



**Stellenbosch Waldorf School**  
*An education for life*



# **KINDERGARTEN AND PLAYGROUP**

**Parent handbook 2018**

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## A) STELLENBOSCH WALDORF PLAYGROUP AND KINDERGARTEN

When entering a Waldorf Playgroup (for 3- and 4-year-olds) and Kindergarten (for 5- and 6-year-olds), you find a special space which honours childhood in a particular way. This home-from-home environment, which has been created to attend to the development of the young child and their sense of beauty, truth and goodness, offers a warm, encouraging, creative and real foundation which will equip the child to navigate future learning and life experiences.

In this important phase of the first seven years in a child's life, it is good to know that this approach to early childhood education exists and, together with the Waldorf teacher, a child can be held and facilitated in a meaningful way.

Children develop key capacities for life and learning when, during this vital developmental phase, they are given the space and the time, guided by their teachers, to:\*

- Experience a caring interest and support for each child;
- Explore opportunities for self-initiated play with simple, colourful and natural play materials, as the essential activity for young children. Play is the young child's work and makes it possible for them to digest and understand their experiences;
- Be allowed to learn through imitation, through a range of sensory experiences, and through movement;
- Follow their natural inclination to actively explore their physical environment. Children are encouraged to engage with the natural world every day and the natural environment linked to each classroom offers possibilities for exploration and risk-taking, within the loving boundaries held by attentive teaching staff;

- Focus on real experiences (as opposed to the virtual experiences young children are increasingly exposed to), which support the child in forming a healthy relationship to the world around them;
- Enjoy creative activities such as storytelling, music, drawing and painting, rhythmic games, handwork and free play that foster the healthy development of imagination and creativity, providing a platform to enjoy future learning experiences;
- Take part in meaningful practical work such as cooking, baking, gardening, and helping with daily tasks such as taking turns to serve classmates during snack time and tidying up. These activities provide opportunities to develop unfolding human capacities. Here the emphasis is on the processes of life rather than on learning outcomes; and
- Experience supportive rhythms throughout the day, week and year, which provide security in a trusted routine and a sense of the interrelationships and wholeness of life. Seasonal and other festivals are celebrated as a cycle throughout the year.

We recognize that healthy child development unfolds most fully in the context of a community with healthy social relationships among parents, teachers and children. Waldorf teachers strive to create such conscious, collaborative communities around the children in their care and see their activity as part of this worldwide cultural impulse.

***informed by the “International Steiner Waldorf Early Childhood Education” website***

# 1) WELCOME

We wish you a warm welcome to Stellenbosch Waldorf Kindergarten and Playgroup Faculty.

We have compiled this handbook to help parents orientate and familiarize themselves with the daily rhythm and routine of the classroom, as well as some of the broader aspects of Waldorf education.

The teachers and support staff need backing from the parents and caregivers to create a home environment that support some of these underlying principles in order for what is offered at school to truly take root and blossom in the children.

Please read this information carefully, sign and return the reply slip to your class teacher within the first week of the new school term.

## VISION

Kindergarten and Playgroup exist to nurture the unfolding young child so that they can meet their future with confidence.

Kg/Pg Faculty 2017

### **3) RHYTHM AND ROUTINE**

The rhythm in the daily program consists of activities that breathe in and out. This is a natural process if we think of the rhythm of our bodies, our lungs breathing in and out and our heart beating. Activities that breathe in are Morning ring, craft, and Story time (please look at point 6). During such activities like this the child is focused and breathing in. Activities that breathe out are free creative play. We alternate the breathing in activities with breathing out activities, and this creates a balanced and harmonious rhythm. We are consistent with the daily rhythm through our daily routine, we do the same daily tasks each day at the same time. The child feels secure within these boundaries and it creates harmony in the classroom.

#### **Rhythm**

Through all our Kindergarten activities we endeavor to deepen and enrich the child's inner life. Story time, circle games, birthday celebrations, festivals, artistic activities, our gestures and manner of speaking to the children, all become part of the magic of childhood and enhance the very essence of childhood: the ability for imaginative play.

The Kindergarten activities of free play and morning ring, drawing, painting, modelling, eurythmy (once a week) and story time revolve around the interplay of rhythm and repetition and the childhood faculties of imitation, imagination and reverence. Every aspect of the child's day, from the environment and equipment to the routine and activities, is planned so that the child may benefit.

## **Routine**

Simple routine procedures are carefully followed each day. A familiar routine gives children security, it allows them to become independent, to experience the satisfaction of performing a task well on their own and to organize and discipline themselves to conform in a situation that has meaning and is not simply imposed, thereby demanding a mechanical response to authority. Please see on the next page our daily routine.

## **PLAYGROUP RHYTHM**

Playgroup is usually the child's first educational experience in a group and away from home. It aims to provide a nurturing environment where children can make the gentle transition from home life to a rhythmical routine within a social group at school. Therefore, a warm, loving and homely environment is ideal for playgroup. In this way the child feels held and this allows them to play freely and creatively and they begin to engage in interactive, co-operative play with one another.

The year begins quite slowly, building towards a daily routine based largely around play, the true work of a young child. Into this are woven activities such as painting, drawing, baking and cooking. Morning ring also forms part of the routine including simple stories, songs, verses and movement of a nature appropriate for 3 and 4 year olds. A special story time brings a close to each morning.

Craft and handwork are usually left for the Kindergarten but sometimes introduced in a very simple way. The seasons form the basis of the classroom content and each term ends with a building up towards a seasonal festival. This celebration includes creating special crafts, singing songs, listening to stories and feasting.

## KINDERGARTEN RHYTHM

The kindergarten child learns largely through imitation. They imitate not only the teacher and her actions, but the environment as well. It is therefore important for the teacher to speak and act with consciousness. The surrounding environment is also of great importance, filled with beauty and richness. The classroom is cared for as a special place where an element of beauty and wonder can be experienced. A rich supply of natural materials provides scope for imagination in play, which overly detailed toys often deny.

Activities are carefully chosen and the children paint, draw and model with beeswax or play dough. Hands are also kept busy with special handwork and crafts. Singing and music are also important aspects of the kindergarten. Each day unfolds in a particular routine and rhythm. This allows the child to feel safe and secure in the environment as well as encouraging a healthy sense of stability within their own being.

Play is central to the kindergarten where formal intellectual or academic schooling is purposefully reserved for the primary school years. Free creative play is considered the best preparation for self-realising adult life. This allows for the development of strong bodies and encourages imagination and creativity. Play is also where children learn social interaction, leadership, co-operation and problem solving. Although freedom is essential in play, the teacher will also intervene and give guidance where play becomes destructive or unfocused.

Building and creating a deep sense of reverence for nature and its creatures is at the heart of the kindergarten. This is brought through seasonal nature stories, songs and activities. Each term comes to an end with a seasonal festival. This is a unique celebration incorporating particular songs and stories, and is a culmination of

some weeks of preparation. It is a joyous occasion held with a deep sense of reverence.

Young children develop primarily in their doing, learning through imitation and physical activity. They are not yet ready for more formal classes. Thus the formal teaching of letters and numbers are reserved for the child's next developmental stage, signalled physically by the change of teeth, around the age of 6-7.

## **4) KINDERGARTEN AND PLAYGROUP ROUTINE**

The Kindergarten mornings begin at 08h00 and end at 12h15 for 12h30.

Playgroup mornings begin at 08h00 and end at 12h00.

Children who arrive punctual settle in better and help the class get off to a harmonious start. Children should be fetched at 12h15 promptly as they are easily distressed when tired and become worried when they have to wait for parents. The demands made on each child in a group situation are great, and the kindergarten morning is quite long enough.

- We offer before care in the mornings in the Playgroup class from 07:30 till 08h.
- Aftercare starts at 12:30 until 17h00. If your child is required to join aftercare admission papers to join aftercare is available in the office. Please note that the Behavioral policy also applies in Aftercare (refer to point 14).

Please do not leave your children at school when there is no teacher for them, unless you have arranged for another parent to take responsibility. We cannot be held responsible for children left at school before we are on duty. The children whose parents are late in collecting them will be taken to aftercare where they will wait to be collected.

## WEEKLY ROUTINE

### Kindergarten

Monday - Painting

Tuesday - Bake and sew

Wednesday - Eurythmy

Thursday - Bake and sew

Friday - Walk

### Playgroup

Monday - Drawing

Tuesday- Craft

Wednesday - Walk

Thursday - Craft

Friday - Eurythmy

### **Daily Routine (Playgroup times alter slightly as their day ends at 12h00)**

Arrive 07h50-8h00

Free Play 08h00-9h00

Tidy Time 9h00-9h15

Toilet Time 9h15-9h30

Circle Time 9h30-10h00

Snack 10h00-10h30

Outside Free play 10h30-11h45

Story Time 11h45-12h15

## **4) PARENT SUPPORT**

In order for the more subtle aspects of Waldorf education to penetrate the child's inner life we request that parents please support the process by paying close attention to the following aspects:

### **a) Communication**

Please communicate to your teacher if there is anything happening in the child's life that can have an impact on behavior at school, e.g. a parent that is away from home, an illness in the family, moving house, or a late night.

Stellenbosch Waldorf School has a strong Class Link body, which is communication between parents and teachers. If you have any concerns please bring to the teacher's attention.

### **b) Routine**

It is enormously important to establish a routine whereby your children go to bed early in order to get enough sleep and be rested the next day, eat proper meals at regular times and feel confident because they know what will be happening next – such as who will be fetching them or whether they will be going to Aftercare. Their level of wellbeing is all important in enabling them to benefit from Waldorf education.

### **c) Toys**

Each Kindergarten classroom is provided with carefully chosen, age-appropriate play equipment including a wide variety of natural materials and fibers. The different textures, such as wood, stone, shells, seeds, silks, cottons, semi-precious stones, metal and

porcelain, aid in the overall development of the child's senses. This leads to the awakening of the children's own creative imagination, enabling them to be original, caring and flexible in their play with the toys as well as with the other children.

Parents are asked to ensure that children do not bring their own toys to school as this generally results in friction and exclusion and is seldom conducive to play. (Exceptions will be made where a small, soft 'security' toy such as a woolly lamb is genuinely needed.)

As the Waldorf Kindergarten promotes socially healthy and vibrant play as part of the curriculum, please note that the following toys are strongly discouraged and are under NO circumstances allowed at school:

Plastic toys/dolls of any size or shape, including Barbie and Ken type dolls, horses, unicorns etc. with artificial coloured manes/tails, horror monsters/puppets, mutants, aliens, etc.

Mechanical cars, miniature cars, finger skateboards.

Toy guns, knives, catapults, handcuffs, any military equipment or accompanying dress-up costumes.

T-shirts or fancy-dress depicting any TV characters - Spiderman, Batman, Superwoman, etc.

Pokémon, or any gambling games or related T-shirts, clothing or equipment.

Skateboards, scooters, roller skates, Heely's (shoes with wheels in the heel).

Children's music systems, radios, portable playstations, electronic keyboards, cell phones.

'Educational' toys, plastic toy watches.

Comics, inappropriate books, stickers.

These types of toys paralyze the will, are addictive and encourage consumer-consciousness in the young child.

We therefore urge you to rather give well-meaning relatives wish-lists for appropriate gifts or suggest that they come to look at our school's craft shop *The Golden Lantern* for birthday and christmas gifts. The opening hours are Monday, Wednesday & Friday 8h00-9h00, 12h30-13h30 & Saturday 9h15-12h30. Or by appointment, contact Wania Venter on 083 649 7741.

#### **d) Electronic Media, Television and DVD's**

There is strong evidence that the viewing of television by young children works negatively against the healthy development of their senses and their direct experience of the world. It is a passive experience and in many ways it denies the development of the imagination. This is partly due to the fact that, insofar as it provides a completed picture, it allows little inner imaginative activity - the very quality that should be enhanced in children. A televised fairy story may seem acceptable, yet it denies the child's own inner picture formation. Thus the very content itself is considered detrimental. Parents are urged to investigate other more active and creative pastimes for their children, especially family activities.

It has been established that language and verbal skills, concentration and the ability to carry out tasks systematically are all limited by television viewing. It has been our experience that the adverse effect of television is observable in the classroom. In particular, the quality of the children's play and art activities are deteriorating. It is obvious too that many programmes are emotionally distressing and violent. In addition, children often watch television before bedtime, carrying the images of their stimulated and strained eyes into sleep. Contrast this with the quiet reading of a sensitively illustrated book and the attendant bonding between parent and child.

In the light of the above, the school expects that parents will not

allow their young children to watch television or DVD's. The use of computers and computer games for this age group is also considered highly detrimental to their emotional and physical development.

Please ask for suggested reference books if you would like to read more on this vast and interesting subject and refer to the extract from Dr Michaela Gloeckler's book "Education – Health for Life" – which will be sent to parents with their acceptance documents.

### **e) Cell Phones**

We are concerned about the negative impact that cell phones have on our children and environment, and request that no cell phones are used within the boundaries of the Kindergarten and Playgroup. Please respect this for the well-being of your children.

### **f) Nutrition**

Children are provided with a wholesome meal; a different grain for each day of the week and fruit which the children bring. In Aftercare children need to bring a lunch meal, juice, fruit and healthy snacks. Foods and drinks with preservatives, sugar and colourants should not be sent to school. Neither should take out food like KFC and McDonalds. Whole-wheat sandwiches, vegetable snacks, fruit, nuts and yoghurt (without colourants and preservatives) are recommended.

### **g) Birthdays**

Birthdays are a very important celebration in the Kindergarten. A birthday celebration is recognizing a child's being and the day they arrived on earth. We celebrate on the birthday making the birthday child feel very special, they wear a birthday crown and a birthday cape. We sing songs, and we eat cake of course! The child is gifted

with a basket of birthday cards made from their friends and a special, handmade gift is given to them by their teacher.

We kindly ask the parents to bake a healthy cake for the class on the child's birthday. A simple, but beautifully decorated, homemade cake on a tray or board is easiest for both teacher and child to manage. Kindly provide standard birthday candles for the cake.

## **h) Further Reading on Waldorf**

The Following books are highly recommended to gain further insights into

Anthroposophy and Waldorf Education as you embark upon the journey with your child, teacher and school community. These books are available at the Basil Gibaud Library:

### **Anthroposophy**

- Theosophy by Rudolf Steiner
- The Study of Man by Rudolf Steiner

### **Waldorf Education**

- The Modern Art of Education by Rudolf Steiner

### **Child Development**

- The First Three Years of the Child by Karl Konig
- The Way of the Child by A.C. Harwood

### **Basil Gibaud Library**

Address: 18 Firfield Road Plumstead, Tel: 021 761 9600, E-mail:

[info@aswc.org.za](mailto:info@aswc.org.za), WEBSITE: [www.aswc.org.za](http://www.aswc.org.za)

## 5) FESTIVALS

Stellenbosch Waldorf School, in keeping with all Waldorf Schools throughout the world, celebrate festivals annually. Each festival is prepared and expressed with a sense of beauty and reverence connecting the human being to the rhythms of nature. A sharing of seasonal stories, food, activities and music fosters a community spirit.

The four main festivals that Stellenbosch Waldorf celebrates share the essence of many of the world's religions in their teaching of obedience to the spiritual teachings and a love for all beings in creation. Most of these festivals are celebrated during the school hours, but parents may be invited on special occasions. The children work on their craft that is related to the festival and season during the term leading up to the festival.

### *Harvest Festival Easter END OF TERM 1*

Autumn is the season of change, transition, variety and contrast and is visible in the weather, animal behaviour and the falling leaves. Mother Earth moves from abundance to bareness. Children experience the joys of their labours as they prepare for the festival giving thanks to Mother Earth for the bountiful gifts and drawing the children's attention to going within just as the animals do.

### *Whitsun Festival DURING 2<sup>Nd</sup> TERM*

Whitsun is celebrated at Stellenbosch Waldorf School during the second Term. Steiner referred to this festival as the "festival of free individuality". According to Steiner this can only be realised when the spirit in man is recognized within. The children are requested to come dressed in white on the day.

## *Winter Festival St John's Festival END OF TERM 2*

After the hustle and bustle of summer and harvest time we are given an opportunity to experience the peace that arises from silence as we retreat into ourselves and homes for the winter. Through this peaceful silence we prepare for the new; a rebirth of light in our hearts and minds to care for the earth, ourselves and for each other. With St John's the parents and family members join the children in the evening for a magical table puppet play, a lantern walk, bon fire and shared soup and bread. Playgroup's St John's festival is celebrated during the day with the teachers.

## *Spring Festival Michaelmas END OF TERM 3*

After the long winter retreat, nature awakens with new vitality. The flourishing natural forces which surround us stimulate our minds, emotions and senses to enter the world with renewed interest and purpose. After the cold wet winter we are rewarded for our patience with the warmer weather as it brings strength and vigour to our being. Spring urges us to go out into nature again and happily explore and discover anew. It is also a time for overcoming challenges and taming the dragon within.

## *Spring Festival 4<sup>th</sup> TERM*

Stellenbosch Waldorf School celebrates Spring with a special festival usually in October on a Saturday. Family and friends are all invited to come and enjoy the morning together. The children and teachers share their Spring ring time songs. The children then get a chance to participate in fun spring games. Parents bring a plate of wholesome food to share.

## *Advent Festival END OF TERM 4*

Christmas, regardless of ones spiritual orientation or religious affiliations is a festival which symbolizes the birth of a new consciousness in each human soul and an awakening of love, within the human soul through the Christ Child and the Nativity. Every child can connect with this story of birth and relate to it on an inner level as we are all born to earth with gifts of love and grace to share. The Advent festival is celebrated with the parents and family of the Kindergarten children. Playgroup Advent festival is celebrated during school time with the teacher. Children are requested to come dressed in white, as this is a special occasion with a feeling of deep reverence and beauty.

## 6) WALDORF KINDERGARTEN CURRICULUM

The Waldorf teacher's curriculum is suited according to the children's needs and to the seasons. Our curriculum consists of:

- **The rhythm for the day**  
Craft, painting, morning ring, snack time, free creative play, story time, cooking, etc.
- **Seasonal Morning ring**  
Daily circle time that has movement, ring games, singing, reciting verses and rhymes according to the season.
- **Nature table**  
A table that contains objects related to the current season or upcoming festival.
- **Storytelling**  
Teacher will tell nature stories, folk/fairy tales, or *instomis* (Xhosa fairy tales) which has a strong moral lesson, for example the story *Little red cap* teaches the children to be careful who to trust.
- **Art**  
Stockmar watercolour painting, drawing, play dough and beeswax modelling, craft, handwork, sewing with felt and wool.
- **Indoor activities**  
Cleaning the 'home', cooking/baking, art, free play guided by teacher.
- **Outdoor activities**  
Gardening, woodwork, sand and water play, climbing, running, and skipping, run and chase games. .
- **Eurythmy**  
is focused around imaginative picture stories, relating to the seasons and festivals. The children imitate gestures and join in

the movement that bring to life the elements of the stories and poems.

Waldorf schools emphasize imaginative play, art and creative activities, music, storytelling, authentic handwork, and honouring the rhythms of the seasons and of life. Teacher directed activities (such as cooking, craft, Morning ring, Story time, etc.) are mainly influenced by the season. For example to compliment a Spring Morning ring the children will make felt butterflies during craft, and the nature table will be decorated in soft pale colours with bright green.

## School readiness

In the fourth term the Kindergarten Teacher/s together with an experienced Primary school Teacher conduct a School Readiness Test for their class. A child proceeding to Class 1 must have turned 6 years of age before October of the year before. Children turning 6 after October are considered “borderline”. For more details please look at point 15 for our **Playgroup / Kindergarten Admission Policy**.

# SOUTH AFRICAN GOVERNMENT CURRICULUM ASSESSMENT POLICY STATEMENTS (CAPS)

The Waldorf Kindergarten Curriculum achieves CAPS outcomes in the following ways:

## NUMERACY

1 **Numbers, operations and relationships.** A child learns how to count through counting songs, e.g. *10 little monkeys jumping on the bed* during Morning ring. As well as nursery rhymes such as *One, two, buckle my shoe*.

2 **Patterns, function and algebra** – pattern-making through beading, drawing, and puzzles.

3 **Space and shape (geometry)** – spatial orientation during Morning Ring, the child learns what is up, down, left right, forward and backward, and during free play, 'my space, your space'.

4 **Measurements** – during block play, water and sand play, playing with ropes, cooking/baking.

5 **Data handling** – collecting leaves and objects for Nature table, leaf rubbing.

## LITERACY

1 **Listening** – child listens and follows instructions, we encourage children to listen without interrupting and showing respect for the speaker. The child specifically has to focus during Morning ring and Story time. We encourage second language acquisition by singing Xhosa and Afrikaans songs.

2 **Speaking** – the child is encouraged to express their emotions freely, to sing songs and recite rhymes, to participate confidently and fluently.

3 **Reading and viewing** – the child role-plays reading by holding a book the right way up and turning pages appropriately.

4 **Writing** -during drawing the child learns how to write by manipulating crayons. Handwork and play dough modeling strengthens the small muscles in the children's fingers – the same muscles that are used to hold a pencil and write.

5 **Thinking and reasoning** – problem solving through creative activities, routines and free play. Through everyday activities the child develops concepts, investigates, explores, and processes information. Through tidy up time the child matches things that go together, and compares things that are different.

6 **Language structure and use** – listening and imitating teacher.

## **LIFE SKILLS**

1 **Health promotion** – wash hands before snack time and after toilet routine.

2 **Social development** – child identifies basic rights and responsibilities during tidy up time, they are responsible for cleaning the mess they make. Listening to stories with moral values during Story time.

3 **Personal development** – describes what own body can do through songs, e.g. *I can wiggle my nose, I can wiggle my toes*. We encourage children to express their emotions without harming themselves, others or property. If they do harm others the child is given some time out to remember to use their 'golden hands' and to remember how to play kindly.

4 **Physical development and movement** – the child plays running, chasing and dodging games using space safely during outside free play. We also respect each other space during Morning ring. We provide plenty of time for the child to participate in free, creative play.

## 7) KINDERGARTEN AND PLAYGROUP REQUIREMENTS

At the start of every term please bring:

- A box of white tissues
- A bar of hand soap

Your child would require the following, all clearly marked with your child's name as these items would be left at school:

### General

- A change of clothing in a plastic bag
- Two aprons: cloth apron for cooking & plastic one for painting
- ***It is requested that each child brings 2 fruits to school every day.***

### Summer

- A cloth sun hat

### Winter

- Woolly beanie for winter
- Rain coat
- Gum boots
- Inside slippers

### Clothing

Simple clothes that can be splashed or muddied are best. The child is happiest and most at ease in clothing of natural fibres - cotton, rayon and pure wool allow the body to breathe and to function comfortably. Synthetic fabrics are hot in summer and synthetic jerseys are not warm in winter and can feel unpleasant to the touch.

Much care is taken to ensure that the Kindergarten environment is aesthetically pleasing, with colours specifically chosen for the child's wellbeing. Clothing inappropriately printed with cartoon caricatures, grotesque images, advertising or slogans are not acceptable. Children should not wear tattoos or nail polish.

## **8) KINDERGARTEN SAFETY AND SECURITY**

### **ENVIRONMENTAL SAFETY**

Children are supervised at all times, both indoors and outdoors, by their class teacher or assistant teacher.

#### **Outdoors**

- The Kindergartens are fenced off and gates are kept closed.
- Play equipment is maintained and checked for.
- All wood is sanded and kept smooth to prevent splinters.

#### **Indoors**

- Broken toys are put aside to be fixed.
- All hazardous material, e.g. scissors, sharp objects, are locked/out of reach of children
- All hazardous chemicals, e.g. paint, glue, is stored in a cupboard and kept out of reach of children.
- All cleaning solutions are kept out of reach from children.
- First aid kits are available in all classrooms and is appropriately stocked.
- Each class has a fire extinguisher which is regularly maintained.

### **Dropping Off and Picking Up Children**

#### **Vehicle entry pass stickers**

To access the School by car each family will be issued with vehicle entry pass stickers, which must be displayed on the car windscreen. Parents are issued the stickers by the School Administrator who will need your full name and car license plate number.

## Speed limit

We require that all vehicles entering the school area to reduce speed, our speed limit is 30km/h. Please be extremely vigilant and careful when driving within the school compound.

## Safety belts

Children must sit in their car seats and wear safety belts.

## Differing after-school plans

If children have differing after-school plans, e.g. the child being picked up by somebody out of the norm, parents are requested to inform the child's Class Teacher in person in the morning.

## First Aid

We have nine qualified First Aiders at our school. In our Kindergarten Faculty, Denise Eksteen, Playgroup teacher, and Thembakazi Pukwane, Kindergarten and Aftercare assistant, are both qualified in basic First Aid through Fire Med. In the case of any injury, they are capable of performing immediate first aid, ascertaining the gravity of the situation, and taking the necessary steps to acquire further treatment if necessary.

Our first aid is kept out of reach from the children. Each classroom is equipped with a first aid box. Our first aid contains only first aid supplies, we do not have medication to administer. Only when the parent instructs or gives special permission in writing we will give the child medicine.

If a child is injured due to a fall that results in a scratch, cut or bruise and there is not excessive bleeding or bruising, the lead teacher may

administer some minor first aid in the room. Each class will have a small first aid kit in the classroom.

Some examples of first aid supplies that we may use are:

- Tissues
- Plasters
- Ice pack (for bumps)
- Antiseptic cream
- Arnica (for bruises)

If there is any indication that the child requires further attention and/or treatment his/her parents are immediately contacted by telephone.

## **Emergency Situations**

In the case of an emergency the school office will call parents immediately and follow the parents instruction. If a parent asks us to call the ambulance we will, or the parent will take the injured or sick child to the hospital.

## **Fire Safety**

If there is a fire or natural disaster we call Stellenbosch Municipality hotline at 808 88 88. They have a 24 hour hotline and they will come immediately.

The Teachers discuss fire safety with the children and prepare them to participate in fire drills bi-annually. The school's fire evacuation procedure is kept on the back door of each classroom.

## **Children's Health**

Teachers, like parents, would like to see healthy, bright-eyed children

engaged in vigorous play and fully participating in Kindergarten activities. We therefore strongly encourage a good night's sleep and nutritious breakfast before each school day and appropriate recuperation, as well as early wellness intervention if unwell. We prefer sick children not to come to school, and rather return when he/she is healthy enough to take up normal activity.

**Health and Safety** *For a general view of the School's Health and safety look at point 12.*

## 9) SUMMARIZING TEACHERS' EXPECTATIONS OF PARENTS' SUPPORT:

In order to give the children a Rudolf Steiner Education, the teachers ask you to acknowledge that you are aware of, and will support these expectations:

- ★ Ensure punctuality: 07h50-8h00 to 12h15.
- ★ Ensure that your children have enough sleep and come to school rested - no late nights.
- ★ No electronic media - TV, videos or computer games.
- ★ Ensure that your children are appropriately dressed for school.
- ★ Send 2 fruits to school every day.
- ★ Ensure your child does not bring toys to school.
- ★ Contact your child's teacher if problems occur.
- ★ Follow through on agreements made with teachers.
- ★ Ensure that you attend all Parent Evenings.
- ★ Support your teachers in every way in our common interest: your children.

**RIGHTS AND RESPONSIBILITIES - *Teachers have a right to teach and children have a right to learn***

I have the right to be spoken to and treated with respect ~  
consequently I have the  
responsibility to speak to and treat others with respect.

I have the right to be touched only in a respectful way ~  
consequently I have the responsibility to touch others only in a  
respectful way.

I have the right to my personal space ~ consequently I have the responsibility to accept the personal space of others.

I have the right to expect others to hear and respect my feelings ~ consequently I have the responsibility to hear and respect the feelings of others.

I have the right for my gender, culture and differences to be appreciated and valued ~ consequently I have the responsibility to respect the gender, culture and feelings of others.

I have the right to co-operative participation in school activities ~ consequently I have the responsibility to participate co-operatively in school activities.

I have the right to a safe and clean environment ~ consequently I have the responsibility to help maintain a safe and clean environment.

I have the right to have my property treated with care ~ consequently I have the responsibility to treat my own and other people's property with care.

I have the right to feel safe ~ consequently I have the responsibility to allow others to feel safe.

# 10) ADMINISTRATION

## GENERAL SCHOOL INFORMATION

### ABOUT

Stellenbosch Waldorf School is a private school based on the guidelines of Rudolf Steiner. It caters for young children from the age of three in Playgroup through Primary School and into High School up to Class 12. Then the National Senior Certificate for Matric (NSC) is written in the final thirteenth year.

### Secretary/General enquiries: Althea Pietersen

Tel: 021-8813867

Fax: 086 514 3427

E-mail: [althea@waldorfschool.org.za](mailto:althea@waldorfschool.org.za)

### Administrator: Jacky Philander

E-mail: [jacky@waldorfschool.org.za](mailto:jacky@waldorfschool.org.za)

### Admissions / Enrolment Officer

Janine Delpont

E-mail: [admissions@waldorfschool.org.za](mailto:admissions@waldorfschool.org.za)

### Finances

Natasja Meyer

E-mail: [finance@waldorfschool.org.za](mailto:finance@waldorfschool.org.za)

### Physical address

Santa Road off Annandale Road

At the Spier Winery Entrance

Stellenbosch

Tel: 021 881 3867

**Postal address:** P.O. Box 603, Stellenbosch, 7599

# 11) REPLY SLIP FOR ALL KINDERGARTEN AND PLAYGROUP FAMILIES.

Child's name and surname \_\_\_\_\_

Class teacher \_\_\_\_\_

*Please sign and return this page to your child's teacher within the first week of the new school term/year, and retain the other pages for your record.*

**I/We have carefully read and understood the contents and accept the responsibility to carry out and support the Stellenbosch Waldorf School Kindergarten & Playgroup expectations.**

**Full names of both parents or legal guardians.**

**Mother** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Father** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## 12) HEALTH AND SAFETY AT STELLENBOSCH WALDORF SCHOOL

The safety and security of your children in our care is a top priority. The following safety and security measures have been put in place:

- An emergency evacuation procedure has been displayed inside each venue;
- A number of fire extinguishers and fire hose reels have been strategically positioned throughout the property;
- Fire marshals have been appointed for each area i.e. Kindergarten, Primary and High Schools as well as Administration, Lucky Bean and Aftercare;
- Red tags have been placed on the inside of each classroom door. In the event of an evacuation, the tags must be removed and placed on the outside door handle after closing the door, indicating that the venue has been fully evacuated;
- Bi-annual fire drills are conducted;
- Staff members from each of the areas listed above have been trained as First Aiders – a full First Aid kit is available in Reception, and smaller kits in the classrooms, School Shop and Aftercare areas;
- Monthly inspections of the maintenance division, first aid kit, fire and playground equipment are undertaken;
- An annual Health and Safety audit is conducted;
- A Health and Safety Committee has been established comprising of representatives from each of the groupings listed above.
- Upon joining the Stellenbosch Waldorf School, each employee is required to read and sign an Employee Responsibility Undertaking, detailing a brief description of employer and employee responsibilities regarding Health and Safety.

Any queries relating to Health and Safety must be directed to the School Administrator, Jacky Philander at [jacky@waldorfschool.org.za](mailto:jacky@waldorfschool.org.za).

### 13) PLAYGROUP – KINDERGARTEN PROMOTION POLICY

- All children should be over 4 years of age when they are transferred to Kindergarten.
- Depending on their state of physical / emotional readiness, Playgroup children may spend an extra term or two in the Playgroup class.
- New Kindergarten applicants who are aged 4 may also initially be placed in Playgroup for a term or two before transferring to Kindergarten.
- The list of children eligible for transfer must be handed to the Kindergarten teachers beforehand, and the following should be taken into consideration:
  - o The current Kindergarten class size; and
  - o Number of boys vs girls.
- Playgroup parents and the Playgroup teacher will not be involved in the decision making process.
- Playgroup children, who have been selected for transfer by Kindergarten teachers, will occasionally visit the Kindergarten during their last term in Playgroup to familiarise themselves with their new surroundings before officially joining Kindergarten.

## 14) BEHAVIOUR POLICY – PLAYGROUP AND KINDERGARTEN

One of the greatest tasks of education is to meet the changing and developing needs of today's children. It is therefore essential in Steiner Waldorf Schools that parents and teachers work together in an honest and transparent way. This form of education needs parents that will show their commitment to the school and that will take an active interest in their child's education and well-being.

With the ever increasing pressures of the world and the impact that it has on the family unit, our school as a result, is encountering an increase in the number of children who are experiencing difficulties in learning, being unable to interact with others in a socially appropriate manner and being unable to show respect towards the authority of the school, teachers and fellow classmates.

It is the responsibility of the school, teachers and parents to ensure that the well-being of each child is respected and guarded. It is vital that we remind ourselves that in terms of the South African Bill of Rights, every child has a right:

- To a name and a nationality from birth
- To family care or parental care
- To basic nutrition, shelter, basic health care and social services
- To be protected from maltreatment, neglect, abuse or degradation
- To basic safe education

It is with such basic human rights in mind that the College of Teachers wish to bring to your attention the procedure if inappropriate behaviour arises during teaching time, at break time and in the aftercare.

1) In the event of minor incidents, the teacher will use her discretion to deal with them in a creative way that is appropriate for the child's age and developmental stage.

2) In the event of major incidents, i.e. if a child displays behaviour that is a threat to the other children and teachers and it is not possible for the child to be contained, parents will be immediately contacted to fetch their child from the school premises. The College of Teachers will meet with the parents to decide on an appropriate consequence and suspension from the school for a period of time.

3) If repeated incidents of inappropriate behaviour occur the parents will be contacted by the school and a meeting will be arranged to discuss this. The motivation for the discussion between the parent and teacher will be to agree to support one another and find ways to respond to the situation at hand.

The teachers and parents will, formulate a response plan together, which will include a monitoring agreement and a time frame. At this meeting, teachers and parents will set a date for a review meeting that will assess the effectiveness of the response plan and if necessary, formulate a revised response plan. Regular contact between the parent, teacher or aftercare teacher will occur to monitor the child's progress. The period of time for the response plan and monitoring system will be at the discretion of the College of Teachers.

Parents are encouraged not to further influence situations by participating in informal discussions.

4) If parents are contacted on numerous occasions to come and fetch their child from school, the school will advise that, as part of the Response Plan, that parents seek professional assistance or various therapies such as Curative Eurythmy, painting therapy, play therapy, dietary changes and others. In the aftercare the child will not be allowed to return until such time as assistance has been sought and the child has made sufficient progress.

5) The College of Teachers has the right to exclude any pupil from the school if the following occurs;

a) A complete breakdown in communication between the parents and teacher.

b) The teacher has been consistently unable to contain the child in the school environment.

However, in the event of the above, the matter will be decided by the College of Teachers who may ask the parents to remove their child from the school. The teachers' role in the process is one of continued support throughout the child's attendance at the Stellenbosch Waldorf School.

6) In the event of a child leaving the school an exit interview between the parents and the College of Teachers / Enrolment department will be arranged. The exit interview is arranged when any child leaves the school and follows the procedure in the Federation Guidelines.

## **15) PLAYGROUP / KINDERGARTEN ADMISSION POLICY**

### **- PLAYGROUP REQUIREMENTS**

- Children must be fully potty trained.
- Children must be aged between 3 and 4 years.

### **- KINDERGARTEN REQUIREMENTS**

- For children transferring from Playgroup
  - Children who turned 4 before October may move from Playgroup to Kindergarten, depending on the child's emotional readiness.
  - Children who turn 4 after October are to stay in Playgroup until they turn 5.
  - "Borderline" cases will be decided upon collectively, by Playgroup and the Kindergarten Faculty.
  - Playgroup and Kindergarten teachers will make a collective decision around which Kindergarten class children will move to.
  - The class that the child moves to is dependent on:
    - Social dynamic of the class;
    - The current Kindergarten class size; and
    - Number of boys vs girls.
  - Playgroup children who are moving to Kindergarten will occasionally visit the Kindergarten during their last term in Playgroup to familiarise themselves with their new surroundings before officially joining Kindergarten.
- For new children
  - New applications will be considered for Kindergarten if the child turns 5 before October during the year of entry.
  - Children aged 4 turning 5 and 6 will be accepted into the Kindergarten class.
- For children moving up to Class 1 in our Primary School:

- A school readiness test will be completed. In the fourth term the Kindergarten Teacher/s together with an experienced primary school teacher conduct a School Readiness Test for their class.
- A child proceeding to Class 1 must have turned 6 years of age before October of the year before.
- Children turning 6 after October are considered “borderline” and must be assessed by Kindergarten and Primary School teachers before a decision is made regarding school readiness. The child may have to stay an extra year in Kindergarten, so that he/she is emotionally, intellectually and physically ready for Grade 1.