



The St Michael Steiner School

Parents'
Handbook

2024 - 2025

Contact Information

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

Website: www.stmichaelsteiner.hounslow.sch.uk

- For general enquiries and information: Tel: 020 8893 1299 info@stmichaelsteiner.com
- For communications regarding your child's wellbeing and education, please contact your child's Class Teacher, Kindergarten Teacher or Class Guardian directly.
- Alternatively, you may contact the College: college@stmichaelsteiner.com
- For Safeguarding issues contact the DSL: amandabell@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 fee assistance and to discuss payment difficulties, please email Marine Gash at: bursar@stmichaelsteiner.com
- For queries about your invoice, please email Juliya Haley at: 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.

The St Michael Steiner School is a registered charity no 1094960 and a company limited by guarantee no 043643

This Handbook forms part of parents' contract with the school. It contains useful information and links to the school's policies and procedures. It is updated annually. If you find a mistake, please email amandabell@stmichaelsteiner.com

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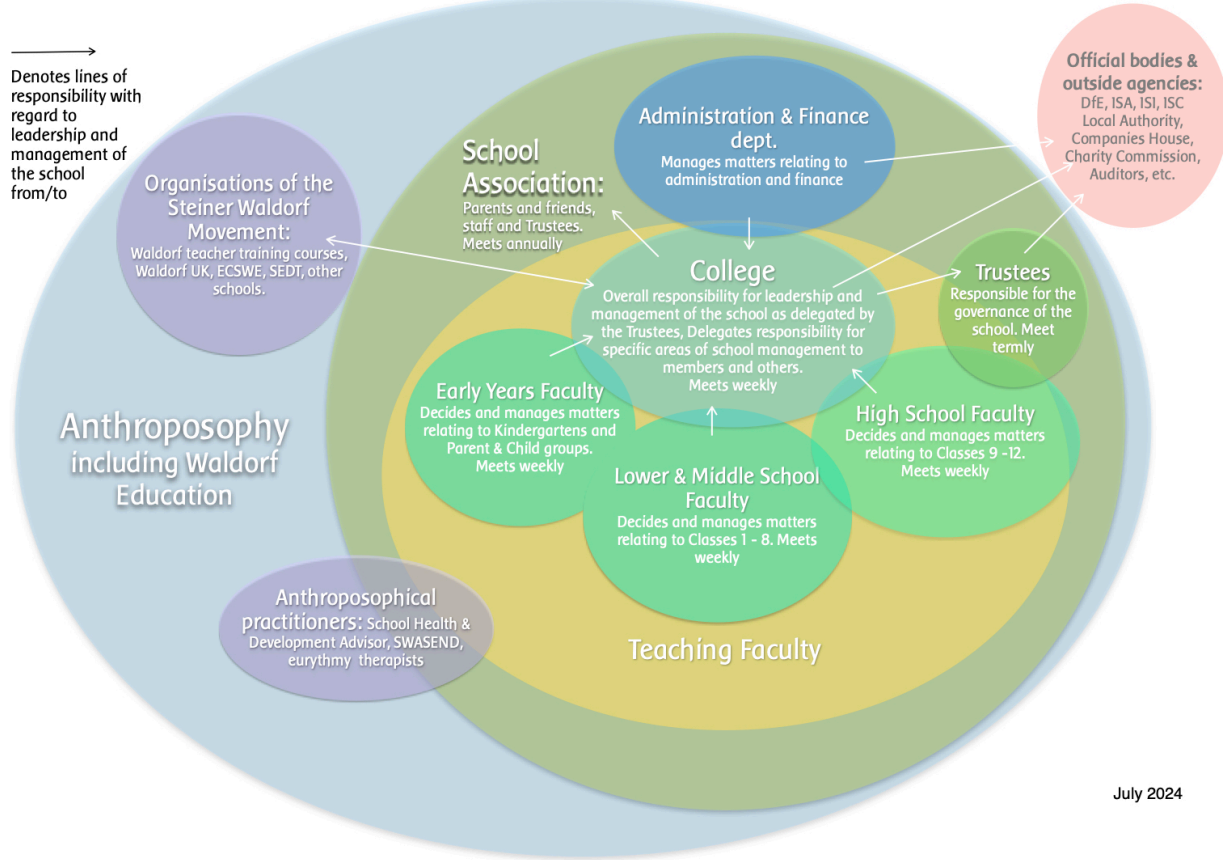
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Introduction

Leadership, Management & Governance Structure

The St Michael Steiner School



July 2024

The St Michael Steiner School Organisation of Staff Responsibilities

The St Michael Steiner School is run by the College of Teachers, who assign areas of special responsibility to staff.

Area	Leadership & Management	Early Years Provision	Teaching, Learning & Assessment		Outcomes for Pupils		Personal Development, Behaviour & Welfare		Administration
Trustees	Adam Norsworthy Chair of Trustees	TBD*	Sven Saar		Sven Saar		Coen Beugelink	Françoise Hascoet	Adam Norsworthy
Dept.	College	Kindergarten	High School	Lower School	High School	Lower School	Safeguarding	Welfare, Health & Safety	Administration
Staff	College members Leadership & Management	Mentors see Mentoring Policy	Mentors see Mentoring Policy		Mentors see Mentoring Policy		Mentors see Mentoring Policy		Mentors see Mentoring Policy
	Stella Ottewill College Chair	Early Years Staff Curriculum Development & timetable. Assessment of children. Record Keeping.	High School staff Curriculum Development	Lower School staff Curriculum Development	High School staff Student assessment	Lower School Staff Pupil assessment	Amanda Bell Designated Safeguarding Lead	Eleni Karakonstanti Health & Safety Risk Assessments	Marine Gash Bursar/Administrator Staff Training monitor
	Eleni Karakonstanti Complaints and Concerns Log Admissions	Maria Da Costa EY Safeguarding & Child Protection DDSL EY Manager and Chair	Lisa Harrison SENCO		Stella Ottewill CSE Co-ordinator	Eleni Karakonstanti PSHEE	Serene Fong Ho Equality & Diversity	Sarah Houghton Fire Officer Internet usage monitoring	Grace Oladeinde Admissions & Reception duties
	Amanda Bell Leadership & Management overview ISA member/liaison		Stella Ottewill Timetable	Amanda Bell Timetable	Amanda Bell UCAS/HE/FE co-ordinator		Maria da Costa EY Deputy DSL	Stuart Purdy Maintenance Premises	Juliya Haley Financial Manager
	Eva Fortini Waldorf UK liaison		Susan Kelly High School Chair	Eleni Karakonstanti Lower School Chair	Julia Wallace Careers		Marine Gash Safer Recruitment SCR	Eva Fortini Maintenance	Serene Fong Ho Website
	Marta Pietrzyk Mentoring & Observation monitor						Eleni Karakonstanti E-safety, PSHEE Behaviour Log	Grace Oladeinde Deputy Fire Officer	Stuart Purdy Email systems Data Protection
								Marta Pietrzyk Educare liaison	

* currently overseen by College and mentors

This handbook is designed to give parents information about the [background and origins of Waldorf Education](#), the school's ethos and curriculum and various policies and procedures.

Policy documents are updated during the year, so the links in body of this handbook take you to the latest version, which is on the [Policies page of the school website](#).

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. The College is the main decision-making body of the school.

College members (in alphabetical order) at September 2024 are:

Amanda Bell
Peter Brewin
Maria Da Costa
Vicky Dunn
Eva Fortini
Marine Gash (ex officio)
Lola Gil Navarro
Michèle Hunter
Eleni Karakonstanti
Stella Ottewill (Chair) stellaottewill@stmichaelsteiner.com
Marta Pietrzyk
Stuart Purdy
Julia Wallace

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. They can be contacted by email: trustees@stmichaelsteiner.com

Trustees (in alphabetical order) at September 2024 are:

Coen Beugelink
Françoise Hascoet
Adam Norsworthy (Chair) adamnorsworthy@stmichaelsteiner.com
Elmer Postle
Sven Saar

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. Everyone is warmly invited and all members are notified of the AGM and other meetings at least 14 days beforehand.

How the School is run

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 2027. The school was last inspected in March 2024. The report is available at the bottom of [this page](#).

Administration

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

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

Marine 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 the various administrative tasks are delegated to individual College members (*see Organisation of Staff Responsibilities table above*)

You can find more information about how the school is run [here](#).

Term dates

Term dates for 2024/2025 are [here](#).

School hours

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 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 & 12:

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

Financial Management

The school employs a Financial Manager, Juliya Haley and a Bursar, Marine Gash. The Financial Manager deals with invoicing, payments, bookkeeping, budgeting, financial forecasting, and preparation of the accounts. Email Juliya at finance@stmichaelsteiner.com for queries about invoices.

The Bursar deals with financial issues that arise for parents, including fee assistance and payment difficulties, and for staff, including salaries. Marine's email address is bursar@stmichaelsteiner.com

The School's Fee Structure

The thinking behind the school's fee 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 the school. Our ethos is not exclusive, and a school community made up of people with a wide range of backgrounds and 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 charge reduced fees for second and third children because having more children doesn't 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 erroneous idea some people have that this is a 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 is taken into account. This is the reason for charging different fees in different classes; it does not cost more to educate a child in Class 6 than it does a child in Class 2.

In some cases, these reductions are not enough, so we also offer Fee Assistance on application. Information about how to apply is in school's [Financial policy](#).

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. To that end, we are committed to putting in the necessary work to make this happen. We are not paid according to the number of hours we teach or the number of years' experience we have. In order that we can offer this to you, of course, we need enough money to live in London.

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 equipment and materials, and to be able to develop and maintain the school building, grounds and facilities.

- [Tuition fees for 2024/2025](#) are on our website.
- Our [Financial Policy](#) gives information about fee assistance and the procedure for withdrawal of pupils.

Donations

The school receives no public funding and is entirely dependent on fees, fundraising and donations. Our policy for accepting donations is [here](#).



The Gift Aid form is [here](#).

Attendance, Punctuality and Registration

Regular and punctual attendance is essential. If your child is going to be late or absent, please email info@stmichaelsteiner.com. The school's policies on [attendance](#) and the [arrival and collection of children](#) are on our website.

What happens when children are late or absent?

The effects on learning for the child who is absent or late for school are probably clear, but perhaps we don't think about the social issues. And what about the rest of the class?

When the day begins, the teacher and

children form a working group; there are daily rituals that bring the group into a working space. Depending on the age, these rituals can include short conversations with friends, greeting the teacher, changing shoes, unpacking equipment and books from bags, organising the work space, saying a morning verse together, taking the register and returning it to reception. All of this the children experience together, so that everyone is ready to work when the time comes.

Then the door opens and a child comes in, having missed all of this. This child is still in their own personal space, excited to see friends, still thinking about a joke they just heard, full of the music they have been listening to in the car or on the bus, but also wondering what has happened without them, feeling a bit disorientated. Everyone else knows what's going on and they don't.

Children have different ways of dealing with this disconnection from the group. Some feel self-conscious because everyone turns to look when they come in; this can make them reluctant to come in at all and they might be upset or over-sensitive; other children call out to them things that they would have said earlier if they had had the chance, or ask them why they're late; children often feel no compunction to come in quietly; in each case the whole class is disrupted until that child has gone through their personal settling-in routine. Perhaps a minute or two pass before another child arrives and the class is held up again. Meanwhile, the children who have been there from the beginning get restless and the mood that was created so carefully evaporates. If a child is late every day, this is happening every day in their class.

Main Lesson content is always recalled the following day, and the work the children do comes out of that recall. If a child has missed a day of school, they can't participate in the recall, so they won't really understand the work they have to do. Continuity is absolutely essential if their lessons and work are to be meaningful for them.

Parents often ask if the children can do some work to 'catch up' when they have missed a day. This is not really possible. Lessons are given orally and through activities in the classroom. If children miss them, they have missed them; there is no way of getting them back.

The register is taken at 8:25am. Lessons start at 8:30am. School runs from Monday to Friday. Please make sure the children are there to start the day and work together, for the sake of everyone.

Teaching and Learning

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'.

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.

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.

- [This page](#) on our website gives more detail about the school's general educational principles and the way the curriculum and school day are structured.
- More detail about the curriculum content is in our [Curriculum policy](#) on our website
- Information about what happens in the Kindergarten is [here](#).
- [This is a book](#) (pdf), written by one of our teachers, that details how we teach children to read and write.
- [This](#) is an academic article from *researchgate* about children learning to read later.
- Information about the Lower School and a link to the Lower School Curriculum Directory are [here](#).
- Information about the High School and a link to the High School Course Directory are [here](#).

'Gifted' Children

In 2008, the government defined gifted and talented pupils as, "those children who are achieving, or who have the potential to achieve, at a level substantially beyond the rest of their peer group."

While the school acknowledges that there are some children who achieve at an exceptional level generally, it is also true that most children achieve at a higher level than their peers in one area or another. All children have their strengths and weaknesses and we value artistic, practical, academic, and other abilities wherever they are seen; academic ability is not valued more than other special gifts. The school's statement about this is [here](#).

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. [Our Equality & Diversity policy is here.](#)

Assessment

We do not do SATS, GCSEs or A-Levels. Informal assessment is continuous throughout the school, but there is no formal assessment of children in the school before Class 10. In Classes 10, 11 and 12 we offer certification through the New Zealand Certificate of Steiner Education, which gives our students access to further and higher education.

- [Here is an article](#) explaining how we know that the children are learning.
- Information about how the College monitors the quality of teaching and assessment in the school is [here](#).
- More information about formal [assessment in the High School](#) can be found on our website.
- [This is an article](#) about assessment in Waldorf Education generally.
- [This is an article](#) about assessment and its effect on teaching and learning.

SEND and Learning Support

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. This also applies to our approach to children with Special Educational Needs and Disabilities (SEND), so the way we work with these children will be different from methods used in other schools. [Our SEND policy is here.](#)

Code of Conduct and Behaviour

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. Too many rules and too much adult intervention can encourage children to rely on them and can inhibit the development of independent judgement; Children need to be given the opportunity to develop the ability to regulate 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 to understand the consequences of, their actions in the same way as teenagers or adults can. However, habits develop before judgment, and before they can understand *why* they should treat each other with kindness and respect, young children need strong boundaries and good examples that guide them towards good habits in the way they behave.

These examples and boundaries need to be set and held by the adults around them and, generally, as the children get older, become first wider and then looser as they are given more responsibility for their own conduct.

With these principles in mind, we have devised a [Code of Conduct and behaviour policy](#) 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.

Bullying

There is no legal definition of bullying, nor does the DfE define it, so staff within schools have to come to an agreement about what kinds of behaviour are acceptable and what are not; what, for them is bullying.

Some schools take the approach of banning all physical contact between pupils. This is not our approach. We believe that a certain amount of physical interaction is a normal and healthy part of human relationships and of the process of learning what is and is not acceptable social behaviour. It is our experience that children learn primarily through experience; that 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. We do not believe that this, in itself, is bullying. Rather, we see it as the systematic abuse of power by more powerful individuals or groups, and this is a basic principle in our school. By this definition, bullying 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 to subjugate, hurt or humiliate someone younger, smaller or, in some way, weaker. Our [Anti-bullying Policy](#) is on our website.

Safeguarding and Child Protection

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, empathic relationships between people, and while the dangers outlined in our 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, and our [Safeguarding and Child Protection](#) policies and procedures are designed to help us identify and takes steps to protect these children.

Supervision of Children

Teachers and assistants have a duty of care to all children and for the sake of their health, safety and welfare, must ensure their adequate supervision throughout the school day.

At the same time, it is important for the development of a sense of freedom and responsibility that children do not feel they are watched all the time. A balance should be found for them between the security of knowing that someone is there if needed, and

feeling free to explore and experiment with the things in their environment. This will mean different levels and kinds of supervision are required at different ages.

Details are in our [Supervision of Children](#) policy on our website.

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, musical instruments, protective clothing for building, craft and lab work in the High School etc. These things vary from class to class and, during the summer, teachers and guardians will send 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 these 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 and fountain pens.

For information about what expenses you are likely to incur during the year, please contact your Class Teacher or Guardian.

School Trips, Outings and Walks

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 walks and day trips from Kindergarten. Then, from about Class 3, they may camp or stay in youth hostels overnight on trips related to the curriculum. From Class 6 onwards, there may be overseas trips.

Parents are expected to pay for school trips in addition to their school fees and will be advised of costs in good time. Staff will always try to keep costs as low as possible to enable all children to participate. Invoices are issued and are expected to be settled before the trip takes place.

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 some classes 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 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, 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 parents' evenings, 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 the children will sometimes have homework, and sometimes not, 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.

Independent projects that the children are expected to work on at home may be given from about Class 4.

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

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

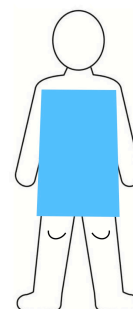
In order to learn, children and students need an environment that allows them to concentrate in their lessons without unnecessary distractions. We have kept this basic principle in mind in preparing the classrooms and the timetable and we ask for parents' and students' participation in maintaining this learning environment by ensuring that the children come to school appropriately prepared. (See [What does the school ask of parents](#))

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, jewellery and hair

- Children's clothing should be simple, neat and appropriate for the weather. As a general guide for pupils of all ages, the blue area in the diagram (right) should be covered at all times.
- 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 the children should wear or bring trainers on the days when they have games.
- High School students should have a P.E. kit (a list is sent to all students)
- Hair must be kept out of the face at all times and must be tied back for PE, crafts, science and any other lesson where loose hair could compromise safety.



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
- Belly-tops, backless shoes or high heels.

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

- We expect pupils to come to school in appropriate, modest (see diagram above), practical clothing that does not inhibit their full participation in their lessons.
- Pupils should not wear: clothes with slogans, cartoons etc. on them, torn clothes, belly tops, 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 and body piercings, other than in the ears, must not be visible.
- Strong perfume or body sprays should not be used.
- 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, free of offensive slogans or images, and modest (see diagram above)

We believe that High School students 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. Although they are free to choose what they wear, covering the area in the diagram above still applies.

If staff feel that a student is wearing something inappropriate, they will be expected to change on request. Spare T shirts are kept in the staff room for this purpose.

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, chewing/ bubble gum, fizzy drinks or anything containing a lot of artificial flavourings or colourings.

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.

Mobile phones

We aim to maintain a phone-free environment for all pupils and strongly advise against pupils in the Lower School having smart phones. The [Use of Electronic Media: Guidelines for parents](#) on our website explains why.

If pupils do bring mobile phones to school, they must be switched off and handed in when they arrive at school every morning and can be collected at the end of the day. This applies to all classes.

- Our policy on the [use of electronic media](#) at school is on our website.
- [This is an interesting documentary](#) about growing up with electronic media.
- [This is a support group](#) for parents who want to limit their children's use of electronic media.



What does the school ask of parents?

The community is a vital part of the life of the school and parents can be involved in many ways, for example by attending the parent study group or eurythmy group, or by taking on such tasks as organising fairs, fundraising, hospitality at parent meetings or Open Days, and with

grounds and school maintenance.

We understand that parents are sometimes too busy with work and other commitments to give much of their time to the school and so this is not a requirement, however, [this page](#) on our website looks at the ways in which every parent can support the school.

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 offer termly parent conferences; a weekly study group for parents whenever possible (email



amandabell@stmichaelsteiner.com); teachers sometimes open their classrooms to parents; and parents are always welcome at [Open Days](#).

Recommended Reading List

These and many other books about Steiner education are available from online book sellers or 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 available to borrow on request.

Books by Rudolf Steiner

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

The Essence of Waldorf Education, Peter Selg; Steiner Books
Waldorf Education, C. Clouder and Martyn Rawson; Floris Books
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. Drutt, 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

Child Development

Simplicity Parenting, Kim John Payne; Ballantine Books
Phases of Child Development, B. Lievegoed; Floris Books
Between Form and Freedom, Betty Staley; Hawthorn Press
Encountering the Self, Hermann Koepke; Anthroposophic Press
On the Threshold of Adolescence, Hermann Koepke; Anthroposophic Press

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' Complaints Policy and Procedure](#).

Reports

Parents of children in the Lower 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 Classes 1-5 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.

Photography and Filming at school

To protect the privacy of individuals and the reputation of the school, 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, in any case, post images taken at school or on school trips on social media without permission from the school.

Home Visits

It is essential that a strong relationship can develop between teachers and parents, in support of their children's education. It is very helpful, especially for younger children, if parents invite their child's Class Teacher to their home occasionally.

Health & Safety

Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them. We aim to provide a safe learning and working environment for children, pupils, staff and visitors to learn, work, play and visit, by ensuring as far as is reasonably practicable that our premises and grounds are maintained in a safe condition and provided with safe means of access and egress. It is important that children learn to understand and manage the risks that are a normal part of life. Common sense is used in assessing and managing the risks of any activity.

Our health and safety procedures aim to be proportionate to the risks of an activity. Here is our full [Health & Safety 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 homeopathic remedies or applications, or any other medicines to children, except those provided or agreed to by parents (for example for allergies or those prescribed by a doctor). Any treatment given is recorded. The [first aid policy](#) is on our website.

Illness and Communicable diseases

We are committed to the health and safety of all staff and pupils and as such, will take necessary steps to prevent the spread of infection. It will sometimes be necessary to require a poorly child to be collected early or be kept at home while they get better. Our policy is [here](#).

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) 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.

Terms of Acceptance and Probation

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 consult the child's parents before making a decision, which will be one of the following:

- The child is offered a permanent place in the school.
- The child is not offered a permanent place in the school.
- The child is offered a permanent place with conditions – e.g. extra lessons, therapy.
- The child is offered a further term's probation, because a final decision cannot be made at this time.

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 policy '[Exclusion and Suspension of Pupils](#)'.

If a child is not offered a permanent place in the school, 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.

Smoking, Vaping, Alcohol, Drugs and Weapons

It is against the law to smoke anywhere on school premises. Vaping is also not allowed 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 apart from guide dogs, must not be brought onto school premises.

Scooters, Skateboards, Bicycles etc.

Children are not allowed to ride scooters or bicycles around the school grounds; they should be left in the bicycle rack by the pedestrian gate and must not be brought into any of the school buildings.

Parents' Complaints and Concerns

We aim to provide quality teaching and pastoral care to pupils and to treat parents with respect. However, if parents do have a complaint, we aim to deal with it fairly, thoroughly and as promptly as possible.

It has been our experience that parents are often reluctant to follow a formal complaints procedure, but this does not always mean their concerns are not serious. In any case, any concern requires some kind of response and the school will be proactive in trying to resolve issues as soon as they become apparent, even if they are not reported directly.

If parents do not initiate the procedure as laid out below, for example if a complaint is sent to a Class Teacher, rather than to the College, or is made verbally, at any stage, the College will assess the level of the complaint and follow the relevant procedure accordingly.

Complaints at all levels, the level at which they were resolved, related correspondence, findings and recommendations made and action taken by the school, are recorded in the Complaints Log. The fact that a complaint has been made is recorded in the College and department minutes.

Please note that, although complaints about the school can be made to the DfE or the ISI, we ask that they are made directly to the school in the first instance, as this gives us the

opportunity to address the issue straight away. These outside bodies will, in most cases, refer them to the school anyway.

Complaints concerning Safeguarding/Child Protection issues should be reported directly to the DSL amandabell@stmichaelsteiner.com or the deputy DSL mariacosta@stmichaelsteiner.com and will be dealt with according to the procedures for dealing with disclosures, laid out in the school's [Safeguarding Policy](#). Other complaints will be treated by the school according to the [Parents' Complaints procedure](#). Both are on our website.

August 2024