



EDINBURGH
STEINER
SCHOOL

Edinburgh Steiner School Early Years Handbook

Updated 2019

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Welcome

We are delighted to welcome you and your child to the Early Years Department of Edinburgh Steiner School.

Here your child will find a safe and caring environment in which to transition from the quiet heart of the home to the broad open arms of the School and life to come.

We are committed to embracing your family within our nurturing and supportive environment.

We warmly invite you to participate in a partnership that will support the developmental journey of your child during the first seven years of life. This handbook is intended to offer specific information that will connect parents/carers to the work of the Early Years practitioners and teachers.

The Early Years Handbook resource can be used as a means of supporting the experience your child will have in the Baby Group, Parent & Child Groups, Play Group or Kindergarten. It is hoped that the information herein will provide a valuable background to help foster a strong bond between parents/carers and the learning community at Edinburgh Steiner School.

Section 1: About the School

Introduction

In the early 1900s, the Austrian philosopher and educator Rudolf Steiner created a new form of education that would help pupils achieve clarity of thought, sensitivity of feeling and strength of will. After listening to his lectures, the workers at the Waldorf-Astoria factory in Stuttgart asked him to form a school for their children. In 1919, the first Steiner/Waldorf School was founded. Today, from the favelas in Sao Paulo to the villages of Nepal, there are well over 1000 schools and 1,800 Early Years centres in over 60 countries, serving children from birth to 18 years of age.

Teaching in a Steiner School is based on Rudolf Steiner's insight into the nature of the human being. His philosophy is called Anthroposophy.

The educational aspects of this philosophy spring from an understanding of three seven-year cycles of development: from birth to seven; from seven to fourteen; and from fourteen to twenty-one. At each stage, the education is designed to work with the unfolding abilities and changing needs of the child. These stages connect with the development of the human qualities of thinking, feeling and willing. In the first phase, the active or **will** aspect predominates, in the second, the affective or **feeling** aspect is dominant, and in the third, the cognitive or **thinking** aspect comes to the fore.

A central aim of Steiner education is to develop, harmonise and unite the faculties of thought, feeling and action in the child, so that the foundations may be laid for mental adaptability, initiative and moral strength in adult life. The child is seen to have physical, emotional and spiritual needs as well as intellectual ones. The teaching and curriculum together seek to nourish all these aspects.

Steiner schools adopt the same approach to Early Years education as most European countries where children start formal learning during their seventh year. This approach is born out of a desire to protect young children from the anxieties caused by a rush to meet early intellectual attainment targets.

The carefully structured environment is designed to foster personal and social learning. During these years we teach by example, and learning is integrated rather than subject-based.

Our curriculum aims to adapt itself to the child. The children in our Early Years Department are given time to unfold at their own pace. Young children are gifted players and imitators. These creative faculties, which appear shortly after birth and recede at around the age of seven, are the child's personal pedagogues. The Steiner/Waldorf teacher cooperates and works with these powerful educational forces.

Each day an extended period of time is dedicated to creative free play. Studies demonstrate that good players show more empathy towards others and have less

aggression; are able to see things from the perspective of the other, and exhibit fewer signs of fear, sadness and fatigue.

Play also strengthens the imagination. Through play, children are able to exercise and consolidate their ability to understand and to think, as well as to develop and strengthen their concentration. Creative play supports physical, emotional and social development and allows children to learn through investigation, exploration and discovery. It encourages children to become inventive and adaptable—essential skills that promote resilience.

We are a community of ‘doers’ and our work is a combination of practical and artistic activity. We garden, clean, cook and we bake our own bread together which we share and eat at meal times. Children love to help and, through this they develop a wide range of motor skills, such as dexterity and hand-eye coordination. The presence of a working adult creates an atmosphere that helps the children to become independently active. To see an adult working with their hands, doing something where skill, concentration and perseverance are all demanded, is a wonderful example to the ever-watchful child. All that the adults do, but also how they do it, how they handle their tools and materials, even their gestures and body language, are all registered and internalised by the child.

The classrooms in Kindergarten are designed around the child, with beautiful colours and natural materials. We use high quality pigment paints and crayons and we bake with organic whole food, whenever possible.

The strong rhythm of the day, and the repetition that each week brings, carries with it an inbuilt discipline. This creates a safe and secure environment for the child that enables more effective learning and also reduces the need for additional discipline. Our aim is to build a bridge between home and school by creating a safe, warm and loving environment.

The Trustees

The legal, financial and employment matters of the School are the responsibility of the Trustees, who are usually present or former parents/carers. The School is constituted under The Memorandum and Articles of Association which established the School as a ‘limited trust’ in 1947. The school is therefore a company limited by guarantee and the Trustees are its directors. The School is also a registered charity and is subject to the provisions of the Charities and Trustee Investment (Scotland) Act 2005 including supervision by the Office of the Scottish Regulator (OSCR).

The College of Teachers

Edinburgh Steiner School does not have a hierarchical structure and does not have a head teacher. The policy-making body of this school is called the College of Teachers or ‘College’ for short. All the important pedagogical decisions involving the school are finalised by College. Decisions are reached by consensus. College is responsible for admissions, maintaining standards in the curriculum and all other areas relating to

learning and teaching. College is normally chaired by a member of the Management Group and is made up of teachers who have been at the School for at least a year and have shown their commitment and dedication to the philosophical principles of the School. This structure is adopted by many Steiner schools throughout the UK and abroad and has a number of benefits including support from the teaching body for all major decisions.

There are a number of mandated groups of College with responsibility for such things as Staff Development, Festivals and Estates.

College meets each Thursday evening during term time. There is a staff meeting one afternoon each week for all teachers, when both educational and organisational topics are discussed. Many of the day to day tasks involved in the running of the School are shared by the teaching body as a whole.

The Management Group

The decisions of College are implemented by the Management Group. Up to three members of College serve in rotation as the Management Group. It is the task of this group to prepare the College Agenda and see that decisions taken by College are implemented. The Management Group also deals with day-to-day matters and holds an overview of the various groups within the School. Management members have different portfolio responsibilities. Surgery times are usually available each week when any member of the school community can book an appointment to see a member of Management. Surgery times are normally listed in the weekly newsletter, the Tuesday Notice.

Management Team

This consists of the Management Group, plus the School Coordinator, and Early Years Coordinator, who serves as a link to outside agencies such as the Care inspectorate. This group manages the relationship between administration, staffing and the curriculum. The School Coordinator does not currently 'rotate' and is considered for the time being 'permanent.' The Coordinator manages the Admissions Secretary and School Office, and oversees communication in the School. The financial matters of the School are managed by the Bursar, Lesley Chari

Communication via email and telephone

These 'guidelines' are intended for all members of the School community: parents, teachers and school support staff. They are not 'formal policies,' or regulations, although similar matters relating to communication may be covered more rigorously in other documents, including employment contract policies and privacy policies.

Email

Email is now the preferred medium of communication between most parents, teachers, support staff, school management, the School Office and Trustees. Most members of

school staff have a school email address; 'personal' email addresses should, wherever possible, not be used for matters relating to school business. Exceptions might include occasions when members of staff are travelling, or abroad, and may not have secure access to their school email account.

To ensure that email communication remains efficient, sustainable, clear and respectful, and to help members of school staff maintain a healthy work/life balance, all members of the School community should adhere to the following guidelines:

- It is possible to send an email at any time of the day or night. However, if parents/carers send an email to school staff after 4.30pm (during term time), or at the weekend (during term time), they should not expect an immediate reply. Emails sent after 4.30pm, or at the weekend, are likely to be acknowledged during the next working day, or at the latest within 48 hours, or in the 48 hours following a weekend
- Class teachers, Class Guardians and subject teachers are not required to check their emails and respond during schools holidays, but may do so if they so wish. In some cases, teachers will be abroad during the holidays, in locations where they may have no secure access to their emails, some of which may be sensitive. In such cases, teachers should not feel obliged to open or send documents and other attachments. If an urgent matter arises during a school holiday then a parent or member of staff should, in the first instance, contact the Management Team through the School Office.
- Teachers and other members of school staff will endeavour to acknowledge all emails within two working days, if not sooner. However, the resolution of a concern, or a full answer to a concern or query, may take at least 7 days. This is to allow departments and other groups—which often meet once a week—to meet and discuss the matter
- Email content should be respectful, factual and relevant; personal comments, intemperate language or repetition of hearsay should be avoided. Parents/carers and members of school staff have the right to expect courteous communication at all times. Any email received by parents/carers which they regard as falling short of this standard may be referred to the Management Group or the Board of Trustees. Similarly, any email received by members of staff which falls short of this standard may not receive a response from the recipient and may be referred to the Management Group or the Board of Trustees, who may request a meeting with the individual who sent it
- Any parent who is dissatisfied with the manner in which their email correspondence has been dealt with may follow the procedure outlined in the School's Complaints Policy
- Emails regarding a query or concern about any aspect of a pupil's education or experience in school should be sent in the first instance to the pupil's Kindergarten Teacher, Class Teacher or Class Guardian. Queries for the attention of subject teachers may be sent to them by email via Class Teachers or Class Guardians
- All emails concerning pupils which are sent by subject teachers or support staff to other members of staff or to a pupil's parents/carers should also be CCd (copied

in) to the pupil's Kindergarten Teacher, Class Teacher or Class Guardian. All emails which express a concern about a pupil, or deal with matters that might give rise to a concern about a pupil, should be copied in to the School Coordinator: management@edinburghsteinerschool.org.uk

- Subject teachers and other individual members of staff may, at their discretion, give their school email addresses to pupils and/or parents/carers, provided the guidelines above are followed. Subject teachers' email addresses, and the email addresses of support staff, are not normally made available for general use by parents/carers
- Email addresses for individuals, groups or parts of the School that are publicly available for general use will be listed on the School's website, in handbooks or in the Tuesday Notice
- Parents' email addresses from Class email lists must not be passed on to third parties or used for purposes other than school business except with the explicit permission of those parents.
- All members of the school community should remember that emails may contain sensitive personal information which, if inappropriately shared, would breach GDPR guidelines. To ensure that sensitive information is not shared widely, it is wise to restrict the number of recipients for each email to the smallest number possible.

Phone

Despite the growing popularity of email, telephone (landline or mobile) is still the preferred medium of communication for some staff and parents/carers at Edinburgh Steiner School. Following the introduction of the General Data Protection Guidelines (GDPR), however, the School, in common with other organisations, must be very careful about how, when, and for what purpose personal details such as telephone numbers are shared. The School no longer circulates a list of teachers' contact details to parents; nor does the school circulate—automatically, via a Class list—the contact details of parents among the wider parent body. This can make it more difficult to organise, for example, 'phone trees,' and may complicate the arrangements for certain events and trips.

Currently, parents are invited to sign a form saying that they are happy to be on a Class email list; parents may choose to share phone numbers among themselves, provided they do not pass on the phone numbers of other parents to third parties without their explicit permission.

Contacting teachers and other members of staff by phone

Members of school staff may be contacted in school via the School Office (0131 337 3410). A number of teachers, School Office staff and support staff have internal phones, and it may be possible to connect to them directly via an extension. Alternatively, a message can be left with the School Office, and members of staff will be asked to return your call.

Members of staff may, at their discretion, share their personal contact details, including phone numbers, with parents/carers. Kindergarten Teachers, Class Teachers and Class Guardians will normally share this information as a matter of course, but they are not obliged to do so.

Members of school staff often work on different days, and their hours of work may vary according to their role. Please bear in mind that a part-time member of staff may not be able to return a phone call until they are next in school. This may not be for several days. Full-time teachers are normally available between 8.45am and 3.45pm on weekdays during term time, but may be teaching throughout the day and therefore may not be able to return a call until late afternoon at the earliest.

Some teachers are happy to receive a phone call in the evening, or at weekends; others would prefer only to make and receive phone calls, where possible, during school hours, or before 9pm at night, or during week days only, or not during a school holiday: the School believes that, given the nature of our work, flexibility in regard to personal phone numbers is essential, and that therefore the matter of finding 'a convenient time to call' should be at the discretion of individual members of staff. This should be respected by the whole school community.

In the case of Kindergarten Teachers, Class Teachers and Class Guardians, who communicate frequently with parents, it is reasonable to ask them to give a picture of when and how they would prefer to be contacted outside of school hours. This might be an item for discussion at the first parents' evening of the school session.

Phone numbers for individuals, groups or parts of the School that are publicly available for general use will be listed on the School's website, in handbooks or in the Tuesday Notice.

Section 2: About the Early Years

The Early Years groups

Education in the early years at the Edinburgh Steiner School has four separate components:

- Baby Group
- Parent & Child Group
- Playgroup
- Kindergarten

Child's Play is Essential

"If we watch a young child at play we can see that it is through constant sensory / physical interaction with the environment that she comes to know herself, the world and what flows between them.

"Movement and play stimulate healthy brain development.

"Children grasp emotional content through play."

Sharifa Oppenheimer, *Heaven on Earth*

Baby Group

The Baby Group runs at least one morning a week.

At this very young and tender stage of family life we see parents/carers and baby as a unit, and thrive to nourish them both in our weekly session.

In a quiet and homely environment we follow a gentle rhythm, where we start with a simple craft or other seasonal activity, share a wholesome home-made snack, and finish with time singing together or saying nursery rhymes. These activities, which involve both adults and babies, help to promote the bond between them.

When the babies have reached walking age they can move on to one of our Toddler Groups that run just next door, so that parents/carers and child can continue their journey and develop further in familiar surroundings.

Sessions are booked in advance and payable in termly blocks with a FREE taster session available for all parents/carers. For further details of current sessions and prices please contact: babygroup@edinburghsteinerschool.org.uk

Parent & Child Group (walking -3½)

Our Parent & Child sessions welcome up to nine toddlers with their parents, grandparents and carers (siblings also welcome), to share fun together in a warm, friendly and relaxed environment.

Activities such as baking organic bread and biscuits, arts and crafts, or preparing for a seasonal festival are as much for the adults as they are for the children.

There is a dedicated garden and sandpit for outdoor play as well as the carefully maintained grounds of the wider Edinburgh Steiner School for longer walks and exploration. A healthy and organic snack is provided.

Many of the children who enjoy this group move on to the Kindergarten.

The group meets during term time on weekdays for two-hourly sessions either in the morning or the afternoon.

Sessions are booked and payable in termly blocks, with a FREE taster session available for all new parents/carers.

For further details of current session times and prices contact:

toddlers@edinburghsteinerschool.org.uk

Playgroup (2½ years and over)

Attended without parents/carers, the Playgroup welcomes up to eight toddlers in each session, and enables them to develop independence, meet new friends, learn social skills and have fun!

During the session, imagination and creativity are nurtured through free play with simple toys and natural materials. Outside, the group enjoys its own sandpit and mud kitchen, and use of the Kindergarten garden.

We also have 'circle time', which consists of songs, finger rhymes, stories or a puppet show. The children help to prepare and share together a healthy, organic snack.

This group can provide a stepping stone before children make the progression into Kindergarten at the age of 3½ years.

The Playgroup is held on several weekday mornings during term time. Sessions last about two hours and are payable in half-termly blocks.

For further details of current session times and prices contact:

playgroup@edinburghsteinerschool.org.uk

Section 3: The Kindergarten

“When involved in play, children's concentration and application to the task are much greater than in academically-directed activities contrived by the teacher.” Sue Palmer, Author of *Toxic Childhood*

The Kindergarten is purpose-built and was designed by Wilfred Bohm in 1989. Its shape reminds us of a sitting hen sheltering her chicks (the Classes) under her wings.

It is a building of architectural interest which is often included in the annual Edinburgh Doors Open. It houses four rooms, each self-contained with a kitchen and toilets. The rooms are decorated in soft pastel colours.

The garden is a unique space where we all endeavour to care for and protect nature. Occasionally we hold a Work Day for parents/carers to come and help maintain this valuable resource.

Today it is widely recognised that the first seven years of life are of the utmost importance for the development of the healthy adult. **Play** is also recognised as being the true work of childhood. We are committed to creating an environment that supports imaginative play.

Rooms are equipped with baskets of wood, fir cones, shells, stones, blankets and coloured cloths which provide an open invitation for imaginative play. The natural objects in the room encourage creativity and flexibility as they are transformed by children into houses, cars, money, food or any of the experiences of their everyday lives. It is our wish to provide an environment that is safe, secure and worthy of imitation.

Partnerships with Parents/Carers

We believe that watching children growing up is an honour and helping in their development is a privilege. We are grateful for the confidence you show by entrusting your child to us.

We live in a materialistic age that does not naturally support families and young children. We would like to help you as a parent/carer to enable your child to fulfil their potential.

We see your role in the Kindergarten as being in partnership with your child's teacher. A strong and supportive social environment, provided by teachers and parents/carers working together, and by a healthy school community, will support the educational work.

Parents/carers have the right to encounter a caring environment in the Kindergarten, a place where their children can be safe and develop at their own pace. Parents and carers are also entitled to expect excellence in the education we provide.

The teachers are happy to meet parent/carers to talk about their child's development. Please talk to your child's teacher to find out how they prefer to be contacted and when.

In the cloakroom of each classroom there is a notice board that contains a copy of the School's Improvement Plan and also the most recent Education Scotland and Care Inspectorate reports, as well as a box for suggestions and comments.

Parents/carers are welcome to bring suggestions, comments and ideas. These can be given to your child's teacher, put in the suggestion box or given to the Management Group via the School Office.

With the choice of Steiner education you will be encouraged to minimise your children's exposure to television and computers, or even to omit it, in the Early Years. You will also be expected to make space in your life to think about your child's development and how best to support it. You will be encouraged to establish rhythm in your home, with family meals and structured bedtime routines. Choosing outdoor activities and nutritious food will also optimise the beneficial effect of our pedagogy.

It is expected that parents/carers will help provide uninterrupted and punctual attendance at school. The rhythm of daily, weekly and seasonal cycles is important to the wellbeing of the child. Parents/carers are asked to arrange their holidays to coincide with the school holidays and avoid interruptions to their children's education whenever possible. Parents/carers should inform the teacher of any changes in home life that may affect the child's behaviour, for example absences, serious illness in the family, the need for medication, or other such information. Parents/carers must notify the School of a change in their child's medical circumstances by completing or updating the medical/emergency contact information form available from the School Office.

Parents/Carers' Evenings

Parents/carers' evenings are usually held twice a year, in the Autumn and Summer Terms. During the Spring Term we offer individual consultations or home visits.

These evenings take the form of a talk/discussion on aspects of your child's education, with topics such as: creative play; eurythmy; movement and the development of the young child; puppetry and storytelling; or any other aspect of Steiner education.

Sometimes they also offer an opportunity to experience the education with hands-on activities like painting, baking and seasonal crafts.

These evenings provide an opportunity to talk to other parents/carers and the teacher. We strongly recommend that you attend them and we look forward to seeing you there.

We like to visit each child at home soon after they start. The home visits are designed to broaden the teacher's experience of your child to strengthen the connection between child and teacher. They are informal visits and do not require any special preparation. The teacher is looking to bridge the experiences of home and Kindergarten for the child.

The individual consultations offer parents/carers an opportunity to talk in more depth with your child's teacher. During these meetings, the teacher will talk to you about your child's development. This is an opportunity not only to ask questions and express views but for parents/carers and teachers to decide the best way they can work together in the interests of the child.

Age Groups

The children are admitted to Kindergarten from three and a half years of age and welcomed into a group of children with a mixture of ages. Providing they are ready, children make the transition to Class 1 in the August after their sixth birthday. It is not unusual for those whose sixth birthdays have occurred during the summer term to go to Class 1 that year, while those with summer holiday birthdays will usually have another year of Kindergarten. However, all children will have an assessment for Class 1 readiness.

Staff

Our teachers are qualified Steiner/Waldorf Kindergarten teachers and must be registered practitioners with the Scottish Social Services Council. They continue their professional development through attendance at conferences and courses on child development, as well as at workshops for other subjects including first aid, health and safety, equal opportunities, child protection and additional needs.

We also have trainees who do their practical assignment with us from the Edinburgh Steiner Teacher Education Course and The London Waldorf Teacher Training Seminar and the North of England Steiner Waldorf Early Childhood Course.

Transition to Class 1

The children who stay in the Kindergarten until entry to Class 1 become familiar with the School's life and rhythms by participating in the wider school community. The opportunity to be present at festivals, performances, the Christmas Market, the Friday Market and other school events and commemorations all contribute to making this transition a joyful and anticipated experience.

During their last term at Kindergarten, the older children will form a 'transition group' led by Kindergarten teachers. This group will meet once every week and work together to develop a strong social bond.

Transition to Primary School

Our parents/carers tend to leave their children in the Kindergarten for an additional year if sending them to mainstream education. We offer schools the opportunity to visit the Kindergarten and meet the child, making this transition easier for both sides. We also pass on the child's file to their new school.

Section 4: Kindergarten Life

Play

Play is at the heart of childhood. The Kindergarten is a haven where children can play imaginatively and creatively to freely develop within their own world.

In Kindergarten, there is a balance between free play and the sharing of activities. Through festivals and special occasions the experience of wonder is nurtured, as is the children's joy and enthusiasm for simple tasks.

Imitation and Example

The Kindergarten day is an active one. Children and teachers together are always engaged in meaningful work with daily tasks of preparing food, caring for the classroom and the garden, mending, crafting and cleaning. These movement-based activities offer real opportunities for the young child to learn skills and engage through imitation. In this way, the active or will aspect is exercised and the young child absorbs all that Kindergarten life offers.

As Lynne Oldfield writes in *Free to Learn*: "the teacher becomes a source of knowledge and understanding of the world, of vocabulary, clear speech, control of movement, imagination, listening skills, phonological awareness—all through the clear and conscious example that she presents. These skills lay a solid foundation for literacy and numeracy at a later stage."

Rhythm and Repetition

Rhythm and repetition, together with example and imitation, are the basis of early learning. A rhythmical life full of a healthy breathing quality can be very therapeutic. It also creates strong habits, making instruction and direction unnecessary.

The seasons of the year are an important rhythmic element in the Kindergarten. All the activities—circle time, story, crafts, domestic work—will have a connection with what is happening outside in nature. The celebration of festivals is also an important rhythmical part of Kindergarten life.

"We are all born to a world of rhythms. These unconscious, cosmic rhythms can support us: the seven days of the week, the rising and setting of the sun, the phases of the moon, the changing of the seasons. We don't have to do anything to create these rhythms. They are a gift to us as we work to create rhythms for our children. When we provide supporting rhythms at home and at school, we help our children connect in a stronger way with rhythms of nature."

Barbara Patterson and Pamela Bradley *Beyond the Rainbow Bridge*

Example of the daily rhythm

8.45-9.20	daily activity, e.g. bread baking
9.20-10.10	creative play
10.15-10.45	tidy up, toilet, rest, circle time
11.05-11.30	snack time
11.40-12.30	outdoor play
12.30-12.55	preparation for story time/story time/goodbye

Example of the weekly rhythm

Monday

Painting: Children experience light radiating through the colour, the paint brush gliding on the page. The emphasis is in the experience and the doing rather than the result.

Tuesday

Bread baking: With this activity the children are involved in the preparation of their daily snack; they have an opportunity to model with the warm dough and they also discover process—the grinding of the grain, mixing and kneading. They also have a meaningful experience of science and technology (the grinders, measuring, weighing).

Wednesday

Cooking: In the winter, the children will be involved with soup making and in the summer, autumn and spring with the cooking of crumbles, fruit salads and pizzas.

Thursday

Beeswax crayon drawing/Eurythmy: The child can experience the more forming quality of drawing using crayons. Kindergarten Classes offer eurythmy once a week. Eurythmy is a form of expressive movement that helps with balance, co-ordination and concentration.

Friday

Gardening or cleaning: By participating through imitation of the adults sweeping, dusting, polishing, beating the cushions and scrubbing the stairs or the floors, the child comes to learn about caring for and respecting their environment.

During creative play time, there is also an opportunity to do crafts and handwork, all related to the seasons and the celebration of festivals.

Yearly Rhythm

A seasonal garden or story garden which changes through the year gives the children direct contact with seasonal changes and helps them to make a connection with the passing of time, through the year's cycle.

Seasonal activities like gardening, planting bulbs and harvesting herbs and vegetables for soup-making have a clear rhythmical and reassuringly repetitive quality, returning each year and creating much loved traditions.

The celebration of the festivals is an important part of Kindergarten rhythm and parents/carers are warmly invited to participate fully in helping us foster a mood of wonder and reverence.

Festivals

Festivals arise from very ancient times when seasons were significant in people's daily lives. The participation of parents/carers is essential to the successful creation of a festive mood.

“Celebrating the festivals at home can also delight your children. When they see you preparing for a certain holiday and taking out familiar decorations, children are filled with memories of the celebration from last year. These holiday celebrations give them confidence that wonderful, special times all come round again.”

Barbara Paterson and Pamela Bradley, *Beyond the Rainbow Bridge*

Edinburgh Steiner School is an an international and multicultural community and we often have children who commemorate other festivals related to different religions and cultures. We endeavour to include multicultural/faith festivals in our school life whenever possible. The festivals in Kindergarten celebrate the 'universal human' and we hope that all our families will connect with some elements of the festivals in their own way.

The yearly rhythm of the festivals and the way we commemorate them bring a wonderful opportunity for reverence. Care is taken to prepare the table, food, flowers and decorations for each of these special occasions.

The teachers and the children often clean the room, wash and iron veils and tablecloths, prepare flowers, verses and special stories. In this way, with careful work, there is an atmosphere of wonder that brings reverence.

The Cycle of the Year

Autumn is the time after harvest, a time of great abundance in nature. We try to bring some of this plentifulness and generosity to our autumn festivals.

In a temperate climate such as ours, most winter festivals celebrate the return of the light to the cycle of the year.

In spring, we celebrate the return of life. It is a time full of natural joy and delight. It is during the spring that we celebrate the festival of Easter.

In the summer time, our senses are bathed in light and we reach out into the world, losing ourselves in the light and warmth of the natural world.

Autumn festivals

Michaelmas

This festival celebrates St Michael. His story is one of courage, and of love overcoming difficulties.

At this time of the year, the children also have the picture of Mother Earth who receives the fruits of the earth and enfolds the sleeping seeds into her until new life awakens in the spring.

The children are invited to bring fruit and vegetables, conkers, beautiful leaves and seeds that they have found in nature as a present for Mother Earth. We will transform the offerings of fruits and vegetables into soups, crumbles, jams and jellies.

The festival colour is red and, as a feeling of unity, we ask the children to wear something red.

Lantern Festival, Martinmas

Martin was a soldier who, seeing a beggar one cold, dark night, cut his cloak in half and gave one half to the beggar. The legend tells of how Martin later had a dream in which he recognised the beggar as Christ. On the Earth, the warmth of the human heart and, in the heavens, the light of the stars and moon brighten the early evenings. We make lanterns which might be decorated with heavenly motifs of the sun, moon and stars.

We traditionally celebrate Martinmas in November with a lantern walk around the School grounds. This usually takes place in the late afternoon and we ask the children to dress warmly. A simple and safe lantern for younger siblings and parents/carers can be brought from home. The walk is usually followed by hot cocoa and biscuits. All are welcome.

Christmas Market

Although the Christmas Market in late November is not a festival, we have included it here because it is such a wonderful opportunity to experience the School's wider community.

The annual Christmas Market is a vital fund-raising and social event in the School calendar. Each year the parents/carers of Class 4 take on its overall organisation but the whole school community is involved in the production of goods, crafts and treats to sell in the Market.

During the Christmas Market, which takes place on a Saturday before Advent, the whole school is transformed. There are many beautiful and unusual things for sale—dolls of all sizes, pottery, woodwork, dried flowers, baked goods, preserves, and much more.

Food is served in several cafes, craft activities are organised for the children and for the younger children there are puppet shows, music and a special grotto. It is a busy day which regularly raises money to be spent on vital resources which the School would not otherwise be able to afford.

The parent/carer body is ever-changing, but skills for the making of traditional items for the Market are passed on and new ideas are incorporated as people come and go. Families new to the School are always welcome to join the groups making goods for the Market. It is a good way to meet other families with children in different Classes up and down the School.

Kindergarten parents/carers along with Class Convenors* organise the events happening in the Kindergarten building. In the past, events have included a 'gnome grotto', 'King Winter's Palace', 'Gingerbread Lady', storytelling, singalong and 'The Pocket Lady'. These are just a few examples of past activities. New ideas are always welcome!

* Every year, and in every class throughout the school, one or two parents/carers volunteer to act as Class Convenors. The Convenors form an important social link between the teacher and the families of the pupils in the Class. They are responsible for contacting and welcoming new parents and assisting with the organisation of Class activities such as fundraising.

Winter festivals

Advent

Advent is the period including the four Sundays before Christmas. Advent is a time of preparation and we celebrate its beginning with an Advent Garden. We prepare a spiral of greenery and dim the lights ready for the children to come with their families. There is soft music in the background and the mood is set with a story. Each child carries an apple with a candle in its centre and walks along the spiral pattern to a large candle in the centre, guided by an 'angel.' After lighting their own candle, each child walks out of the spiral placing the apple along the way. Gradually the whole garden glows more and more strongly and a mood of deep reverence is created. This gives a true picture of the spirit of Advent.

“Advent is a time of preparation; for children in particular, it is a time of joyful anticipation looking towards its fulfilment at Christmas.”

Brigitte Barz, *Festivals with Children*

With the experience of the Advent Garden and then through the daily lighting of an Advent wreath, the children feel the gradual strengthening of the light as Christmas approaches and the inner mood of joy and anticipation grows.

At home, the children can be involved in creating beautiful decorations for the festival to come or preparing little gifts for others. Special memories can arise for the family in the happy preparation for Christmas.

Meanwhile, in the Kindergarten, we busy ourselves with the making of gifts for families and friends.

St Nicholas

During Advent, we celebrate St Nicholas’ Day. If we are lucky he may visit the Kindergarten in the night and leave something for the children! This festival may also be celebrated at home and many parents/carers leave nuts, a mandarin and some honey cakes inside their children’s shoes to be discovered in the morning.

Christmas

The days around the winter solstice—now the time when we celebrate Christmas—had great importance in many pre-Christian religions. During this time, the victory of light over darkness was always celebrated, for example in the Egyptian, Teutonic, Jewish, Celtic, Roman and Mithraic religions.

Although the Christmas festival happens during the school holidays, each Class will share a celebration with families at the end of the autumn term.

It can be hard nowadays with so many materialistic pressures around this special time of year to connect with a picture of anticipation and deep reverence. We encourage parents/carers and children to search for what is not material in this festival. The making of gifts, lighting of candles, preparation and sharing of festive food, singing and reuniting with family and friends are all aspects of this time of year that will live in the children’s memory and bring enduring spiritual rather than material qualities for this celebration in years to come.

“The image of light being born in the midst of outer darkness will nourish our child’s soul for a lifetime.”

Shariffa Oppenheimer, *Heaven on Earth*

Spring festivals

Having spent many winter months in the garden, watching the fruits and flowers disappear for their winter's rest, there is much excitement as the first signs of spring emerge and the garden 'wakes up'. We welcome back the snowdrops, crocus and daffodils after their long winter sleep and thank Mother Earth for caring for them through the winter. The spring term begins with epiphany and the journey of the Three Kings, then to Candlemas and the warming and waking up of the earth, building up to the main festival of Easter.

Easter

The exact date of Easter is determined by the timing of the first full moon after the spring equinox and as such changes each year. The word Easter comes from the Anglo-Saxon name Eostrae, a pre-Christian goddess symbolising rebirth, fertility and Spring.

Preparation for Easter takes place through many varied activities that can include sowing seeds and planting bulbs, baking bread, decorating eggs, hearing of the Easter Hare who hides eggs for us, creating decorations for the Easter Garden or making a festival table.

“The ancient symbols of hare and egg, both known as signs of the return of life after Winter, carry today the Christian association with the Resurrection of Christ. When we exchange Easter eggs as gifts we are re-enacting an ancient wisdom—that which appears to be still and dead in fact contains new life.”

Diana Carey and Judy Large, *Festivals, Family and Food*

Summer festivals

Whitsun

In the Kindergarten, Whitsun, as with all the other festivals, embodies not only a spiritual quality but also a strong seasonal element. Whitsun happens at the end of spring and is the day of Pentecost. Whitsun—meaning ‘white sun’—comes from a tradition still practised in remote crofts and farms of painting/whitewashing buildings, spring cleaning and receiving new white clothes to wear to church. There is a freshness in the air, flowers are strong and vital and we see in nature all around us life and vigour.

We spring clean the room, wash veils and dolls’ clothes, beat the dust out of cushions and polish chairs and floors. We open doors and windows and receive the light and freshness of the season into our classrooms. We then prepare gifts of food to share with the other classes. White bread is baked, often in the shape of a daisy, the small flower that looks up to the heavens with gold in its centre. The symbol of the white dove is present in the festival and reminds us of the universal wish for world peace.

On the day of the festival we iron a white tablecloth and set the feast table. Often we celebrate the many languages that are shared in the Kindergarten and our festival verse can be told in as many as four or five different languages! This is a beautiful festival, fresh and bright, that celebrates the individual within their community. It truly is a festival for our times and we ask the children to wear something white and bring white and yellow flowers to really feel ourselves together in a group.

St John's, Midsummer

This festival in the Kindergarten can take many forms. The element that remains the same each year is that we celebrate St John's Day outside, surrounded by nature, in (we hope!) the warm sunshine of midsummer. Sometimes we have outside games in the garden or we sing summer songs around a bonfire. In the past, we have had outings with all our families, a barbecue on the beach or a walk. You will be informed before the festival how we intend to celebrate and we are always open to new suggestions.

Leaving Festival

To mark the end of the year and to say goodbye to the older children embarking on the next stage of their learning journey, we join with family and friends to celebrate the transitions ahead. The new Class One teacher is involved in the festival and welcomes the children as they leave Kindergarten and enter the Lower School. Children that leave to go to pastures new are also warmly acknowledged. All the children participate in the Leaving Festival and every parent/carer is invited to attend this celebration on the last day of the summer term.

Birthdays

In the Kindergarten, birthdays are considered to be very special and are celebrated as individual festivals in their own right. Parents/carers are invited to share in the celebrations. Each teacher will celebrate the child's birthday in a different way, with four, five, and six year old celebrations taking a different form. Please ask your child's teacher how they would like to share this very special event with you and your child. Children are asked to bring in their favourite fruit to share with their friends on their celebration day.

Fourth Birthday: The celebration of a fourth birthday is always very simple so as not to overwhelm the child. Some of the teachers will bake the birthday cake with the children, others will ask the parents/carers to bring a simple cake with fruit instead of icing. A beautiful tablecloth is ironed and the table for the snack is laid carefully with special decorations. There will be candles and a birthday crown waiting for the child. A birthday verse will be sung or special story told.

Fifth Birthday: Each teacher prepares a special puppet play that tells of the child's journey to their family from the heights of Heaven. The parents/carers are invited to come to see the puppet play with their child and this often happens either at the beginning or end of the morning. Again, as with the fourth birthday celebration, the table

is laid beautifully and there will be candles, flowers and a birthday crown awaiting the child.

Sixth Birthday: In the Kindergarten, we celebrate a six year old's birthday with the child actively participating in the birthday story. We invite parents/carers to share in this celebration of their child's first six years on the earth. In advance of the birthday, we ask parents/carers to give us a brief written description of the child's biography to date. Often details include major milestones and achievements, arrival of siblings, significant relationships or holidays enjoyed as a family. Sometimes there will be important events or changes in the child's life that need sensitively embracing and we work very closely with the parents/carers to give a warm and tangible picture of the child coming to the earth and flourishing surrounded by their loving family and helpers. As with previous birthdays, we lay a beautiful snack table and ask the parents/carers to bring fruit instead to be shared with their friends and teachers.

“The child’s best-loved yearly festival is, of course, her own birthday. We can kindle the magic and wonder of the occasion by remembering the first moment we looked into this brand new face and caught a glimmering of her soul.”

Shariffa Oppenheimer, *Heaven on Earth*

Section 5: The Kindergarten Day

Bringing and Collecting Children

The Kindergarten morning begins at 8.45am and ends at 12.55pm.

The teachers meet first thing in the morning to say a verse together and it is only after that moment that we are available to welcome your child into their classroom. This is from 8.40am onwards. We ask that all children are accompanied by an adult to the cloakroom to change into their indoor shoes and hang up their coat.

Children can then be brought to the door of the Kindergarten room by the parent/carer for a smooth transition into the room. We feel it is important to greet each child at the beginning of the day and also to say 'goodbye' carefully to each child before they transition back to their parent/carer, or to our Afternoon Care sessions.

Children must be collected by a parent/carer or a named person with parent/carer consent (preferably written) at 12.55pm. In the case of a delay, please contact the School Office.

We ask parents/carers to wait outside their child's cloakroom and we will let them come to you when they are ready in their coats and shoes. If children are staying for Afternoon Care, they will be greeted by the Afternoon Care staff at 12.55pm.

If you need to speak to your child's teacher at the beginning or end of the morning, please hand the teacher a note or wait until the last child has been collected at 12.55pm. Appointments can then be made or a brief discussion entered into if appropriate. Your child's teacher might also communicate a picture of the child's day at this time, especially around settling-in periods.

Punctuality

When children arrive late to Kindergarten, they can find settling in to the established group or activity difficult. The rhythm of the day is disrupted for all the children, thus integrating into the activities is more challenging. Parents/carers are therefore requested to make every effort to ensure their children arrive at Kindergarten on time. Challenges can also arise when parents/carers or carers are late to collect their children. It can be upsetting for young children to be left behind after their friends have already gone home or if there is uncertainty about who will collect them. The teachers can be creative and sensitive if delays are inevitable, but we really appreciate your consciousness with timekeeping.

Before and after Kindergarten, when parents/carers are still present, children remain the responsibility of their parents/carers.

Dress Code

We are part of the wider school and ask you to be aware of some general rules that apply to all pupils, including the Kindergarten.

Pictures, cartoons and slogans on clothing are not allowed. Patterns are permissible. We ask parents/carers at all times to dress their children in practical warm clothes that are appropriate to the seasons and to the wear and tear of Kindergarten life. Wherever possible, please dress your children in natural fibres. Warm and waterproof coats and wellington boots and supportive shoes are necessary for outdoor work and play.

As for all children in the Lower School, jewellery and makeup is not permitted, including nail varnish. Stud earrings may be worn if your child has pierced ears.

We recommend that children wear hats both in winter and summer and that good waterproofs remain in the Kindergarten as we enjoy the garden in all weather. Gloves are important in the winter and a sunhat in the summer. Please bring a spare set of clothes and underwear, including socks, to stay in your child's bag at Kindergarten.

We ask that all clothes and shoes be clearly marked with your child's name.

What to Bring to Kindergarten

All year:

- Slippers, plimsoles or soft indoor shoes (please make sure the soles have a good grip)
- Waterproof clothing
- Wellington boots
- Warm cardigan or sweater
- Spare set of clothes and underwear

Winter:

- Warm outdoor clothes
- Warm hat
- Pair of waterproof gloves

Summer:

- Sunhat
- Sunscreen (labelled with your child's name)

Food

We endeavour to supply food which is wholesome and nutritious every day. We bake organic wholemeal bread and serve it with honey or sunflower spread, cook organic brown rice, make soup or fruit crumbles on cooking day with vegetables and fruit brought by the children from home. Sugar is kept to an absolute minimum.

It is very nice when the children bring a vegetable or a piece of fruit to share with their friends at snack time and it can help create a tangible bridge between home and Kindergarten life for the young child.

If your child has special dietary needs, please inform the teacher. If your child has any food allergies please let the teacher know in writing. The School has a policy and protocol on serious food allergies which can be found on the School website (www.edinburghsteinerschool.org.uk) or picked up from the School Office. Our Kindergarten operates a nut free environment.

Toys

Toys from home should not be brought to Kindergarten without the permission of the teacher. We endeavour to provide an environment that allows free imagination to develop and we consider some toys to be more supportive of this than others. All the play materials in the Kindergarten are consciously selected by the teacher for their 'open-ended' possibilities. We have found that some special toys from home can serve to dismantle creative play and disturb the flow of social interaction within group play. Home toys are often very precious and they can easily be left behind and lost which causes distress to the child. Please leave home toys at home!

New Parents/Carers and settling in new Children

In our Kindergarten, parents/carers are welcome to stay within the Kindergarten setting for a settling in period. This can be anything from one hour to a few days, depending on the needs of the child. This is an important transition for the child and needs to be managed carefully. Please consult directly with your child's teacher prior to the agreed start date.

Afternoon Care

The School offers Afternoon Care for the children who need to stay later than 12.55pm. If new parents/carers would like to make use of these afternoon sessions, we ask that they enroll their children into Afternoon Care only when they are settled into their morning routine in Kindergarten.

Places are limited so this facility must be booked in advance and is charged separately.

Afternoon Care begins with time in the garden followed by a relaxed packed lunch from home, tidying up, a restful activity or story and outdoor play.

Pick-up time from Afternoon Care is flexible, with varying charges depending on how long your child stays. Please contact the School Office for further details and a booking form.

Class Convenors

Each Class will choose one or two parents/carers to be the Class Convenors. Their job is to liaise between parents/carers and teachers, give support to new families and help the teacher when required. Convenors might also organise social events for the Class and be involved in fund-raising, including the Christmas Market.

Parents' Library

Our Kindergarten has a library of books for parents and children to borrow. Please ask your child's teacher for more information and the latest times.

Illness

Illnesses in young children can manifest, escalate and pass quickly over the course of a few hours. If a child is ill then the best place for them is always at home. Please do not bring your child to Kindergarten if they appear or are feeling unwell. It is essential to inform the teacher if your child has been unwell. The teachers are responsible for all the children and their own health and we ask you to respect this.

Your child is not allowed to attend school if they are carrying a contagious infection/illness such as rubella, chickenpox, impetigo, headlice, sickness or diarrhoea. Where appropriate, please seek advice from your doctor to be sure that your child is no longer contagious before bringing them back to the Kindergarten. Please refer to the online NHS exclusion list if uncertain.

Allow 36 hours to pass after a high temperature, and 48 hours after diarrhoea or vomiting have abated, before coming back to Kindergarten. If your child has a rash or spots, please seek medical advice before coming back to Kindergarten. If in doubt, please check with the teacher.

If your child has headlice, please inform the teacher as soon as possible and keep the child at home until all the lice and eggs have been removed.

Accidents

Minor accidents are dealt with in the Kindergarten and the practitioners are trained in paediatric first aid. All accidents and incidents are recorded in a book and the parents/carers are informed and asked to sign the entry in the Accident Book. In the case of emergency, you will be informed immediately and advised whether you are required to attend to your child at school or elsewhere. Please make sure that you update the School if your emergency contact number or mobile telephone number changes.

Section 6: Admission Policies and Procedures

Admissions

Admission to the Kindergarten is by an initial conversation with parents, the child and Kindergarten teachers. This lasts approximately one hour and is divided into two parts.

In the first part the teacher gives a picture of Waldorf Education and how this is implemented in the Kindergarten. An opportunity is there for the parents to ask questions or express any concerns they may have. The second part concerns the child's development and a sharing of any relevant medical details. During this time the child is with another Kindergarten teacher, who is able to observe the child.

The proposed admission is brought to the Kindergarten teachers' meeting. A decision is then made whether to recommend the child to the College of Teachers. Once the College of Teachers has agreed this, a letter is sent to the applicant informing them of the decision. Please see the Admissions Policy and Procedure for further details.

Once a place has been accepted, the Kindergarten staff will observe the child closely and record observations, so as to follow the development of the child through the kindergarten years.

If at any time the teacher has concerns about a child, the following procedure will be adhered to:

1. The teacher will bring concerns to the kindergarten staff meeting, so that observations of the child can be discussed in depth and ideas for supporting the child shared and agreed upon.
2. If appropriate, a member of the Additional Support for Learning (ASL) staff will attend the Kindergarten to observe the child. The ASL teacher will share observations with the child's teacher and record these in a report. An appointment with the School Doctor may be recommended.
3. A meeting with the child's parent/carer will be arranged to discuss the observations of school staff. Next steps will be agreed upon to support the child's development. This may include utilising the GIRFEC approach to wellbeing.
4. Next steps will be written down in an Additional Support Plan (ASP) or GIRFEC wellbeing concern form and shared with parents and appropriate school staff.
5. The ASP will be reviewed and discussed with parents and appropriate school staff.

At all times the Kindergarten staff focus on observing the child and meeting their needs wherever possible. The focus is always on enabling positive development for all children within the setting.

Admission to Class 1

- Once a week, during the summer term the oldest children in Kindergarten will attend a separate group, lead by one of the Kindergarten teachers. During their time together, the children will create a social bond and, as much as possible, prepare for the next stage in their school life.
- All older children will see the Learning Support Teacher who will assess their development and readiness for Class One. The School speech therapist and/or School Doctor may also be consulted.
- Admission to Class One will depend on the child's readiness and developmental stage. Each admission will be considered individually.

Notification of general absence/lateness

If your child is sick, or absent for any other reason apart from a leave of absence it is essential that you notify the School Office before 9am.

You may either leave a message on the School voicemail (option 1), or email absences@edinburghsteinerschool.org.uk You must notify the School each day that your child is absent, even if it is for the same illness.

Absences are recorded by the School as either authorised or unauthorised. Please ensure you give the reason for absence. If no explanation is received, the absence will be recorded as unauthorised.

The School Office will phone the parents/carers at home or work, for all pupils not present, and for whom no prior leave of absence or parental notification has been given.

Please ensure that notifications regarding absence or authorised lateness (e.g. for a medical appointment) are always communicated by the parent/guardian (by email, phone or written note). It is not sufficient to just receive verbal notification from the pupil themselves.

It is really helpful if parents notify BOTH the office (by email or phone) as well as the Class Teacher. Teachers are very busy and these messages do not always reach the office in time for the pupil absence check on a morning.

Leave of absence (LOA) requests

Parents should request permission from the school if they wish leave of absence for their children during term time, giving a minimum of two weeks' notice.

These requests are for unavoidable absences of a day or more, for any reason other than health or bereavement. Authorising an absence is at the discretion of Management.

Please direct these to the School Office by emailing: LOA@edinburghsteinerschool.org.uk

If you are unable to email, you may submit your request in writing to the School Office.

Leaving Notice

Parents/carers are required to give one full term's notice if they wish to withdraw their child from Kindergarten. The notice should be addressed to the School Bursar. If such notice is not given then the fees for the term following the date of withdrawal will still be payable. Please note that if a child is withdrawn during a term, the fee for that term is still due.

Communication

At the beginning of each term, an events sheet listing the planned activities for the term is sent to all parents/carers. This includes dates for parents/carers' evenings.

The School newsletter—the Tuesday Notice—is distributed during term time via email or a paper copy (if requested). In the Tuesday Notice, you will find details of school events and community life. You may contact the School Office to submit items for the Tuesday Notice by the Friday afternoon before publication.

Direct communication between parents/carers and the teacher is very important for developing a supportive partnership around each child and maintaining the ethos of the Kindergarten. Should you have any concerns about your child, you are welcome and encouraged to speak with the teacher, in person or by email. You can also discuss your concerns with the Class Convenor(s).

If your concern goes beyond the realm of the Kindergarten teacher/convenor, or you are not able to raise the matter with them, you should then contact the Kindergarten/Early Years Coordinator, who is a member of the School's Management Team. You can do this in writing, by email: kindergarten@edinburghsteinersschool.org.uk

Financial Matters

The Bursar should be contacted about all financial matters. The School Office is open from 8.15am to 4.30pm during term time.

Change of Address

Please ensure that the School Office has current contact information for parents/carers and other carers responsible for your child. We require home, work and emergency contact telephone numbers. A form is available for this purpose.

Parents/Carers Responsibility

The School needs to be aware of changes in the status between parents/carers and who is responsible on a day-to-day basis for the children registered in the school. We

therefore ask that you inform the School Office of any changes in the home situation of the child.

Child Protection

The School's policies on child protection follow the guidelines issued by the City of Edinburgh Council and those published by SCIS (Scottish Council for Independent Schools). These guidelines are available and may be viewed in the School Office, along with other school policies.

The School has a child protection co-ordinator and deputies and they advise staff and those with concerns on appropriate courses of action. Please enquire at the School Office if you wish to know who holds these roles at present. Parents/carers with a concern for the welfare of any pupil can contact any member of staff about the concern. It is important to arrange an appointment rather than trying to discuss the matter on the telephone or via email.

All allegations brought to the School's attention are taken seriously and dealt with confidentially.

Confidentiality Policy

The policy of the School is to work in partnership with parents/carers in order to promote the welfare of the children. The School aims to build up relationships of trust with the children. Children and parents/carers should feel able to raise with the School any concerns about safety and welfare in the knowledge that these will be dealt with sensitively.

Equal Opportunities Statement

Edinburgh Steiner Kindergarten, Baby Group, Parent & Child groups and Play Group recognise and have regard for the child's religious background, ethnic origins, and cultural and linguistic background, so that each child is valued as an individual without racial or gender prejudice.

Further Reading

The School website at www.edinburghsteinerschool.org.uk offers very useful information and links to other sites about Steiner Education.

- The Education of the Child in the Light of Anthroposophy* by Steiner, R. & Adams, G. and M. (translators) 1909 (Rudolf Steiner Press)
- Lifeways: Working with family questions, a parents' anthology* by Davy, G. & Voors, B. 1983 (Hawthorn Press)
- Steiner Education in theory and practice* by Childs, G. 1991 (Floris Books)
- Free to Learn: Introducing Steiner/Waldorf early childhood education* by Oldfield, L. 2001 (Hawthorn Press, Stroud)
- The Well Balanced Child: Movement and early learning* by Goddard, S. & Rowling, M. 2004 (Hawthorn Press, Stroud)
- Toxic Childhood: How the modern world is damaging our children and what we can do about it* by Palmer, S. 2007 (Orion, London)
- You are your Child's First Teacher* by Baldwin, R. 1989 (Celestial Arts, Berkeley Calif.)
- Festivals, Family and Food* by Carey, D. & Large, J. 2001 (Hawthorn Press, Bath)
- All Year Round* by Druitt, A., Fynes, C. & Rowling, M. 1995 (Hawthorn Press, Gloucester)
- Beyond the Rainbow Bridge* by Patterson, B. & Bradley, P. & Riordan J. 2000 (Perfect Paperback)
- Heaven on Earth: A Handbook for Parents of Young Children* by Oppenheimer, S. & Gross, S. 2006 (Steinerbooks)
- Toxic Childhood: How The Modern World Is Damaging Our Children And What We Can Do About It* by Palmer, S. 2006 (Orion Books)
- Work and Play in Early Childhood* by Jaffke, F. 1997 (Floris Books)

Stockists

Provided they are in print these and other books can be bought, borrowed or ordered from :

- The Mulberry Bush, 77 Morningside Road, Edinburgh EH10 4AY (0131 447 5145)
- Kindergarten Library and the School Library (Edinholme) provide an additional resource for further reading