

The St Michael Steiner School

Parents'
Handbook

2016 - 2017

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Information for BACS payments:

Account name: THE ST MICHAEL STEINER SCHOOL LTD.

Account number: 65098413

Bank: THE CO-OPERATIVE BANK

Sort code: 08-92-99

Please quote your child's name as a reference so that we can identify your payment.

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About the School

The St Michael Steiner School was founded in 2001 by teachers who have many years' experience of working in London. Our vision has always been to establish a Steiner school which is an integral part of the community and which really addresses the needs of the children who live in this city. The cosmopolitan nature of life in London brings the children into daily contact with people from many different backgrounds, so that the diversity of human culture is a living experience. By nurturing in the children a deep respect for all human beings and an enthusiastic and active interest in the world, we aim to help them orientate themselves towards whatever comes to meet them in life, while they are growing and when they are adults.

"Those people who do not allow the current crisis of civilisation to pass by in a kind of soul sleep, but fully experience it, will see that it did not originate in institutions that simply missed their goals and that simply need improvement. Those people will look for the cause deep in human thinking, feeling and will. They will also acknowledge that the education of the coming generation is one of the ways leading to a revitalisation of our social life." Rudolf Steiner

The Early Years

In Steiner Waldorf schools, like many educational systems in Europe, formal learning does not begin until the children are in their seventh year. The time when they naturally become ready for school is usually marked by the change of teeth. Before that, all of their life forces are needed to develop a strong, healthy body; to draw on these forces for intellectual work during the first seven years would be to compromise that development

'The Early Years' in our school means provision for children in the first seven years. This includes Parent and Child Groups and Kindergarten. Parents can bring their children to Parent and Child Groups from birth; these are as much an opportunity for parents to meet and talk to each other as for their children to play. They can also provide an introduction to Steiner Waldorf Education as they are organised and run by trained teachers out of an anthroposophical understanding of the young child.

Between the ages of three and seven, the real work of children is their creative free play, through which their will forces are strengthened while, at the same time, they learn to become social beings and integrate into a group. The Kindergarten provides an environment for this play and one in which the children can learn about the world through healthy imitation, which is the natural impulse of children at this age. Toys are of natural materials and as unfinished as possible - simple dolls, plain wooden trucks, stones and sticks for building, as well as planks, tables, chairs and play stands for larger structures, pieces of cloth in beautiful colours for dressing up, wrapping dolls and making walls - so that the child can 'finish' them with his or her own imagination. There are also more structured activities during the morning such as painting, drawing, sewing, beeswax modelling, baking and simple woodwork as well as more formal, adult-led social ones like puppet shows, story telling, Eurythmy, circle games, singing and small meals prepared and eaten together.

A clear daily, weekly and seasonal rhythm brings a sense of belonging and security, allowing each child to develop at his or her own pace. Then, about half way through their seventh year, the children are usually ready to enter the Lower School.

"In the beginning the child just plays, but he plays in earnest. There is only one difference between the play of the child and the work of the adult. It is that the adult adapts himself to the outer utility that the world demands; his work is determined from without. Play is determined from within, through the being of the child which wants to unfold. Up to now very little has been done to introduce the child in the right way to the complicated life of today. It is the task of the school gradually to lead him over from play into work. If we once find the answer to the question how can we metamorphose play into work, we shall have solved the fundamental problem of all early years education. Our basis ought to be the fact that the small child's most ardent wish is to imitate the work of grown up people, whether it is done with a spade or a knitting needle."

Rudolf Steiner

The Lower School

Teachers in Steiner Waldorf schools work out of Anthroposophy and, through their own continuing observation of the children, try to meet their changing needs in a creative and living way, bringing them challenges as well as encouragement and joy in their work. In order to be able to work in this way, a good relationship must grow between teacher and child and between teacher and parent; ideally the children have the same Class Teacher from class 1 to class 8 - age 7 to 14 - so that this three-way relationship can develop.

"If you notice in the right way, with sensitivity, what wants to develop in people at six or seven years of age, and if you have not become a teacher but are a teacher, then an awareness for this most wonderful riddle awakens through the innermost living forces ... the developing person continuously offers himself to your soul's eye."

Rudolf Steiner

The Main Lesson

The Class Teacher takes the 'Main Lesson', a two-hour lesson first thing every morning in which subjects such as writing and reading, maths, mythology and, later, geography, history and sciences are taught individually in three or four week blocks. In this way, each topic can be entered into deeply and thoroughly for that time and, through continuity, the children can form a strong connection with their work. The Main Lesson is carefully and rhythmically structured so that the children have to listen, work independently, participate and think at different times and also so that their artistic and imaginative nature is developed; Main Lessons often involve singing, music, recitation, movement, painting and stories as well as writing and drawing.

Subject Lessons

Subject lessons in eurythmy, games, music, knitting, painting, modelling, form drawing, foreign languages and religion are taught from class 1 onwards, sometimes by the Class Teacher and sometimes by specialist teachers. The more intellectual subject lessons are in the morning after the Main Lesson wherever possible, with artistic and practical ones in the afternoon. Other subjects, such as crochet, sewing, woodwork, gardening and gym, are introduced later, each at an appropriate age to meet the developmental needs of the children.

"It will always be a question of finding out what the development of the child demands at each age of life. For this we need real observation and knowledge of Man. The child up to the 9th or 10th year is really demanding that the whole world shall be made alive, because he does not yet see himself as separate from it. In the form of stories, descriptions and pictorial representations of all kinds, we give the child in an artistic form what he himself finds in his own soul."

Rudolf Steiner

The High School

In Steiner Waldorf schools, when the children are in their fifteenth year, they go into the Upper, or High School. The Main Lesson blocks are now taught by specialist teachers. Classes 9 - 12 (or 13) no longer have a Class Teacher, but a Class Guardian who oversees their pastoral care and may teach some Main Lessons or subject lessons. In September 2012, The St Michael Steiner School opened Class 9 and our first Class 12 graduated in 2016.

The High School programme is designed to give the students a foundation in a broad range of subjects, to develop practical and study skills and to encourage initiative and independence in learning. In Classes 9 and 10, there is a course of compulsory Main Lessons for all students throughout the year, supported by regular weekly lessons in Global Issues, P.E. and foreign languages. In addition, we offer elective modules in a variety of studio and performance arts and crafts.

Students are consulted and advised about their hopes and plans for the future. There is an increasing number of optional Main Lessons and elective arts, crafts and supplementary lessons in Classes 11 and 12, so that students can begin to focus on their areas of particular interest. In Class 12, the students undertake a major personal project.

In Classes 10, 11 and 12, we offer assessment and certification through the Steiner School Certificate (SSC) at levels 1, 2 and 3. The SSC at Level 3 with University Entrance Levels in Maths and English has been deemed equivalent to A Level by NARIC UK. In 2015/2016, Class 12 students from The St Michael Steiner School applied to universities in the UK through UCAS in the usual way, with their predicted grades in SSC Level 3, and have been offered places at the universities of their choice on that basis.

Learning Support in the Lower, Middle and High School

Our school is a mainstream Steiner Waldorf school. We recognise that all children have individual needs and admit children with 'Special Educational Needs' wherever possible, given the make-up of the group that the particular child would enter, and the availability of additional classroom support if needed. Children with SEN are fully integrated into their classes and we watch their development carefully and try to give them all the support they need to develop and balance the abilities they have brought into the world.

It is important that parents of children with SEN understand that we will work with their children in a way that is significantly different from that used in other schools and that they are able to support us. We believe that the child is aware of the trust and confidence that parents have (or don't have) in their teachers. In regular meetings with parents, we listen to concerns and try to find the best ways to help the children. All discussions at these meetings are confidential and records are kept.

There are important aspects of Steiner Waldorf education which have a positive effect on all children but which are indispensable for children with SEN. In addition to the benefits of the Class Teacher system and Main Lesson blocks described earlier, teaching through stories, descriptive language and mental images involves the child's imagination and feeling life. The child becomes immersed in what he is learning, subjects are related to one another and are understood more deeply. This in turn means that he can remember what he has learned because the world he is learning about is not composed of many isolated bits of information that have to be remembered individually, but is experienced as a cohesive whole of which he is part.

We do not use text books in our teaching in the Lower and Middle School; all material is presented verbally. This means that children who cannot read are able to access their lessons and can join in with discussions and ask questions. Recitation of poetry and prose is a daily part of the curriculum. The children learn poems and speeches by heart. Clear enunciation and voice quality are stressed and we use tongue twisters and other vocal exercises. This helps with vocabulary, grammar but also with spelling as, if words are spoken clearly, it is easier to hear how they are constructed. Skills such as drawing, painting and craftwork are valued as highly as academic ones and are part of every subject. This gives every child an opportunity to shine and builds confidence and self-esteem.

Movement lessons in Eurythmy and Bothmer Gymnastics, both of which are also used as therapies, are a regular, weekly part of the school's curriculum. Eurythmy works in an artistic way with rhythm, co-ordination and balance and can help with many things including sequencing, tracking (eyes) and flat feet. Spatial Dynamics, a gymnastic form of movement, develops spatial awareness and strength and also includes social games.

In Steiner Waldorf schools we work with Child Study, a concentrated study of one child at a time, undertaken by all the teachers in the school for a period of between 2 and 4 weeks. During this time, the teachers observe the chosen child, meet together to discuss what they have noticed, consult parents, look at the child's work and study his/her background and early life. Every child in the school is studied in turn. This means that all the teachers know all the children well and are more able to notice when a child needs support.

Because these things are part of the normal curriculum in Steiner Waldorf schools, children are able to benefit from them without having any special treatment. It has been our experience that being taken out of the class for extra help reinforces a child's feeling that he is different and this can severely inhibit his willingness to be helped. For this reason, as much as possible, support is given in the classroom, but there are times when a child needs some one-to-one help. When this is necessary, we try to do it as sensitively as possible.

We offer differentiated learning opportunities to help each individual child to develop at his/her own pace; e.g. taking into account learning English as a second or third language (seen as an obvious advantage, rather than necessarily a learning difficulty), and also those who may have particular learning difficulties. It is not assumed that all children will progress at the same rate, but that all will progress.

The School may also call on professionals to give advice and/or therapies.

The School will liaise with other agencies and professionals; e.g. doctors, therapists, etc., whenever appropriate. Additional staff may be appointed so that a child's particular needs may be met. This may mean someone working in a one-to-one situation with the child, in a small group, or in the whole class at different times and is subject to funding being available.

The School Doctor

The school has an anthroposophical doctor, Dr. Jenny Josephson, who is based in Forest Row in Sussex and visits the school regularly. She sees between 5 and 10 children, (depending on whether she is attending for a whole or half day) chosen by the teachers, on each visit and advises teachers and parents of any help the children may need. On these visits, she gives advice from an educational point of view and may prescribe remedies, anthroposophical medicines, pedagogical exercises and therapies to help with many different things from dyslexia to poor eyesight. Almost all children can be helped in some way and we aim that all children see her at least once while they are at the school. All children who turn six during the current academic year will see the doctor in the summer term as part of the procedure to determine whether or not they are ready to go into Class 1 in September. You will be notified in writing at least a week before the visit if the teachers would like your child to see the doctor and, except for the 'Class 1 readiness' session, you should accompany your child during the visit. Parents' consent for children to see the doctor is given on the general consent form, which parents sign when they join the school.

Equipment and Materials

The school provides paper, crayons and pencils, exercise books, paint, brushes, eurythmy shoes etc. but there will be some things that parents are expected to provide, for example, indoor shoes, extra pencils and wet weather gear. These things vary from class to class and during the summer you will be sent a list of what your child will need at the beginning of the year. Other things may be needed during the year and you will be advised of this by your child's teacher. Some things will be supplied by the school and then you will be billed for them; these include wooden flutes, recorders, geometry equipment and fountain pens. For information about what expenses you are likely to incur during the year, please contact your Class Teacher.

School Trips

The children may go on day trips from Kindergarten and then, from about class 2 or 3, they may camp or stay in Youth Hostels overnight on trips related to the Main Lesson. They may visit a farm in class 3, there is a three-night camp for the 'Olympics' in class 5 and they often visit the site of a Roman settlement in class 6. There are sometimes trips abroad for older children. Experiencing different environments is a vital part of the children's education; it helps them to connect deeply with the world and enriches their understanding of what they learn at school. All class trips are thoroughly researched in advance and written risk assessments are done and made available to parents. Parents are expected to pay for school trips in addition to their school fees.

Festivals

Festivals form an important part of the children's education. The main ones celebrated in our school are Michaelmas, Christmas, Easter and St John's Day but we also celebrate Martinmas (in November), Whitsun (in May or June) and Advent. We have children in our school from many different cultures and so we try to bring their festivals - such as Chanukah, Diwali and Eid - into the school as well, with the help of their families. Some festival celebrations are just for the children, others are for parents as well. Parents are informed of these in the Calendar of Events and in the newsletter.

Homework

The school does not have a universal policy regarding homework. Each teacher is free to decide whether it will be of benefit to the children in each case and so some will give homework, others won't and this should be considered normal. Generally, children will not have homework before class 3, although they may get small assignments, such as trying to answer a riddle or bringing something from home, from class 1.

How the school is run

The College

The school is run by teachers and administrative staff working as the 'College'. The College is made up of staff members who have usually been at the school for more than a year and who are able to make a deeper commitment to, and take responsibility for, the school. The College oversees the general wellbeing of the school, ensuring that the aims and vision are kept in mind. The College also deals with legal and statutory matters and those concerning the school's relationship with official bodies such as Hounslow Council, the Department of Education (DfE), the Steiner Waldorf Schools Fellowship (SWSF), the Schools Inspectorate Service (SIS) and Social Services. If parents have questions, comments or requests for 'the school', this is where they should be directed. Faculty members, trustees, advisors and other visitors may attend College meetings from time to time by invitation or application.

College meets on Thursdays after school. Meetings are chaired by a member of the group; a new Chair is chosen periodically, by the group. Changes to College membership are communicated to parents via the school newsletter and Association meetings.

The College is responsible to the Trustees, who have ultimate legal responsibility for the school. All College decisions are subject to ratification by the Trustees.

College members at September 2016 are:

Pat Alexander
Amanda Bell (Chair)
Peter Brewin
Maria Costa
Julian Coxon
Leigha Hipkin
Michèle Hunter
Brian Jacques
Eleni Karakonstanti
Stella Ottewill
Stuart Purdy
Katie Sharrock
Dorothea van Breda
Julia Wallace

The Faculty

All members of staff belong to the 'Faculty'. Faculty meetings provide a space for Kindergarten and Lower School, full and part time staff to meet for statutory training (e.g. Safeguarding, First Aid etc.), to share information, discuss concerns and ideas and generally keep in touch with each other. The Faculty meets at the beginning of each term, during the INSET day. Once a month during term time, the Faculty undertakes a Child Study together.

Pedagogical Meetings

Kindergarten, Lower & Middle School and High School staff have their own, separate weekly meetings. The purpose of Pedagogical meetings is the ongoing development of our work with the children.

Trustees

The school is a company limited by guarantee and a registered charity and, as such, must have a majority of Trustees who are not employees of the school. The Trustees are responsible for seeing that the school is run legally, however they are also chosen because they can contribute to the school in some way out of their knowledge and experience. At present, the school has five Trustees.

Trustees at March 2017 are:

Roy Allen roy_allen6@btinternet.com
Brian Hipkin b.hipkin@hotmail.com (chair)
Margot Saar mmsaar@outlook.com
Rob Sim rs.sim@tiscali.co.uk
Peter van Breda peter.vanbreda@icloud.com

The School Association

This is a body that represents the whole school community. All parents and staff automatically become Association members when they join the school, unless they request not to be. Anyone else can become an Association member on application to the College. The AGM takes place in the Spring and other meetings may be scheduled during the year. All members are notified of the AGM and other meetings at least 14 days beforehand.

Financial Management

For any financial queries, please contact the bursar, Sarah Houghton at:
bursar@stmichaelsteiner.hounslow.sch.uk

Official Registration and Inspections

The school is registered with the DfE and is a full member of the Steiner Waldorf Schools fellowship. All privately funded Steiner Waldorf schools in England are inspected by the Schools Inspectorate Service (SIS). SIS inspectors are accompanied in the process by lay inspectors from the Waldorf movement who advise them about the particular features of our education. The school was last inspected in November 2016 and the report is available to parents via the school website, at stmichaelsteiner.hounslow.sch.uk or from reception on request.

What does the school ask of parents?

- That they work towards understanding the principles that lie behind Steiner Waldorf Education so that they know what they have chosen for their children and can give the teachers wholehearted support in their work.
- That they ensure that their children come to school regularly and arrive punctually every day.
- That they arrive in good time to meet their children when they have finished school for the day and leave the premises promptly unless they have a legitimate reason for being at school and their children are properly supervised.
- That their children come to school prepared; that they are dressed in suitable clothes for the weather and for the activities of the school day, that they bring enough to eat during the day and have had enough sleep.
- That they ensure that their children's after-school and weekend activities are appropriate and do not compromise their school work.
- That they are open and honest in their communication with the teachers about their children's health, family circumstances and anything else that may affect their behaviour.
- That they acknowledge the effects on children of television, videos, DVDs, computers, electronic games, cinema and recorded music and limit exposure according to their children's age. It would be of great benefit to children in the lower school, and especially Kindergarten children, if they were kept away from them entirely.
- That they meet their financial commitments to the school in full and communicate any difficulties in this area to the bursar immediately.
- That they familiarise themselves with the school's rules, policies and procedures and, by respecting and following them and encouraging their children to do so, help with the smooth running of the school.

Communication

From Class 1 onwards, we ask parents to make use of the available channels of communication and to avoid trying to speak to teachers before school, when they are preparing for the day, or at pick-up time when they are supervising children. If you wish to communicate something briefly, this can be done in a note handed to the teacher before school, an email or text, or a phone call in the evening.

Communication between parents and teachers is very important, and all Class Teachers have surgery times, which can be booked at reception. Parents who wish, for whatever reason, to speak to a subject teacher, another Class Teacher or a College member can also book appointments in this way.

If you have met with a teacher to speak about a problem, but are still not satisfied with the outcome, please refer to the Parents' Grievance procedure at the end of this handbook for guidance.

Reports

Parents of children in the Lower, Middle and High school will receive an annual report from their child's class teacher at the end of the summer term. Please be aware that it may not be appropriate for your child to read his/her report, especially below Class 5. Reports will be shared with High School students by their teachers. If you have any questions about the report, please contact your child's teacher.

Home Visits

It is essential that a strong relationship can develop between teachers, children and their parents, so that the child feels that his parents and his teachers are united in support of his education. It is very helpful if parents invite their child's Class Teacher to their home occasionally.

Class Contacts

In some classes, one or two parents are designated Class Contacts. The Class Teacher will usually invite someone who has been at the school for at least a term to be Class Contact for a year at a time. The rôle is to be a point of contact between the Class Teacher and the other parents of the class. Class Contacts should not become involved in matters relating to individual children; these should be directed to the Class Teacher.

The Newsletter

The school publishes a monthly newsletter which contains information about forthcoming events, reviews of past ones, something about what the children have been doing in their classes, articles with educational and

seasonal themes and other things of interest to parents and friends of the school. Any updates to the phone list or this handbook will be published in the Newsletter. The Newsletter is posted on the school website and a link to it is sent by email to every parent.

Parent Education

The way we work with the children is very different from what most parents have experienced. It is vital that parents understand the education and what supports it so that they, in turn, can support their children. The school provides workshops and talks by teachers and other experienced educationalists and those working in related fields. Details are published in the newsletter.

Photography and filming

As part of our Safeguarding policy and with regard to the Data Protection Act, Parents and pupils must not film or or take photographs at school unless asked to specifically and must not post images taken at school or on school trips on social media without permission from the school.

Recommended Reading List

Steiner Waldorf Education

Waldorf Education, C. Clouder and Martyn Rawson; Floris Books

Education Towards Freedom, F. Carlgren; Lanthorn Press

School as a Journey, Torin Finser; Hawthorn Press

Ready to Learn, M. Rawson, M. Rose; Hawthorn Press

Early Childhood

You are your Child's First Teacher, Rahima Baldwin; Celestial Arts, California

The Incarnating Child, J. Salter; Hawthorn Press

A Guide to Child Health, M. Glöckler and W. Goebel; Floris Books

The Genius of Play, Sally Jenkinson; Hawthorn Press

Well, I Wonder-Childhood in the Modern World, Sally Schweizer; Sophia Books

Free to Learn, Lynne Oldfield; Hawthorn Press

Practical Activities and Festivals

All Year Round, A. Druitt, C. Fynes-Clinton, M. Rowling; Hawthorn Press

The Children's Year, C. Fynes-Clinton, M. Rowling, S. Cooper; Hawthorn Press

Lifestyle and Child Development

Phases of Child Development, B. Lievegoed; Floris Books

Who's Bringing them Up?, M. Large; Hawthorn Press

Fool's Gold, E. Miller; Alliance for Childhood

Between Form and Freedom, Betty Staley; Hawthorn Press

Millennial Child, Eugene Schwartz; SteinerBooks Inc

Encountering the Self, Hermann Koepke; Anthroposophic Press

On the Threshold of Adolescence, Hermann Koepke; Anthroposophic Press

Free your Child's True Potential, M. Rawson; Hodder & Stoughton

Books about Anthroposophy by Rudolf Steiner

Anthroposophy in Everyday Life; Rudolf Steiner Press

Waldorf Education and Anthroposophy; Anthroposophic Press

The Spirit of the Waldorf School; Anthroposophic Press

Understanding the Human Being; Rudolf Steiner Press

These and many other books about Steiner education are available from the library and bookshop at Rudolf Steiner House, 35 Park Road, London NW1 6XT Tel: 020 7723 4400 The school has a small collection of books about Anthroposophy, Steiner Waldorf Education, parenting and other related subjects. These are available on request for parents to borrow.

What are the children allowed to wear and bring to school?

In order for children to learn, they need an environment that allows them to concentrate in their lessons without unnecessary distractions. We have kept this basic principle in mind in preparing the classrooms and the timetable and we ask for parents' and students' participation in maintaining this learning environment by ensuring that the children come to school appropriately prepared. In addition to the list below, individual teachers may impose other restrictions on the children in their classes if they feel it is necessary and appropriate. Parents will be informed separately. **Disregard for any of these rules may result in suspension or exclusion from school.**

Clothing

Children's clothing should be simple, neat and appropriate for the weather. Trousers or skirts should not trail on the ground and clothes should fit well so that the children do not have to hold them up or worry about them in any way. Generally, clothing should allow movement, should it be required in any lesson. Outdoor shoes will be worn for games lessons and so it may be necessary for the children to wear or bring trainers on the days when they have games. Long hair must be tied back for PE, woodwork, chemistry etc.

In the Lower School (Classes 1 – 5):

We do not allow slogans, cartoons or large logos larger on clothing, jewellery, except watches and stud earrings for pierced ears, nail varnish, dyed hair or make-up, bare midriffs or tops with 'spaghetti' straps, backless shoes or high heels, very short skirts or shorts

In the Middle School, (Classes 6 – 8):

We expect pupils to come to school in appropriate, modest, practical clothing that does not inhibit their full participation in their lessons and is not offensive to anyone. Clothes with slogans or cartoons on them and torn clothes may not be worn. Jewellery may be worn but must be removed for PE lessons or other activities where it could be hazardous (e.g. some science and craft lessons). Dyed hair is not allowed. Make-up should not be obvious. Tattoos, including temporary ones, and body piercings, other than in the ears, must not be visible. We ask parents to support these guidelines and if necessary, staff will speak to pupils who push the boundaries.

In the High School, (Classes 9 - 12):

Students are expected to come to school appropriately dressed for the activities of the day. Clothing should be practical, inoffensive and modest. While High School students are free to choose what they wear, this is allowed because we think they are old enough to judge for themselves what is and is not appropriate in an environment where there are very young children, impressionable younger pupils and parents. If staff feel that a student is wearing something inappropriate, he/she will be expected to change on request.

Food

Food also affects the children's ability to participate fully in their lessons. We ask that they have a good breakfast before they come to school and that they bring healthy food for their break and lunch. Energy drinks and chewing gum are not allowed at all.

In the Lower School (Classes 1 – 5):

We do not allow sweets, chocolate bars, fizzy drinks or flavoured crisps.

In the Middle School and High School (Classes 6 - 12):

Energy drinks and chewing gum are not allowed. Otherwise, there are no restrictions on what older students eat at school, but be aware that other children in the school do not have this freedom and that food can affect your health and your ability to participate fully in lessons. Staff will advise and restrict what students eat if necessary.

Toys, Mobile Phones, iPods, MP3 players etc.

Children in the Lower and Middle School are not allowed to bring these things to school. Children who travel to and from school by themselves may bring mobile phones with the prior consent of the Class Teacher, but must hand them in to the teacher on arrival.

High School students may bring mobile phones, iPods and other electronic devices but these must be switched off and kept in students' bags during lessons. Laptops and smartphones may be used during lessons for work and research with the permission of the teacher in each case.

School Hours 2016 - 2017

Children should arrive in the grounds by 8:25am but not before 8.00am.

Kindergartens

8:30am - 12:30pm Monday to Friday (See Early Years Handbook for details of Lunch and Afternoon Clubs)

Classes 1, 2, 3 & 4

8:30am - 3:00pm Monday to Thursday

8:30am - 12:30pm Friday

Classes 5, 6, 7 & 8

8:30am - 3:00pm Monday to Friday

Classes 9, 10, 11 & 12

8:30am - 3:45pm Monday to Friday

Term dates 2016 - 2017

MICHAELMAS TERM 2016

5 September (Monday) – INSET DAY (no school)

6 September (Tuesday) – INSET DAY (no school)

7 September (Wednesday) – First Day of Term

20 October (Thursday) – School Ends for Half-Term

21 October (Friday) – INSET DAY (no school)

31 October (Monday) – Back to School

16 December (Friday) – End of Term

SPRING TERM 2017

9 January (Monday) – INSET DAY (no school)

10 January (Tuesday) – First Day of Term

9 February (Thursday) – School Ends for Half-Term

10 February (Friday) – INSET DAY (no school)

20 February (Monday) – Back to School

31 March (Friday) – End of Term

SUMMER TERM 2017

24 April (Monday) – INSET DAY (no school)

25 April (Tuesday) – First Day of Term

1 May (Monday) – May Day Bank Holiday (no school)

25 May (Thursday) – School Ends for Half-Term

26 May (Friday) – INSET DAY (no school)

5 June (Monday) – Back to School

7 July (Friday) – End of School Year

Any changes to these times and dates will be published on the school website and in the newsletter.

Attendance and Punctuality

Steiner Waldorf Education depends on continuity. Children should come to school every day unless they are ill.

We are legally required to inform the Education Welfare Dept. when any child has ten unauthorised absences in one school year and we may do this without warning.

Please ensure that your child arrives on time in the morning so that he/she is able to take part in the welcoming and the morning verse and generally to begin the day well. It is very disruptive for the class when a child arrives late and unsettling for the child him/herself, especially if it happens repeatedly, and can have a seriously detrimental effect on his/her education.

If lateness is persistent, the teacher may ask that the child be kept at home until the problem is resolved. On occasions when it is unavoidable and you know that your child will be late, please phone the school as soon as possible. Latecomers must report to reception before going to their classes. *All late arrivals are recorded in the register. Lateness and absence is recorded on the child's End of Year Report.*

Procedure for arriving and collecting children

In the morning:

Children should not arrive at school before 8:00am.

Those arriving by car should park in the public car park near the entrance to Hanworth Park (on the right just before the school entrance) or on the street, and use the pedestrian gate on the park side of the grounds. Please do not walk up the drive. **THE DRIVE IS A SINGLE TRACK ROAD AND THERE IS NO OTHER ENTRANCE OR EXIT. TO AVOID SERIOUS CONGESTION, ONLY STAFF CARS WILL BE ALLOWED ON SCHOOL PREMISES AT ANY TIME.**

Children and parents should wait in the grounds for the bell to ring at 8:25am. If the weather is very bad, teachers may decide to let the children in early, but otherwise, they should not come inside until the bell rings. Children will be advised by their teachers what to do when the bell rings and how to come into the building as this will vary from class to class. *Please note that before 8:25am all children must be supervised by an adult unless they have come to school by themselves.*

Kindergarten parents may come inside with their children to settle them; **WE ASK THAT PARENTS OF CHILDREN FROM CLASS 1 UP DO NOT COME INTO THE BUILDING WITH THEIR CHILDREN.** If you need to speak to the Bursar or the Receptionist, or you are coming for a study group or workshop, there is a separate entrance to the reception area. **PLEASE DO NOT USE THE CHILDREN'S ENTRANCE.**

If children arrive after 8:35, they should register at reception before going to their classrooms. This is important so that we know who is on the premises, and who is not, at any time. Please note that Class Teachers will have different rules and procedures for latecomers. They will let parents know separately about these.

At the end of the school day:

Younger children will be brought, and older ones will come by themselves, to the side entrance of the main building and should be collected from there: Children on half days at 12:30pm and those on full days at 3pm or 3.45pm. Kindergarten children should be collected from the Kindertagens at 12:30pm.

Please make sure the teacher on duty knows that you have taken your child and anyone else's. If your child is going home with someone other than you, please let his/her teacher know in the morning.

If your child is going home by him/herself, please inform your class teacher.

If children have not been collected within 15 minutes of pick-up time, they will be taken back inside and parents must then come into the building to collect them. *Please note that for lateness beyond 15 minutes, financial penalties may apply.*

Other Policies and Procedures

Below are some statements of some of the school's policies and procedure that parents may find useful. All full detailed policies are available on the school website and in the office.

School Fees

Upon acceptance of a place at the school, the financial agreement must be signed and returned with the required deposit.

Invoicing of school fees is routinely done annually or termly. Fee increases usually occur once a year for the new academic year, which starts each September. Fees for the following September are published in the newsletter and on the website during March or April and announced at the AGM. Any queries about your invoice should be addressed to the Bursar at bursar@stmichaelsteiner.hounslow.sch.uk.

Parents are expected to honour their financial commitments as communicated on the bottom of any invoice they receive from the school, without the need for the school to issue a reminder for payment.

School Fees for 2016/2017 academic year

Kindergartens	- £ 6700 / year
Class 1	- £ 8100/ year
Class 2	- £ 8300/ year
Class 3	- £ 8500/ year
Class 4	- £ 8800/ year
Class 5	- £ 9000/ year
Class 6	- £ 9100/ year
Class 7	- £ 9150/ year
Class 8	- £ 9200/ year
Class 9	- £ 9300/ year
Class 10	- £ 9400/ year
Class 11	- £ 11000/ year
Class 12	- £ 11300/ year

Fee invoices may be paid either:

1. Annually in advance by September 10th
2. Termly by the first day of each term
3. By regular monthly instalments commencing in September with financial commitment to be met in full not later than the following June.

Preferred payment method is via internet banking directly to the school account, as this minimises administration:

Information for BACS payments:

Account name: THE ST MICHAEL STEINER SCHOOL LTD.

Account number: 65098413

Bank: THE CO-OPERATIVE BANK

Sort code: 08-92-99

Please quote your child's name as a reference so that we can identify your payment.

Cheques, if used, should be made payable to The St Michael Steiner School Ltd.

Payment for extra items as listed on the school fee schedule is expected to be made within 14 days of the invoice being issued by the school.

It is parents' responsibility to ensure that the bursar is notified of any changes in family circumstances which might affect their ability to pay fees by the agreed due dates. The school reserves the right to add a charge of 5% of the outstanding amount of the fee to any bills which are not paid by the due date.

In the case of cheques returned unpaid (not cleared by the bank), bank charges incurred by the school will be added to the bill.

See *School Fees for 2017/18 academic year* in appendix 1 (last three pages of this document).

Withdrawal of a child

Withdrawal of a student requires a term's notice or a term's payment in lieu. Notice of withdrawal of a child must be made in writing to the College as well as to the child's Class Teacher. The school will issue a final invoice which states the date of receipt of notice to withdraw the child(ren) from school. A credit for the remaining part of the year and a charge for one term's fees will be issued to the parents. If more than one term's notice is given, then the invoice will reflect this. If the date of leaving is uncertain, and as a result, the leaving date exceeds one term's notice, an additional invoice will be raised for the extra time that the child attends school, to be settled by return.

Refund of any deposit is deducted from the final invoice as calculated above. If the deduction results in a credit balance remaining, this will be refunded within two weeks of the child(ren) leaving the school.

The child's first term at the school is a trial period for both the child and the school. If the child leaves during this period, or at the end of the trial period, there is no requirement for a term's notice to be given, and any deposit will be refunded subject to any outstanding balance on the student's account.

Persistent non-payment may result in a child being asked to leave the school. In any case, any outstanding fees will remain payable to the school, and the school will take court action to recover this money if necessary.

The full policy and procedure is available on our website and in the school office.

Bursaries

The St Michael Steiner School offers a Bursary Fund which aims to make Waldorf education accessible for more families. Assistance is given via an evidence-based means test in which the family submits details of their financial circumstances via this form.

All families can apply for fee assistance, with the exception of those in receipt of government funding for kindergarten.

We offer fee assistance on the principle that it is the last resort for funding of school fees. Applicants must consider all other possible sources of funding before turning to the school.

We have a limited budget for fee assistance. Priority for assistance will be given to current recipients of fee assistance, then to other families already in the school, then to new applicants. However, applications received after our stated deadlines will lose any priority status. In any event, the school reserves the right of absolute discretion in the provision of a bursary.

Expectations:

1. All families are expected to follow the policies and procedures in the parents' handbook.
2. It is expected that children do not take holidays in term.
3. All families must make a regular monthly, annual or termly payment plan. The payment plan must be kept to. The bursar needs to be informed, before the due date of the payment, in cases of difficulty.
4. All prior debts to the school must be repaid or subject to an agreed payment plan.
5. No bursaries will be offered unless all requested documents are presented; including the most recent three months' bank statements, P60 and/or tax return for 2015/2016 and/or recent state benefit documents (see page 9 for a full list).
6. The school reserves the right to withdraw a bursary if these expectations are not adhered to
7. Fee payments can either be paid in full at the start of the year, termly at the start of the term or by standing order by the 5th of each month for 10 months of the year, starting in September 2017.

Sibling Discounts

Sibling discounts, for families with more than one child in the school, are not means tested but are intended as support for those who need it. For this reason, we do not apply them automatically, giving parents the opportunity to pay the full fee if they can, but they are available on request.

The full policy and procedure is available on our website and in the school office.

Code of Conduct

Our code of conduct is based on the principle that there should be as few rules as possible and that those we have are there for good reasons and must be respected by everyone.

1. Everyone has the right to be treated with respect:

- Be courteous towards everyone you meet
- Do not endanger others through your own actions
- Respect other people's belongings
- Do not use bad language or insult others
- Do not bully or make fun of others

2. School is a place where children come to work and learn:

- Come to school regularly and on time
- Come to school properly equipped
- Come to school ready to work
- Do not disrupt lessons
- Do not disturb lessons in other classes
- Do not wear or bring anything to school which might distract you or others - e.g. toys, jewellery, electronic gadgets, mobile phones.
- Parents should not be on the premises during school time except for study groups, workshops, pre-arranged meetings or to see the Bursar or Receptionist.

Detention

From Class 5 onwards, a child may be required to stay after school, or come to school on a Saturday in order to:

- Complete work that was not finished in class because of chatting or other time wasting
- Make up for rudeness, disregard for school rules, including the Code of Conduct, or disruptive behaviour.
- Complete homework that was not done on time

Parents will be informed at least 24 hours in advance of the reason, date, time and duration of the detention. Children will be properly supervised during detentions. A single detention will not exceed one hour.

Detentions will only be given for repeated transgressions and the child concerned will have been warned and given the opportunity to redeem him/herself. If a detention is given, it will be because the teacher believes it will help the child to improve his/her work habits or behaviour. Please do your best to support us in our efforts to guide the children towards good work habits and appropriate behaviour, but if it is impossible for your child to stay after school or come to school on the date given, please speak to the teacher who has given the detention as soon as possible and he/she may be able to arrange an alternative time.

The full policy and procedure is available on our website and in the school office.

Illness and Infectious Diseases

Parents are asked to keep children with infectious diseases at home. If your child is too ill to come to school, please phone and leave a message on the school answerphone before lessons start in the morning, or call the Administrator as soon as possible so that your child's teacher knows at the beginning of the day not to expect him/her. Please keep the school informed each day your child is away and on his/her return to school, please send a note or email regarding the absence for our records. *It is a statutory requirement that we have some record of the reasons given for any absence.*

Please inform the school if any member of your family has an infectious illness as soon as possible in order that the wider school community can be alerted.

First Aid

All staff regularly undergo First Aid training and there is always at least one trained First-Aider on site and on all outings. Minor injuries are treated with water only. We will not give Homoeopathic remedies or applications, or any other medicines to children, except those provided by parents (for example for allergies or those prescribed by a doctor). Any treatment given is recorded in the Accident Book.

The full policy and procedure is available on our website and in the school office.

Parents' Use of School Premises

The purpose of the school is for the education of children. This must always be the paramount consideration when the premises are used for other things. As the school grows, the use of space has to be carefully planned and considerations of noise levels, security and classroom management, etc. have to be weighed against the benefits of things like parent workshops and meetings. However, it is possible for these to take place at school on request.

If parents wish to hold meetings or organise events to take place in the building, they should apply in writing to the Chair of College for permission, stating a date and time as well as the length of the meeting and approximately how many people are expected to attend. Applications need to be submitted in good time to allow them to be considered properly, otherwise events will not be able to go ahead.

Smoking, Alcohol, Drugs and Weapons

It is against the law for anyone to smoke anywhere on school premises. The use or possession of alcohol, illegal substances or weapons will not be tolerated and will result in suspension or permanent exclusion from the school.

Dogs

Dogs are not allowed on school premises, except for guide dogs.

Scooters, Skateboards, Bicycles, Buggies etc.

Children are not allowed to ride their scooters or bicycles anywhere in the school grounds. Bicycles and scooters and buggies may be left secured to the bicycle rack or in the buggy shelter and must not be brought into the school buildings.

Equal Opportunities

We recognise and value the fact that our school is part of a multicultural society and believe that the atmosphere of respect for others, which our ethos seeks to foster, actively discourages prejudice. We will strive to ensure that our teaching continues to meet the needs of people from diverse backgrounds while, at the same time, taking steps to deal with any overtly racist or sexist attitudes we encounter in the school and its community. The school wishes to offer an educational environment that is open to all.

Safeguarding Children

The St Michael Steiner School strives to create an environment where learning, truth, justice, respect, spirituality and community are promoted. Consequently, the overall aim of this policy is to safeguard and promote the welfare of the children in our care, regardless of age, class, gender, ethnicity, disability, sexuality or beliefs. In situations where child abuse is suspected, our paramount responsibility is to the child. We recognise that everyone who comes into contact with the children in our school in their everyday work has a duty to safeguard and protect them and should demonstrate commitment and priorities for safeguarding and promoting the welfare of children.

Our policy applies to all adults with whom our children come into contact with, be they staff, trustees, parents or volunteers or visitors. If staff are worried about the safety or welfare of a child within school we have a legal duty and responsibility to act on our concerns. Some signs of possible abuse and neglect may include:

- significant changes in children's behaviour
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children.
- For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Wherever possible we will discuss our concerns with parents and carers in the first instance, and if necessary, make a referral to Children's Social Care in Hounslow. Please see our Safeguarding Policy on our website. If you wish to discuss any aspect of Child Protection please speak with one of the Designated Members of Staff (DMS) for Safeguarding:

Katie Sharrock

early years/school

Support and advice:

Hounslow Children's Information Services: 020 8583 3470

Hounslow Child Protection Hotline: 020 8583 3456 (9am to 5pm Monday to Friday)

Hounslow Out of hours Emergency Duty Team for Social Care: 020 8583 2000

Bullying

Some schools take the approach of banning all physical contact between pupils. We believe that a certain amount of physical interaction and banter between children is a normal and healthy part of the process of learning what is and is not acceptable social behaviour. It is our experience that children do not learn by being told things, but by experiencing them; it is to be expected that they will test themselves against each other in different ways and sometimes they will get hurt or hurt others in the process. This, in itself, is not bullying.

Bullying has been defined as the systematic abuse of power by more powerful individuals or groups. In schools it manifests as deliberate and persistent hurtful behaviour, where those towards whom this behaviour is directed find it difficult or impossible to defend themselves. It is the use of superior strength, age or social status deliberately and repeatedly to subjugate, hurt or humiliate someone younger, smaller or, in some way, weaker. It is anti-social behaviour that can destroy the social fabric of the school. It affects everyone and it cannot be ignored or tolerated.

We try to provide an environment in which everyone feels supported, safe and valued and where they can learn, work and mix socially with their peers without fear. However, in spite of our best endeavours, occasional incidents of bullying are inevitable, so children and staff need to experience that bullying is not acceptable or tolerated, and that incidents of bullying are dealt with effectively. Our Anti-Bullying Policy endeavours to ensure that this happens.

Terms of Acceptance and Probation

All children are accepted into the school subject to interview, the agreement of financial terms and payment of the required deposit.

The first term is probationary for the school and for parents; if it is not working out for any reason the child can leave or be asked to leave without giving notice. Thereafter, a term's notice is required or a term's fees in lieu of notice. During the probationary term, parents should be in regular contact with the Class Teacher to find out if there are any problems and if the child is settling well.

After a few weeks, the Class Teacher will discuss the child's progress with the other teachers and make a decision, which will be one of the following:

The child is accepted.

The child is not accepted.

The child is accepted with conditions – e.g. extra lessons, visit to doctor.

The child is given a further term's probation.

Probation can be extended up to three times after which a final decision must be made.

Possible reasons for not accepting a child after the probationary period are the same as those given in the section under '*Exclusion and Suspension of Pupils*'.

If a child is not accepted, the parents will be given the opportunity to discuss the reasons for the decision and an agreement should be reached about when and how to tell the child.

The full policy and procedure is available on our website and in the school office.

Exclusion and Suspension of Pupils

Under circumstances where the school no longer feels able to support a child, for example in cases of serious or repeated acts of vandalism, violence, disruptive, defiant, dangerous or abusive behaviour, or for any of the reasons given under the 'Exclusion' section below, a pupil may be suspended or permanently excluded from school, even when the probationary period has ended and the child has been accepted into the school.

Possible reasons for excluding a child may include:

- The child is found to have educational needs which the school is unable to meet at the present time.
- The child's parents do not fulfil their financial commitment to the school.

- The child presents unacceptable behaviour which teachers feel unable to meet in the context of the school or class, given the limitations of available resources.
- The child is very unhappy in the school or class.
- The child's parents are not willing to support their child's education, e.g. in the ways indicated in this handbook under *'What does the school ask of parents?'*
- The child's parents are not willing to co-operate with the school in trying to overcome the child's difficulties.
- The school discovers that important, relevant information about the child was not disclosed by the parents at the time of interview, e.g. that the child has been expelled from another school.
- The school feels that, in some other way, the best interests of the child are not being served, e.g. the journey to school is too long or attendance or punctuality are very poor.

The full policy and procedure is available on our website and in the school office.

Parents' Grievance Procedure

The St. Michael Steiner School aims to provide quality teaching and pastoral care to its pupils. However, if parents do have a complaint, they can expect to be treated by the school in accordance with the Parents' Grievance Procedure, which is available on our website or from the school office.



The St Michael Steiner School

This handbook will be updated annually;
if there is anything you think we have overlooked, please let us know.

Tel: 020 8893 1299

email: info@stmichaelsteiner.hounslow.sch.uk

website: www.stmichaelsteiner.hounslow.sch.uk

A registered charity no 1094960 and a company limited by guarantee no 043643

Appendix 1

School Fee Structure 2017/2018

As you know, we sent out a questionnaire about fees in January. We had 32 responses (out of 83 families currently in the school). There was at least one child from each class represented and many replies from Kindergarten parents. Thank you to everyone who responded.

The thinking behind the restructuring addresses several issues. We try to develop in the children a feeling of responsibility and care for the whole community - the whole world in fact - and a wish to help others who are less fortunate. We believe we should also model that in the way we run and fund the school. Our ethos is not exclusive, and a school community made up of people with a wide range of incomes creates a healthier environment for the children. It is in everyone's interests that we make it possible for people who don't have so much money to come to the school.

We believe that fees should be charged per family, because having more children does not mean that parents are able to contribute more, but having more children in the school benefits everyone, and we want to make it possible for large families to send all of their children to the school. We have found that children who have siblings in other schools often think they have been sent to our school because there is something wrong with them, and this affects their self-esteem and their attitude to the school, and also perpetuates the idea some people have that ours is a special school for children with learning difficulties.

We also recognise that parents with small children have less 'earning power' than those with older children, and this has to be taken into account. Apart from this, there are no sound reasons for charging different fees in each class as we do under the current system; it does not cost more to educate a child in Class 4 than it does a child in Class 2, for example.

Perhaps the most important concern for us is to dispel the idea that we are selling education. Our aim is to offer the best possible education, based on a particular understanding of child development. To that end, we are committed to putting in the necessary work to make this vision a reality; we are not paid according to the number of hours or lessons we teach or the number of years' experience we have. In order that we can offer this to you, we need enough money to live while we devote ourselves to this task.

In order to offer the best possible education, we must continue to attract the best teachers, and we will not be able to do that unless we can pay them a proper salary. Living costs in London are higher than in other parts of the country, and staffing costs represent more than half of our annual budget. We also need to be able to develop and maintain the school building, grounds and facilities.

With all of these things in mind, what we are introducing at this point is a transitional plan that will lead us eventually to the point where we can charge a flat fee per family, regardless of the number of children they have. In order to get there, we will need to have more families in the school, and we hope this transitional structure will help to attract them.

Finally, You will see in the structure that there are two 'Family Fee' rates. We hope very much that people who can afford to, especially those whose fee bill is lower this year than last, will choose to pay the higher rate. This will not be means tested, and is paid entirely at each family's discretion.

The new fees will be applied from September 2017. A revised fee policy, which will also apply from September, will be sent out with your invoice for next year.

Fee Assistance (replacing 'bursaries') is available on application in the usual way, according to the school's policy.

Best wishes

Amanda Bell

For the College of Teachers and Trustees
The St Michael Steiner School

Fees for 2017/2018

The fee per family will be composed of 3 parts:

1. A flat fee, payable by each family (regardless of class and part time/full time status)
2. A fee per child for first two children in the family (pro rata for part-time Kindergarten children)
3. A fee for operational costs and materials per child, according to class (pro rata in Kindergarten)

These 3 parts added together comes to what will be payable for each family.

Breakdown of annual fees for 2017/2018

Flat fee, payable per family:	£3,100(lower rate)/£9,500(full rate)*
Fee for first and second child in the family (each):**	£3,100
Fee for third (+) child in the family:**	£0
Operational and Materials charge per child:	Kindergarten: £750
	Classes 1 - 4: £2,500
	Classes 5 - 8: £3,500
	Classes 9 - 12: £4,500

* There are two 'Family Fee' rates. The higher one we will call the 'Full Rate'. We hope very much that people who can afford to, especially those whose fee bill is lower this year than last, will choose to pay the full rate. This is not means tested, and its payment is entirely at each family's discretion.

If parents would like to contribute more than the lower rate, but can't quite afford the full rate, extra contributions of any amount will be gratefully received and can be treated as donations and gift-aided.

** These rates will usually apply only when all of the family's school age children are in the school.

Totals	Per term	Per year
Family Fee payable per family:		
Full Rate	£3,167	£9,500
Lower Rate	£1,034	£3,100
Additional costs payable per child:		
Class 9 -12 oldest/only child	£2,534	£7,600
Class 9 -12 1st younger sibling	£2,534	£7,600
Class 9 - 12 3rd/4th etc. sibling	£1,500	£4,500
Class 5 - 8 oldest/only child	£2,200	£6,600
Class 5 - 8 1st younger sibling	£2,200	£6,600
Class 5 - 8 3rd/4th etc. sibling	£1,167	£3,500
Class 1 - 4 oldest/only child	£1,867	£5,600
Class 1 - 4 1st younger sibling	£1,867	£5,600
Class 1 - 4 3rd/4th etc. sibling	£834	£2,500
Full Time Kindergarten oldest/only child*	£1,284	£3,850
Full Time Kindergarten 1st younger sibling*	£1,284	£3,850
Full Time Kindergarten 3rd/4th etc. sibling*	£250	£750
Afternoon Care for Kindergarten children £17 per session. Parent & Child/Baby groups £6 per family per session (drop in)/£30 per half term (booked)		
* Part Time Kindergarten fees are calculated individually on a pro rata basis		

Examples:

1. **A family with one child in Class 2 and another in Kindergarten** would pay:

Family Fee + Class 1 - 4 oldest/only child fee + Full Time Kindergarten 1st younger sibling fee, i.e. either:

£3,100 + £5,600 + £3,850 **Total: £12,550**

or, if they chose to pay the higher Family Fee:

£9,500 + £5,600 + £3,850 **Total: £18,950**

2. **A family with one child in Class 12** would pay:

Family Fee + Class 9 -12 oldest/only child fee, i.e. either:

£3,100 + £7,600 **Total: £10,700**

or, if they chose to pay the higher Family Fee:

£9,500 + £7,600 **Total: £17,100**

3. **A family with one child in Class 4, one in Class 8 and another in Class 10** would pay:

Family Fee + Class 9 -12 oldest/only child fee + Class 5 - 8 1st younger sibling fee + Class 1 - 4 3rd/4th etc. sibling fee, i.e. either:

£3,100 + £7,600 + £6,600 + £2,500 **Total: £19,800**

or, if they chose to pay the higher Family Fee:

£9,500 + £7,600 + £6,600 + £2,500 **Total: £26,200**

4. **A family with one child in Kindergarten attending 3 days a week** would pay:

Family Fee + 60% of Full Time Kindergarten oldest/only child fee, i.e. either:

£3,100 + £2,310 **Total: £5,410**

or, if they chose to pay the higher Family Fee:

£9,500 + £2,310 **Total: £11,810**

5. **A family with one child in Kindergarten full time** would pay:

Family Fee + Full Time Kindergarten oldest/only child fee, i.e. either:

£3,100 + £3,850 **Total: £6,950**

or, if they chose to pay the higher Family Fee:

£9,500 + £2,310 **Total: £13,350**