

The Oasis team have a new Email:

[Oasis@stowhigh.com](mailto:Oasis@stowhigh.com)

Keep Talking to us!



April 2022 -Spring Edition



Welcome to edition 3 of our Oasis Newsletter. Spring has well and truly sprung and we are looking forward to the lighter days and the warmer walks. We have been working hard to bring you a newsletter full of uplifting advice, opportunities to ground yourselves and find solace in activities.

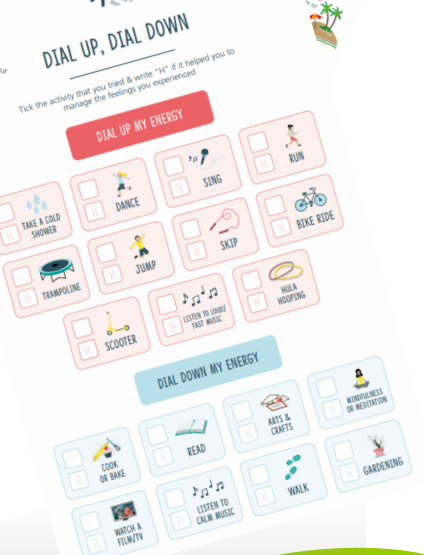
The Well-Being Team

**BEST VERSION OF YOU!**

We have been doing some digging to help support you further with your emotional fitness and have found this **amazing workbook** from CAHMS (its Hampshire CAHMS so please don't look to the links for their county site). It will help you manage your mood and feelings as well as giving you a place to write it all down,

Please email us if you need help printing this.

[Click here](#)



YOU ARE NOT YOUR SUFFERING. YOU ARE NOT YOUR PAST. YOU ARE NOT YOUR PHYSICAL APPEARANCE. YOU ARE NOT YOUR FAILURES. YOU ARE NOT YOUR JOB. YOU ARE NOT YOUR FAMILY. YOU ARE NOT YOUR FRIENDS. YOU ARE YOURSELF, AND ONLY YOU GET TO DEFINE WHO THAT IS.



**Be A Voice**  
Not An Echo



Click here—[Mens Mental Health Podcast](#)

NONE OF THIS  
CAN RUIN ME.  
I WILL ENDURE.

Podcast  
Recommendation

Slo Mo is a series of extraordinary conversations hosted by international bestselling author of "Solve for Happy" and "Scary Smart" and former Chief Business Officer of Google [X], Mo Gawdat. With stunning honesty, Mo and some of his wisest friends explore the profound questions and obstacles we all face in the pursuit of purpose



### Help Lines

**Anxiety UK:** [support@anxietyuk.org.uk](mailto:support@anxietyuk.org.uk)/08444775774

**MIND:** [info@mind.org.uk](mailto:info@mind.org.uk)/03001233393

**No Panic:** [admin@nopanics.org.uk](mailto:admin@nopanics.org.uk)/ 08449674848

**Nightline:** [Nightline.ac.uk](http://Nightline.ac.uk) Samaritans: [jo@samaritans.org](mailto:jo@samaritans.org)/ **116123**  
(freephone)

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>



# SUPERHERO YOGA



**I am brave.**  
WARRIOR 1 POSE



**I am strong.**  
WARRIOR 2 POSE



**I am peaceful.**  
PEACEFUL WARRIOR POSE



**I am kind.**  
WARRIOR 3 POSE



**I am a superhero!**  
HALF MOON POSE

## CALM DOWN YOGA for kids



**I am strong.**  
WARRIOR 2 POSE



**I am kind.**  
TREE POSE



**I am brave.**  
CHAIR POSE



**I am friendly.**  
DOWNWARD-FACING DOG POSE



**I am wise.**  
HERO POSE

## OCEAN YOGA



**I am a jellyfish.**  
STANDING FORWARD BEND



**I am a shark.**  
LOCUST POSE



**I am a dolphin.**  
DOLPHIN POSE



**I am a crab.**  
TABLE TOP POSE



**I am a turtle.**  
TORTOISE POSE



## KIDS YOGA STORIES

Learn, Be Active, *and* Have Fun

Click the Image above for some wonderful guidance on how to do kids yoga. It's a great way to encourage your youngsters to ground, calm and centre their emotions as well as develop flexibility and strength.





# Goodbye and Good Luck



It is with a heavy heart that we have to say goodbye to Grace. She has been an invaluable member of the Oasis team and will be sorely missed by staff and students alike. We wish her all the luck and happiness in her new role.



Grace has been an enormous help since joining forces with us. The students find her incredibly easy to talk to and always value the support that she gives them. Two students in particular have found it massively beneficial to have had her to talk to when they've felt unable to open up previously. Always happy to help with a never-ending smile on her face, she will be sorely missed. Mrs Dolby

Coming to Stowmarket High School and being accepted is always a tough one. Our kids tough nuts to crack, so the incredible way that Grace has managed to command such respect and affection is testimony to her incredible, energy and kindness. For those students she was worked with in her short time with us will leave a life-long impression on their loves. Our considerable loss is a gain for the Primary school lucky enough to have recruited her.

Mark Blewitt

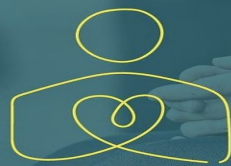


YOU ARE ALWAYS  
WONDERFUL  
EVEN WHEN YOU  
DON'T FEEL IT.

the  
**Mix**

Grace is such a kind and gentle soul who embodies all that Oasis stands for. She is caring and supportive of our students and recognises that they need to be heard and supported through some difficult and challenging times. She is also a steady head when I lose mine! I will miss you Grace—Mrs B x





## How to support a child or young person who is self-harming

Renowned research scientist Dr Brene Brown has worked tirelessly on the concept of shame. Shame can be a huge emotion for those who self harm. Take a look at Brene's Ted Talk and the cartoon they produced after this was released. Its amazing and may really help both young people, teachers and parents alike.

[Ted Talk](#)

[Animation](#)



### SELF Harm to Self Love Workshop

**We are running a Self Harm Programme with Sophie from The Mix with those students who we know self harm as a release from their emotions. We will discretely invite them to use the Oasis rooms with Sophie to work through the following support programme. We will also be providing a special gift box for them to keep, containing different strategies to help them continue this work going forward.**

#### **Workshop 1**

Confidentiality/Explanation of relationship with self-harm and the words that appear in our heads/What is CBT/Experience Wheel/ Cycle of Emotions- understanding our own.

H/Work to create your own cycle of emotions relating to your self-harm

#### **Workshop 2**

Cycles and what they look like/ what they have in common/What is a coping strategy/Thoughts- linked to unhelpful thinking habit

H/Work to note down when we have self-critical thoughts or other unhelpful habits and fill in the thoughts/ emotions/physical sensations wheel.

#### **Workshop 3**

Thought Change Record sheet- explanation/Recap CBT thoughts/Go through how we use the thought change record sheet

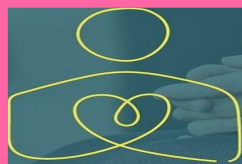
H/Work is to use the sheet going forwards

#### **Catch up- 2 weeks later**

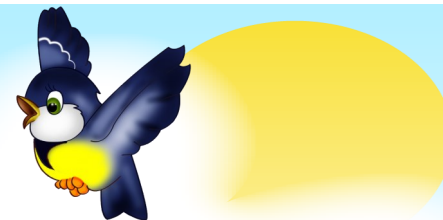
How are you? How have you got on with the thought change records sheet?/ What has worked, any struggles etc?/ Anything to note, anything worried about







## How to support a child or young person who is self-harming



### Communication is key

Try to be patient, take your time and try not to push for more information than they are willing to give. The most important thing is to make them feel heard and avoid any language that could be considered lecturing or condescending.



### Acknowledge their emotions

You might feel an urgent need to understand why this is happening, but it is best to give your child time and space to talk in a way that they're comfortable with. Be there with your child, and acknowledge what they are feeling.



### Focus on the now

It can be really tempting to ask a lot of questions to find out as much as you can about your child's self-harm. Reliving the self-harming acts may be embarrassing or even traumatic and is not always helpful. Try to focus on the here and now, and what would help moving forward.



### Explore coping strategies

Self-harm is often used as a way of coping with psychological pain. When talking to your child, try focusing on the feelings that led to the act and help them to explore alternative ways to cope and distract from difficult feelings.



### Reinforce stability

The more we create an environment of stability, the easier it may be for your child to navigate their emotions. If they are struggling with their emotions, knowing they have trusted people that they can depend on can be comforting. Remind them you're there for them – no matter what.



### Maintain normality

It can be helpful to keep a sense of normality at home, whatever that may look like for you, and this will help your child feel secure and in control. Carry on as you would whilst staying aware and supportive.



### Create a 'Safety Plan'

A safety plan is a document that is easily accessed and contains useful information. Create this plan with your child. It could include sources of support, emergency numbers, a list of triggers, or alternative methods that help your child calm down when stressed.



Keep Talking to us, The Oasis and Safe-guarding team are here to listen and support.

Call your GP

## Remember, you're not alone



## Food and wellbeing:

### LUNCH

In this issue we are moving from the importance of breakfast to lunch.

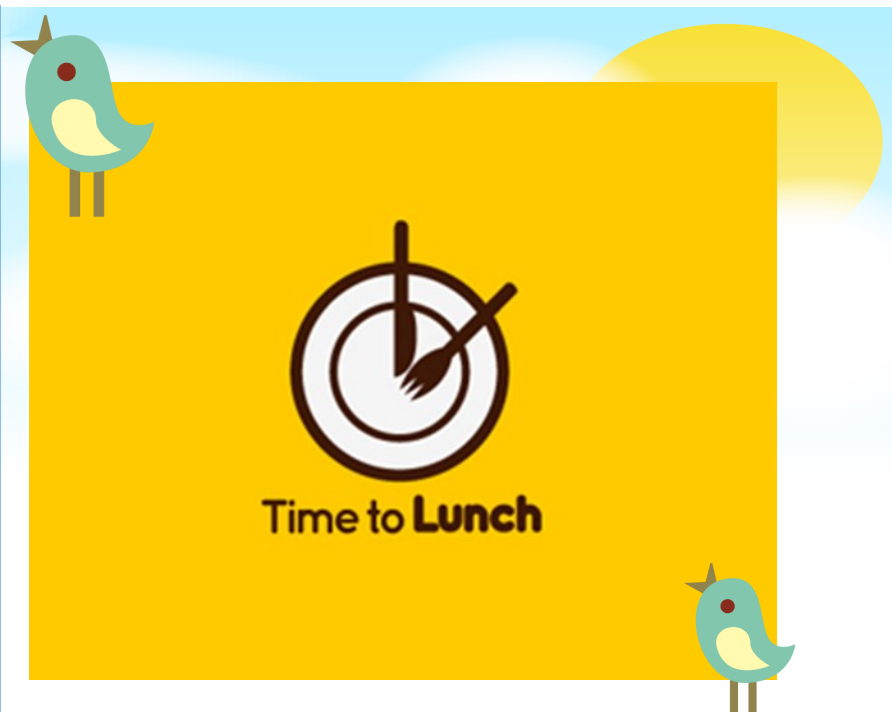
It **provides energy and nutrients to keep the body and brain working efficiently through the afternoon.** A packed lunch made at home can be a healthy and delicious choice and gives you control over the foods and ingredients included.

Recently our year 9 pupils have been making and tasting different types of salads.

They were really interested in this task and very excited to try them. Leading to many discussions about how they could have them for lunches.

Below is one of their favourite recipes.

**The Challenge** – Prepare a salad on a Sunday to try for weekday lunches.



## Roasted vegetable salad

### Ingredients

- 1 pepper
- 1/4 butternut squash
- 1 courgette
- 2 garlic cloves, leave skin on
- 1 ½ tbsp extra-virgin olive oil
- 1/2 red onion, thickly sliced
- 1/2 tsp cumin seeds
- 1/2 tbsp harissa paste
- 125g couscous
- 150ml hot vegetable stock
- zest and juice 1/2 lemon

### Method

1. Heat oven to 200C/180C fan/gas 6. Cut peppers, courgette and squash into bite-size pieces (leave skin on the squash).
2. Tip all the veg into a baking tray, add garlic, oil and seasoning, then mix and roast for 20 mins. Add onion, cumin, harissa
3. Roast for another 20 mins, then cool.
4. Put couscous into a large bowl, pour over the stock, cover, then set aside for 10 mins. Fluff up with a fork.
5. In a bowl, mix zest, juice and remaining oil. Squeeze garlic pulp from skins into the bowl.
6. Pour over the veg, then mix with the couscous.





## TIPS FOR PARENTS AND PROFESSIONALS

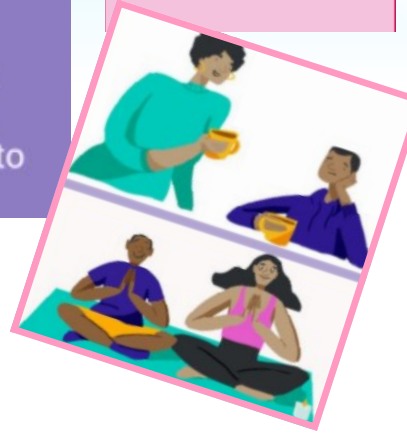
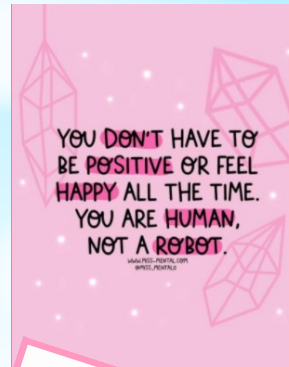
# Teen Mental Health - A Guide for Parents

This article includes useful tips and advice for parents to help their teens overcome body image issues, academic anxiety, peer pressure and cyberbullying, as well as links to other important mental health resources.

Find the full article here

[My tutor parents blog](#)

COVID-19 meant a lot of teens missed out on some of the biggest moments in their young lives, with schools closed and social events cancelled. The lockdown also meant more teens were vulnerable to cyberbullying and body dissatisfaction, as they spent more time online (and maybe now even then continue to spend a lot of time online). The guide aims to be helpful and relevant in these uncertain times.



### Action for happiness

Download the app and get all calendars and daily Action for free





# Equality and Diversity



Hello! I am Poppy and I am one of the Equality and Diversity ambassadors, which is something I am very passionate about.



## GROWING UP. FALLING IN LOVE. COMING OUT.

Frankie is nearly fourteen and teenage life certainly comes with its ups and downs. Her mum is seriously ill with MS and Frankie can feel herself growing up quickly, no thanks to Sally and her gang of bullies at school.

When Sally turns out to be not-so-mean after all, they strike up a friendship and are suddenly spending all of their time together.

But Frankie starts to wonder whether these feelings she has for Sally are stronger than her other friendships. Might she really be in love? Frankie doesn't want Sally to just be her friend. She wants her to be her girlfriend. But does Sally feel the same?

I believe that inclusivity within school is the main priority when aiming for a healthy wellbeing within the members of our community. Equality within school would ensure that all students would feel equal to one another, and everyone is treated the same. As a result, every student would feel valued within our school and their mental wellbeing would be the main concern. Equality is vital for wellbeing. It makes sure every voice is heard, every opinion is valued, and every individual is appreciated.

## Why is diversity important?

When diversity is presented in education and society, individual will see people like themselves in these communities. They feel a part of something, which means they feel valued. When a person feels accepted and valued, they're wellbeing improves. For example, when we learn about important contributions black women have provided to improve our lives, black women and girls finally see people like them being valued and appreciated. This raises self-esteem, which increases self confidence and mental health. As a result, wellbeing is improved.

## For Support and Advice

[Homepage: Mermaids](#)

[Stonewall](#)

[Just Like Us](#)

[Outreach Youth](#)

## How can you be more inclusive?

Challenge stereotypes - avoid assuming someone's personality and character based on how they present themselves. For example, avoid labelling someone as negative without knowing them

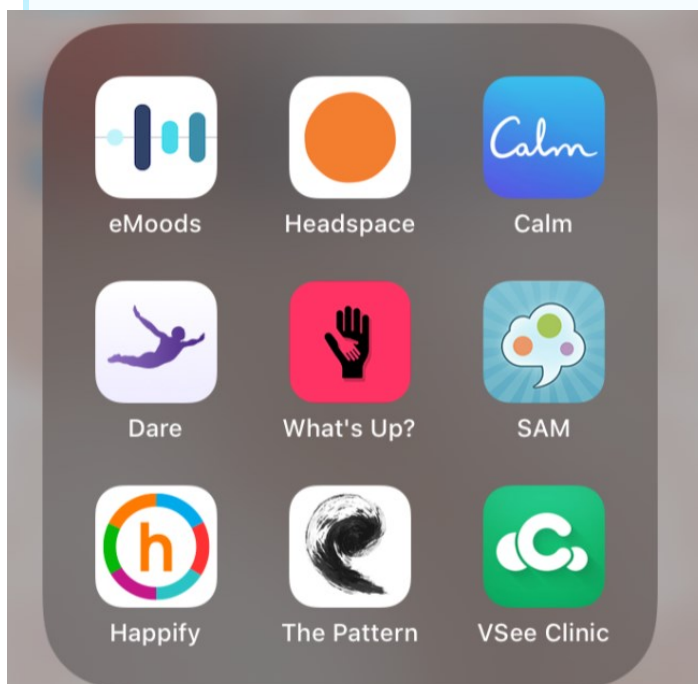
Using inclusive communication - avoid using enter specific behaviour (e.g. "ladies", "girls", "boys"), do not dismiss other people's contributions

Educate yourself on the topic of inclusivity - this will allow you to understand your peers - like the affects of racism.

Challenge discrimination - when you hear or see discrimination, challenge it. For example, if you hear a person say a slur, speak up and tell them that it is unacceptable. Only do this if it is safe for you to do so.



## STOW HIGH staff Wellbeing



### Useful Wellbeing Apps

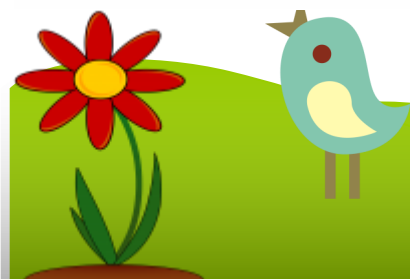


Over the next two months Dr Hazel Harrison will be coming into school to talk to our staff around Self-Care and Wellbeing. She is a highly experienced Clinical Psychologist and will be looking at how we can all develop a better balance in life around the PERMA model

- Positive emotions – feeling good
- Engagement – being completely absorbed in activities
- Relationships – being authentically connected to others
- Meaning – purposeful existence
- Achievement – a sense of accomplishment and success

Our first session was on Monday, please click on the link for the video if you were unable to attend or want a recap (Only Stow-market High School staff will be able to access this link).

[Dr Hazel Session 1](#)







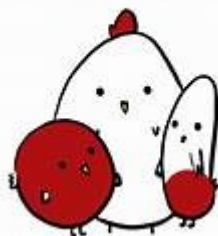
# SAFER INTERNET DAY

Celebrated on 8th February, Safer Internet Day provides us with the perfect opportunity to reflect and assess our online habits, both good and bad. This year the focus was on how children and young people can be supported to build healthy and respectful relationships through digital technology and ensure they know what to do if they encounter negative behaviour online.

If you have Online safety questions please just ask Mrs Cogan



YOU'RE FABULOUS IN ANY SIZE AND SHAPE.



I'M PROUD OF YOU.

