



BAREFEET

A C A D E M Y

Prospectus





About Us

“Take off your sandals, for the place where you are standing is holy ground” ~ God
Exodus 3:5

At Barefeet Academy we believe that childhood is holy ground. A place we have been privileged to walk, and walk we do, in awe and wonder, with care and precision, lots of courage and a heaped teaspoon of wildness. We believe that children are to have wild and free childhoods, that learning happens when they are playing and that nature - God’s creation, is the best teacher.

“There is no education without nature.” - Charlotte Mason

Extensive research has shown that children need to be outside, bare foot and exploring, adventuring, finding their own means of stimulation, balancing, jumping and climbing to develop sufficiently and abundantly. We need to provide space and time in order for this to happen. Our daily nature walks and “forest school” provides ample ways for our kids to play, explore and learn “free and unfettered.”





“It is a happy talent to know how to play.” - Ralph Waldo Emerson

Fine and gross motor skills are developed extensively by being engaged in play, as are social skills, communication levels and children’s big and beautiful imaginations.

“Children are not things to be molded, but people to be unfolded.” - Jess Lair

Our intention with our little ones at Barefeet Academy is to educate the whole child. Their hearts are just as important as their brains, and their bodies need to be looked after as do their spirits.

A holistic education for young children is reached by producing in them a biblical worldview for their spirit, developing emotional intelligence for their souls, practicing lots of movement for their bodies and providing high levels of sensory input for their minds and mind-body connection.

We aim to foster independence in children through them feeling safe and as if they are “at home”.





A caring and home-like atmosphere, small classes and a beautiful indoor-outdoor environment provides this much needed security at such a young age and our Montessori style classrooms make quiet and self-initiated play possible and enjoyable.

“To introduce children to literature is to instil in them a very rich and glorious kingdom.” -Charlotte Mason

Children love stories! They love being captivated and pulled in by a good adventure story, or one that helps them to understand life from their perspective. Stories provide a rich, deep and diverse way of speaking to a child's mind to be able to introduce and grasp new concepts and ideas and also to solidify old ones. Through quality, relatable, well-written stories, the child's whole mind may be educated, introducing every necessary subject from language to geography, life skills to maths and everything in between. Books are a big part of our learning at Barefeet Academy!

Our children are children for such a small season of life. Let their laughter ring out, their imaginations soar, their feet stomp in puddles, their hands clap for joy. Too soon they will grow up and out of their youthful exuberance and zest and settle into the life and routine of adulthood.” - L.R. Knost





Vision

To create a safe, nurturing learning environment that values play and sensory integration to develop the whole child and foster a lifelong passion for learning.

Mission

To create a space for exploration and discovery that encourages children to use their imagination, and have fun while developing their social, emotional, physical, cognitive, and creative skills through play-based learning and sensory integration. We strive to give children the foundation and enthusiasm they need to become lifelong learners.





Staff Members

Mrs. Nanki du Plessis (B.Ed Foundation Phase)
Mrs. Summer Louw
Mrs. Jabulile Mahemo

School Fees:

R2000 p/m for twelve months (R 24 000.00)

This excludes:

- Nappies (if necessary)
- Milk / Formula
- Wet wipes for nappy changing.
- Lunch box and snacks





BAREFET
ACADEMY

School Hours:

Drop off: Until 8:30

Pick-up: Until 14:00

Proposed Ratios:

Ages 1: Between 1:6 and 1:8

Ages 2-3: 1:12

Ages 4-5: 1:15



Disciplinary Policy:

“Discipline means teaching acceptable behaviours and unlearning maladaptive behaviours with support, guidance and direction in managing behaviour,”

Discipline is about setting limits, clarifying roles, responsibilities and mutual expectations and creating a predictable, orderly and stable life. It is not punitive and is in the best interests of the child. On the other hand, corporal punishment intends grievous bodily harm and violates the basic rights of the child

Discipline in schools: What the law says you can and can't do | The Mail & Guardian (mg.co.za)

1. Respectful language and behaviour is expected in all interactions within the kindergarten. This includes being respectful of teachers, other students, and objects within the classroom.
2. Bullying or unkind language will not be tolerated, and any complaint should be reported to a teacher immediately.
3. Disruptive behaviour, including running, loud shouting, and physical altercations, will not be allowed in the classroom.
4. If a student is exhibiting this kind of behaviour, they will be given a verbal warning. If the behaviour continues, the teacher may implement a timeout or other form of disciplinary action.



5. If a student is consistently disruptive or unkind, the teacher may contact the parent(s) to discuss the situation.
6. In extreme situations, the student may be removed from the classroom or suspended from the school for no longer than five (5) school days.
7. The teacher has the authority to determine the best disciplinary action for each situation.
8. No corporal punishment is allowed. All teachers must make sure not to be guilty of any form of corporal punishment.

STANDARD OPERATING PROCEDURE: CHILD WITH DISCIPLINARY PROBLEMS

1. Identify the Problem: Identify the problem behaviour and the child exhibiting the behaviour by having a discussion with teachers, staff, and the child as necessary.
2. Establish a Plan: Establish a disciplinary plan that is age-appropriate and tailored to the individual child. The plan should clearly outline how the child can correct his or her behaviour and emphasize positive reinforcement techniques.
3. Monitor Progress: Monitor the child's progress and make modifications as necessary.
4. Evaluate Response: Evaluate the child's response to the disciplinary measures. If the behaviour continues or worsens, take more serious measures, while ensuring the child's physical and emotional safety.



5. Work with Parents: Involve the child's parents in the disciplinary process and keep them informed of any progress or setbacks.

6. Contact Professional: If the problem behaviour persists and is deemed serious, contact a professional for additional assistance.

