



# SHEILING SCHOOL RINGWOOD - NEWSLETTER

## OCT AND NOV 2011

Welcome to the latest issue of the Sheiling School Newsletter. Our apologies for not being able to bring out a newsletter earlier. In this issue we share the celebrations the children enjoyed at Michaelmas and St Martin's Day. During this term the children also celebrated fireworks night and helped raised money for Children in Need. Casey's idea for a 'Silly Hat Day' was great and overleaf you can see a photograph of all the children who took part. (next issue we'll show the staff in silly hats!). We would also like to share the 'Credo of Support'

Next issue (end of term)—  
Advent and Christmas festivities,  
a feature on the pupil council.  
We will also be asking for your  
comments on the newsletter.



### Michaelmas Festival September 19<sup>th</sup> 2011

The first Festival of the new academic year fell on September 29<sup>th</sup>, when the school community celebrated Michaelmas. Michaelmas celebrates the Archangel Michael's victory over the dragon. This is an important festival in the Sheiling calendar and preparations began when the students returned in the new academic year. In the weeks leading up to Michaelmas all the children and staff collected the wonderful windfall of apples. The children were involved with collecting and pressing of apples ensuring there was ample apple juice to share at the Michaelmas communal lunch.

In the morning there was a celebration of arts and crafts. The students were given the freedom to experience weaving and felting other traditional arts and crafts. There was even a blacksmith making a sword big enough for Michael! Lunchtime was shared by the whole school in Tobias Hall. In the hall the students created a magnificent dragon and covered one of the walls with a landscape picture for the dragon. Each class contributed to the landscape picture and it covered all of one of Tobias' walls. Lunch was shared by the community. Daniel particularly enjoyed this experience: 'I liked lunch best it made me feel very special, I've never had lunch with the whole school before'. In the afternoon the students had a choice of activities including working in the school grounds, visiting Sturts Farm, or walking in the local forest.



### ST MARTIN'S DAY

St. Martin's Day celebrations began with Roman soldiers marching across the Village Green. The lanterns the younger children had made were used as they sang songs and shared food at each of the Houses in the community.

Photos (top): Art and Craft stalls on the Village Green; (left) evening celebrations on St Martin's Day; (over) Silly Hat Day

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# *A Credo of Support*

DO NOT SEE MY DISABILITY AS THE PROBLEM

RECOGNISE THAT MY DISABILITY IS AN ATTRIBUTE.

DO NOT SEE MY DISABILITY AS A DEFICIT. IT IS YOU WHO SEE ME AS DEVIANT AND HELPLESS.

DO NOT TRY TO FIX ME BECAUSE I AM NOT BROKEN.

SUPPORT ME. I CAN MAKE MY CONTRIBUTION TO THE COMMUNITY IN MY OWN WAY.

DO NOT SEE ME AS YOUR CLIENT. I AM YOUR FELLOW CITIZEN. SEE ME AS YOUR NEIGHBOUR. REMEMBER NONE OF US CAN BE SELF-SUFFICIENT.

DO NOT TRY TO MODIFY MY BEHAVIOUR. BE STILL AND LISTEN. WHAT YOU DEFINE AS INAPPROPRIATE MAY BE MY ATTEMPT TO COMMUNICATE WITH YOU IN THE ONLY WAY I CAN.

DO NOT TRY TO CHANGE ME. YOU HAVE NO RIGHT TO DO SO. HELP ME LEARN WHAT I WANT TO KNOW.

DO NOT HIDE YOUR UNCERTAINTIES BEHIND 'PROFESSIONAL' DISTANCE. BE A PERSON WHO LISTENS. DO NOT TAKE MY STRUGGLE AWAY FROM ME BY TRYING TO MAKE IT ALL BETTER.

DO NOT USE THEORIES AND STRATEGIES ON ME. BE WITH ME. WHEN WE STRUGGLE WITH EACH OTHER, LET THAT GIVE RISE TO MY SELF-REFLECTION.

DO NOT TRY TO CONTROL ME. I HAVE A RIGHT TO MY POWER (VOICE) AS A PERSON. WHAT YOU CALL NON-COMPLIANCE, MALPRACTICE OR ATTENTION-SEEKING MAY ACTUALLY BE THE ONLY WAY I CAN EXERT SOME CONTROL OVER MY LIFE.

DO NOT TEACH ME TO BE OBEDIENT, SUBMISSIVE AND POLITE. I NEED TO FEEL ENTITLED TO SAY NO IF I AM TO PROTECT MYSELF

DO NOT BE CHARITABLE TOWARDS ME. THE LAST THING THE WORLD NEEDS IS ANOTHER JERRY LEWIS.

BE MY ALLY AGAINST THOSE WHO EXPLOIT ME FOR THEIR OWN GRATIFICATION

DO NOT TRY TO BE MY FRIEND. I DESERVE MORE THAN THAT. GET TO KNOW ME. WE MAY BECOME FRIENDS.

DO NOT ADMIRE ME. A DESIRE TO LIVE A FULL LIFE DOES NOT WARRANT IT. RESPECT ME, FOR RESPECT PRESUMES EQUALITY.

DO NOT TELL, CORRECT OR LEAD. LISTEN, SUPPORT AND FOLLOW.

## *Credo of Support*

Above is the Credo of Support, written by N. Kunc & E. Van der Klift. It is challenging, yet resonates with the existing Camphill ethos. It was written for adults with learning disabilities, however,

children it also has relevance. It highlights that only by understanding the individual can we start the process of growth and empowerment. It also warns against learned dependency. We hope it give you pause for thought.



*Photos in this edition: Sarah, Teri, Kessi, David, Julie, Estelle, Carmen*