



SteinerAcademyExeter

# Early Years Handbook



2017 - 2018

Background and welcome

About Early Years

Food in Kindergarten

What to bring to Kindergarten

School times

Drop-off, pick-up and parking

Accidents, illnesses and emergencies

Communicating with teachers

General information, A - Z

Festivals

Equipment List

Assessment

School Rules, behaviour and the prevention of bullying

Quality assurance: how we maintain a culture of improvement

More information on Steiner Education

## 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 Steiner Academy Exeter Early Years Department. We hope this handbook will explain how the Early Years run and some of the ideas and principles behind our work.

In our Early Years settings 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 Early Years Team***

## ABOUT EARLY YEARS

### AGE GROUPS

#### Parent and Child:

Early Years Parent and Child groups at Steiner Academy Exeter offer education for children and families from birth.

Parents and their young children meet four days a week in the heart of our school.

We offer parent and child groups from birth to four years, in three different groups: Birth-walking, 0-3 years and 3-4 years. The groups have no more than 10 families to support meaningful relationships between the children and adults.

Our ethos is founded on imitation, rhythm and repetition. Each group has its own unique rhythm and provides a gentle introduction to Steiner education.

#### Kindergarten:

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 INTO KINDERGARTEN

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.

### EARLY YEARS 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. A full copy of the EYFS can be downloaded at <http://www.foundationyears.org.uk/early-years-foundation-stage-2012>

## THE DAILY ROUTINE IN KINDERGARTEN 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's 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 washing and carding 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 Circle 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 prepare together in our morning session. 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 social responsibility. Children may take it in turns to serve food and drink to the rest of the group, while all wait patiently to start together. It is a social time, a time for sharing, a time for listening. Drinks and snacks are provided by the school and are built into the rhythm of the day. Though all food is provided by the school, families are asked to bring a piece of fruit or vegetable on some days as a gesture of contributing towards our school Kindergarten community culture. Water is always available to children.

**OUTSIDE PLAY** The children “breathe 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.

## FOOD IN KINDERGARTEN

**Wholesome drinks and snacks** are provided by the school and are built into the rhythm of the day. Though all food is provided by the school (packed lunches are not needed), families are invited to bring a piece of fruit or vegetable on some days as a gesture of contribution towards the school Kindergarten community culture. Fresh water is always available to children.

Please let your teacher know if your child has any allergies to certain foods and fill in the appropriate medical details form available in Reception.

Please let your teacher know if your child is vegan or vegetarian.

The expectation is that all children will eat the foods provided by the school (vegan/vegetarian/allergies catered for). We understand that adapting to new foods in Kindergarten may be a challenge area for some children. Your teacher will make contact with you if they have any concerns in regard to food and your child.

(Part of our *School Food Policy* is that the following foods are not allowed on site: crisps or similar highly processed snacks, whether savoury or sweet, canned or sugary drinks, chocolate bars or sweets.)

## WHAT TO BRING FOR YOUR CHILD IN KINDERGARTEN

### 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) as 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 ask you 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 IN KINDERGARTEN

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 records 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 as we feel strongly that it is difficult and inappropriate to talk openly about a child when they are present.

## BEHAVIOUR IN KINDERGARTEN

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 IN EARLY YEARS EDUCATION - 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 Early Years. We ask you to avoid such commercial motifs and pictures on clothes & slippers etc, which the children bring into Parent and Child or Kindergarten.

Early Years 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 Early Years 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 Early Years 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 elements 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)

## SCHOOL TIMES

### KINDERGARTEN (RECEPTION AND YEAR ONE)

#### Kindergarten Timings

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

We find it important to start the day 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 ask you to arrive on time. Please wait outside until we open the doors to you. Also see below re. Afternoon Session.

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 and reception.

## OPTIONAL 14.15 PICK UP FOR KINDERGARTEN CHILDREN

Kindergarten provision for all the children at school extends until 15.30, but parents may choose to pick their children up from Kindergarten at 14.15. Please let the teacher know if you would like to select this option. If you would like your child to stay after 2pm on a FRIDAY, please let reception know.

## OPTIONAL PATTERN OF DAYS FOR 4- 5 YEAR OLDS

For children who are not yet aged 5 years and whose parents do not want them to start on a full time basis.

### Possible patterns of days

Tuesday, Wednesday, Thursday

Wednesday, Thursday, Friday

Monday, Tuesday, Wednesday, Thursday

Tuesday, Wednesday, Thursday, Friday

**These are currently the only patterns available and we are unable to offer patterns outside of these.**

### Forms you will need to fill in (available from Reception)

- **Agreed Pattern form** - fill this in if your child is 4-5yrs and you do not want to start in Kindergarten on a full-time basis

## CHILDREN AGED 5 - 6 YEARS

Children aged 5 years and over are expected to attend school from Monday - Friday from the beginning of the term following their 5<sup>th</sup> birthday. Children aged 5 years and over are still able to be picked up at the 14.15 optional pick up time.

In exceptional cases it may be possible for children over 5 yrs to attend school for less than 5 days each week. Parents must put in a request in writing to the school which will be passed to our SENCo, Sarah O'Neil. If the case fits the required Devon County Council criteria, the process of inquiry may lead from to multi-agency involvement and then subsequently to a notification from SAE to Devon County Council that the child will attend part time (annex R).

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

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

School gates open at 8.45 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.

## 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.

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 note every permit will be for a term and the situation will be reviewed regularly.**

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.

## 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](mailto:parentpay@steineracademyexeter.org.uk)

## 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/carer (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.

<b>CHILDHOOD ILLNESS</b>	<b>SAE'S POLICY ON WHEN A CHILD CAN RETURN TO SCHOOL (with reference to incubation and infectious period)</b>
<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>CHICKENPOX</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 (Rubella)</b>	<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 VOMITING</b>	<b>48 hours after last episode of diarrhoea or vomiting</b>

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 KINDERGARTEN TEACHERS

If you have something you would like to discuss with your child's teacher please:

- 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 (this does not include weekends).
- Request a face to face meeting: the best way to share concerns or ask questions. Please book via the teacher directly or Arbor; most teachers will have regular slots available.
- Request a phone call: you can do this via your teacher or if urgent Reception.
- Leave a written message in the book/box: Kindergarten teachers have message books placed in the individual Kindergarten cloakrooms where you can leave non-confidential messages at drop off or pick up times. Messages of a more confidential nature can be placed in the message box near the message book. Envelopes/paper provided.

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.

Messages will be promptly passed from Reception to the teacher. If you require a response from a teacher please communicate this clearly. If you don't speak to Reception you will receive an acknowledgment via email that your message has been received.

**Email contacts:**

Vicki Wren Early Years Lead: [victoria.wren@steineracademyexeter.org.uk](mailto:victoria.wren@steineracademyexeter.org.uk)

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

Steph (Monday Redwood teacher): [steph.vis@steineracademyexeter.org.uk](mailto:steph.vis@steineracademyexeter.org.uk)

Cathi in Cherry Tree: [cathi.finbow@steineracademyexeter.org.uk](mailto:cathi.finbow@steineracademyexeter.org.uk)

Helen (Friday Cherry Tree teacher): [helen.wilkins@steineracademyexeter.org.uk](mailto:helen.wilkins@steineracademyexeter.org.uk)

Theresa in Silver Birch: [theresa.trapp@steineracademyexeter.org.uk](mailto:theresa.trapp@steineracademyexeter.org.uk)

Sam in Elmwood: [sam.buckle@steineracademyexeter.org.uk](mailto:sam.buckle@steineracademyexeter.org.uk)

Katherine in Spindlewood: [katherine.mee@steineracademyexeter.org.uk](mailto:katherine.mee@steineracademyexeter.org.uk)



Clive Staples Behaviour and Learning Support: [clive.staples@steineracademyexeter.org.uk](mailto:clive.staples@steineracademyexeter.org.uk)

Sarah O'Neill SENDCO and Lead Safeguarding Officer: [sarah.oneill@steineracademyexeter.org.uk](mailto:sarah.oneill@steineracademyexeter.org.uk)

Please respect that the teachers do not work 24 hours a day/7 days a week!

If you have any questions in regard to communicating with the school, 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 before 9.00am on the day and every day thereafter. Please either email [absence@steineracademyexeter.org.uk](mailto:absence@steineracademyexeter.org.uk) or phone [01392 757371](tel:01392757371) 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 is 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>

**CLASS CONTACT:** Each class has at least one parent representative or Class Contact. This role varies according to the needs of the class.

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

**CONTACT DETAILS:** Please update Arbor with 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 website 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:** Snacks in Kindergarten are provided. These are nutritious, simple, wholesome and easy to manage for the children.

**LUNCH:** Food is provided to all pupils in Reception and Years One and Two (Kindergarten and Class One).

Part of our **SCHOOL FOOD POLICY** is that the following foods are not allowed: crisps or similar highly processed snacks, whether savoury or sweet, canned or sugary drinks, chocolate bars or sweets.

**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 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 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 areas and subject to the same rules and protocols as any classroom.
- ❖ All mobile phones must be turned off and safely stowed away.
- ❖ No images may be taken of any child or adult without the prior approval of the Principal, and only then using the school camera.
- ❖ There is no smoking on any part of the school site. This includes the use of vaporisers.

## 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 is 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)

## FRIDAY AFTERNOONS:

School finishes for children Class 7 and under at 14.00. Afternoon Care is available until 15.45 on Fridays but must be booked in via the school Reception.

## 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

## 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 Kindergarten or 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 GCSEs or equivalent in class 10, (Y11). Please consult the website 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.

## 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.
- ❖ 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:
  - 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.



## QUALITY ASSURANCE: HOW DO 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.

## 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](mailto: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.

## MORE INFORMATION

Our website 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



## ACADEMY CONTACT INFORMATION

Steiner Academy Exeter

Thomas Hall

Cowley Bridge Road

Exeter

EX4 5AD

Telephone: 01392 757371

Email [admin@steineracademyexeter.org.uk](mailto:admin@steineracademyexeter.org.uk)

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

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