



Welcome to our 4th Edition newsletter. We hope that our tips, links and suggestions are helping you to balance your Emotional Fitness . If you would like any specific tips or topics please do let us know

Oasis@stowhigh.com

WHATEVER YOU'RE GOING THROUGH, I'M HERE TO HELP.



SAM ROY



Looking for support?

Emotional Fitness @StowmarketHigh

We all need to work on our Emotional Fitness every day and sometimes this is positive and sometimes it's hard. It is important to remember that it is our individual responsibility to seek help and advice when needed.

Support Email Addresses

Oasis@stowhigh.com
Enquiries@themixstowmarket.com

Helplines

Childline
0800 1111

Young Minds Crisis Line
Text YM to 85258

The Diana Award
Crisis Line
Text DA to 85258

Samaritans
116 123

We now have numerous 'Emotional Fitness Boards' in our classrooms. These are designed to signpost support for both staff and students (see page 8 for staff version)

This poster will be added to these boards shortly alongside a clear poster stating what staff members make up the Oasis team and where to find them.

We encourage students to seek support from staff they feel most comfortable with and staff to find a colleague they are happy to talk to—or their line manager.

However the Oasis team are specialists in their field and are easily identified by their purple lanyards.

We are here if you need us.

Useful Phone Numbers

Young Carers
Call 01473 835477

Mermaids LGBTQ+
Call 0808 8010 400

Kooth
www.kooth.com

The source
www.thesource.me.uk

Useful Apps



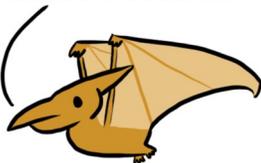
If you need help or just someone to talk to, speak to a member of the Wellbeing Team. (You can spot them around the school by their PURPLE lanyards)

The Oasis Suite

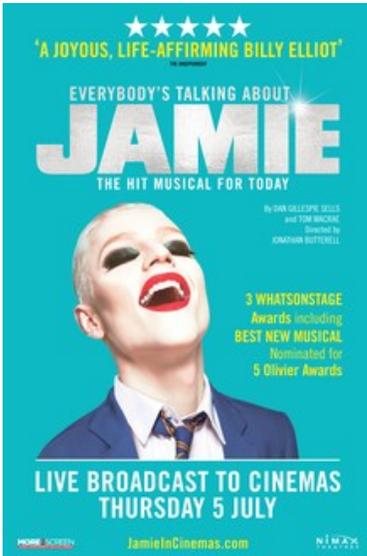
The following can be found in Oasis

- Trauma Practitioners
- The Mix Youth Workers
- SEND Inclusion Practitioners
- Educational Mental Health Practitioners
- Mental Health Ambassadors (Staff and Students)
- Emotional Literacy Support Assistants
- Emotional Fitness Workshops
- The Reflection Room
- 1:1 Support

YOU'RE PHENOMENAL.



EMILY KEMP



Everybody's Talking About Jamie (12)
 'Despite Obstacle, 16-year old Jamie has the courage to fabulously follow his unconventional dream in this inspiring true story turned musical sensation'

For Support and Advice
[Homepage: Mermaids](#)
[Stonewall](#)
[Just Like Us](#)
[Outreach Youth](#)

The Genderbread Person v4 by its pronounced METROsexual.com

Identity
 Attraction
 Sex
 Expression

⊖ means a lack of what's on the right side

	Gender Identity		Gender Expression		Anatomical Sex
	Woman-ness		Femininity		Female-ness
	Man-ness		Masculinity		Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

	Sexually Attracted to...	and/or (a/o)		Romantically Attracted to...
	Women a/o Feminine a/o Female People			Women a/o Feminine a/o Female People
	Men a/o Masculine a/o Male People			Men a/o Masculine a/o Male People

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann For a bigger bite, read more at: www.genderbread.org

Help Lines

Anxiety UK: support@anxietyuk.org.uk/08444775774

MIND: info@mind.org.uk/03001233393

No Panic: admin@nopanic.org.uk/ 08449674848

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

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

YOUNGMINDS

Choose health

Know what affects your child, what makes them grumpy, hyper, disconnected...



- Do they need snacks throughout the day?
- Do they need lots of sleep?
- Do they need to get out and about and do exercise?
- Do they need time alone?

Trust that you know your child and give them the basics that they need to cope with difficult days

Work together

Share ideas about how to:



- create action plans
- have a problem-solving approach
- enjoy achievements
- be forward-looking
- show them that we can all get things wrong

Move on up

Encourage independence:

- help them to move positively from child identity towards teen identity
- increase their responsibilities
- be positive whenever they act maturely



Be aware of your child's changing needs. Sometimes it might feel like one step forwards, two steps back.

Be calm

Try to stay calm whilst your child is feeling distressed.

Your child may show:

- highs and lows
- melodrama
- anger
- blame
- self-centredness



Communicate

The small things you do make all the difference:

Keep talking, texting, listening, hearing, hugging, sympathising, smiling, reassuring, checking, sharing, suggesting, encouraging, respecting

Get learning

Be involved, find out more and talk about:

- social media
- internet benefits and dangers
- new music
- language and slang
- current affairs
- what it's like to be young in the current world



Be wise

As they discover new things, try to:



- be interested
- be non-judgemental
- guide
- give boundaries
- see it from all sides
- listen to their point of view
- choose your words carefully
- act on warning bells

Be the anchor

In times of change you are:

- constant
- family
- familiar
- routine
- in-jokers
- irritating
- comforting
- home



Have fun

Provide lots of light relief:

- be silly
- be embarrassing
- play games
- laugh together
- do stuff together
- make jokes
- make things
- be outside



Look after yourself

Support yourself, to best support your child:

- lean on friends
- offload on other family
- find 'me time'
- see the GP
- relax, exercise, sleep well, eat well
- remember tomorrow is a new day



Ten Ways for parents to help children cope with change



ASDA foundation
Transforming Communities, Improving Lives

Find Your Feet
YOUNGMINDS
stepping up, moving up, growing up

Many of our families are living with teenagers who are trying to navigate change in their life to move onto the next steps beyond GCSE. Many of our families have year 6 children who are readying themselves for their journey away from primary school into year 7. These are tough times for young people. Please reach out for help if you need it; many of the help lines we recommend will guide you. The tips above will also support transition.

In school, please contact the Inspirational Futures team for guidance around post 16 learning of you are concerned
Futures@stowhigh.com

We will be in touch shortly with some mental health work around year 6 transition. In the interim, if you are concerned please contact Mrs Goodman or Mrs Farrow for support.

Parenthood..
The most rewarding job in the world
And also the toughest
Need some advice about your child's behaviour?
Contact YoungMinds Parents Helpline
0808 802 5544
www.youngminds.org.uk/parents

YOUNGMINDS

how are you FEELING?



Tracking your mood

It can be really helpful to track how your are feeling using a mood tracker or bullet journal. You could simply just identify your feelings using a thermometer like the one on the left.

If you click on the image below it will take you to the mood battery activity on our website. This activity will help you pick out events that happened in your day and how they made you feel. It's a wonderful reflective activity to give you some perspective.



What's CODE SWITCH? It's the fearless conversations about race that you've been waiting for. Hosted by journalists of colour, our podcast tackles the subject of race with empathy and humour. We explore how race affects every part of society — from politics and pop culture to history, food and everything in between. This podcast makes all of us part of the conversation — because we're all part of the story. Code Switch was named Apple Podcasts' first-ever Show of the Year in 2020.

Podcast
Recommendation

The mood battery

Designed by Clair Atherton and used by young volunteers at HeadStart Hull, the mood battery provides a practical way to express how the day is going.

Here's what you do:

- 1 Print off this resource in colour. If you don't have a colour printer, see if you have any coloured paper (red and green, but any 2 colours will do!) or highlighter pens.
- 2 Write down all the things that have happened today that have affected how you're feeling. For example: the bus was late, had a surprise call from a friend, slept well.
- 3 Consider each item you have written. If you felt more positive and less stressed afterwards, write the event in green pen or on a green box/paper - these are your de-stressors. If you felt less positive, or more stressed and drained afterwards, write the event on red paper/in red pen. These are your stressors.
- 4 Using the battery outline place the events inside the battery with all the red ones at the top and the green at the bottom. Use the following questions to consider:
 - a If your day was mostly red stressors what is something green that you could do to help?
 - b Would sharing your battery with someone help them see how your day is going? Could you take a photo and send it to someone close to you? Or stick the battery on your wall?
 - c Does the red/green balance feel that it well reflects how you're feeling today? Have you missed anything?

Here are some examples as you start to think of your own using the templates below.



YOUNGMINDS

Tips for Parents and Professional



Sometimes it can be hard for families when their child comes out as transgender or non-binary, or if they're questioning their assigned gender identity. You may feel unsure how to help them, not know what to say or how to relate to what they're going through. Parents might also find it hard to know how to talk to their child's school, or explain things to extended family who may not be supportive. Some parents may also feel angry or upset when they find out about their child's gender identity.

Whatever you're feeling, it's important to remember that transitioning or questioning their gender identity can be a stressful and lonely experience for some children and young people. They may feel like no one understands what it's like for them, worry about being accepted or about how their friends and family will react.



1. Listen to how your child feels. ...
2. Let them know you're there for them. ...
3. Encourage your child to explore and express their identity at their pace. ...
4. Ask about pronouns and names. ...
5. Support from school. ...
6. Join a support group or reach out to friends and family. ...
7. Get support if a child's being bullied.



Thrive 365

Dragonfly: Impact Education



Did you know?

Anxiety is a normal feeling and not something negative in itself. It even has its uses because it can help us to anticipate problems and sharpen our focus. However, when someone becomes 'stuck' in an anxious state it becomes a problem and can be overwhelming and distressing. Anxiety is a 'combination of physical sensations, thoughts and feelings' [1] and can therefore have a detrimental impact on many areas of a person's life if it is left unchecked.

[1] <https://www.youngminds.org.uk/parent/a-z-guide/anxiety/>

1 Know it passes

The physical sensations that come with anxiety can be quite frightening: breathlessness, dizziness, rapid heart rate and aches and pains are just a few! Knowing that this is a natural response can help.

It can be useful to compare a situation that causes anxiety to jumping into a cold swimming pool. At first it takes your breath away and you want to jump straight back out - that's the anxiety. However, if you get through that initial discomfort, you get used to the temperature of the pool - which reflects the idea that anxiety comes and goes.

2 Recognise signs

Learning where you feel anxiety in your body (your stomach/chest/head) can be the first step in recognising your anxiety.

Those who become 'stuck' in anxious feelings, or find them distressing might develop coping behaviours. These could include isolating themselves, withdrawing from things they used to enjoy, engaging in repetitive behaviours or self-harming. Recognising these behaviours as coping strategies for anxiety can help you to replace them with more healthy coping strategies, such as talking to a friend or family member, engaging in mindful activity or exercise.

3 Have a plan

If you know a certain situation always triggers feelings of anxiety, rehearse that scenario with a safe person, in a safe place. Plan out how you will stand, what you will say and what you will do. Repeat this until you notice the feelings of anxiety begin to lessen.

It can also be a good idea to have an action plan of what you will do if you feel 'hi-jacked' by feelings of anxiety or begin to feel panicked. Where will you go? Who will you go to? What activities do you know will soothe you or calm you? In the moment, it can be hard to think rationally so having these things prepared and even written down can help.

Our training: www.dragonflyimpact.com/link-tree

Email: info@dragonflyimpact.co.uk

@dragonflyimpact

IT'S OKAY IF YOU NEED TO TAKE A BREAK FROM YOUR GOALS TO FOCUS ON YOUR HEALTH AND WELL-BEING. YOU DESERVE TO TAKE CARE OF YOURSELF.



EMM ROY

Anxiety and stress are at an all time high during exam season. Even if you don't normally struggle this time in your life can be a real challenge. An overwhelming amount of work and pressure from many places (even if well meaning), including pressure from yourself..

Take a look at the poster below (Can also be found on the Emotional Fitness Boards).



If you click on the Balance activity image it will take you to our resources page on the website, where you can access the full activity.

Staying well during revision and exams

TEACHMINDS
360°
schools

We asked young people to give us some wellbeing advice for exam time and this is what they told us:

1. Always take a moment just to breathe, whether in the exam, before or after.
2. Remember that school does offer support, just reach out and ask!
3. Keep your work balanced. Spend time revising, but socialise and relax too.
4. Keep a self-care routine so that your revision is the most productive it can be whilst you feel as good as possible.
5. Break up revision with food and exercise to make sure you stay energised.
6. Remember that results do not define you.
7. Find a revision space and style that works for you: silence, background chatter, music with or without lyrics.
8. Work to your own pace - everyone is different in how they work.
9. If you feel nervous about the time pressure of an exam, practice timing yourself when you revise, or try some test papers.
10. Plan in some treats to reward yourself, and celebrate when it's all over!

Balance Activity

This activity is helpful for children to identify things they can do to release the pressures of revision and exams.

- Using the wings template, ask children to fill out one side of the butterfly with what needs to be done in their school work (and possible worries).
- Then ask them to think about all the things they do (or could do) to get a good balance in the run up to tests or exams, e.g. playing sport, going out with a friend, reading a good book, watching their favourite programme.
- Some children may not be able to think of many positive activities to do with their time, so it might be good to do this in pairs or small groups.
- Explain the importance of having a good mix to help them relax, de-stress and recharge. And encourage them to put these positive activities into their revision timetable too.
- You could revisit this by asking the children what de-stressing activities they are enjoying and finding helpful each week.



YOU WILL GRADUATE AND ACHIEVE ALL YOUR DREAMS. YOU GOT THIS!

EMM ROY

ANTI-BULLYING

FROM THE DIANA AWARD



Last week 10 students had the opportunity to attend Anti-Bullying Ambassador training run by the Diana Award. The students spent an entire day at County Upper School gaining the skills and tools they need to implement an Anti-Bullying program at Stowmarket High School. The 10 students now must work together along with Miss McGee to roll out a tailored Anti-Bullying campaign in the school. The students will work towards gaining 4 badges in the next 12 months which will demonstrate the school's commitment to varied anti-bullying work, the badges are 'Respect', 'Community Action', 'Wellbeing' and 'Online Safety'. In the coming months you will see the various campaigns students are working hard on, including tackling bullying behaviour towards LGBTQ+ students, racism, disablism, cyberbullying, to name just a few. The main aim is for our school to become one that is proactive in dealing with bullying behaviour and one in which students are Upstanders in creating a culture that does not tolerate any bullying behaviour. The students are very excited to get stuck in and have some excellent ideas on how to create a culture that fosters and celebrates differences and doesn't tolerate bullying.

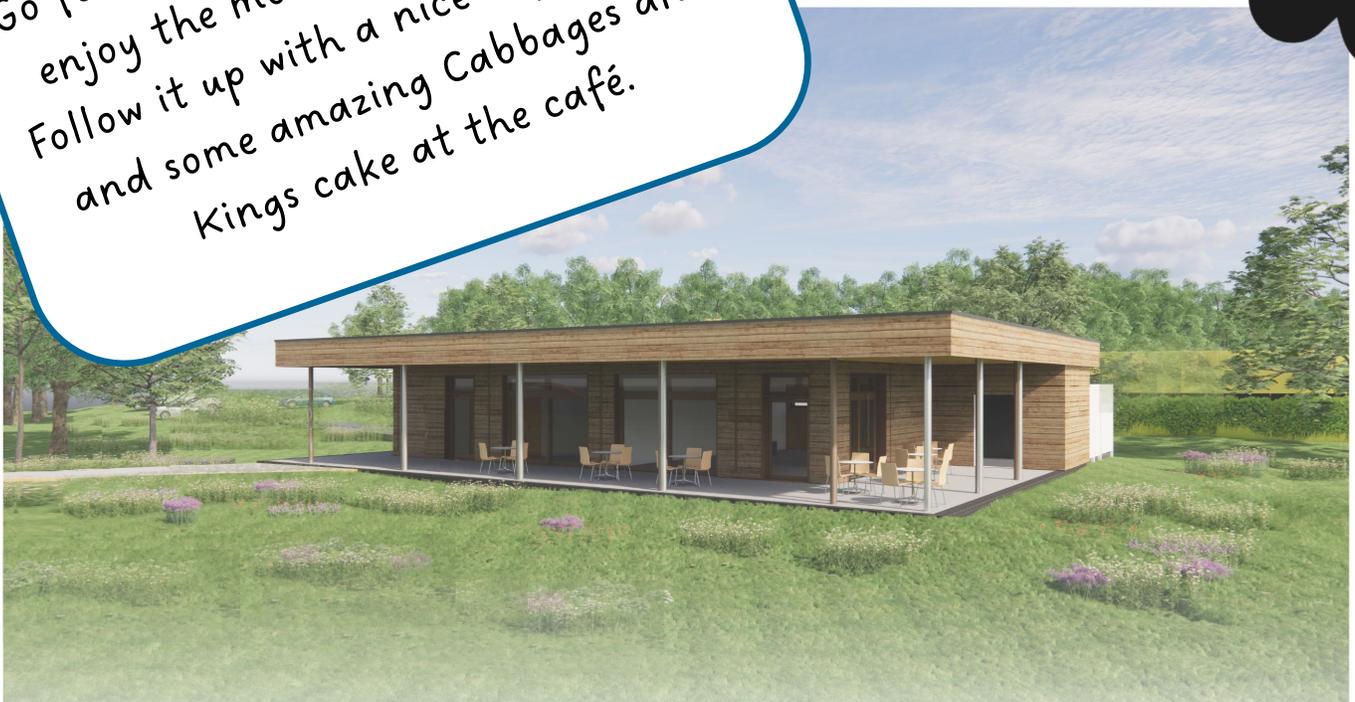


Go Outside, Breathe Deep and Feel Better.



New Café at Needham Lake The Duck and Tea Pot Opened last week. Go for a walk around the Lake and enjoy the most amazing scenery. Follow it up with a nice cup of team and some amazing Cabbages and Kings cake at the café.

the
Mix 



Food and wellbeing:

SUMMER SNACKS

Lets discuss snacks.

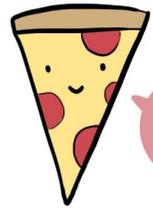
We all love a snack. But do we always think about how much sugar is in things.

Children are having over 2 times more sugar than is recommended, with half of it coming from snacks and sugary drinks.

It can often be really difficult to know what a healthier choice might be – but here are some ideas to help you be healthier and happier.

The Challenge – find a snack to try on a hot day which has less sugar

- Freeze sugar free squash into ice cubes.
- Sugar free jelly.
- Make smoothies.
- Make your own ice lollies Or try the one minute ice cream below...



EATING IS A GOOD THING.

snack



YOU'RE GOING TO DO SOUPER GREAT!

AND I'LL BE SOUPER PROUD OF YOU! I ALREADY AM.



BUT I WON'T BE SOUPERISED BECAUSE I ALWAYS KNEW YOU COULD DO IT.

ONE MINUTE ICE CREAM

Ingredients

- 1 x 500g pack of mixed frozen berries
- 3–4 tablespoons runny honey
- 1 x 500g tub of Greek yogurt

Method

1. Put the honey and yogurt into the food processor or blender and whiz
2. Then add the frozen berries and whiz again until combined.
3. Spoon the frozen yogurt over the fresh berries and serve.

Ideas

- The berries can be swapped for other frozen fruits.
- The Yoghurt can be swapped to natural yoghurt or dairy free alternatives

