at the school entrances on West Garth Road at drop off and pick up, and at the Cowley Bridge Road entrance at drop off. This member of staff will ensure that children get into school safely.
- SAE will be teaching all children in Class 3 and above how to cross roads safely as part of the curriculum.
- Slips of paper are available at reception that indicate you are dropping your child at school and will return as soon as possible.

WEST GARTH ROAD PARKING RULES

These parking rules are the result of discussions with Devon County Highways, Cllr Percy Prowse, and parents at SAE. It will be circulated to all parents and neighbours of the school, and we will roll out the implementation from **Monday 5th March 2018**



Notes:

- If you wish to drop your child or park at the bottom of WGR you must turn around first at the triangle.
- The zones on the map only apply on school days between 8.35-9.20am and 3.40-4.05pm

- Cllr Prowse has confirmed that you can park for 20 minutes in a residents parking zone when picking up or dropping a child from school

By parking where you shouldn't, you are potentially putting your own and other people's children at risk. Please -

- *Don't park on bus stop markings*
- *Don't park on double yellow lines*
- *No Stopping/No Waiting in the 'Child Safety Zone' by the school entrance*
- *Park considerately (don't overhang drives, be a 'space hog', or park around corners)*
- *Only drop off, or pick up in the Waiting Zone indicated on the map*
- *Use the 'Triangle' to turn around to drop off on the school side of the road*
- *Only park and leave your car well away from the entrance - in the parking areas indicated on the map*

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PARENT PORTAL - ARBOR AND PARENT PAY



We are now using Arbor's parent portal for checking your contact details, booking parents meetings, renewing your consents and giving consent for trips. Eventually we aim that you will be able to make payments for school meals, trips and equipment on Arbor. For now we are using Parent Pay.

Once you join the school you will be sent information on your user name which is normally your email address.

Login at: <https://steiner-academy-exeter.uk.arbor.sc>

If you are having any problems please contact reception or use the help documents on the website.

<http://www.steineracademyexeter.org.uk/information/parents-information>



Once your child starts school you will be sent an email about your Parent Pay account. You use this to book and pay for school meals (unless your child gets free school meals), trips and equipment. If you have any questions please contact: parentpay@steineracademyexeter.org.uk

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ACCIDENTS, ILLNESSES AND EMERGENCIES

If any pupil or staff member needs first aid or is taken ill, help is available from Reception. Should anyone need hospital treatment, parents/carers or other emergency contacts will be informed and, where possible, asked to escort them. In the case of minor injuries the casualty will go to the Royal Devon and Exeter Hospital.

If a pupil is feeling unwell before reaching school they should remain at home until they have recovered as there are limited facilities available to deal with sick children. Should anyone be taken ill at school then the parents/carers or other emergency contact will be asked to collect the pupil as soon as possible. It is therefore essential that the school has up-to-date emergency contact numbers.

If your child needs medicine during school hours, you will be asked to complete a medical form and hand it in to the school reception. It is school policy only to administer medicines prescribed by a doctor or health practitioner. The school will not administer medicines unless a short-term medicine permission form has been completed by a parent or carer.

INDIVIDUAL HEALTHCARE PLANS For children with ongoing or emerging medical conditions including injuries, an Individual Health Care Plan (IHCP) form must be completed by a parent/carers (in conjunction with a medical professional if appropriate) in the following circumstances:

- a child is undergoing medical treatment.
- a child has a condition which could potentially lead to a medical emergency occurring in school.
- a child has a condition that requires any adjustment or adaptations to their school life.
- a child develops a new medical condition(s).

The purposes of this form are to:

- give the school all the relevant and necessary medical information about your child;
- help the school identify your child's health needs, such as giving medication during the school day, etc.
- create solutions to potential health problems that can occur in a school environment.
- develop a plan for emergency medical situations.

Forms are available from reception. Completed forms should be handed in at reception marked FAO The Health and Safety Team

CHILDHOOD ILLNESSES The Table below sets out the recommended period children should be kept away from school along with the incubation and infectious period for each illness. (Information taken from www.nhs.uk and guidance on infection control in schools and other childcare settings HSC Public Health Agency Oct 2013) For information about other illnesses not covered here please contact reception.

The symptoms of childhood diseases may disappear long before the child has fully recovered. We ask that you respect this and allow your child extra rest, around school times, in the weeks following an illness.

CHILDHOOD ILLNESS	SAE'S POLICY ON WHEN A CHILD CAN RETURN TO SCHOOL (with reference to incubation and infectious period)
MEASLES	4 days after the rash has gone. (Inform pregnant women) Incubation period - 7-12 days. Infectious - around 4 days before rash and 4 days after the rash has gone.

CHICKEN POX	<p>At least 5 days after onset of rash and all the blisters have scabbed over. (Inform pregnant women)</p> <p>Incubation period - 7-21 days.</p> <p>Infectious - 1- 2 days before rash and at least 5 days after rash onset and until last blister has scabbed.</p>
MUMPS	<p>Once swelling has gone down (should be within a week)</p> <p>Incubation period - 14 -25 days</p> <p>Infectious - 1-2 days before swelling and until swelling goes down.</p>
WHOOPING COUGH	<p>21 days from onset of illness or 5 days from commencing antibiotics</p> <p>Incubation period - 6-21 days</p> <p>Infectious - 5 days after commencing antibiotics or up to 6 weeks after the coughing starts if not.</p>
SCARLET FEVER	<p>7 days after symptoms appear or 24 hrs after commencing antibiotics.</p> <p>Incubation period - 2-5 days</p> <p>Infectious - 24 hrs after commencing antibiotics or 2-3 weeks after symptoms appear - although it has been noted recently that children are recovering within 7 days.</p>
GERMAN MEASLES (Rubella)	<p>6 Days from onset of rash (Inform pregnant women)</p> <p>Incubation period - 15-20 days.</p> <p>Infectious - 7 days before onset of rash and up to 5 days after it has gone</p>
DIARRHOEA AND VOMITING	<p>48 hours after last episode of diarrhoea or vomiting.</p>
IMPETIGO	<p>After all the lesions are crusted and healed or 48 hours after commencing antibiotics.</p> <p>Incubation period - none noted</p> <p>Infectious - After all the lesions are crusted and healed or 48 hours after commencing antibiotics.</p>

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COMMUNICATING WITH TEACHERS

If you have something you would like to discuss with your child's teacher you are able to;

- **Email** this is best for short, brief messages or to briefly explain a more complicated issue and ask for a meeting. All teachers have a school email address which is generally firstname.surname@steineracademyexeter.org.uk. Teachers are expected to check their email once a day during the working week and will aim to respond briefly within 2 working days.
- **Request a face to face meeting** the best way to share concerns or ask questions. Please book via the parent portal; most teachers will have regular slots available.

- **Request a phone call** you can do this via your teacher or if urgent, reception.

PLEASE DON'T CONTACT STAFF ON THEIR HOME PHONE OR MOBILE.

If you have a message to pass on to a teacher first thing in the morning this must come through reception. You can

- Email reception - always include your child's name and class.
- Phone reception.
- Leave a note at reception.

Teachers don't always have time to check their emails first thing.

This will be part of the daily routine in reception and the messages will always be passed to the teacher. If you require a response from a teacher please ask. If you don't speak to reception you will receive an acknowledgment via email that your message has been received.

Reception will be able to book a meeting with a teacher or arrange a phone call for you.

The school is always looking for new ways to improve communication between staff and parents. If you are having communication difficulties or have ideas on how to improve communication please contact Katie Young Communication lead katie.young@steineracademyexeter.org.uk

GENERAL INFORMATION, A - Z

ABSENCES: If your child is unable to attend school due to illness or other circumstances, please inform the school before 9.00am on the day and every day thereafter. Please either email absence@steineracademyexeter.org.uk or phone 01392 757371 and leave a message on the school answer phone, selecting the absence option (3) from the menu.

If your child has had sickness or diarrhoea, then they need to be absent from school for 48 hours after the last incident. Please still contact the school each day that your child is absent.

ABSENCE DUE TO APPOINTMENTS: We expect that all routine doctor and dentist appointments are arranged outside of school hours. If this is not possible and your child has to attend an appointment in school time, you will need to give the school at least 24 hours' notice. This needs to be done by filling out and signing an L5 form, which are available at reception or you can download one from the website <http://www.steineracademyexeter.org.uk/information/parents-information>

For emergency appointments you must inform the school and arrange to fill out and sign an L5 form as soon as possible.

ATTENDANCE: The law requires that parents ensure all children of compulsory school age attend school during term-time. We regard any unnecessary absence as educationally detrimental.

In exceptional circumstances, a request for pupil absence may be made to the Principal. Requests for absence from school should be made at least 2 weeks before the requested absence begins and should be made on an L5 form that is available from reception or you can download one from the website <http://www.steineracademyexeter.org.uk/information/parents-information>

COMPLAINTS, GRIEVANCES AND MEDIATION: Please check the web-site and/or reception for information on our complaints, grievance and mediation procedures.

CONTACT DETAILS: Please advise the school via the Parent Portal of any changes of address or telephone numbers as soon as they occur. It is imperative that the school is able to contact you immediately should the need arise.

DATES: Term dates and upcoming events can be found on our web site and reminders about upcoming dates are in the newsletter. As far as possible our term times follow those of other schools in the Exeter area.

EMERGENCY AND EXTREME WEATHER PROCEDURE: Emergencies and extreme weather conditions may result in the closure of the school. In the event of inclement weather please check the school website, the school's answer phone message and local radio stations.

FOOD

BREAKFAST: It is strongly advised that your child has a good, nourishing breakfast before they leave home, preferably low on sugar.

BREAK: Children in classes 1 - 10 are expected to bring their own snacks to eat at break. These should be nutritious, simple, wholesome and easy to manage for the children. Please make sure your child brings a bottle of water (but no glass containers). The following are not allowed: crisps or similar highly processed snacks, (whether savoury or sweet), canned or sugary drinks, chocolate bars or sweets. Kindergarten children have snacks provided by school.

LUNCH: Free School meals are provided to all pupils in Reception and Years One and Two (Kindergarten and Class One). Additionally, all other pupils can receive a school lunch by ordering in advance. Lunches need to be booked and paid for in advance on Parent Pay. The lunch menu is available on our website. Alternatively you can provide your child with a packed lunch.

HEAD LICE: For prevention of lice please check hair once a week and comply fully with the school's requirements as and when outbreaks occur. You will be informed via an email if there is an outbreak in your class.

HOME VISITS: A home visit can be very helpful in fostering a supportive connection between parent, teacher and children. Parents or teachers can initiate this.

LEARNING SUPPORT: Please refer to the SEN Policy on our website for further details. The school's Behaviour and Learning Support Co-ordinator will liaise with those parents whose children have additional learning needs.

LOST AND FOUND: All items of clothing such as coats and Wellington boots should be clearly marked. Any clothing found left around will be put in the lost property bin which is located in reception. Unclaimed items will be recycled at the end of each term.

NEWSLETTER: There is a regular fortnightly newsletter containing news, messages from teachers, notice of events, items for sale etc. Contributions for the newsletter are very welcome, although we may not always be able to include your offering in full. Paper copies are available at pick up on the day of publication and from reception. They are emailed to all parents and are on the website. Please ensure you read them and keep up to date.

OFFICE HOURS: RECEPTION OPENING HOURS 8.45 - 9.20, 3.00 - 4.15. If you need information outside of these hours please ring or email

PARENTS' EVENINGS: Each class has regular parents' afternoons or evenings, with times arranged to suit as many as possible. Thursday is the preferred day for such meetings in order to avoid calendar clashes, although other days may be used. These meetings are an opportunity for parents to find out about the curriculum and the teacher's personal approach to it, often in a hands-on and active way. There is time for questions and discussion, and the building of the networks needed to support the children beyond school times.

PARENTS' 1-1 MEETINGS: You can book 1-1 meetings with your class teacher via the parent portal. These are important meetings where you can discuss your child's process and we recommend that you meet with your child's teacher at least twice a year.

SCHOOL PROPERTY AND GROUNDS:

- ❖ In the interest of the safety of our children the school grounds will be closed from 9.30 - 2.15 and 2.30 - 3.30.
- ❖ Dogs are not allowed anywhere on the school grounds.
- ❖ Please respect our neighbours and consider the impact our school has in a quiet residential area.
- ❖ Pupils must not misuse or damage school property. Parents will be responsible for any wilful damage.
- ❖ Pupils must observe the boundaries set within the school grounds. These may change with the seasons, for repair work and other activities.
- ❖ The school is out of bounds outside of school hours except for authorised activities.
- ❖ The play areas cannot be used as waiting, picnic or social areas by parents: these are working areas and subject to the same rules and protocols as any classroom.

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FESTIVALS

The marking and celebrating of festivals forms a key part of the Steiner education. Festivals can help us remember to focus on the natural rhythms and changes in our external and internal lives at different times throughout the year, such as the contemplative aspects of the drawing in of moments together as a community where we can focus on qualities we may wish to cultivate in ourselves and our children to nurture our growth together and honour the changing seasons and cycles of our world. Many of the festivals are based on the Christian calendar and also have their roots in the nature festivals of pre-Christian times. We draw on the wisdom of these faiths to guide us through the seasons. In class 3 (Y4) the curriculum takes the children into an exploration of the Old Testament which gives the perfect opportunity for exploring Hebrew traditions, whilst in class 5 (Y6) it is the turn of Hinduism and Buddhism, and in class 6 (Y7) the history of Islam can lead to an exploration of mile stones in the Moslem calendar. The Academy is committed to making festivals more reflective of our multi-cultural society and will, in due course, be looking to enliven our experience of the changing year in different ways. We warmly welcome your thoughts and contributions to this evolving process.

Below is a brief summary of some of the most significant festivals which are celebrated at our school. For anyone wishing to find out more the books 'Festivals, Family and Food: Guide to Seasonal Celebrations' (Diana Carey and Judy Large) and also 'All Year Round: A Calendar of Celebrations' (Ann Druitt, Christine Fynes-Clinton and Marije Rowling) are good places to start.

AUTUMN/WINTER TERM FESTIVALS:

Michaelmas - 29th September or a school day close to this time

Michaelmas—the festival of the Archangel Michael, the protector against the dark of night. Occurring shortly after the autumn equinox, Michaelmas comes at a turning point in the year when the world of nature appears to be less active and the light is gradually fading. As the light draws in we need to find an energy of courage, will, inner strength and clarity. Michael's sword is symbolic of this as is his courage to tame (but not kill) the dragon. The children are asked to dress in purple and often sing songs, enact plays and draw pictures to reflect this symbolism. This time of year also marks both an inner and outer time of harvest and thanksgiving, as we gratefully gather in the resources we will need for the coming winter.

Martinmas/ Lantern Festival - 11th November or a school day close to this time

St. Martin was a Roman soldier who cut his cloak in two to share with a beggar as protection from a terrible storm; later he dreamt that the beggar was in fact Christ. St Martin was known as a kind, simple man, who brought solace to the poor and adored children. This festival is also a mark of the half-point between the equinox in autumn and midwinter, where light is entering into another phase around us. Lanterns are made and younger children are led on a special walk, singing songs to remind us 'to carry our light with care' into the darkening days. We are reminded of the simple and powerful gift of kindness and the joy of our little ones to carry us through the hard times, the cold and the darkness.

Advent Spiral - Around the Beginning of December

Advent officially begins on the fourth Sunday before Christmas and the time where candles are lit to represent our movement towards the light of the birth of Jesus and the heart of winter. Traditionally a large spiral is made from moss and/or branches which each child (and adults who may wish to) reverentially walks towards the centre, where they light a candle which they then carefully place by the path to guide others. It is a magical time for stillness and reflection, which we as adults can hold as a space for our children as they tread their path, they in turn bring some much needed light to our lives.

Christmas

Each class or the school as a whole may hold an individual end of term celebration before we say farewell and spend time with our families for the Christmas holidays.

SPRING TERM FESTIVALS:

Candlemas - 2nd Feb or a school day close to this time

This is another festival marking the mid-point between the Winter Solstice and Spring Equinox, when the light begins to return, in pre-Christian times this was the festival of Imbolg. Candles were traditionally blessed by the church at this time of year for use in the year ahead. The activity of candle-making, particularly by the younger children, allows us to be thankful for the light that they have provided and begin to celebrate the natural light's return. The world around us slowly starts to show signs of spring's return and we may hear our little ones herald this in their songs about snowdrops.

Easter

Easter is the festival of new life rising again and in Christianity celebrating the resurrection of Christ. The date of Easter changes each year, always follows the Spring Equinox and occurring the Sunday after the next full moon. Leading up to Easter is a period of about 6 weeks known as Lent (which begins on Ash Wednesday, the day after pancake day or Shrove Tuesday, until Easter Sunday) a time traditionally associated with fasting, penitence, prayer and reflection. At Easter, after a period of self-denial, the Easter hare brings a sign of new life (and indulgence) in the form of eggs (now usually chocolate). The hare is an ancient symbol of the pagan goddess Eostre. Additionally, according to legend, *"a young rabbit who, for three days, waited anxiously for his friend, Jesus, to return to the Garden of Gethsemane, little knowing what had become of Him. Early on Easter morning, Jesus returned to His favourite garden and was welcomed by His animal friend. That evening, when Jesus' disciples came into the garden to pray, they discovered a path of beautiful larkspurs, each blossom bearing the image of a rabbit in its centre as a remembrance of the patience and hope of this faithful little creature."*

Eggs, like rabbits and hares, are fertility symbols of antiquity. Since birds lay eggs and rabbits and hares give birth to large litters in the early spring, these became symbols of the rising fertility of the earth at the March Equinox.

Easter itself, like Christmas, occurs during our school holidays. Each class may make individual acknowledgements of the coming of Easter (such as decorating branches with eggs, or creating an Easter garden), but the full celebration, joy and liveliness that follows the solemnity of Lent is acknowledged on

the return to school at the beginning of the Summer Term, with activities such as games, dressing in yellow and decorating the school with painted eggs.

SUMMER TERM FESTIVALS

May Day - 1st May or a school day close to this time

This day, in the old Celtic calendar, signified the beginning of summer. Dancing round the maypole and weaving the colours together and back again marks a joyful celebration of the rhythm and interconnection of life at this vibrant time of the year. Children also sing, wear flowers and celebrate the coming of summer.

Whitsun

Whitsun occurs on the seventh Sunday after Easter, and is therefore celebrated at school close to this day and is sometimes combined with May Day. It marks a time of spiritual communion between the twelve disciples of Jesus following his ascension to heaven. This festival is a festival of community, communication and harmony. Children make paper doves, wear white and we come together to celebrate cultural diversity, language and friendship.

St John's Festival - 24th June or a school day close to this time

At the height of midsummer, close to the solstice, we celebrate the festival of St John. The sun is at its highest, the days are at their longest and it is the time when inner work and concentration are most difficult, requiring the power (represented by fire) of transformation and purification to gain strength. We celebrate by lighting a special fire, wearing red, singing and playing games. It is also possible that at this magical time of year, as Shakespeare well knew, fairies may visit!

With thanks to Josie Seydel-Phillips (Parents' Festival Group.)

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KINDERGARTEN

By combining Reception and Year One we create a community of mixed age children who can learn from each other and socialise more widely. A great deal of attention is devoted to making the Kindergarten environment one in which the children feel secure and comfortable. Parents can play a significant role in creating this harmonious setting and the Kindergarten Parents' Handbook gives clear guidelines on settling the children in, handing them over, clothing and equipping them. These things continue to be of importance throughout the school years, but getting things right when they begin school can have very significant benefits throughout their school life and beyond.

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SCHOOL MEALS

The SAE Catering Team aims to provide high quality and affordable hot meals to suit all tastes, and to encourage children to try something new in the company of their peers. Where possible food is locally sourced and organic. We have been able to hold school dinner prices for this year at £2.35 a day per child, which we feel offers excellent value for money.

The menu is changed every half term and will be available on the website and is published in the newsletter. Please book and pay for meals on Parent Pay (see information above)

UNIVERSAL INFANT FREE SCHOOL MEALS: All children aged 4-7 are entitled to free school meals (Kindergartens and Class 1) and we assume that most families will take up this offer. Let reception know if your child requires vegan or gluten free choices.

FREE SCHOOL MEALS (OTHER THAN KS1): If you think you may be entitled to free school meals on the basis of your family circumstances, please collect a form from reception.

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EQUIPMENT LIST

We ask parents to provide the following non-educational equipment for all children in the school

Slippers or indoor shoes.

Waterproofs - coat and trousers

A spare set of clothing for emergencies

Wellies, hat, gloves, lunch box, water bottle

Comfortable waterproof rucksack or back pack (for day walks).

Sports Kit (for Class 4, (Year 5) and up.)

- Jogging/tracksuit bottoms
- Sweatshirt/tracksuit top
- White cotton T-shirt
- Cotton shorts (above the knee) for summer.

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TRIPS AND EQUIPMENT - FINANCIAL INFORMATION

CLASS TRIPS

By planning for, committing to and paying promptly for trips, you can help save the school in the region of £8,000.

Class	Expected trips	Cost of trip
1	Local trips - beach, Dartmoor and a theatre trip	£50
2	Overnight local trip and day trips	£75
3	Farm based overnight trip	£100
4	Local geography themed overnight trip	£100
5	Olympics (overnight trip)	£125
6	Rome or geology based overnight trip	£150
7 & 8	One BIG TRIP either in 7 or 8. Canoeing, sailing, survival or similar. Smaller overnight trip in the other year including a cultural trip (theatre or similar). Could vary from class to class and teacher to teacher.	£350 or £200
9 & 10	One BIG TRIP in either 9 or 10. May be a French trip. Smaller overnight trip in the other year including a cultural trip (theatre or similar). Could vary from class to class and teacher to teacher.	£350 or £200

Class trips are an important part of your child's experience here. From a day trip to Exeter museum to canoeing down the river Wye, from digging wells at Embercombe to visiting WWII battle fields in France, trips provide a first-hand experience that the classroom cannot offer.

The cost of trips is significant. Whilst there is support in place for those families who may not be able to afford trips, this support is itself a red line in the budget that has to be carried.

Above is a table of the costs and likely destinations for each class. By publishing this information we hope this will enable you to commit to a payment plan at the beginning of the school year. We aim that these costs will not change till 2022/23 school year.

Raising funds to support trips is also an option, for example class 6 in their business maths main lesson often initiate small money raising activities. Cake sales and sponsored activities also have their place, but as a rule monies raised in this way support families who cannot afford the full cost.

Exceptionally, and where a strong case can be made to support it, additional class fund-raising may also enable a teacher to be slightly more ambitious than usual.

The school shortfall from parents for trips last year was £9,800 of which the PTFA gave £2000 reducing the overall loss to £7800. This year we need to reduce that, without compromising the quality of what we offer.

We ask that 50% of the cost is paid by the end of Jan and that the rest is paid in full by the end of June.

If your child is eligible for Pupil Premium Funding there could be some financial assistance available.

CLASS EQUIPMENT

If you are able to commit fully to your children's school trips you will be asked to make a contribution towards equipment.

How can you help by paying for class equipment?

There are pros and cons to how equipment is owned and managed. Our experience is that ownership does bring a greater sense of responsibility on the child's part. We can probably all remember being given a dog-eared text book that had a list of previous owners at the front and evidence of their doodling habits (and worse) elsewhere. Hopefully we can also remember the thrill of receiving something brand new. Rightly or wrongly, our instincts to care for the latter always seem to be greater than for the former. With this in mind, we have looked for ways in which student ownership of equipment can help our budget and their experience of school. Also attached is a list of equipment we need to provide for your child. If you are able to contribute the amount in the table this equipment will be yours to own, keep and take away. If you are unable to contribute, the school will still provide it on the understanding that it is returned in good condition at the end of the school year. As with class trips, although the smaller details around equipment may change, the bigger picture and the `ball-park` figure will hopefully help you to plan ahead.

	Equipment
Kindergarten	
Class 1	£40
Class 2	£40
Class 3	£40
Class 4	£40
Class 5	£50
Class 6	£60
Class 7	£60
Class 8	£90
Class 9	£60
Class 10	£60

The amounts listed in the table below cover general stationery, craft and handwork items.

- By the end of lower school your child will own eurythmy shoes, a flute, a recorder, a fountain pen, a dictionary, thesaurus and geometry set
- By the end of upper school they will own the necessary GCSE text and course books.

We will make provision to buy-back books that have been kept in good condition.

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ASSESSMENT

We use a range of methods to monitor each child's development and progress.

Every term each teacher contributes to a `Pupil Assessment Meeting` (PAM). For these meetings every teacher working with your child assesses one specific aspect of the child's work, This gives a termly `snap shot` of attainment. At the same time the teachers also make a judgement as to the child's behaviour, their general attitude to learning and key aspects of their social and emotional development. The PAMs are also supported by bi-annual (generally October and May) assessment of reading, writing, spelling and maths in classes 3 - 7, and by Cognitive Ability Tests in classes 6 and 8.

We also hold regular child studies in our teachers' meetings. Although not all pupils can be studied intensively during the year, the skills developed in observing those children who are make up an important part of each teacher's professional development and teach us a great deal about where our teaching needs to focus, develop and improve.

We provide parents with a brief report before the Christmas break and a more extensive report at the end of the year. The End of Year report aims to characterise your child's individual experience. It describes his or her level of engagement in specific areas of learning and social life within the school. It is a statement of what your child has achieved in clear, comprehensive, comparative terms, and it sets goals for the future. This report summarises the year past, provides a present perspective and is orientated towards future development.

Steiner schools are exempt from certain aspects of the Early Years Foundation Stage and do not have to administer the Phonics Screening test for pupils who have not previously been taught using Systematic Synthetic Phonics. We are required to administer SATS at the end of class 5, (Y6) and to provide a minimum of 5 GCSE's or equivalent in class 10, (Y11). Please consult the web site for more information.

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SCHOOL RULES, BEHAVIOUR AND THE PREVENTION OF BULLYING

Our policies on promoting good behaviour and ensuring that our school is free of bullying can be viewed on our website. Our Behaviour and Learning Support Co-ordinator is the first point of contact for parents, pupils and staff when behaviour issues need to be addressed.

The behaviour policy is supported by school rules. The following list is not exhaustive but should help reduce misunderstandings between parents, pupils and teachers:

- ❖ We do not allow chewing or bubble gum, sweets, chocolate, chocolate covered biscuits or fizzy drinks.
- ❖ We do not allow toys, radios, tape players, electronic games, MP3 players or other portable music devices, knives, matches, fireworks, caps or comic books.
- ❖ Mobile phones are only permitted where parents require children to confirm school journeys and transport arrangements. They should be kept turned off during the school day, including breaks. In the event of any breach of these rules your child's phone will be held in reception until the end of the school day.
- ❖ Tobacco, alcohol and other illegal drugs are not allowed at school under any circumstances.
- ❖ All pupils remain at school during breaks.
- ❖ Bicycles, skate boards, roller skates and scooters should not be ridden on the premises.
- ❖ We do not allow foul or offensive language.
- ❖ Class children are expected to abide by a code of behavioural conduct which is discussed in their class groups with the teacher.

PLAYGROUND RULES: These are provided to all staff who attend to playground supervision and can be viewed in the school office. They are shared with the children, who sometimes have valuable contribution to make in reviewing and amending them. These rules apply in school at all times, whether or not during school hours.

DRESS CODE: Although we do not have a uniform at school, we do have requirements of the pupils' dress which must be adhered to.

- ❖ All clothes should be whole and not torn ie no rips in jeans.
- ❖ All children should be tidily and cleanly dressed.
- ❖ There should be no extremes of fashion. Tops should come down below the waist. Shorts and skirts should be mid thigh length no shorter.

- ❖ Clothing should be:
 - comfortable and appropriate for movement, and movement lessons.
 - plain, i.e. free of text, with no images larger than an outstretched hand (approx.) and no images of a morbid, sexual, provocative or abusive nature.
 - No thin strapped vest tops are allowed. The thicker strapped style is acceptable.
- ❖ A games kit is to be worn in games lessons from Class 4 up. (a white top, short or long sleeved and black trousers/shorts)
- ❖ Pupils should wear a top at all times.
- ❖ Jewellery should not be worn in classes 1 - 7 or to excess in 8,9,10. Those with pierced earlobes can wear one pair of studs only.
- ❖ Jewellery worn in other pierced areas of the body (other than the earlobe) is not allowed. Children will be asked to remove those items.
- ❖ No make-up to be worn in classes 1 - 7 and only discreetly in 8,9,10. No dyeing of hair in classes 1 - 7 and only natural hair colour in 8,9,10.
- ❖ Clothing and footwear should be sensible and appropriate to the season.

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HOMEWORK: EXPECTATIONS AND GUIDLINES

The table below gives an over-view of the range and type of homework that might be expected, class by class.

CLASS	Individual practice work	Weekly spelling	Foreign language vocabulary and written work	Main lesson books taken home for improvement	Specific English tasks	Weekly Maths Practice	Intensive project	Exam prep.
1, 2	No Homework							
3	•						•	
4	•	•					•	
5	•	•	•	•			•	
6	•	•	•	•		•		
7	•	•	•	•		•		
8	•	•	•	•	•	•	•	
9	•	•	•	•	•	•		•
10	•	•	•	•	•	•		•

Individual Practice Work: for example a reading programme, hand-writing practice, usually aimed at supporting a specific area of development.

Weekly Spelling: Increasing in intensity throughout the school years, combined increasingly with vocabulary extension from Class 6 onwards.

Foreign Language: initially vocabulary extension, increasing to general written tasks and exercises.

Main Lesson Books: Taken home for work to be improved, corrected, and polished. This may be weekly in the younger classes, daily as the pupils progress through the school.

Specific English Tasks: usually arising out of main lesson and/or from specific English lessons, including essay writing, re-drafting, book reports etc. Part of main lesson content before this.

Weekly Maths Practice: arising out of main lesson content or from specific maths lessons. Usually supported by question sheets and, as the pupils advance, by text books.

Intensive project: A main-lesson specific project, often linked to: house building in Class three; zoology in four; zoology, botany or geography in five, six or seven, plus an annual project in Class eight combining a range of disciplines.

Some other points:

- In addition to activities in the table, class drama productions will require children to learn lines at home. Many pupils will also be learning an instrument and will need to plan practice time into their week;
- Research shows that homework is of only limited benefit to a child's academic development in the primary years;
- In the secondary years, in addition to extending and consolidating basic skills, the aim of homework is to give the pupils an opportunity to become increasingly absorbed by and immersed in the lesson content. This can provide a healthy antidote to the lure of social media and screen entertainment;
- From the age when homework is given regularly; one of its main purposes is in the development of good work habits regardless of the content;
- When homework is given it should always be checked, and, where appropriate, feedback be given. There should be a consequence, however small, when it is not completed;
- If your child is unable to complete homework, a simple note from the parent stating the reason why is usually sufficient;
- It is a good idea for parents to discuss homework with their class teacher at the start of every academic year, ideally at an autumn parents' evening. In this way you will be aware of expectations and how you can support and engage with your children's homework (and where you need to simply 'leave them to it');

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QUALITY ASSURANCE: HOW WE MAINTAIN A CULTURE OF IMPROVEMENT

Meeting the needs of the children in our school requires constant improvement on the part of teachers and support staff.

Listed below are some of the ways in which we try to develop a culture of improvement in our school: at the end of the day we are only as good as our teachers and their teaching and these methods are an invaluable aid to ensuring the quality of our provision.

ON-GOING LESSON OBSERVATIONS, BOOK LOOKS AND LEARNING WALKS: These are conducted regularly by the Principal, members of the Senior Leadership Team and by external advisors. Although lessons are not graded, we do use a framework of criteria called SACQS (Steiner Academy Classroom Quality Standards). You can download a copy of these from the school's website or request a copy from Reception. (For Kindergarten teachers we use an adaptation called SAKGQS). These are mapped against the Teaching

Standards used by the Department for Education. Where observations, book looks or learning walks reveal weaknesses or areas that need improvement, these are developed into an on-going plan with the teacher concerned.

PEER-APPRAISAL: At certain points in the year colleagues may be asked for their feedback on how they experience another teacher's work. This is usually linked to an observation around a particular theme, for example classroom management or differentiation.

SUPERVISION AND APPRAISAL: We favour regular supervision and guidance of teachers wherever possible, rather than a single `Annual Appraisal`. This work is conducted by a combination of the Principal, Vice Principal, Senior Leadership Team members including the SENDCo, and subject leads. We combine lesson observation, book looks, learning walks, student and parent feedback, peer appraisal and the individual teacher's all-important self-assessment.

GOVERNORS' MONITORING VISITS: Members of the Board of Governors or Trustees make occasional monitoring visits, either on a drop-in basis or in response to a specific focus, for example safeguarding, assessment, or the use of Teaching Assistants. Their monitoring reports are collated by the Principal, who summarises their main findings and recommendations in the termly Board meeting.

OUTSIDE ADVISORY VISITS: These are often sourced from the Steiner Waldorf Schools Fellowship advisory service, but we also engage other educational professionals to make targeted observations, to report to the Principal and to advise the teachers.

PARENTAL FEEDBACK (REQUESTED): On occasions we may undertake a 360 degree appraisal of a teacher, requesting feedback from parents and, in a carefully structured way, pupils. This will never be part of a Capability Procedure (see above) but will be used as part of the on-going cycle of appraisal.

PARENTAL FEEDBACK (AD HOC): When parents feel that they can contribute to the work of the teachers, or that teachers may need to improve in certain areas, it can be difficult for parents to raise issues or have their voice heard. The parent's wish to be supportive may get in the way of open communication or the teacher, with the best will in the world, may feel defensive when constructive ideas come in the wrong way. The possible routes are:

- Ideally you would feedback directly to the teacher in a pre-arranged meeting: ask for an appointment, indicate what you wish to talk about and make notes beforehand which you can refer to during the meeting. If a dialogue with the teacher still leaves you feeling that issues have not been identified or acknowledged, please request the Parental Feedback form from Reception or download it from our website and return it for the attention of the Principal.
- If you have met with the class teacher and completed the feedback form you can request a meeting with the Principal via Reception. It is usually possible to arrange a meeting around drop-off or pick-up time.

STAFF LIST

ALAN SWINDELL (PRINCIPAL) Alan has worked in Steiner education for nearly thirty years, both in the UK and Holland. He was initially a state-trained teacher and has also worked in Steiner teacher training.

TEACHERS

RUTH CHADWICK (REDWOOD) Ruth has always been interested in alternative education. She has always had a great enthusiasm for nature and brought her children up with a house cow, goats and a vegetable garden. She did her Steiner early years training in London and then worked in Steiner Kindergartens in Norway. Returning to the UK she was an assistant at the South Devon Steiner School for 4 years before joining us at SAE.

SAMANTHA BUCKLE (ELMWOOD) first encountered Steiner Education with her own children in 1999. She went on to receive a BA in Steiner education from Plymouth University in 2008. Sam previously worked in a secondary school as a Forest School Leader, SEN Learning Coach and in the School's Boarding House during the evenings. She returned to Steiner education in 2015 and worked as a Kindergarten Assistant. In 2017 she took over the role of Kindergarten teacher for Sunbeams. Sam has a passion for the outdoors and holistic education and a personal interest in the wonder and mysteries that govern human behaviour and how individuals respond with the world around them. She has a particular interest in the therapeutic value of playing outside and spending time in nature.

CATHI FINBOW (CHERRY TREE) Cathi has a degree in Steiner education and for eight years was lead Kindergarten teacher at the Exeter Steiner School.

THERESA TRAPP (SILVERBIRCH) Theresa has done the Steiner Early Years training course in London. She worked at The Exeter Steiner School for ten years and ran the Children's garden an independent kindergarten in Exeter for two years.

KATHERINE MEE (SPINDLEWOOD)

MIKE MARKS (CLASS ONE M) Mike joined us from a local primary school. He has almost five years' experience as a class teacher and at various times has taught music, snowboarding, football, yoga, and outdoor activities. We are not yet sure how his status as a qualified ski instructor will fit with the class one curriculum, but we are working on it!

VICKY PRIDDLE (CLASS ONE V) Vicky has worked in the academy for the last three years. She began as a learning support assistant in Kindergarten, became assistant to class one the following year and is now a 'Teaching Apprentice', based mainly in class two. In the latter roles she has had plenty of opportunity to step up from assisting and is very used to carrying a class in her own right. She will be a familiar face to many of you and to some of the children. She is currently completing the Steiner Waldorf Early Years training course.

FRANCES DATHAN (CLASS TWO)

SIMON BERKLEY (CLASS THREE) Simon trained on the London Waldorf Teacher Training Seminar before becoming a class teacher at the South Devon Steiner School where he has carried several management responsibilities alongside his teaching work.

SUE NEALE (CLASS FOUR) Sue has a degree in Steiner Education and a specialism in Art. She has been Class teaching at Exeter Steiner School and has had many roles at South Devon Steiner School, as parent volunteer and teacher, since her first child began kindergarten in 1993.

JESS LYNCH-THEWLESS (CLASS FIVE) Jess attended Steiner schools from kindergarten to sixth form, she is a state-trained secondary teacher with a specialism in RE. She was a class teacher at the Nant-y-Cwm Steiner school in the west of Wales before joining us in Exeter.

JENNY WRAGG (CLASS SIX W) Jenny is a graduate of the Emerson College 'Heart of Education' teacher training course. She worked as a class teacher in the Moray Steiner school for five years, prior to which she taught in state primary schools. Jenny is currently studying Steiner education at Masters level.

JENNY MATHERS (CLASS SIX M) Jenny comes with nearly ten years of experience in schools in a variety of roles. For the last two years she has been working here at the academy, most recently as a 'Teaching Apprentice' in the current class six. Jenny is a qualified Thrive practitioner and has worked in a range of classes here, including two class sixes.

VICKI WREN (CLASS SEVEN AND EARLY YEARS LEAD) Exeter born and bred, Vicki worked for many years as a forest school leader with primary and secondary school age children. She was a parent and child

group leader at Exeter Steiner school and has recently worked in many of Exeter's secondary schools as a supply teacher. She has a diploma in Steiner education and has recently completed her Masters in Practical Skills Therapeutic Education.

AEGIR MORGAN (CLASS EIGHT) Aegir (pronounced Ire), like many of our colleagues, studied Steiner education at Plymouth University. He has previously worked as a class teacher in the Brighton, Hereford and at Wynstones (Gloucester) Steiner schools. Aegir will also be playing a significant role in the management of the school: he is currently Principal of the Whistling Mountain Waldorf school in British Columbia.

CLIVE STAPLES (BEHAVIOUR AND LEARNING SUPPORT) Clive has a degree in Steiner education and has worked for twenty years with children with special educational needs. He gained his QTS at Bath Spa University where he is currently studying at Masters level. He is also training as a `Thrive` practitioner and one of the **Designated Safeguarding Officers**.

SARAH O'NEILL (SENDCo AND LEAD SAFEGUARDING OFFICER) Sarah studied with the Open University to get an honours degree in psychology. She then went on to do a PGCE for Key stage 2 and 3 (7-14 yrs) with a specialism in design technology. Sarah then worked in a state primary school, during this time Sarah developed a passion for children that had additional needs which lead her to train as SENCO and she is now in the last year of her Master's in special educational needs.

SARA JARMAN (BEHAVIOUR AND WELLBEING SPECIALIST) One of the **designated safeguarding officers**.

CATRIONA FERGUSON (FRENCH) Catriona is an MFL expert and an Advanced Skills Teacher in primary languages. She has worked in both primary and secondary schools in the Exeter area for several years.

TRACEY ADAMS (UPPER SCHOOL FRENCH)

ADAM SMALE (ART AND LANDCRAFT) Adam has a diploma in Steiner education and worked as a class and transition teacher at the Exeter Steiner school. He has been working at the academy since September 2013 as a teaching assistant, woodwork and art teacher.

ANNA GOUDGE (MUSIC) Anna has a degree in Steiner education and is an accomplished musician. Part of her training as a Steiner teacher was carried out in a remote village school in India.

FRAN ANDRE (MUSIC)

DANIEL FRIEDEBERG (GAMES TEACHER) Daniel is a Steiner alumni, having attended Elmfield Steiner school. He trained as a Steiner teacher on the West of England Steiner Teacher Training Course. He will combine his teaching with the part-time training in Bothmer Gymnastics. He once represented the UK in Extreme Frisbee.

DANNY PARCELL (GYM, IT AND DRAMA TEACHER)

NEREA YARTO (CIRCUS SKILLS AND TRADITIONAL PLAY GROUND GAMES) Nerea has a degree in Steiner Education, is a specialised games teacher and an accomplished circus skills performer.

DUNCAN ARNOT (WOODWORK) Duncan completed his NQT year at Broadclyst Primary, having first expressed an interest in joining us and training as a Steiner teacher before we even opened.

JANE PICKERING (STEM LEAD) Jane comes from a background of science and engineering having gained her degree in Materials Engineering at the University of Surrey, including a year working and studying at CERN. Prior to relocating to Devon Jane has been teaching within the State sector in Buckinghamshire,

teaching students from year 7 though to A' Level. In addition to her Maths and Science specialism Jane has an MBA and studied Fine Art for two years at university

PAUL LAWTON (UPPER SCHOOL MATHS AND MATHS LEAD) Paul joined us from South Devon Steiner School where he had been teaching maths for 2 years. His is an experienced teacher having taught Maths and all Science up to GCSE and A level biology and tutored A level Maths. He has also been Deputy Head in charge of Academies.

STEVE FORREST (GCSE GEOGRAPHY TEACHER, BUSH CRAFT AND MATHS TEACHER FOR CLASS 5/6) Steve trained as a Teacher 1991-1995 where he gained a BEd Hons at Liverpool University. After this he joined the Royal Marines where he had a varied career working as a Physical Training Instructor and then further specialized in the rehabilitation of injured soldiers. During his career he has travelled extensively around the world gaining valuable life experience, which involved three tours of Afghanistan.

JANE BERRY (UPPER SCHOOL ENGLISH TEACHER AND ENGLISH LEAD) Jane received a BA (Hons) English and Drama from Brunel University and completed her MA Performance Studies at The Central School of Speech and Drama. Jane founded her own theatre company for children in the local community, directing and adapting Shakespeare plays for public performances. Jane trained for her English and Drama PCGE in an inner city school in Nottingham and has worked as a secondary school teacher in both state schools and private schools in Devon. Jane also trained in CELTA, where she has had experience teaching English as a second language to international students.

PETER SCOTT (UPPER SCHOOL HISTORY AND TEACHING SUPPORT)

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STAFF LIST - ADMIN AND SUPPORT

JENNY SALMON (RESOURCES MANAGER) Jenny is a former police officer and marine biologist with over fifteen years' experience in education. She has worked in marine conservation and as a further education and adult education teacher. She was administrator at Exeter Steiner School for five years. Jenny is also a **Designated Safeguarding Officer** and responsible for HR and admissions.

MARK EYERS (FINANCE MANAGER) Mark worked for many years as the finance co-ordinator of the South Devon Steiner School, where he was responsible, amongst other things, for administering parental contributions and over-seeing its mandate management system.

ALICE KNIGHT (OFFICE AND SYSTEMS MANAGER) Alice trained as a planner and urban designer at Oxford Polytechnic, and worked for various councils in England and Scotland, as well as for a local Devon developer, before becoming self- employed and starting a family. Happy to try her hand at most things, more recently Alice was the centre manager at Exwick Community Centre. She is also a trustee of a local Devon charity, ADUMASA, which supports the children in three villages in the Ashanti region of Ghana.

KATIE YOUNG (COMMUNICATION LEAD AND PA TO PRINCIPAL) Katie was a specialist Midwife for Young Mums and Vulnerable women, after having children she discovered Steiner education and has been involved ever since, previously she was Receptionist at The Cambridge Steiner School.

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BOARD OF GOVERNORS

Name	Office	Committee(s)
Alan Swindell	Principal	Teaching and Learning, Finance and Resources
Stephen Jones	Chair of Governors	Teaching and Learning, Finance and Resources
Jenni Shute	Chair of Teaching & Learning	Teaching and Learning
Andrew Quayle	Chair of Finance & Resources	Finance and Resources
Richard Wilson		Finance and Resources
Michael Morris		Teaching and Learning
Morag Fraser		Finance and Resources
Theresa Trapp		Teaching and Learning
Paul Edmonds		Finance and Resources
Maggie Irving		Teaching and Learning
Elizabeth Groves		Finance and Resources
Rachel Iles		Finance and Resources
Victoria Wren		Teaching and Learning

If you would like to contact the governors by email, please email the Clerk to governors clerktogovernors@steineracademyexeter.org.uk.

If you would like to contact governors by post, please send any correspondence c/o Steiner Academy Exeter, Thomas Hall, Cowley Bridge Road, EX4 5AD.

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MORE INFORMATION

Our web site contains more information about Steiner education and its background and includes links to a variety of relevant sites and resources. The following is a book list which may be assistance. It is hoped to make these and similar titles available through a parents' library in due course.

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BOOKS ON STEINER WALDORF EDUCATION

- Waldorf Education - C Clouder & M Rawson, Floris
- Education Towards Freedom - F Carlgren, Lanthorn Press
- Educating Through Art - A Nobel, Floris Books
- Waldorf Education in Theory & Practice - R. Blunt, Novalis Press
- The Way of a Child - A C Harwood, R Steiner Press
- The Recovery of Man in Childhood - A C Harwood, R Steiner Press
- School as a Journey - Torin Finser, Anthroposophic Press
- Understanding Waldorf Education - J.Petrash, Floris books
- The Essence of Waldorf Education, Peter Selg, Steiner Books

EARLY CHILDHOOD

- You are your Child's First Teacher - Rahima Baldwin,
- Work and Play in Early Childhood - F Jaffke, Floris Books
- The Incarnating Child - J Salter, Hawthorn Press
- The First Three Years of the Child - K König, Floris Books
- A Guide to Child Health - M Glöckler & W Goebel, Floris Books

PRACTICAL ACTIVITIES & FESTIVALS

- Birthdays - Celebrations for Everyone - A Druitt, C Fynes-Clinton & M Rowling, Hawthorn Press
- All year Round - A Druitt, C Fynes-Clinton & M Rowling, Hawthorn Press
- Families, Festivals & Food - D Carey & J Large, Hawthorn Press
- Festivals Together - A guide to multicultural celebration, S Fitzjohn, M Weston & J Large, Hawthorn Press
- The Children's Year - S Cooper, C Fynes-Clinton & M Rowling, Hawthorn Press
- Earthwise -C Petrash, Floris Books
- The Christmas Craft Book -T Berger, Floris Books
- The Easter Craft Book -T Berger, Floris Books
- The Harvest Craft Book -T Berger, Floris Books
- Making Dolls -S. Reinckens, Floris Books
- Painting with Children - B Muller, Floris Books

LIFESTYLE AND CHILD DEVELOPMENT

- Lifeways -B Voors, Ed., Hawthorn Press
- Phases of Child Development -Lievegoed, Floris Books
- Who's Bringing Them Up? -M Large, Hawthorn Press
- Free your Child's True Potential- M Rawson, Hodder & Stoughton

BOOKS ON STEINER AND THE BACKGROUND TO THE EDUCATION.

- The Spiritual Basis of Steiner Education - Roy Wilkinson, Sophia
- Rudolf Steiner, an Introduction to his Life and Work - Gary Lachman, Penguin

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ACADEMY CONTACT INFORMATION

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Office: admin@steineracademyexeter.org.uk

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Resource Manager: Jenny Salmon - jenny.salmon@steineracademyexeter.org.uk

Finance Manager: Mark Evers - mark.evers@steineracademyexeter.org.uk

Chair of Governors: Steve Jones - stephen.jones@steineracademyexeter.org.uk

Clerk to the Board of Governors: clerktogovernors@steineracademyexeter.org.uk

Web site www.steineracademyexeter.org.uk

Thank you for reading all this information!

The Parents' Handbook is considered a living document.

It is reviewed and updated on a regular basis but if you spot any errors please let us know!!!.

We welcome parental input and suggestions on how to make it a useful, accessible and informative document for you.

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