

# The St Michael Steiner School

2021 - 2022

The St Michael Steiner School  
Park Road  
Hanworth Park  
London  
TW13 6PN

Website: [www.stmichaelsteiner.hounslow.sch.uk](http://www.stmichaelsteiner.hounslow.sch.uk)

For general enquiries and information: Tel: 020 8893 1299

Email: [info@stmichaelsteiner.com](mailto:info@stmichaelsteiner.com)

For communications regarding children's wellbeing and education, please contact your child's Class Teacher, Kindergarten Teacher or Tutor directly. Alternatively, you may contact the College Chair: [college@stmichaelsteiner.com](mailto:college@stmichaelsteiner.com)

**NB: PLEASE DO NOT USE THE SCHOOL PHONE NUMBER OR INFO EMAIL ADDRESS TO COMMUNICATE CONFIDENTIAL OR SENSITIVE INFORMATION ABOUT CHILDREN, FAMILIES OR STAFF.**

For enquiries about fees and fee assistance, contact Birgit Möller at: [bursar@stmichaelsteiner.com](mailto:bursar@stmichaelsteiner.com)

For invoice and payment queries, contact Henry Lau at: [finance@stmichaelsteiner.com](mailto:finance@stmichaelsteiner.com)

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.*

**NB: THE FINANCE DEPT. DEALS WITH FINANCES ONLY AND CANNOT RESPOND TO PEDAGOGICAL QUESTIONS OR CONCERNS.**

## Contents

About the School	5
Educational principles	5
The Early Years	6
Lower School	6
Main Lesson	7
Subject Lessons	7
High School	7
SEND and Learning Support	8
School Doctor	9
Equipment and Materials	10
School Trips	10
Festivals	10
Homework	10
How the school is run	11
The College	11
The Faculty	12
Staff Meetings	12
Trustees	12
The School Association	12
Financial Management	12
Organisation of Staff Responsibilities	13
Leadership and Management Structure	13
Official registration and Inspections	14
Administration	14
Equality and Diversity	14
Parent Education	14
School Hours and Term Dates	15
Saturday Open Days	16
What does the school ask of parents?	16
Reports	17
Home visits	17
Photography and Filming at school	17
Recommended reading list	17
What are the children allowed to wear and bring to school?	18
Use of Electronic Media: Guidance for Parents	20
Attendance, Punctuality & Registration	21
Arrival and Collection of children	22
School Fee Structure	23

Full school policies are available on our website at <https://stmichaelsteiner.hounslow.sch.uk/policies/>

School Fees Policy	24
Fee Assistance	24
Withdrawal of a child	24
Code of Conduct & Behaviour	25
Illness and Infectious Diseases	26
First Aid	26
Parents' use of school premises	26
Smoking, Alcohol, Drugs and Weapons	27
Dogs	27
Scooters and Bicycles	27
Safeguarding and Child Protection	27
Bullying	28
Terms of Acceptance and Probation	29
Exclusion and Suspension of Pupils	29
Parents' Grievance Procedure	29

**This Handbook** forms part of parents' contract with the school. It contains summaries and information about some of the school's policies and procedures and provides answers to many questions parents may have.

## About the School

In the chaos of Europe after the first World War, many people hoped for and believed in a better future, based on new social forms. One of these was the industrialist, Emil Molt, owner of the Waldorf Astoria cigarette factory in Stuttgart. Molt was a friend of philosopher and scientist, Rudolf Steiner. Steiner had written books and given lectures on education and now Molt asked him to found a school for the children of the workers in his factory. Steiner agreed, trained twelve teachers in his method, based on a study of child development, and 'The Waldorf School' opened in September 1919.

The first Waldorf school in the English speaking world opened in south London in 1925. There are now more than 1000 schools worldwide. Each of these schools, whilst being independent and part of its local community, shares an approach to education behind which stands a deep understanding of the human being in body, soul and spirit, which Rudolf Steiner wrote and spoke about in several hundred books and lectures during his life. He called this knowledge 'Anthroposophy' – literally 'wisdom of the human being' – and in it he described and characterised the different stages of development which can be observed in the journey through childhood (and also through adulthood). In his lectures on education, he gave many indications for suitable subject matter and approaches to teaching for different ages but always stressed that teachers must be free to interpret these indications in their own way. Indeed, he said, if they did not do so, Steiner Waldorf education would become a method as good as, but no better than, many other methods.

*"The Waldorf School is not an 'alternative school' like so many others, founded on the belief that it will correct all errors in education. It is founded on the idea that the best principles and the best will in this field can come into effect only if the teacher understands human nature. However, this understanding is not possible without developing an active interest in all of human social life. Through a teacher who understands the soul, who understands people, the totality of social life affects the new generation struggling into life. People will emerge from this school fully prepared for life."* Rudolf Steiner

The St Michael Steiner School was founded in 2001 by teachers with many years' experience of working in London. Our vision has always been to establish a school that addresses the needs of city children in the 21st Century. For children growing up in London now, the diversity of human culture is a lived experience; we treasure this and build on it by nurturing in them a deep respect for all human beings and an enthusiastic and active interest in the world around them, so that they can orientate themselves towards whatever comes to meet them in life, now, and in the future.

*"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

## Educational Principles

Behind Waldorf Education stands a deep understanding of the human being in body, soul and spirit, which Rudolf Steiner wrote and spoke about in several hundred books and lectures during his life. He called this knowledge 'Anthroposophy' – literally 'wisdom of the human being' – and in it he described and characterised the stages of development which can be observed in the journey through childhood (and also adulthood). To understand this unique view of child development better, see Rudolf Steiner's essay The Education of the Child in the Light of Anthroposophy.

There is, of course, a large body of work created by Waldorf teachers over the last century, and many teachers draw on this, as well as on the indications given by Rudolf Steiner, so that a canon of manifestly suitable themes and traditions for each age has become established in most Waldorf schools worldwide. However, this is by no means prescribed. In his lectures on education, Steiner gave many indications for suitable subject matter and approaches to teaching for different ages but always stressed that teachers

must be free to interpret these indications in their own way. Indeed, he said, if they did not do so, Waldorf education would become a method as good as, but no better than, many other methods. However, there are some practices which, because they have proved so successful in providing the best possible education for the children, have become established in most schools. This does not mean that they are never questioned, only that they are used because they continue to work. The two aspects of Waldorf Education most prevalent in this category are the Class Teacher and the Main Lesson, detailed below.

## 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

When the students are in their fifteenth year, they go into the High School. Classes 9 to 12 no longer have a Class Teacher; lessons are taught by subject specialists and the students have personal tutors who advise and counsel them. In September 2012, The St Michael Steiner School opened Class 9 and our first Class 12 graduated in 2016. In 2020/2021 the High School classes are 9, 10 and 11.

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 and Art/Craft blocks for all students throughout the year, supported by regular weekly lessons in Global Issues and P.E.

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 Certificate of Steiner Education (CSE) at levels 1, 2 and 3. The CSE at Level 3 with University Entrance Levels in Maths and English has been deemed equivalent to A Level by NARIC UK. In 2016 and in 2017, 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 CSE Level 3, and have been offered places at the universities of their choice on that basis.

## Policy for Supporting Pupils with Special Educational Needs and Disabilities (SEND Policy)

### The School's values, vision and aims around SEND

The term SEND (Special Educational Needs and Disabilities) is used for a variety of conditions and environmental factors that can prevent a child from learning in a straightforward, age-appropriate manner.

The general educational provision in our school differs from a mainstream general educational provision in that our curriculum is based on the view of child development described by Rudolf Steiner. It is rich, diverse, and developmentally appropriate for each age; it integrates intellectual, practical, physical and artistic development, thus providing what any child needs to flourish as well as being indispensable for children with SEND. We do not follow the National Curriculum.

Extensive research<sup>1</sup> demonstrates that individual trajectories of development are the norm: in any class of rising-seven-year-olds, there will be a range of about three years, and the range increases as the children get older. Put simply, in any class, some children are much further along in the measured aspects of their development than others, this is normal, and teachers need to take account of it.

Because of this, the fact that we teach in whole class mixed ability peer groups and that many children in the school do not have English as a first language, observation of children and Adaptive Teaching are essential and normal practice in every class. Children learn in different ways and at different rates, and it is part of our work as teachers to present content in a variety of ways and set tasks that engage all children in a range of different activities. Further strategies are then devised for children who have needs that seem to be beyond the usual range.

We recognise that a child may have special needs permanently or develop them at any stage for physical, physiological, social or environmental reasons.

Learning difficulties can appear in one area of learning and not in others, for example a child may struggle with numeracy but not with literacy.

### A child is deemed to have a learning difficulty if:

- They have significantly greater difficulty learning than the majority of children of the same age or group.
- They have a disability which prevents or hinders them from making use of educational facilities generally provided by the school for children of the same age group.

#### Areas of learning that may be affected are:

Cognitive/Learning

Communication/Interaction

Emotional/Social/Behavioural

Sensory/Physical

### A child is deemed to have a disability if:

- They have a physical, cognitive or mental impairment that has an adverse effect on their ability to carry out normal day to day activities.
- The effect is substantial (more than minor or trivial) and long term (more than 1 year in duration).

It is important to note that children in the Kindergarten or Classes 1 & 2 who are assessed externally may be diagnosed with a learning difficulty because their reading is not at a standard level for their age. As we start formal learning later than in mainstream schools, these diagnoses may not be appropriate and may need to be reassessed.

---

<sup>1</sup> Beginning in 1954 and ongoing, the Zurich Longitudinal Studies investigated levels of maturity that can be measured at particular ages. The goal was to gain a better understanding of the norms of child development. [...] This ambitious research project involved a team of paediatricians, development specialists and biostatisticians, who recorded the development of more than 900 children from birth to early childhood. Detailed information about these studies can be found at



## What we offer for children with Special Educational Needs and Disabilities

Special educational provision means an aspect or method of education that is additional to, or different from, that made generally for children and young people of the same age at the school.

Elements in our curriculum which support all children including those with learning difficulties include:

- Daily speech work, learning poems by heart and developing clear enunciation, which helps with writing, spelling and verbal expression.
- Daily oral recall of the previous day's lesson by the children helps the children to organise and express their thoughts clearly.
- Regular movement in the classroom: skipping, body geography and co-ordination games, catching and throwing.
- Form drawing, which develops the senses of movement and balance, spatial awareness and dexterity.
- Craft work including woodwork, clay modelling, sewing and knitting, which develop a relationship with the qualities of different materials, practical skills, dexterity, confidence and aesthetic sense.
- Eurythmy, a form of movement that expresses music and speech and is also used therapeutically.
- Handwriting, which develops dexterity, an awareness of form and aesthetic sense.
- The use of drawing and colour in bookwork, which enables children to learn, and demonstrate what they are learning, without always having to produce writing.
- Teachers deliver the lessons orally which means that children with literacy difficulties can participate fully in the work of the class.
- Bothmer Gymnastics, Games and P.E., which develop spatial awareness and social skills
- Outdoor Curriculum - gardening and grounds maintenance - develops practical skills and an awareness of nature.

Because they receive this provision in their daily life at this school, children who may have required special educational provision in an alternative setting may find that their learning difficulty is significantly diminished or alleviated. Sometimes this curriculum is all they need, and sometimes they will need more support.

### SEND Training for Staff

The SENCO undertakes regular specialist training provided by the school through Educare.

SEND staff lead sessions at INSET days for all staff.

We take advice from Dr. Jenny Josephson, Dr. Francisco Barcello and Ann Swain - Special Education Teacher and convener of the Steiner Waldorf Association for Special Educational Needs and Disabilities (SWASEND)

All staff are required to take the general SEND online training provided by the school through Educare.

We have access to training provided by Hounslow Borough Council

### The SEND Team

The school SENCO is Julian Coxon ([juliancoxon@stmichaelsteiner.com](mailto:juliancoxon@stmichaelsteiner.com))

Contact for the The Early Years is Silvia Lauzzana ([silvialauzzana@stmichaelsteiner.com](mailto:silvialauzzana@stmichaelsteiner.com))

Contact for the High School is Lisa Harrison ([lisaharrison@stmichaelsteiner.com](mailto:lisaharrison@stmichaelsteiner.com))

You can contact any of these people if you have a question.

### The School Doctor

An anthroposophical doctor, Dr. Jenny Josephson, visits the school once a term. Sometimes she is accompanied by Dr. Francisco Barcello, who has a great deal of experience working with children with difficulties. They advise teachers from an educational point of view and may recommend remedies, pedagogical exercises and therapies to help with any problems.

Parents will be notified in writing at least a week before the visit if the teachers would like a child to see the doctor. They also need to be told whether or not they will be expected to meet with the doctor themselves. This is usually the case, except for Class 1 readiness visits in May, and when Dr. Barcello comes, when the doctors do not usually meet parents.

Consent for children to see the doctor is given on the general consent form which parents sign when they join the school. If parents withhold consent for their children to see the doctor, the Class Teacher or Kindergarten Teacher will discuss this decision with them and reassure them that this is a normal part of school life and just one of the ways in which the school monitors the children's wellbeing.

All children who turn six during the current academic year will be asked to 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.

## 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, wet weather gear, protective clothing for lab work in the High School etc. These things vary from class to class and, during the summer, Class Teachers will send parents a list of what children 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 and 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

Experiencing different environments, especially for city children, is a vital part of their education; it helps them to connect deeply with the world and enriches their understanding of what they learn at school.

The children may go on day trips from Kindergarten - for the Martinmas Lantern Walk in November, for example - and then, from about Class 3, they may camp or stay in youth hostels overnight on trips related to the curriculum. 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. In Class 8 the class often goes abroad as a 'finale' to their time with their Class Teacher; there is a Survival Skills camp in Class 9, a Surveying field trip in Class 10 and cultural trips both in London, elsewhere in the UK and overseas in Classes 11 and 12.

Parents are expected to pay for school trips in addition to their school fees and will be advised of costs in good time.

## Festivals

Festivals form an important part of the children's education. The main ones celebrated at the school are Michaelmas, Advent, Christmas, Easter, Whitsun, and St. John's Day, but we also celebrate Martinmas (in November), St. Nicholas' Day, Candlemas (in February) and Ascension. 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, often with the help of their families. Some festival celebrations are just for the children, others are for parents as well.

Festivals of work, such as our eurythmy festivals at Rudolf Steiner House, sometimes take place off site and parents are expected to accompany their children. Others are planned to take place in the morning so that the school day ends earlier than usual. Parents are informed of these in the Newsletter, on the website and by email.

## 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. In the

Middle and High School, children and students are expected to complete a growing number of assignments independently - essays, preparation for oral presentations, research, projects - and this will inevitably involve working at home sometimes.

## How the School is Run

### The College

The school is run by the teachers and administrative staff, working together as the College. The College is made up of staff members who have been at the school for a year or more and/or who are able to make a deeper commitment to overseeing and taking responsibility for the wellbeing of the school. Membership is by invitation from the current College members.

The College is the main decision-making body of the school. Decisions are made by consensus, rather than democratically, which means, in practice, that the group works towards collective agreement, based on a sincere openness to what others bring and a willingness to let go of personal wishes for the good of the school.

The College delegates responsibility for specific areas of the school to members who report to College and to the trustees. (see Organisation of Staff Responsibilities table below)

The College currently meets on Wednesdays from 4pm to approximately 6pm. If parents have questions, comments or requests for 'the school', this is where they should be directed, by email to [college@stmichaelsteiner.com](mailto:college@stmichaelsteiner.com) by Tuesday of each week for inclusion in that week's meeting.

The decisions of the College are final and may not be disregarded by any member of staff. A challenge to any College decision may be brought to the College meeting as an agenda point in the usual way.

The College is responsible to the Trustees, who have ultimate legal responsibility for the school. College decisions are subject to ratification by the Trustees and this will be actively sought in the case of significant decisions such as hiring and dismissal of staff, complaints from parents or suspension or expulsion of students.

The first 30 minutes of every College meeting, from 4:00 to 4:30pm is devoted to study of anthroposophy and child development and is open to all staff.

### **College members (in alphabetical order) at September 2021 are:**

Amanda Bell  
Dorothea van Breda  
Peter Brewin  
Maria Da Costa  
Julian Coxon  
Vicky Dunn  
Alex Harrison  
Serene Fong Ho  
Sarah Houghton  
Michèle Hunter (Chair) [michelehunter@stmichaelsteiner.com](mailto:michelehunter@stmichaelsteiner.com)  
Eleni Karakonstanti  
Silvia Lauzzana  
Stella Ottewill  
Marta Pietrzyk  
Stuart Purdy  
Julia Wallace  
Birgit Möller (ex officio)

## The Faculty

All members of staff belong to the Faculty. Faculty meetings provide a space for full and part time staff from all areas of the school to meet for statutory training (e.g. Child Protection, 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, and at other times as needed.

## Staff Meetings

Kindergarten, Lower & Middle School and High School staff have their own, separate weekly meetings. Each meeting is chaired by a member of the group; a new Chair is chosen periodically by the group. The purpose of these meetings is the ongoing development of our work with the children.

### Faculty Chairs at September 2021 are:

Early Years: Silvia Lauzzana

Lower & Middle School: Serene Fong Ho

High School: Stella Ottewill

## 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 in our case, they are also chosen because they can contribute to the school in some way out of their knowledge and experience. Trustees usually have a specific area of the school for which they are responsible (see Organisation of Staff Responsibilities table below)

### Trustees at September 2021 are:

Roy Allen

Peter van Breda

Brian Hipkin (Chair) [brianhipkin@stmichaelsteiner.com](mailto:brianhipkin@stmichaelsteiner.com)

Leigha Hipkin

Adam Norsworthy

Sven Saar

Katie Sharrock

## The School Association

All parents and staff automatically become Association members when they join the school. 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.

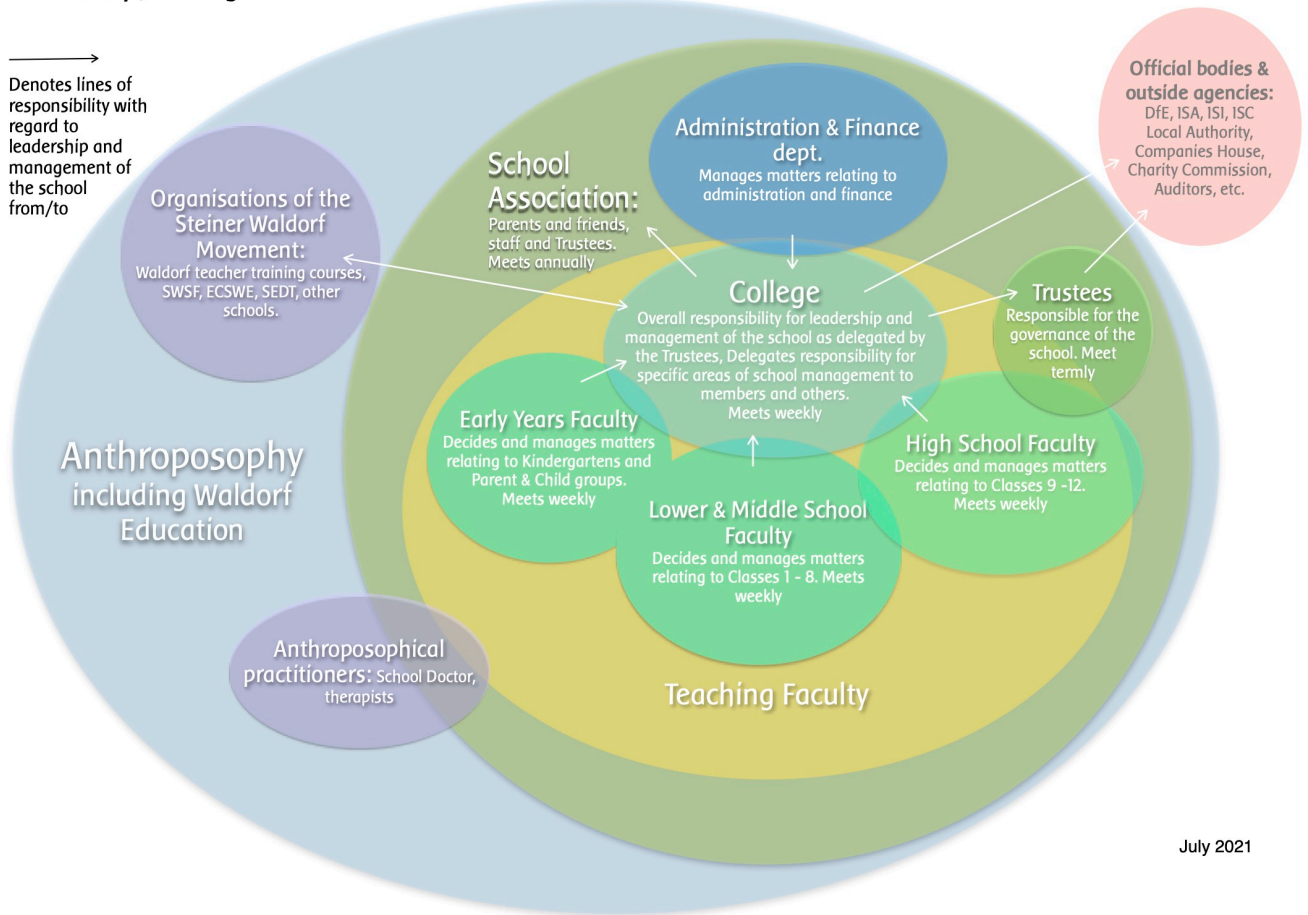
## Financial Management

The school employs a Financial Manager, Henry Lau, and a Bursar, Birgit Möller. Henry deals with invoicing, payments, bookkeeping, budgeting, financial forecasting, and preparation of the accounts. Henry's email address is [finance@stmichaelsteiner.com](mailto:finance@stmichaelsteiner.com)

Birgit deals with financial issues that arise for parents, including bursaries and payment difficulties, and for staff, including salaries. Birgit's email address is [bursar@stmichaelsteiner.com](mailto:bursar@stmichaelsteiner.com)

## Leadership, Management & Governance Structure

## The St Michael Steiner School



July 2021

## The St Michael Steiner School Organisation of Responsibilities

ISS* Headings	Leadership & Management	Teaching, Learning & Assessment		Outcomes for Pupils		Personal Development, Behaviour & Welfare		Early Years Provision
Trustees with responsibility	Brian Hipkin CHAIR OF TRUSTEES	Katie Sharrock (EY) Sven Saar		Sven Saar		Roy Allen Safeguarding Peter van Breda SMSC	Brian Hipkin Health & Safety Adam Norsworthy Premises	Katie Sharrock Leigh Hipkin
Area	College	High School	Lower School	High School	Lower School	Safeguarding	Welfare, Health & Safety	Kindergarten
Staff members and their specific areas of responsibility	College members Leadership & Management overview	High School staff Curriculum Development, Student assessment	Lower School staff Curriculum Development, pupil assessment	Mentors see Mentoring Policy		Stella Ottewill Equality & Diversity	Eleni Karakonstanti Health & Safety Risk Assessments	Mentors see Mentoring Policy
	Michèle Hunter College Chair	Mentors see Mentoring Policy		Stella Ottewill CSE co-ordinator (Levels 2&3)		Dorothea van Breda Safeguarding & Child Protection (DSL)	Sarah Houghton Health & Safety Deputy Fire Officer Maintenance Premises	Early Years Staff Curriculum Development & timetable. Assessment of children. Record keeping.
	Amanda Bell Leadership & Management ISA member/liaison	Julian Coxon SENCO		Alex Harrison CSE co-ordinator (Level 1)		Maria Da Costa EY Safeguarding & Child Protection	Birgit Möller Maintenance	Maria Da Costa EY Safeguarding & Child Protection
	Henry Lau Financial Controller	Stella Ottewill High School Chair High School Timetable	Dorothea van Breda Timetable	Amanda Bell UCAS co-ordinator		Birgit Möller Safer Recruitment & SCR	Caroline Jung Maintenance	Silvia Lauzzana Early Years SENCO Early Years Chair
	Birgit Möller Bursar/Administrator		Serene Fong Ho Lower School Chair	Julia Wallace Careers		Eleni Karakonstanti Online safety	Peter Brewin Fire Safety Premises	
	Grace Oladeinde Admissions & Reception duties					Julian Coxon Safeguarding & Child Protection	Grace Oladeinde Deputy Fire Officer	
	Stuart Purdy Email systems					Amanda Bell Safeguarding & Child Protection	Keesha Malcolm Deputy Fire Officer Maintenance	
	Sarah Houghton SWSF rep							
	Marta Pietrzyk Educare monitoring Mentoring & Observation monitoring							
	Serene Fong Ho Website							

\* Independent Schools Standards

August 2021

## Official Registration and Inspections

The school is registered with the DfE (registration no.313/6002) and is a member of the Independent Schools Association (ISA).

The school is inspected by the Independent Schools Inspectorate. The next inspection is due in March 2022.

The school was last inspected (by Ofsted) in March 2019. The report is available via the school website, at <https://stmichaelsteiner.hounslow.sch.uk/wp-content/uploads/2019/05/138771-The-St-Michael-Steiner-Sch-10094400-final-pdf.pdf>

## Administration

The administration of the school is shared between the College, the bursar, Birgit Möller, and the receptionist, Grace Oladeinde.

It is not possible to give an exhaustive list of administrative tasks here, but Grace deals with admissions, enquiries, visitors, ordering of supplies, monitoring of attendance registers, Parent & Child group and Open Day bookings. Grace's email address is [info@stmichaelsteiner.com](mailto:info@stmichaelsteiner.com)

Birgit deals with Pre-employment checks, maintains staff files and the Single Central Record and monitors statutory training for staff.

The College has overall responsibility for all aspects of the school including administration and various administrative tasks are delegated to College members (*see Organisation of Staff Responsibilities table above*)

## Equality and Diversity

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, creates a culture in which discrimination, harassment, bullying and victimisation are totally unacceptable.

We appreciate people's diversity and value their differences and strive to ensure that our teaching meets all of their needs.

We treat all employees fairly and with dignity and respect regardless of their employment status and value the contribution they make to the school.

Our selection, recruitment, training and development processes ensure that candidates are selected for their aptitude and ability.

We give all employees equal opportunities in the workplace regardless of their age, religion or belief, disability, colour, ethnic or national origin, gender, marital/civil partnership status, sexual orientation or transgender status.

We strive to deal quickly, thoroughly and confidentially with any discriminatory attitudes we encounter in the school and its community.

We wish to offer an educational environment that is open to all.

## Parent Education

Because the way we work with the children is very different from what most parents have experienced, it is vital that parents understand the principles out of which we work so that they, in turn, can support their children.

We sometimes offer a weekly morning study group for parents (email for information: [amandabell@stmichaelsteiner.com](mailto:amandabell@stmichaelsteiner.com)) as well as talks by experienced educationalists from time to time.

We also have a substantial collection of books about Anthroposophy, Waldorf education, parenting and other related subjects, which parents may borrow.

Staff sometimes open their classrooms to parents, and parents are always welcome at Open Days.

## **Term Dates 2021 - 2022**

### **Michaelmas Term 2021**

6 September (Monday) – INSET DAY  
7 September (Tuesday) – INSET DAY  
8 September (Wednesday) – First Day of Term  
21 October (Thursday) – School Ends for Half-Term  
22 October (Friday) – INSET DAY  
1 November (Monday) – Back to School  
29 November (Monday) No school - Long weekend  
17 December (Friday) – End of Term

### **Spring Term 2022**

7 January (Friday) – INSET DAY  
10 January (Monday) – First Day of Term  
4 February (Friday) Teachers' observation day (No school)  
17 February (Thursday) – School Ends for Half-Term  
18 February (Friday) – INSET DAY  
28 February (Monday) – Back to School  
8 April (Friday) – End of Term

### **Summer Term 2022**

2 May - (Monday) Bank Holiday  
3 May (Tuesday) – First Day of Term  
26 May (Thursday) – School Ends for Half-Term  
27 May (Friday) – INSET DAY  
6 June (Monday) – Back to School  
8 July (Friday) – End of School Year  
18th - 20th July 2022 Summer Preparation Conference for Waldorf teachers

## **School Hours 2021 - 2022**

Children should arrive at school by 8:25am but not before 8.00am.

### **Kindergartens:**

8:25am - 12:30pm Monday to Friday  
(See *Early Years Handbook* for details of Lunch and Afternoon Clubs)

### **Classes 1, 2, 3 & 4:**

8:25am - 3:00pm Monday to Thursday;  
8:25am to 12:30pm Friday

### **Classes 5, 6, 7 & 8:**

8:25am - 3:00pm Monday to Friday

### **Classes 9, 10, 11 and 12:**

8:25am - 3:45pm Monday to Friday

*The Covid-19 pandemic or other exceptional circumstances may necessitate temporary variations in timings*

## Saturday Open Days

Parents are welcome at Open Days to look at children's work, speak to staff and meet prospective parents. Open Days for 2021/2022 are

25th September  
20th November  
22nd January  
12th March  
21st May  
18th June

## What does the school ask of parents?

- 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.
- 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 understand and acknowledge the effects on children of computers, tablets, smartphones, DVDs, electronic games, television, cinema and recorded music and regulate 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.

## Communication

Communication between parents and teachers is very important; appointments to meet with teachers can be booked with teachers directly. Teachers' email addresses and phone numbers are on the school contact list which is distributed to parents at the beginning of the school year, or when they join the school. 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 wish to communicate something briefly to your child's teacher before school, the best way is to send a text, or phone the school and leave a message, at least 30 minutes before school starts. Class Teachers will not look at their messages between 8:30 and 10:30. Please also be aware that, at pick-up time teachers are supervising children who have not yet been collected and cannot engage in long conversations with parents.

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 at the end of the summer term, or sometimes during the summer holiday. Please be aware that it is not appropriate for children in the Lower School to read their reports. High School reports are usually addressed to the students themselves. Parents of pupils in Classes 6, 7 & 8 should follow their teachers' advice. If you have any questions about reports, please contact your child's teacher or class guardian.

## 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, especially for younger children, if parents invite their child's Class Teacher to their home occasionally.

## Photography and filming at school

As part of our Safeguarding policy, and to protect the privacy of individuals, parents and pupils must not film or or take photographs at school, or at off-site school events such as plays and trips, unless specifically asked to do so, and must not post images taken at school or on school trips on social media without permission from the school.

## Recommended Reading List

### Books 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  
*The Renewal of Education*, Rudolf Steiner; Robinswood Press  
*Eurythmy: An Introductory Reader*, Rudolf Steiner; Sophia Books

### 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, Arts 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  
*Eurythmy, Essays and Anecdotes*, Schaumberg Publications  
*The Wow Factor: global research compendium on the impact of the arts in education*, Ann Bamford; Waxmann

### Lifestyle and Child Development

*Simplicity Parenting*, Kim John Payne; Ballantine Books  
*Phases of Child Development*, B. Lievegoed; Floris Books

*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

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 to learn, children and students 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 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. Hair must be kept out of the face and must be tied back for PE, woodwork, chemistry etc. We ask parents to support these guidelines.

### **In the Lower School (Classes 1 – 5):**

Children should not wear:

- Clothing with slogans, cartoons or large logos
- Jewellery (except watches and stud earrings for pierced ears)
- Nail varnish, dyed hair or make-up
- Bare midriffs, backless shoes or high heels.

### **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.
- Pupils should not wear: clothes with slogans or cartoons on them, torn clothes, bare midriffs, backless shoes or high heels
- Jewellery 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.
- Tattoos, including temporary ones, and body piercings, other than in the ears, must not be visible.
- Strong perfume or body sprays
- Staff will speak to pupils who push the boundaries, and to their parents if necessary.

### **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, the students 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.

### In the Lower School (Classes 1 – 5):

We ask that parents do not send children to school with 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 they should be aware that other children in the school do not have this freedom and that food can affect their health and their ability to participate fully in lessons. Staff will advise and restrict what students eat if necessary.

## Use of electronic media at school

- Staff use digital media in the High School, and sometimes in the Middle School, to show videos and listen to podcasts as part of lessons.
- Staff and older students use digital media at school to record their work, for example, processes in craft or other projects, presentations and oral assessments.
- Students in the High School use their own laptops for research and writing in lessons and have access to the internet via the school wifi during lesson time, but not at break times. They have their own password and unsuitable sites are blocked. They are advised about e-safety, and internet use in lessons is monitored by staff. (See *the High School Students' Handbook*)
- It should be noted that, while we take all reasonable precautions to ensure that students, staff and visitors do not access inappropriate material either deliberately or inadvertently, it is not possible to guarantee that unsuitable material will never appear on a screen at school.

### Examples of e-safety issues include:

- Exposure to inappropriate material, such as pornography, violence, 'hate' and lifestyle websites (e.g. sites which promote self harm)
- Bullying via texts and social networks
- Vulnerability to identity theft
- Copyright issues (e.g. through illegally downloading music, images or films)
- The danger of unknowingly making contact with predatory people via chat rooms and social networking sites and becoming vulnerable to sexting or grooming.
- Social networking simulates true human connection and builds a false social context that can replace real social interaction and leave children isolated.
- Many teenagers use online gaming excessively and this leads to exhaustion, inability to sleep and to think clearly, lack of concentration and, as a result, frequent absence from school and illness.<sup>2</sup>

This article on the school website examines these issues in more depth: [http://stmichaelsteiner.hounslow.sch.uk/wp-content/uploads/2015/11/Screens\\_and\\_Teens\\_article.pdf](http://stmichaelsteiner.hounslow.sch.uk/wp-content/uploads/2015/11/Screens_and_Teens_article.pdf)

## Rules and Guidelines for Pupils

1. Pupils in the Kindergarten, Lower and Middle school are not allowed to have Smartphones and other media with internet access at school at all.
2. Children in the Lower and Middle School who travel to school by themselves are allowed to bring mobile phones to school with their parents' permission and must hand them in at reception or to their Class Teacher on arrival at school.

---

<sup>2</sup> [http://www.helpguide.org/mental/internet\\_cybersex\\_addiction.htm](http://www.helpguide.org/mental/internet_cybersex_addiction.htm), and <https://www.netaddictionrecovery.com/the-problem/signs-and-symptoms.html> These internet sites describe some of the symptoms of internet addiction: feeling more comfortable with your online friends than your real ones, inability to control behaviour, losing track of time, restlessness, depression, feeling a sense of euphoria when engaged in internet activities, isolation from family and friends, difficulty sleeping.

3. Children in the Middle School (Classes 6, 7 & 8) sometimes use school computers under supervision but are not allowed to bring their own laptops, tablets or smartphones to school.
4. Mobile phones will not usually be allowed on school trips in the Lower and Middle School.
5. Students in the High School are expected to bring and use their own laptops or tablets for research and writing in lessons and have access to the internet via the school wifi during lessons.
6. High School students may use digital media at school during lessons to record their work, for example, processes in craft or other projects, presentations and oral assessments.
7. Students in Classes 9 and 10 must hand in their smartphones during registration before school starts each day. They can be retrieved at the end of the day.
8. Students in Classes 11 and 12 may use smartphones in their classrooms (and not in any other part of the school). This privilege may be withdrawn at any time if it is abused.
9. Students must not post any photographs or recordings made at school on social media or public websites.

### **Sanctions for Rule-breakers**

If possible, teachers will confiscate anything that contravenes these rules and give it back to the child at the end of the day, making it clear that it must not be brought to school again. If it is not possible to confiscate it (if it's an item of clothing or some food which has been eaten), the child will be asked not to bring/wear it again.

If a child brings or wears something that they have been warned about already, if possible, it will be confiscated and given to the child's parent, who will be asked to ensure that it is not worn/brought to school again.

Teachers will confiscate any hand-held electronic device being used on school premises by any pupil below Class 11 (or by Class 11 or 12 students outside their classroom) and give it to the relevant Class Teacher or member of the High School staff.

If the problem persists, the teacher will consult the College about the next step.

### **Use of Electronic Media: Guidelines for parents**

As teachers and carers of young people we cannot stress strongly enough the detrimental effects of screen exposure on children. The topic of media is often brought up at parents' evenings and individual meetings between teachers and parents.

As a school we recommend that children have zero to minimum exposure to screens before the age of twelve.

We recognise that we live in a world where mobile phones and internet use dominate our everyday lives and we acknowledge that, as the children grow older, they become curious about the world, the world wide web included.

When teachers and parents follow a similar approach on these issues and are conscious of the way they use the internet and the time they spend on a screen, it sets an example for the children. At school, we do not use our phones or our laptops in front of young children, either in the classroom or at break times.

Children under the age of 12 (Class 6) do not usually travel independently to and from school and do not need to bring a mobile phone to school.

If the children need a phone because they travel on public transport, we recommend they have a "brick" phone with which they can call or text but which does not have online access.

As you know, smart phones are not allowed in school at all before High School.

All phones brought to school by children in classes 1 - 10 must be switched off and handed to the Class Teacher on arrival.

We strongly recommend that children do not have a social media account before Class 8<sup>3</sup>. If children have access to the internet before this age, we suggest that they do so in a communal space in the house (the

---

<sup>3</sup> This website gives information about the dangers of social media for children: <https://www.waituntil8th.org>

living room or the kitchen for example) so that parents are aware of the content of what they watch/do online. If they have to do research for a school project, they can either do so with the help and supervision of their Class teacher at school or their parents at home.

We strongly recommend against video games. They are not beneficial to the children and can become very addictive. If children do play video games, it should happen occasionally as a special treat, rather than an ordinary part of a child's life.

We ask that parents do not allow children to watch TV or have access to social media or the internet in the morning before school starts. We realise that this is more difficult with teenagers, but screen exposure before school interferes with their ability to engage with their lessons and will affect their learning and behaviour at school.

Screen time should also end at least two hours before going to sleep in the evening.

It is our experience that children and young teenagers are not able to moderate their own screen use and are usually unwilling to acknowledge that this may be the reason for tiredness or distraction; they need the adults around them to intervene, however much they may resist.

We also recommend that notifications of group chats for applications like WhatsApp on children's phones are turned off by parents; that streaming services like Netflix have parental limits and that children are not given free access to browse through such services but that parents moderate and are aware of what their children are watching.

Laptops are used in the High School for research and writing, under teachers' supervision, and the WiFi is turned off during break and lunch.

In addition, as part of their Humanities and Literature curriculums High School students watch and study films and TV in lessons, learn about communications and information technology, look at advertising, marketing and propaganda and are encouraged to engage with media in a conscious, discerning manner.

Students in Classes 9 and 10 are required to hand in their phones when they come into school; students in Classes 11 and 12 are permitted to keep their phones in acknowledgement of their maturity and ability to take responsibility for their own technology use. However, if this freedom is abused, staff will impose restrictions.

If you have any questions, suggestions or would like to discuss the above further, please do not hesitate to contact your child's Class Teacher or High School Teacher.

## **Attendance, Punctuality and Registration**

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

We cannot sanction absence for any reason other than illness, accident, bereavement or similar events.

We are required to inform the Education Welfare Dept. when we are concerned about any child's unauthorised absences and we may do this without warning.

If your child is ill and is going to be absent, you should phone the school before 8:00am and leave a message.

If you have not contacted the school, the Receptionist will phone to find out the reason for absence or lateness.

It is expected that children will arrive at school by 8:25am every day. Traffic and public transport are not always reliable, but this is not a legitimate reason for repeated lateness.

Please ensure that your child arrives on time in the morning so that they are 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 themselves, especially if it happens repeatedly, and can have a seriously detrimental effect on their education; if it is persistent, the teacher may ask that the child be kept at home until the problem is resolved.

Latecomers must register at reception before going to their classes. All late arrivals will be recorded.

## **Procedure for Arriving and Collecting Children**

### **In the morning:**

All pupils should enter the school via the pedestrian gate, which is opened at 8:00am by the supervising member of staff. Pupils should not arrive at school before 8:00am but should be in their classrooms by 8:25am.

Parents 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 AND ACCIDENTS, ONLY STAFF CARS ARE ALLOWED ON SCHOOL PREMISES.

Individual teachers may decide whether or not to allow their children to come into the classroom before 8:25am and will inform parents and children accordingly. Children will be told by their teachers how to come into the building as this will vary from class to class.

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 parents need to come inside for some reason, there is a separate entrance to the reception area. PARENTS MUST NOT USE THE CHILDREN'S ENTRANCE THROUGH THE BOOT ROOM.

If children arrive after 8:25, they must 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.

Class Teachers may have different rules and procedures for latecomers, appropriate to their particular children, and should 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 Reception entrance at the side of the main building and should be collected from there: Children on half days at 12:30pm and those on full days at 3pm. Kindergarten children should be collected from the Kindergartens 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 their teacher know in the morning.

If your child is going home by themselves, 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 be aware that Reception will not be manned after 3:45pm and you may not be able to get into the school. If you know you are going to arrive later than that, please let the Receptionist know so that she can inform the supervising teacher.

### **COVID-19**

Parents have been made aware of special arrangements with regard to attendance and entering the school premises during a pandemic. These are detailed in the document: *COVID-19 Management Policy* on our website.

## Other Policies and Procedures

Below are some statements and summaries of some of the school's policies and procedure that parents may find useful. Full detailed policies are available on the school website

### School Fee Structure

The school's fee structure may look complicated, but the fee each family pays can easily be calculated using a simple formula. If you contact Birgit at [bursar@stmichaelsteiner.com](mailto:bursar@stmichaelsteiner.com), she will do it for you.

The thinking behind this structure 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 backgrounds 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 larger 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 difficulties, which it is not.

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; 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, we hope eventually to reach 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.

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

#### **The fee per family is composed of 3 parts:**

1. A flat fee, payable by each family (pro rata for families who only have part-time Kindergarten children in the school)
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 is payable for each family.

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 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.

Reduced rates for siblings will apply only when all of the family's school age children are in the school.

## School Fees Policy

Upon acceptance of a place at the school, the financial agreement in the *acceptance* form must be signed and the required deposit paid. Invoicing of school fees is routinely done *at the beginning of the school year*. Fees are reviewed annually and parents are notified of any changes during March or April. Any queries about your invoice should be addressed to the Bursar at [bursar@stmichaelsteiner.com](mailto:bursar@stmichaelsteiner.com).

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. Fee invoices may be paid either:

1. In full at the beginning of the year (by September 10th)
2. For each term, at the beginning of the relevant term (by the 10th day of each term)
3. By monthly standing order (payable by the 10th of each month)

***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.

## Fee Assistance

Anyone may apply for Fee Assistance. Fee Assistance will be awarded in April for the start of the following academic year. Fee Assistance is awarded for one year at a time. Parents will be advised when applications are being received. All applicants must demonstrate financial hardship, and provide documentation in support of their application.

The percentage of the school's income given as Fee Assistance is reviewed annually.

If parents who have been awarded Fee Assistance do not keep to their agreed payments and do not contact the school, the assistance will be withdrawn and the child may be asked to leave the school. *(Please refer to the section 'Exclusion and Suspension of pupils in the handbook)*

## 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. 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.

## Code of Conduct & Behaviour Policy

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

Children need to be given the opportunity to regulate their own behaviour; too many rules and too much adult intervention can encourage children to rely on them and can inhibit the development of independent judgement.

Young children need strong boundaries that guide them towards good habits in the way they behave and treat each other. These boundaries need to be held by the adults around them and, generally, as they get older, become first wider and then looser as they are given more responsibility for their own behaviour. This is a process that takes many years; it is clear that young children cannot be expected to take responsibility for, or understand the consequences of their actions in the same way as teenagers or adults can.

With these principles in mind, we have devised a Code of Conduct that outlines our expectations and gives guidance to teachers and parents, as well as the pupils themselves, about what is ideal, what is expected, what is acceptable and what is not.

### 1 Everyone has the right to be treated with respect, so:

- Be considerate towards everyone you meet
- Do not use language that may offend, insult or harm anyone who may hear it
- Do not hurt other people; either physically or emotionally
- Respect other people's right to personal space
- Do not interfere with, take or use other people's belongings without their permission

### 2 School is a place where young people come to work and learn, so:

- Come to school on time every day
- Come to school properly equipped for the lessons you have each day
- Come to school ready to work
- Do not disrupt lessons in your own or other classes
- Do not prevent others from working
- Do not bring anything to school that might distract you or others
- Parents should not be on the premises during school time without a legitimate reason.

## Discipline

Discipline is discussed regularly in the faculty and College meetings, so that a general standard of acceptable behaviour, based on the Code of Conduct, can be commonly applied throughout the school in lessons and at break times. This helps the children to feel secure and helps everyone to know where the boundaries lie.

It is vital that parents also respect school rules; all children are strongly influenced by the actions and attitude of their parents and look to them for guidance.

## Sanctions

If children are bullying or hurting others or frequently disrupting lessons, it is the teachers' first responsibility to ensure that the other children's wellbeing is not compromised. (See Anti-bullying policy) The primary purpose of sanctions is to protect the other children by helping to improve the

behaviour in the longer term and by managing it and, if necessary, separating the children concerned from the others, in the short term.

## Detention

From Class 5 onwards, a child may be required to stay after school 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 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 weekday detention will not exceed one hour. Saturday detentions may be longer.

Detentions will only be given for repeated transgressions and the child concerned should have been warned and given the opportunity to redeem themselves. If a detention is given, it will be because we believe it will help the child to improve their work habits or behaviour. If it is impossible for a child to stay after school on a particular day, teachers should be willing to arrange an alternative.

## 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 phone, and text your child's teacher, before 8:00 am if at all possible.

Please keep the school informed each day your child is away and on their 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.*

### COVID-19

Please refer to the special arrangements for children and adults with symptoms of COVID-19 in the COVID-19 Management Policy.

## 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.

## 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 or grounds, they should apply by email to the Chair of College ([college@stmichaelsteiner.com](mailto:college@stmichaelsteiner.com)) for permission, stating a date and time as well as the length of the event 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.

Parents hosting events at school will be expected to submit a risk assessment. When planning events involving children (under 18s), parents must have regard to the school's Safeguarding policies, available on our website.

## 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 must not be brought onto school premises.

## Scooters, Skateboards, Bicycles, Buggies etc.

Children are not allowed to ride scooters or bicycles anywhere in the school grounds; they may be left in the bicycle rack and must not be brought into any of the school buildings. Buggies can be left under the shelter by the pedestrian gate.

## Safeguarding

Safeguarding is an umbrella term for measures and procedures designed to promote and prioritise the welfare of children and young people and protect them from harm. Our Health & Safety policies aim to minimise the risk of accidents; Safeguarding is more specifically related to harm that may be posed by other people with whom the children come into contact, either in real life or online.

A large part of safeguarding is the development of respectful, empathetic relationships between people, and while the dangers outlined in these policies are very real and must be taken seriously, we must also bear in mind that we should not engender fear in the children or make them suspicious or untrusting of other people; strong, trusting relationships are vital for their wellbeing and for the health of the school. We strive to create an environment where learning, truth, justice, respect, spirituality and community are promoted. This ethos is embedded in everything we do. The educational practices in our school are designed to support and promote the establishment of this environment. Even so, children and young people are sometimes subject to abuse and neglect.

## Child Protection

The aim of our Child Protection policies is to raise awareness in staff of ways in which children may be suffering, how to recognise the signs, what to do if they have a concern and how to respond when a child discloses something. Everyone who comes into contact with the children in our school has a duty to protect them. This includes staff, trustees, parents and volunteers.

This policy is guided by the following principles as outlined in 'Working Together to Safeguard Children' (July 2018)<sup>4</sup>

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

The school has a number of specific Safeguarding policies and procedures, including:

- Child Protection policy (this policy)
- Code of Conduct & Behaviour Policy (pupils)
- Staff Code of Conduct
- Anti-bullying policy
- E-safety Curriculum Policy

---

<sup>4</sup> Available here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

- Equality & Diversity Policy
- EY Behaviour Management Policy
- EY Personal Care Policy & Procedure
- EY Sexual Behaviour Policy
- Mental Health Policy
- Policy for the Use of Electronic Media
- COVID-19: Remote Learning and Online Safety
- Procedure for pupils leaving the school
- Relationships and Sex Education Policy
- Safer Staff Recruitment Policy & Procedure
- The Prevent Duty
- Whistle Blowing Policy and Guidance for Employees
- Out-of-hours babysitting policy
- Policy for Contractors working on site
- Human Values Statement

Everyone who comes into contact with the children in our school has a duty to safeguard and protect them. This includes staff, trustees, parents and volunteers.

If you are worried about the safety or welfare of a child, or the conduct of a colleague, or someone discloses some information that may affect the safety or wellbeing of a child, you must report it to the Designated Safeguarding Lead (DSL) or one of the deputies as soon as possible.

### Staff members responsible for Safeguarding

We have a Designated Safeguarding Lead teacher, three deputies and a Child Protection designated trustee with appropriate training. They are:

**DSL: Dorothea van Breda** [dorotheavanbreda@stmichaelsteiner.com](mailto:dorotheavanbreda@stmichaelsteiner.com) 07538 960394

**Deputy for Lower School: Julian Coxon** [juliancoxon@stmichaelsteiner.com](mailto:juliancoxon@stmichaelsteiner.com) 07792 325402

**Deputy for High School: Amanda Bell** [amandabell@stmichaelsteiner.com](mailto:amandabell@stmichaelsteiner.com) 07525 242883

**Deputy for Early Years: Maria Da Costa** [mariacosta@stmichaelsteiner.com](mailto:mariacosta@stmichaelsteiner.com)

**Trustee: Roy Allen** [royallen@stmichaelsteiner.com](mailto:royallen@stmichaelsteiner.com)

Please use phone numbers only for urgent communications outside school hours.

## 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<sup>5</sup>. In schools it manifests as deliberate 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,

---

<sup>5</sup> <http://www.kenrigby.net/Bullying-in-brief>

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.

## 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.

## 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 the Policies page of our website at <https://stmichaelsteiner.hounslow.sch.uk/policies/>

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.com](mailto:info@stmichaelsteiner.com)

website: [www.stmichaelsteiner.hounslow.sch.uk](http://www.stmichaelsteiner.hounslow.sch.uk)

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