



SteinerAcademyExeter

# Kindergarten 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

We are delighted to welcome you and your child to the Steiner Academy Exeter Kindergartens. We hope this Handbook will explain how the Kindergartens run and some of the ideas and principles behind our work.

In our Kindergartens the children grow in a secure caring homely environment, surrounded by quality toys and materials which allow the children to develop physical and social skills and creative impulses together with imagination and fantasy which all help to form a foundation for a healthy adult life.

We aim to be an extension of the children's home life, rather than separate from it. As well as a place for your child to make new friends, we hope that you will also make new friends. WELCOME!

*The Kindergarten staff*

## ABOUT THE KINDERGARTENS

### AGE GROUPS

Children are admitted at 4 and stay in the Kindergarten until Class 1 (Year 2) entrance at 6 years old. By combining Reception and Year One we create a community of mixed age children who can learn from each other and socialize 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 handbook aims to provide you with 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.

### SETTLING IN AT THE START OF TERM

Before the start of each school year we will provide you with information about how best to settle your child into Kindergarten. This transitional stage can be very challenging for some children (and their parents!) and every effort will be made to ensure that your child's introduction to school will be as gentle as possible.

### HOME VISITS

Parents and children are visited at home during the child's first term. This helps to bridge the gap between Kindergarten and home. It also gives us the opportunity to discuss in more detail the education we offer and for you to ask any questions. A child history is also taken, enabling us to gain a full picture of your child.

This year, where possible, the Kindergarten teachers aim to visit the children at home before the term commences. Where this is not possible the home visit will take place in the first half term.

### EDUCATION

Our educational principles, policy and practice are based on and informed by the Steiner Waldorf Early Years curriculum and framework.

We also work with the national "Early Years Foundation Stage" (EYFS). A helpful document to see how Steiner settings work within the EYFS can be found in the "Guide to the Early Years Foundation Stage in Steiner Waldorf Early Childhood Settings". This can be downloaded at <http://www.foundationyears.org.uk/2011/10/guide-to-the-early-years-foundation-stage-in-steiner-waldorf-early-childhood-settings>

In line with other Steiner early years settings, we have exemptions from some of the learning & development requirements of the EYFS (please see Appendix 1). A full copy of the EYFS can be downloaded at <http://www.foundationyears.org.uk/early-years-foundation-stage-2012>

### THE DAILY ROUTINE THROUGH THE "RHYTHM OF THE DAY"

The structure and security of a Steiner Kindergarten form a bridge between home and the busy world outside, and they form foundations for a deep confidence and a healthy social adult life.

The Kindergarten session is structured with a rhythm based on “breathing in” and “breathing out”: of concentrated activity and free play. By maintaining this rhythm the children feel secure in the cycle of the days, weeks and months, through repetition of seasonal activities, festivals and songs.

The adults present in the Kindergarten are there to help the children to feel safe within the rhythm, to inspire self-motivated learning and to provide role models worthy of imitation. One of the main principles behind the Steiner-Waldorf approach is that young children begin their learning through imitation, rather than instruction. Thus great care is put into the adults’ gestures, speech and movement in the Kindergarten.

**BEGINNINGS** We welcome each child into the Kindergarten, help them prepare for the morning and say goodbye to their parents. The children will then engage in their daily activity and play

**CREATIVE PLAY** This is a time for the children to “breathe out” without adult direction. Productive, imaginative play is extremely important in a child’s development. The children use toys from natural materials, soft cloths, planks, wooden boxes, clothes-horses and dolls to initiate their play. We choose the toys carefully to ensure they are “unfinished”, allowing the most room possible for imaginations to develop. Fir-cones become train tickets, cake ingredients, forests, coins....anything they can be! Amongst other things, play allows and strengthens independence, purpose, perseverance, social skills, enthusiasm and, of course, creative expression.

**ACTIVITY** Whilst some children continue to play, others will join the adults in the morning’s activity. This is adult-led, and is a time for the children to ‘breathe in’. The adults doing the activity will work with the child’s capacity for learning through imitation. Although we value the importance of rhythm and repetition, a few times a term, there may be some flexibility with activity days, particularly around festivals and birthdays.

Lunch will be prepared during this time, and children will have a chance to join in with the preparations.

#### ACTIVITIES IN KINDERGARTEN

In **DRAWING** we use our crayons to draw pictures for ourselves and for one another.

In **PAINTING** we explore different colours, paints and techniques. Here, the emphasis is on the exploration of colour rather than form or the end-product, particularly when using the “wet-on-wet” technique.

**MAKING BREAD**, we have time to watch the yeast rise in the bread, or grate, chop, squeeze and mix. We prepare food to eat at lunchtime, as well as birthday cakes or festival foods.

**CRAFT ACTIVITIES** support the children initial hand-eye co-ordination and fine-motor skills. We make a range of seasonal crafts, or continue with longer-term craft projects. As the child grows, we gradually build on their learning, with the older children working on a more challenging project. We may include wash and card sheep’s fleece and possibly dyeing it. Weaving is another craft activity that may be undertaken.

Together we take care of our equipment and help to keep it in good order, fostering care and reverence for our environment.

Outside, our activities ensure we take good care of our garden, growing vegetables and tending to them, raking the leaves in autumn, keeping our equipment clean and orderly, as we do inside.

**TIDY UP** We give the children some warning that it is nearly to time to tidy away, so not to wrench them unsuspecting from their busy imaginary worlds. We take time to tidy up and put all the toys away in their correct places.

**CIRCLE TIME** We gather together for a (period of) “Breathing in”. This is a teacher - led time. Through songs, poems and movement we celebrate the seasons. The repeated Ring Time aids the children’s memory as they sing, act and move each day. It is a time not only to enjoy singing, but rhythm and co-operation. All these skills are crucial in supporting strong foundations for children’s communication, language and literacy development.

**LUNCH** We all sit down together to eat our lunch which we have prepared together that morning. A candle is also lit and a candle song sung, as a small moment of quiet in a busy day and busy lives. Reverence and gratitude are encouraged, in the knowledge that these qualities will later turn into a social responsibility. Children take it in turns to carry the bowls to the rest of the group and we all wait patiently to start together. It is also a social time, a time for sharing, a time for listening.

Drinks and snacks are built into the rhythm of the day and water is always available.

**OUTSIDE PLAY** The children “breath out” during a period of free play outside. Before going outside, the children are encouraged to dress independently with the older ones lending a hand to the younger children. The adults are absorbed in tasks outside, allowing the children to relax and play or work alongside them.

**STORY** We gather calmly together in the story circle, to listen to a story told by the teacher. The children listen and fill their imagination with pictures of the seasonal, folk or fairy tale. The story is repeated over several days and weeks, so the children grow to know and love the tale. It is a gentle, quiet time.

## WHAT TO BRING FOR YOUR CHILD

### DAILY

Parents may be asked to provide a piece of fruit or vegetable for the morning snack, which will become part of our shared snack through the week.

### ALL YEAR- TO REMAIN AT KINDERGARTEN:

Indoor shoes (e.g. pumps/ well-fitted slippers\*)

Wellington boots (knee height if possible)

Waterproof jackets and trousers preferably dungarees.

### WINTER:

Warm outdoor, waterproof clothes e.g. coat, hat, rainsuit/ waterproof trousers and gloves

For winter time, please can they bring extra thick socks or snow boots.

Woollen underwear or thermals (essential items!)

### SUMMER:

Sun-hats (please provide sun-block for your child to remain at KG)

We go outside whatever the weather, so please ensure your child has adequate clothing.

Please dress your children in practical, warm clothes appropriate to the season and to the wear and tear of the classroom and garden. Please bring a spare set of clothes, including top, trousers, pants and

socks. (We do have some spare clothes. If your child borrows clothes, please ensure they are washed and returned promptly.)

## A FEW REQUESTS! CLOTHING POLICY

\*We ask you to be sensitive to what your child wears to Kindergarten, as this can impact for the child as well as for the Kindergarten group. Please avoid commercial motifs and pictures, or “singing” and flashing lights on slippers, shoes, wellies etc. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may work actively against what we are doing in the Kindergarten. We find that such decoration distracts children's attention. We also wish to keep the Kindergarten as free from marketing influences as possible.

Please only enclosed shoes for Kindergarten (no flip-flops or crocs) the children need to be able to run. We advise you to dress your child in layers that can be added or removed if necessary. Please ensure your child's midriff is covered even in the summer, and shoulders covered in the summer.

In keeping with the rest of school we please ask you to adhere to the no jewellery, nail varnish and body art policies.

We also ask that children do not bring in any toys from home. We have enough toys to share in the Kindergarten and individuals' toys can cause avoidable upset. If toys are brought in they will be asked to be taken home or to wait in a special basket until we all go home. We also ask that children are not brought in wearing dressing-up clothes, sports or character outfits.

We sincerely thank you for your co-operation. (Other parents will too, as these are often why many of our parents have chosen our setting!)

## MONITORING CHILDREN'S PROGRESS

We monitor your child's progress in order to be aware of his or her needs, providing continuous support whilst at our school. We keep observations and record of all children using our Steiner Waldorf Early Years Profiles which are completed termly.

We are available to discuss your child's progress and development and provide opportunity for meetings by appointment.

Parental involvement in contributing to your child's records is welcomed, as you will observe progress and development at home that we may not see in the setting. We encourage the sharing of information.

Every school term we hold a group Parents Evening where parents and teachers meet together. This is a chance to discuss a particular aspect of child development or education as well as to enjoy a kindergarten activity. It is also a wonderful social opportunity to all meet as part of the Steiner Academy Exeter community and to come together for our children. All parents are warmly invited to attend.

In addition teachers may put aside an allocated day/time for parents to come and meet us. Your Kindergarten teacher will make you aware of your allocated slot.

Please find childcare for these meetings-we feel strongly that it is difficult and inappropriate to talk openly about a child when they are present.

## BEHAVIOUR

The structure and rhythm of the morning activities are organised to enable children's behaviour to be positive. There are also rules that the group as a whole understand and they usually help each other to

follow. If inappropriate behaviour is displayed then a member of staff will intervene to redeem the situation.

Positive methods of guidance are used, with anticipation of potential problems, or by avoidance with early intervention, redirecting the children in a non-confrontational way as considered appropriate.

If a child is causing concern with consistent difficult behaviour this will be discussed with the parents and, if appropriate, we will work with the parents to resolve this both inside and outside the Kindergarten and home.

We have Guidelines for Supporting Positive Behaviour available in the Kindergarten.

## PARENTAL SUPPORT - MEDIA & TELEVISION

In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of television, computer games, toys and clothing available to your child. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may work actively against what we are doing in the Kindergarten. We ask you to avoid such commercial motifs and pictures on clothes & slippers etc which the children bring into Kindergarten.

Kindergarten supports the child's right to a nourishing, supportive and appropriate environment. We acknowledge that all children learn from their environment through the sense impressions they receive and their imitation of what they experience around them.

Television and computers are not necessarily an appropriate experience for the Kindergarten child. They do not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, or provide appropriate role models. At an age when active, social play and physical development is all-important, we feel they may restrict the child's life experiences, some of which may be irreplaceable.

There are many countries (including USA) who recommend that children below 3 do not watch television at all and for it to be restricted in the early years of a child's life. There is significant research demonstrating its negative effect on children's brain development.

We find that they do not support positive behaviour in the Kindergarten and ask for your thoughtful consideration. We have found the following information on this subject helpful:

*"We need to be wary of television, films and computer games for their impact on the young child. Technology and electronic media can be intrusive and are very powerful... Television watching for young children should be a family activity, where it is monitored for suitability and discussed so programmes can be put in context and limited. It is hard to undo the negative effects of putting a television set in your child's bedroom.*

*This view about the dangers of electronic media does not stem from a misplaced vision of a 'golden age' of childhood, nor is it an allergic reaction to the modern world. Instead, it arises from the experience of Steiner teachers who have worked with six year olds who could not play and had to be taught the element of their own childhood. These teachers also saw the later consequences in the classroom. The electronic babysitter contains risks for family life, so treat with care."* From Creative Play for your Toddler, Christopher Clouder & Janni Nicol (Gaia Books, 2008)

For further information, please see:

Set Free Childhood: Parents' survival guide for coping with computers and TV, Martin Large (2003, Hawthorn Press)

The plug-in drug: Television, children and the family, Marie Winn (1985, Penguin)



Toxic Childhood, Sue Palmer (2006, Orion)

Remotely Controlled, Dr. Aric Sigman (2005, Vermillion)

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## SCHOOL TIMES

### KINDERGARTEN (RECEPTION AND YEAR ONE)

Doors open 9.05 - 9.20. Pick up time at 14.15.

We find it important to start the day properly with a direct greeting to the child. From experience, we find that if children arrive late, it often takes them longer to settle and can disrupt the rest of their morning. We begin our sessions at 9.15. Ideally children will be in the room at least ten minutes before this time. Under normal circumstances children will only be accepted after 9.20 am if parent/carer has informed reception in advance (before that morning) and has agreed acceptable circumstances of late drop off please see absence section below.

We have a legal obligation to ensure the safety of our pupils. Therefore it is imperative that access gates are kept closed/ locked at all times, and their opening supervised to ensure safety of all. Please do not let in anybody you don't recognise but please inform the office/ Kindergarten teacher immediately.

Please say goodbye to your child at the Kindergarten door, and encourage them to put on their slippers and hang up their coat independently. The teacher or assistant will be there if you need to speak to them.

This is a signal to the children that they are ready to say goodbye to their parents and to start the morning at Kindergarten. When the children are changed and ready, they may join us at the table for the activity of the day, or enjoy time to play.

### COLLECTING CHILDREN

We finish the session at 2.15 and we ask you to arrive on time. Please wait outside until we open the doors to you. Also see below re. Afternoon Care.

The staff will come out to see who has arrived to ensure each child goes home with the correct parent/carer.

Please do not come back into the Kindergarten once your child has come out, unless you are helping to clear up or wash up that day, as things can become very busy and we need ensure safety of the children who haven't yet been picked up or staying on for afternoon care.

If there are alterations to picking-up children on a regular or one-off basis, please inform the teacher. You will need to sign a form giving details of the different care, including their mobile phone number.

### AFTERNOON CARE

Although the Kindergarten morning finishes at 2.15 there is provision for all the children at school until 3.30 for those parents who request it. This is a more informal, peaceful time after our busy mornings. This is not taught in the same way and allows for the fact that an over-long school day or week is not in the child's best interests. Afternoon Care does not have to be paid for additionally, it is part of the school's normal funded provision and should not be confused with any after-school (after 3.30) clubs that are offered.

Please let the school know if you wish your child to stay for Afternoon Care, otherwise we will assume a pick up time of 2.00. There is a booking system for regular and ad hoc bookings in the school Reception.

## MAIN SCHOOL: CLASSES 1 TO 6 (YEARS 2 TO 7) INCLUSIVE

Classes 1 to 8 (Years 2 to 9) inclusive:

School gates open at 8.30 with staff in the playground to supervise children. There will also be staff at the gate to escort children to the playground if parents need to drop off at the gates.

The bell will go at 9.05 in the playground for the children to be taken to their classrooms to be ready to start at 9.15.

On half-days Classes 1 (Monday and Wednesday) and 2 (Wednesday) conclude formal learning at 14.15; (Afternoon Care will be available for those who remain in school till 15.45). See section below

Please ensure that your child is in the playground ready to begin the school day by no later than 9.00 am. Punctuality is essential for the smooth running of school life. Each class begins the day with a greeting, a morning verse and the attendance register; this helps to create a positive and focused mood that your child will miss out on if they are late. Whilst we keep attendance and punctuality records for all children, those pupils arriving late (9.15) from class 1 (year 2) onwards should first sign in at reception and collect a late note.

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## CLASSES WITH AGES

School year	Steiner class name	Date of birth	Year group open?
Year 11	Class 10	01 Sep 1999 to 31 Aug 2000	There are currently no classes for these year groups. The current year 9 will remain the oldest year group until they reach year 11.
Year 10	Class 9	01 Sep 2000 to 31 Aug 2001	
Year 9	Class 8	01 Sep 2001 to 31 Aug 2002	Open
Year 8	Class 7	01 Sep 2002 to 31 Aug 2003	Open
Year 7	Class 6	01 Sep 2003 to 31 Aug 2004	Open
Year 6	Class 5	01 Sep 2004 to 31 Aug 2005	The next point of entry for this year group will be into year 7 in 2016.
Year 5	Class 4	01 Sep 2005 to 31 Aug 2006	Open

Year 4	Class 3	01 Sep 2006 to 31 Aug 2007	Open
Year 3	Class 2	01 Sep 2007 to 31 Aug 2008	Open
Year 2	Class 1	01 Sep 2008 to 31 Aug 2009	Open
Year 1	Kindergarten	01 Sep 2009 to 31 Aug 2010	Open
Reception	Kindergarten	01Sept 2010 to 31 Aug 2011	Open

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## DROP-OFF, PICK-UP AND PARKING

We encourage all families to walk, cycle or use public transport to school. 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 traveling by public transport we recommend <http://www.traveline.info/>, the postcode is EX4 5AD.

Parents are organising walking/cycling buses from St David's please see the Facebook page SAE Travel sharing.

There are some parking spaces in the layby that can be used for drop off and pick up. There is also very limited staff parking and this will be allocated on a rota basis but only if staff are car sharing with other staff members.

### Parking Permits

The gate for cars will be open at 8.50 - 9.30 for cars with a permit.

20 Parking permits will be available for;

1. Anyone with a specific mobility need or special educational need that means they can't walk up the drive accompanied by a member of staff.
2. Children in kindergarten or class 1 that are struggling to settle in.

You must complete a form with clear reasons why your child is eligible. The forms are available from Katie Young [katie.young@steineracademyexeter.org.uk](mailto:katie.young@steineracademyexeter.org.uk). If we are oversubscribed we will look at each case individually.

Please apply for a permit as soon as possible and no later than Saturday 12<sup>th</sup> September. You will be informed if you are eligible for a permit and they will be available on Monday 14<sup>th</sup> pm from reception.

20 parking permits will also be available for other parents in Kindergarten or class 1. We have decided that the only fair way to allocate them is to ask people to enter a draw. It will cost £5 to enter the draw (1 entry per household) any money will be kept separately and at the end of every school year we will be consulting the parents as how best to spend the money.

Please apply for a permit in reception, Class 1 on Friday 11th during the transition picnic and Kindergarten on Monday 14th at the Kindergarten picnic. **Cash only please.** You will be informed if you have won a permit and they will be available in reception on Tuesday pm

**Please note every permit will be for a term and the situation will be reviewed at the end of the Autumn term.**

The school provides advice to children on matters of personal safety and the importance of courteous conduct when commuting via public transport.

We expect that pupils will behave impeccably at all times, including whilst on their way to or from school.

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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 the 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](http://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)
<b>MEASLES</b>	<b>4 days after the rash has gone. (Inform pregnant women)</b>  Incubation period - 7-12 days.  Infectious - around 4 days before rash and 4 days after the rash has gone.
<b>CHICKEN POX</b>	<b>At least 5 days after onset of rash and all the blisters have scabbed over. (Inform pregnant women)</b>  Incubation period - 7-21 days.  Infectious - 1- 2 days before rash and at least 5 days after rash onset and until last blister has scabbed.
<b>MUMPS</b>	<b>Once Swelling has gone down (should be within a week)</b>  Incubation period - 14 -25 days  Infectious - 1-2 days before swelling and until swelling goes down.
<b>WHOOPING COUGH</b>	<b>21 days from onset of illness or 5 days from commencing antibiotics</b>  Incubation period - 6-21 days  Infectious - 5 days after commencing antibiotics or up to 6 weeks after the coughing starts if not.
<b>SCARLET FEVER</b>	<b>7 days after symptoms appear or 24 hrs after commencing antibiotics.</b>  Incubation period - 2-5 days  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.
<b>GERMAN MEASLES</b> <i>(Rubella)</i>	<b>6 Days from onset of rash (Inform pregnant women)</b>  Incubation period - 15-20 days.  Infectious - 7 days before onset of rash and up to 5 days after it has gone
<b>DIARRHOEA AND VOMITTING</b>	<b>48 hours after last episode of diarrhea or vomiting.</b>
<b>IMPETIGO</b>	<b>After all the lesions are crusted and healed or 48 hours after commencing antibiotics.</b>  Incubation period - none noted

	Infectious - After all the lesions are crusted and healed or 48 hours after commencing antibiotics.
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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](mailto: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 teacher directly or reception; 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.

**Email contact is available at all times:**

Ruth Chadwick: [ruth.chadwick@steineracademyexeter.org.uk](mailto:ruth.chadwick@steineracademyexeter.org.uk)

Chloe: [chloe.finn@steineracademyexeter.org.uk](mailto:chloe.finn@steineracademyexeter.org.uk)

Cathy: [cathy.finbow@steineracademyexeter.org.uk](mailto:cathy.finbow@steineracademyexeter.org.uk)

Theresa: [Theresa.trapp@steineracademyexeter.org.uk](mailto:Theresa.trapp@steineracademyexeter.org.uk)

Please be respectful that the teachers try not to work 24 hours a day/7 days a week.

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](mailto: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 by phone before 9.00am on the day and every day thereafter. Please leave a message on the school answer phone as we can't always get to the phone. We also ask that you inform the school in writing (email will suffice) as to the reason for the absence on the first day of absence. You will then

need to fill out a self-certification form that you must return the day your child comes back to school. Reception will email out this form once we have been notified of an absence, you will need to print it out and sign it, there will also be paper copies available at reception.

**ABSENCE DUE TO APPOINTMENTS:** We expect that all routine doctor appointments and dentist appointments are made 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 24 hours' notice and fill out and sign a self-certification form, which are available at reception. For emergency appointments you must inform the school as soon as possible and arrange to fill out and sign a self-certification form on the day.

**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 on a form available from reception, at least 2 weeks before the requested period of absence is due to begin.

**CLASS CONTACT:** Each class has at least one parent representative or Class Contact. This role varies according to the needs of the class. The primary role is to assist communications between parents and the class teacher.

**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 reception 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 in reception 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 web-site, 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 the classes bring their own snacks in Kindergarten they are provided. 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 savory or sweet, canned or sugary drinks, chocolate bars or sweets.

**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. We will notify you regarding costs, menus and how to order. 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 a letter 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 web site 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 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. As a general rule the newsletter is emailed on Fridays, with paper copies available on request.

**OFFICE HOURS: RECEPTION OPENING HOURS 8.30 - 9.30, 3.45 - 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.

#### **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 - 3.45.
- ❖ 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 willful 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 area 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** - 29<sup>th</sup> 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** - 11<sup>th</sup> 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** - 2<sup>nd</sup> 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 - 1<sup>st</sup> 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 - 24<sup>th</sup> 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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There is provision for all the children at school from 8.30 (classes 1-10) and 9.00 (kindergarten) - 15.45. Some of this provision falls into the category of `Afternoon Care`. This is not taught in the same way and allows for the fact that an over-long school day or week is not in the child's best interests. This is particularly the case in Kindergarten and classes 1 and 2. We have also arranged our timetable in such a way that all children are free to leave school on Friday at 14.00, provided this is compatible with their parents' needs and wishes. Afternoon Care does not have to be paid for additionally, it is part of the school's normal provision and should not be confused with any after-school (after 15.45) clubs that may be established in due course.

#### AFTERNOONS IN EARLY YEARS (RECEPTION AND YEAR ONE).

Early Years children will be handed over to their parents at 14.15, or to the Afternoon Care Team where previously notified to the school.

#### AFTERNOONS IN CLASSES 1 AND 2 (YEARS 2 AND 3).

In Class 1 (Year 2) the children will be handed over to their parents on Monday, Wednesday at 14.15 and Friday at 14.00 or to the Afternoon Care Team where previously notified to the school. This means they will have school afternoons, with their teacher, on Tuesday and Thursday afternoons.

In Class 2 (Year 3) the children will be handed over to their parents on Monday at 14.15 and Friday at 14.00 or to the Afternoon Care Team where previously notified to the school. This means they will have school afternoons, with their teacher, on Tuesday Wednesday and Thursday afternoons.

Please let the school know if you wish your child to stay for Afternoon Care, otherwise we will assume a pick up time of 14.15/14.00. There is a booking system for regular and *ad hoc* bookings in the school reception.

#### FRIDAY AFTERNOONS.

School finishes for all children at 14.00. This is when we hold our weekly all-staff `Collegiate` meeting. This is an essential part of our work together as teachers and allows for training, development and study to have a central place in the week. We also know that this arrangement will be of benefit to families with regard to their weekend and family arrangements. Afternoon Care is available until 15.45 on Fridays but must be booked in the usual way via the school office.

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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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### ASSESSMENT

We use a range of methods to monitor pupil progress and development. These are explained during the course of the year by your child's class teacher.

At the heart of all assessment work is what we call `Child Study`. This takes place every week in the teachers' meetings. In many ways Child Study is the basis for all curriculum development. Although not all pupils can be studied intensively during the course of 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. Notes are taken in each study. These are confidential to the meeting but are added to the child's file, to which you may request access. At the end of the school year we review all the Child Studies conducted during the course of the year to see how effective they have been.

The End of Year Report is another significant way of monitoring and reporting progress. This is written by the class teacher at the end of the school year. It 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 the child has achieved in clear, comprehensive, comparative terms, and it sets tasks for the individual 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. We are working closely with other Steiner academies to establish methods of assessment that are compatible with our own learning goals and developmental targets.

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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 web site. 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.
- ❖ All children should be tidily and cleanly dressed.
- ❖ There should be no extremes of fashion. Tops should come down below the waist.
- ❖ Clothing should be:
  - 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.
- ❖ A games kit is to be worn in games lessons from Class 4 up.
- ❖ 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 ears in younger classes can wear studs only.
- ❖ Jewellery worn in other pierced areas of the body (other than the ears) 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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## 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:** These are conducted regularly by the Principal and by specified teaching colleagues, including the Behaviour and Learning Support co-ordinator and/or SENCO. 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 web-site 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 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.

**ANNUAL APPRAISAL:** This is conducted by the Principal and combines lesson observation, peer appraisal and the individual teacher's self-assessment. Selected colleagues (those with the most direct experience of the teacher, including TA's) are invited to contribute to the appraisal, the aim of which is to identify what the teacher needs to work on in order to improve their practice. When the appraisal and/or lesson observations raise serious concerns, the teacher will be subject to a **Capability Procedure**: this will make clear areas of practice which must improve if the teacher is to continue in their post.

**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 usually provided by 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. As a rule of thumb, each kindergarten and class teacher will have one advisory visit every year.

**PASS ASSESSMENT:** PASS (Pupil Attitudes to Self and School) is a research tool developed by GL Assessment and which gives students an opportunity to reflect on their school and learning in a way that enables us to identify problem areas that may need additional support. This assessment is used from class 6 (Y7) onwards.

**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 web-site and return it for the attention of the Principal.
- In some cases the class rep. may be a good intermediary, helping you put concerns and suggestions into the right context.
- If you have met with the class teacher and talked to the class rep. 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.

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## 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 (KINDERGARTEN STARLIGHT)** 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. **TARA MILFORD AND HELEN WILKINS (JOB SHARE STARLIGHT ASSISTANT)**

**CHLOE FINN (KINDERGARTEN SUNBEAMS):** Chloe is a graduate of the London Waldorf Early Years training course and has worked in five different Early Years settings, including Wynstones and Ringwood Steiner schools. **KEELEY THOMSON (SUNBEAMS KINDERGARTEN ASSISTANT)**

**CATHI FINBOW (KINDERGARTEN MOONBEAMS)** Cathi has a degree in Steiner education and for eight years was lead kindergarten teacher at the Exeter Steiner School. **SAM BUCKLE (MOONBEAMS ASSISTANT)**

**THERESA TRAPP (KINDERGARTEN 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. Her youngest child attends The South Devon Steiner School with one more year to go! **JULIE O'DAY (SILVERBIRCH ASSISTANT)**

**SIMON BERKLEY (CLASS ONE)** 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 TWO)** 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 THREE)** 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 FOUR)** 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.

**AEGIR MORGAN (CLASS SIX)** 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.

**STEPHANIE VIS (CLASS SEVEN TEMPORARY COVER)**

**VICKI WATTS (CLASS EIGHT)** 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.

**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)**

**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.

**ADAM SMALE (ART)** Adam has a diploma in Steiner education and until recently 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 and woodwork 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.

**DANIEL FRIEDEBERG (ENHANCED TEACHING ASSISTANT AND 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.

**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 (ENHANCED TEACHING ASSISTANT AND WOODWORK)** Duncan has recently 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. Duncan's role as Enhanced Assistant will see him supporting in a range of classes as well as consolidating the woodwork department

**PRUE BENSON (EURYTHMIST)**

In addition to the above list, each area of the school has a number of teaching assistants, as well as learning support assistants who are usually assigned to individual children.

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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 admissions and attendance.

**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.

**CAROLINE FISHER (PURCHASING OFFICER)**



**BOARD OF GOVERNORS**

ADDITIONAL CONTACT INFORMATION IS AVAILABLE ON THE SCHOOL WEBSITE

Name	Key responsibilities	Committees
Lena Marvao	Chair	Finance and Resources
John Shaw	SEND	Finance and Resources
Kevin McMeeking	Finance (Budgeting)	Resources (Chair);
Mike Morris	Safeguarding	Teaching and Learning
Jenni Shute	Achievement of pupils	Teaching and Learning
Annabelle Cornell	Community engagement; HR; Parents	Resources.
Richard Wilson	tbc	Finance and Resources
Vicky Crockett	tbc	tbc
Peter Scott	Staff governor	Teaching and Learning
	Staff governor	Finance and Resources
Claire Fisher = Clerk to the Board		

**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.

**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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## APPENDIX 4 ACADEMY CONTACT INFORMATION

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#### Email

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**Clerk to the Board of Governors:** Claire Fisher - [claire.fisher@steineracademyexeter.org](mailto:claire.fisher@steineracademyexeter.org)

**Web site** [www.steineracademyexeter.org.uk](http://www.steineracademyexeter.org.uk)

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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 in how to make it a useful, accessible and informative document for you.

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