

Well-Being Newsletter

Term Three 2022

Welcome back to our Well-being Newsletter for Term 3!

It appears we are still in the midst of unpredictability, so many kids, parents and Patch staff unwell.... it has been a loooooong Winter, but with the recent splash of sunshine and a sniff of Spring it feels like better days are ahead! Give yourself a nudge and start to make plans to reconnect, it has been very easy to hibernate over Winter and I guess the last few years have conditioned us to lay low for many reasons. We all know the feeling of, "I just don't feel like it".....but remind yourself of that feeling of "once I was there I'm glad I went". Sometimes the little extra push reaps reward and maybe the text to a friend to connect is all they need to re-emerge from their winter hideaway and improve their mental health and wellbeing. 😊

A huge thank you to each and every one of you that has contributed to our newsletter this term, we have had a wonderful response and have been given some fabulous resources that has made out newsletter a heart-warming community effort. Remember we just provide you with resources and information from a variety of sources and are not recommending particular services or information. Take what you like and discard what you don't like!

Dates to Remember

DJERRI DJERRI DANCE WORKSHOP:

WHEN- Wednesday 21st
September, 11am

BUNKASAURUS by Bunk Puppets:

WHEN- Tuesday 27th September,
11am

The Planets with Laura the Astronaut:

WHEN- Friday 30th September,
11am

The Big Anxiety NAARM festival:

WHEN- 21st September- 15th
October

In this Wellbeing Edition we focus on ADHD in an effort to understand some of our neurodivergent students and community members. Our staff had a Professional Learning session on this topic with Lindsey Crockett, who is a trauma therapist and works out of The Nest on Wednesday and Thursday with many of our children. Staff were reminded of the needs some of our students may have just to manage a school day. Understanding that not everyone is 'neurotypical' and what some students find easy, others find incredibly difficult, keeps us empathic to the individual needs of all our students.

Please read 'That Child' again while keeping in mind that some of our students struggle in a system that they don't quite feel they fit in. For some, just turning up to school has taken all their resilience and energy and getting through the day is a real struggle. Kindness, positivity and understanding goes a long way to helping these students and their families..... the road is not always easy.

If you would like to shine a light **on any issue** close to you, please feel free to send through anything you would like to include in our next newsletter. A huge thank you to Indigo who has spent hours putting this together and saving her mumma many hours of arguing with a computer as things move around and disappear!

You can email her at indigo.sangster@educaton.vic.gov.au if you have something that is not a dated piece that you would like in next terms edition.

Alesha x



THAT CHILD...

I know many of you have read this letter before (I'm not sure of the source as it's been on my computer for a while), I think it is great to re-read it every year. So much goes on behind the scenes at a school, you wouldn't believe it if I told you. Hours and hours of work and care that have nothing to do with the day-to-day work that happens in the classroom. Like this article says, it is work that you will never know about. Sometimes as teachers, vice principals and principals we become emotionally and physically exhausted. We have so many children that we care deeply for and help on a daily basis, from lost jumpers, academic issues, social issues to issues that break your heart and soul and keep you awake at night. It is not uncommon to have a teacher just break down at the end of a day, because sometimes we are just emotionally exhausted. All our teachers, leadership and ES staff put their HEART and soul into helping and guiding our Patch kids, we do it until we basically drop. I wish I could show you just what happens when you all go home, but I can't. Just know that when your child falls in the playground or falls in life, we are all here watching, listening, and doing everything we can to help them, you may not see it, but I can assure you we are.....

Dear Parent:

I know. You're worried. Every day, your child comes home with a story about THAT kid. The one who is always hitting, shoving, pinching, scratching, maybe even biting other children. The one who always has to hold my hand in the hallway. The one who has a special spot at the carpet, and sometimes sits on a chair rather than the floor. The one who had to leave the block centre because blocks are not for throwing. The one who climbed over the playground fence right exactly as I was telling her to stop. The one who poured his neighbour's milk onto the floor in a fit of anger. On purpose. While I was watching. And then, when I asked him to clean it up, emptied the ENTIRE paper towel dispenser. On purpose. While I was watching. The one who dropped the REAL ACTUAL F-word in gym class.

You're worried that THAT child is detracting from your child's learning experience. You're worried that he takes up too much of my time and energy, and that your child won't get his fair share. You're worried that she is really going to hurt someone some day. You're worried that "someone" might be your child. You're worried that your child is going to start using aggression to get what she wants. You're worried your child is going to fall behind academically because I might not notice that he is struggling to hold a pencil. I know. Your child, this year, in this classroom, at this age, is not THAT child. Your child is not perfect, but she generally follows rules. He is able to share toys peaceably. She does not throw furniture. He raises his hand to speak. She works when it is time to work, and plays when it is time to play. He can be trusted to go straight to the bathroom and straight back again with no shenanigans. She thinks that the S-word is "stupid" and the C-word is "crap." I know.

I know, and I am worried, too.

You see, I worry all the time. About ALL of them. I worry about your child's pencil grip, and another child's letter sounds, and that little tiny one's shyness, and that other one's chronically empty lunchbox. I worry that Gavin's coat is not warm enough, and that Kylie's dad yells at her for printing the letter B backwards. Most of my car rides and showers are consumed with the worrying.

But I know, you want to talk about THAT child. Because Kylie's backward B's are not going to give your child a black eye.

I want to talk about THAT child, too, but there are so many things I can't tell you.

I can't tell you that she was adopted at 18 months.

I can't tell you that he is on an elimination diet for possible food allergies, and that he is therefore hungry ALL. THE. TIME.

I can't tell you that her parents are in the middle of a horrendous divorce, and she has been staying with her grandma.

I can't tell you that I'm starting to worry that grandma drinks...

I can't tell you that his asthma medication makes him agitated.

I can't tell you that her mum is a single parent, and so she (the child) is at school from the moment before-care opens, until the moment after-care closes, and then the drive between home and school takes 40 minutes, and so she (the child) is getting less sleep than most adults.

I can't tell you that he has been a witness to domestic violence.

That's okay, you say. You understand I can't share personal or family information. You just want to know what I am DOING about That Child's behaviour.

I would love to tell you. But I can't.

I can't tell you that she receives speech-language services, that an assessment showed a severe language delay, and that the therapist feels the aggression is linked to frustration about being unable to communicate.

I can't tell you that I meet with his parents EVERY week, and that both of them usually cry at those meetings.

I can't tell you that the child and I have a secret hand signal to tell me when she needs to sit by herself for a while.

I can't tell you that he spends rest time curled in my lap because "it makes me feel better to hear your heart, Teacher."

I can't tell you that I have been meticulously tracking her aggressive incidents for 3 months, and that she has dropped from 5 incidents a day, to 5 incidents a week.

I can't tell you that the school secretary has agreed that I can send him to the office to "help" when I can tell he needs a change of scenery.

I can't tell you that I have stood up in a staff meeting and, with tears in my eyes, BEGGED my colleagues to keep an extra close eye on her, to be kind to her even when they are frustrated that she just punched someone AGAIN, and this time, RIGHT IN FRONT OF A TEACHER.

The thing is, there are SO MANY THINGS I can't tell you about That Child. I can't even tell you the good stuff.

I can't tell you that his classroom job is to water the plants, and that he cried with heartbreak when one of the plants died over winter break.

I can't tell you that she kisses her baby sister goodbye every morning, and whispers "You are my sunshine" before mom pushes the stroller away.

I can't tell you that he knows more about thunderstorms than most meteorologists.

I can't tell you that she often asks to help sharpen the pencils during playtime.

I can't tell you that she strokes her best friend's hair at rest time.

I can't tell you that when a classmate is crying, he rushes over with his favourite stuffy from the story corner.

The thing is, dear parent, that I can only talk to you about YOUR child. So, what I can tell you is this:

If ever, at any point, YOUR child, or any of your children, becomes THAT child...

I will not share your personal family business with other parents in the classroom.

I will communicate with you frequently, clearly, and kindly.

I will make sure there are tissues nearby at all our meetings, and if you let me, I will hold your hand when you cry.

I will advocate for your child and family to receive the highest quality of specialist services, and I will cooperate with those professionals to the fullest possible extent.

I will make sure your child gets extra love and affection when she needs it most.

I will be a voice for your child in our school community.

I will, no matter what happens, continue to look for, and to find, the good, amazing, special, and wonderful things about your child.

I will remind him and YOU of those good amazing special wonderful things, over and over again.

And when another parent comes to me, with concerns about YOUR child...

I will tell them all of this, all over again.

With so much love,

Teacher

LET'S TALK ABOUT ADHD



ADHD or Attention Deficit Hyperactivity Disorder is the most prevalent neurodevelopmental disorder in Australia and affects about 1 in 20 Australian children. ADHD can affect any gender, race, age or IQ level and many genetic studies show it is a highly heritable.

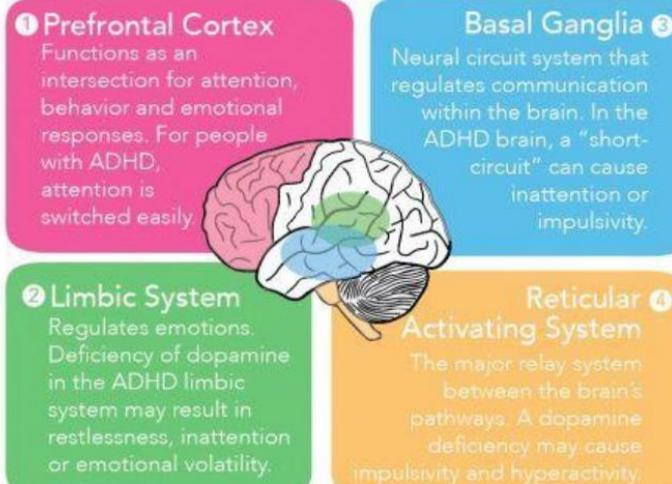
More info at: <https://www.adhdaustralia.org.au/>



Why is it important to raise awareness around ADHD?

Raising awareness of attention deficit hyperactivity disorder (ADHD) helps create welcoming, accessible schools and workplaces.

How ADHD affects the brain



OTHER GREAT ADHD RELATED LINKS,
VIDEOS & RESOURCES TO CHECK OUT...

'Lets talk about ADHD'

<https://youtu.be/YeamHE6Kank>



'Comedian Em Rusciano shines a light on ADHD at the National Press Club- ABC News'

<https://youtu.be/4v88Wd20GiU>



Spotify link to: 'In Conversation with Dr. Perry Mandanis: ADHD edition'

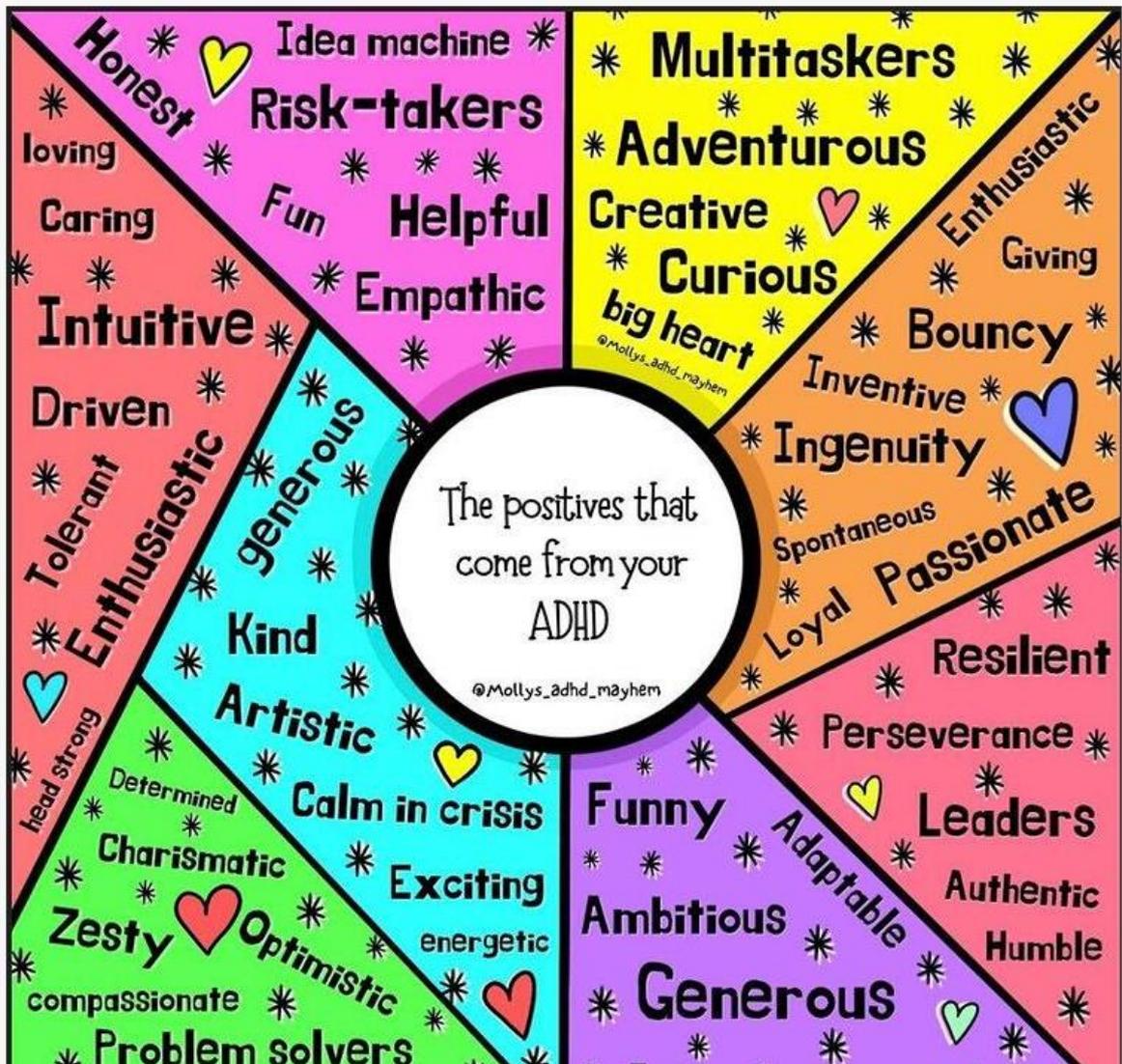
https://open.spotify.com/episode/1tIB3qCyYynlkVSbmuo9pX?si=UWmBXLd8S_W8Mnw3KhD53g



ADHD is not a choice or bad parenting. Kids with ADHD work twice as hard as their peers everyday but receive more negative feedback from the world.
- DRB

"It's like opening 100 tabs in your browser at once and trying to do something different in each one at the same time."
- Jennifer Annett

Living with ADHD is like walking up a down escalator. You can get there eventually but the journey is exhausting.
- Kathleen Ely



ADHD

little known facts

@our_adhd_journey

ADHD can appear differently At different times In life

Having ADHD says nothing about someone's intellectual capabilities.

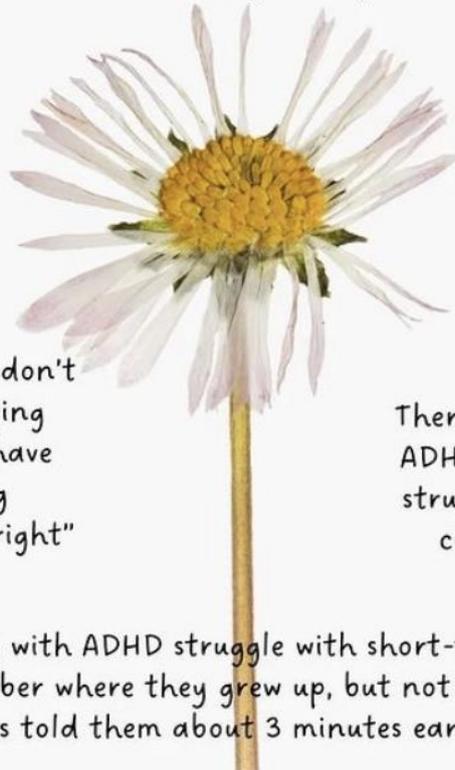
People With ADHD don't have trouble paying attention. They have trouble paying attention to the "right" things.

Many people with ADHD struggle with short-term memory. They can remember where they grew up, but not the meeting their boss told them about 3 minutes earlier.

Medication can't fix ADHD

Plenty of people can have some of the traits of ADHD without being impaired by the condition

There isn't one brand of ADHD. Everyone's traits, struggles and ability to cope are different



“Say something positive, and you'll see something positive.”

JIM THOMPSON



Donna Ashworth Words

2 d · 🌐

She spoke to the teachers,
they told her to sit
to wait for her turn
and to speak with respect

She spoke to her parents
they told her to try
to never give up
to work hard and strive

She spoke to her friends
they told her to change
to act more like them
to stop being strange

She spoke to her self
she wondered what's wrong?
why don't I fit in?
why cant I belong?

And finally when
her exhaustion was high
she wandered bereft
out into the night.

She spoke to the moon
and the stars let her see
you're already enough
why can't you just be?

You sparkle with life
you're so full to the brim
why worry about
the need to fit in?

You're made of pure sunlight
with so much to share
don't walk down the same road
you're not going there...

Donna Ashworth
From 'I Wish I Knew' <https://amzn.to/3JVMJIZ>

It is estimated that a
child with ADHD receives
20,000 more
negative comments
than their peers
by the age of twelve.



PEL / My Little Vikings
www.MyLittleVikings.com

Don't make yourself small
for anyone. EVER. Be the
awkward, funny, intelligent,
beautiful little weirdo that
you are. Don't hold back.
Weird it out.

source: happysoul

ADHD Problem # 8

One thing people with ADHD
wish other people knew, is
that we DON'T ignore, forget,
& not listen on purpose. As
much as it irritates, offends,
& hurts you... it makes us feel
just as embarrassed, guilty, &
sad.

@adhd_quotes

An important infographic...

Normalising and encouraging 'ear reading' is important as 1 in 5 people live with dyslexia and learning difficulties.

We all read differently and that's O.K!

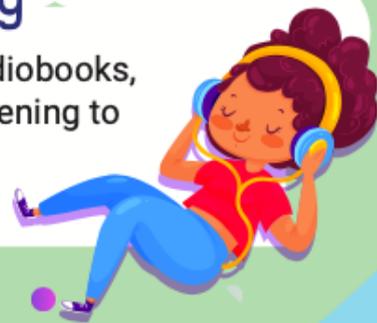
Eye Reading is real reading



Eye reading is the traditional learning of letters and sounds and then learning how the individual sounds join to form words.

Ear Reading is real reading

Ear reading is reading using audiobooks, text-to-speech software, or listening to someone read aloud.



Finger Reading is real reading



Finger reading is used by blind people who learn to read Braille using one or both hands. Raised dots are read from left to right across the page with a light touch.

WELCOMING IN SPRING!! 🌸🌻

Woohoo!! We have survived winter and are now heading into warmer sunnier days! Here are some tips/ fun ideas about how to make the most of spring these holidays!

1. Since the weather is heating up, these holidays could be the perfect time to start doing a daily journal. Journaling allows you to slow down your day and reflect on how you are feeling, it is easy to let the busyness of life sometimes interrupt how we are actually feeling. Journaling allows you to recognise and then regulate how you are really feeling. Find a nice quiet spot outside (preferably in the warm sun) and use these prompts to begin!

25 JOURNAL PROMPTS *for a better mindset*

1. What's on my mind right now?
2. What do I need to get off my chest today?
3. What do I need to hear today? How can I uplift myself?
4. What advice do I need to give to myself right now? What answers am I seeking?
5. What feels like a struggle at the moment?
6. What do I want to accomplish today/tomorrow? Why?
7. What has been going well in my life lately?
8. As of today, what is my vision for my life in the next 3 years?
9. What are my greatest strengths and how will they support me in achieving my vision?
10. When I'm telling my grandkids about what I did in my lifetime, what would I be telling them?
11. What stresses me out? What can I do to reduce this stress?
12. What makes life feel complicated? How can I simplify my life in little ways?
13. What doubts do I currently have? How can I ease them?
14. What thoughts have I been repeating in my head lately? Are they true?
15. What's overwhelming me right now? How can I reduce this overwhelm?
16. How can I support myself more? How can I support others too?
17. How have I been holding myself back? How can I take a step forward?
18. What do I judge myself for? How can I create more acceptance in my life?
19. What traits do I like about myself? What are my character strengths?
20. What can I do to nurture my mind, body, and soul more?
21. How can I make more space in my life for the things I love?
22. What does living an intentional life mean to me?
23. What would my perfect day look like? What would I be doing?
24. What does my typical day look like? How can I infuse more joy into it?
25. What brings me the most joy? How can I make time for it?

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Gratitude Journal Prompts For Your Daily Journal Practice

- 1 Write about something you are proud of in your personal or professional life.
- 2 When was the last time you laughed until you cried?
- 3 Reflect on one of the happiest memories from the past year.
- 4 Describe ten things about yourself that you like.
- 5 Write about your parents and the positive impact they've had on you.
- 6 Write about 4 things you are looking forward to.
- 7 Describe one aspect of your life that has changed for the better.
- 8 What was the best part of your day?
- 9 Write a thank-you to someone special.
- 10 Reflect on one of your role models.
- 11 Write about one of your favorite pastimes.
- 12 Reflect on a negative experience that led to a positive outcome.

2. We will start to see lots of amazing flower's blooming. Why not turn some into art by pressing them and drawing around them? Here's some inspo:



3. Do some colouring in a nice sunny spot outside. Colouring isn't just for the kids- adults this is a great mindfulness activity for you as well! Here's some links to some adult OR children colouring pages to get you started!

- <https://resources.homemade-gifts-made-easy.com/flower-coloring-pages/flower-coloring-pages-detailed-patterned-mandala.pdf>
- <https://resources.homemade-gifts-made-easy.com/spring-coloring-pages/spring-coloring-pages-flower-mandala-doodle.pdf>
- <https://resources.homemade-gifts-made-easy.com/mandala-coloring-pages/mandala-coloring-pages-31.pdf>



4. Pop stick bird feeder craft activity!

You will need:

- pop sticks – approximately 36
- acrylic paint – several different bright colours
- hessian string – 4 pieces (one for each side)
- craft glue

To create:

1. Pre-paint your pop sticks a variety of bright colours, front and back, and leave to dry overnight.
2. Lay a row of 12 pop sticks side by side. Glue a stick across the top, middle and bottom of the rows. Leave to dry.
3. Turn over so the flat surface is on top. Glue a pop stick at two opposite ends. Glue one pop stick sticking out slightly from the bird feeder for birds to use as a stand.
4. Continue building up your walls in this manner, alternating sides as you go. When you're satisfied with the height, leave to dry for a few hours.
5. Thread your string through the bottom of the walls on each side and tie to secure. Tie in a knot at the top.
6. Fill with birdseed and hang from the nearest tree for birds to enjoy!



Sourced from TeacherStarter

SOME GREAT SCHOOL HOLIDAY ACTIVITIES FROM YARRA RANGES COUNCIL...

DJIRRI DJIRRI DANCE WORKSHOP:

WHEN- Wednesday 21st September, 11am

LOCATION- The Memo, 235 Maroondah Highway, Healesville 3777

WHAT?

“Kids are invited to join the Djirri Djirri Dancers for a fun-filled workshop where they will learn traditional Wurundjeri dances and how to sing in the Woiwurrung language.

Djirri Djirri means ‘Willy Wagtail’ in Woiwurrung, the language of the Wurundjeri people, the Traditional Custodians of Naarm (Melbourne) and surrounds. The Willy Wagtail, the Spirit Bird, created dance!

The Djirri Djirri Dancers are the only Wurundjeri female dance group and have performed at Tanderrum.

All of the Djirri Djirri Dancers are related by blood through one woman: Annie Borate, William Barak's sister.

Many of the dancers have danced since they were young children, while others have learned as adults. The dances are created to honour Liwik (Ancestors), Kerr-up-non (Family), Biik (Country) and animals.

The Djirri Djirri Dancers teach participants how to sing in the Woiwurrung language, their Mother Tongue.”

Recommended for ages 13 and under. No ticket required for accompanying adult.

COST- \$12

LINK TO ACCESS MORE INFORMATION AND TO BOOK TICKETS-

<https://www.yarraranges.vic.gov.au/Experience/Events/Djirri-Djirri-Dance-Workshop>



BUNKASAURUS by Bunk Puppets:

WHEN- Tuesday 27th September, 11am

LOCATION- Arts Centre, 3409 Warburton Highway, Warburton 3799

WHAT?

“A jaunty new adventure from the DIY masters of puppetry and theatrical wizardry, rip open your imagination and meet a cast of slapdash puppets, bizarre characters and riveting illusions!

In BUNKASAURUS, two silly guys are continually distracted from the serious work at hand and use a blend of puppetry and silent comedy to create an entertaining theatrical universe, steeped in imagination and creativity.

A live performance mashup blending both imagery and narrative forms from the modern world. BUNKASAURUS is ideal for families seeking an inspiring show with raucous and eye-popping results!

Award winners at Edinburgh and Adelaide Fringes, Bunk Puppets have travelled the globe and built an international reputation with their absurdist visual stories.

Bunk Puppets performances bring a focus on DIY puppet making using simple materials, and household items.

Witnessing the transformation of ordinary, into shadow puppet cartoons, the audience is left with an imaginative experience, that aims to inspire and to excite. With hardly a word spoken, Bunk Puppets use simple techniques in clowning around and comedy movement to develop a simple story, with simple objects. A theatre show, best to experience first and describe after.”

COST- \$20

LINK TO ACCESS MORE INFORMATION AND TO BOOK TICKETS-

<https://www.yarraranges.vic.gov.au/Experience/Events/BUNKASAURUS-by-Bunk-Puppets>



The Planets with Laura the Astronaut:

WHEN- Friday 30th September, 11am

LOCATION- Montrose Town Centre, 935 Mt Dandenong Tourist Road, Montrose, 3765

WHAT?

“‘Laura the Astronaut’ is an exciting multi sensory experience using Inventi Ensemble’s arrangement of Holst’s ‘The Planets’, new works by Johannes Luebbers as well as animations by James Josephides.

We join Laura the Astronaut in her spaceship who unfortunately accidentally flies into a black hole!

Laura the astronaut meets the characters of Gustav Holst’s The Planets: Mars the bringer of war, Mercury the winged messenger, and Jupiter the bringer of jollity. Laura’s musical journey is going smoothly, until her spaceship flies into a black hole. Suddenly she can’t work out where she is in space or how to find home!

Inventi Ensemble, leading presenters of chamber music for children, play an exciting arrangement of The Planets set against a lively animated backdrop in this narrated concert about cosmic adventurer Laura the astronaut.”

COST- \$20

LINK TO ACCESS MORE INFORMATION AND TO BOOK TICKETS-

<https://www.yarraranges.vic.gov.au/Experience/Events/The-Planets-with-Laura-the-Astronaut>



For the parents...

Below is the link to the Yarra Ranges Council page that has a bunch of different webinars that might be helpful for you or someone you know:

<https://www.yarraranges.vic.gov.au/Community/Family/Family-Webinars>

THE BIG ANXIETY- MELBOURNE NAARM AUSTRALIA'S MENTAL HEALTH & ARTS FESTIVAL

THE BIG ANXIETY

An initiative of UNSW

DATES: 21ST SEPTEMBER- 15TH OCTOBER 2022

VENUE: RMIT City Campus

What is The Big Anxiety?

The Big Anxiety brings together creative thinkers – including artists, researchers, scientists, health and community workers, and people with a wide range of lived experiences — to re-imagine mental health care for the 21st century.

A radically new kind of arts festival, in which every project is an open and continuing conversation, designed to promote curiosity, insight and action, The Big Anxiety presents arts events tackling the major anxieties of our times, as well as the practical challenges of supporting emotional distress and trauma recovery.

Whether through hi-tech interactive environments, stage performances or one-to-one dialogues, our goal is to create and showcase the rich engagements we need for our collective mental health.

What is The Big Anxiety Naarm?

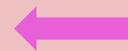
The Big Anxiety Naarm presents a growing archive of lived experience – and an array of creative media tools, programs and experiences, generated from experimental collaborative work with the aim of creating effective resources for survival and wellbeing. Responding to the call for a cultural and community-based approach to mental health (rather than just a medical one), The Big Anxiety speaks to the diversity of lived experience and asks the practical question, how do we design the support we need for good mental health, ultimately making this available 24/7 in everyday living spaces?

THERE IS A RANGE OF DIFFERENT PROGRAMS, EXPERIENCES, WORKSHOPS AND EXHIBITIONS SHOWCASING AS A PART OF THE BIG ANXIETY.

FOLLOW THIS LINK BELOW TO EXPLORE THE BIG ANXIETY WEBSITE AND SEE ALL THE DIFFERENT EVENTS ON...



<https://www.thebiganxiety.org/>



Some yummy recipes to try these holidays:

YUMMY SPRING SALAD RECIPE

Blistered tomato and chicken couscous salad:

INGREDIENTS:

- 190g (1 cup) couscous
- 1 lemon, rind finely grated
- 1 tbsp baby capers, drained
- 250ml (1 cup) water, boiling
- 1 1/2 tbsp extra virgin olive oil, plus extra, to drizzle
- 400g mixed sweet grape tomatoes, halved
- 1 1/2 tbsp white balsamic vinegar, plus extra, to drizzle
- 150g Danish feta, crumbled
- 1 cup small fresh basil leaves
- 60g baby rocket leaves
- 1 barbecue chicken, skin removed, meat shredded

METHOD:

Step 1

Place the **couscous**, **lemon rind** and **capers** in a heatproof bowl. Juice half the lemon and add with the boiling **water** and 1 tsp of the **oil** to the couscous. Season. Cover and set aside for 5 minutes to absorb. Fluff with a fork.

Step 2

Meanwhile, preheat oven grill to high. Line a baking tray with foil. Place the **tomato**, cut-side up, on the prepared tray. Drizzle with the **vinegar** and remaining oil. Season well and cook for 5 minutes or until soft and lightly charred.

Step 3

Cut the remaining lemon half into 4 wedges.

Add **feta**, **basil**, **rocket**, **chicken** and half the tomato, including any pan juices, to the couscous. Gently toss to combine. Divide among serving plates. Top with remaining tomato. Drizzle with extra vinegar and oil. Serve with lemon wedges.

LINK TO THE RECIPE: [Blistered tomato and chicken couscous salad](#)



REFRESHING FRUIT SMOOTHIE RECIPES

Superfruit smoothie:

INGREDIENTS:

- 1 cup frozen cherries
- 1 kiwi peeled
- 1 small banana
- 1 cup almond milk/ milk of choice
- 1 tbsp chia seeds
- Squeeze of honey

Blend & enjoy.



Perfect green smoothie:

INGREDIENTS:

- 1 ½ cup almond milk/
milk of choice
- 1 cup spinach
- ½ cup kale
- 1 medium banana
- 2 tbsp almond butter
- 1 tbsp chia seeds
- Squeeze of honey

Blend & enjoy.



HOMEMADE COOKIES!

SOFT & CHEWY WHITE CHOCOLATE CRANBERRY COOKIES:

SERVES: 4 dozen cookies

INGREDIENTS:

- 2 and 3/4 cups all-purpose flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup unsalted butter softened
- 1 cup (200 grams) light brown sugar
- 1/2 cup granulated sugar
- 2 large eggs room temperature
- 2 teaspoons pure vanilla extract
- 1 and 1/2 cups white chocolate chips
- 1 cup sweetened dried cranberries



METHOD:

1. In a large mixing bowl, whisk together the flour, baking soda, and salt. Set aside.
2. In the bowl of a stand mixer fitted with the paddle attachment, or in a large mixing bowl using an electric mixer, mix the butter, brown sugar, and granulated sugar together for 1-2 minutes or until well combined. Mix in the eggs one at a time, then mix in the vanilla extract.
3. Slowly add in the dry ingredients and continue mixing until just combined, making sure to scrape down the sides of the bowl as needed. Then mix in the white chocolate chips and dried cranberries until thoroughly combined.
4. Cover the cookie dough tightly and transfer to the refrigerator to chill for at least 2 hours.
5. Once the dough is almost chilled, preheat the oven to 350°F (180°C). Line large baking sheets with parchment paper or silicone baking mats and set aside.
6. Remove the cookie dough from the refrigerator. Using a 1.5 tablespoon cookie scoop, scoop the cookie dough and drop onto the prepared baking sheets. Make sure to leave a little room between each ball of cookie dough as they will spread a little while they bake.
7. Bake in separate batches at 350°F (180°C) for 10-12 minutes or until the edges of the cookies are lightly browned and the top is set. Remove from the oven and cool on the baking sheet for 5-10 minutes, then transfer the cookies to a wire rack to cool completely.

LINK FOR FULL RECIPE: <https://www.livewellbakeoften.com/soft-and-chewy-white-chocolate-cranberry-cookies/>

A MESSAGE FROM OUR WELLBEING SUPPORT, ANNE...

Supporting Our Children's Growth in Wellbeing

Recently, I was reminded of the song, 'Bridge over troubled water' which was released by Simon & Garfunkel in 1970. Many of us are called on to be the 'bridge over troubled water' for the children in our care. However, we also desire that they ultimately learn to manage troubled waters for themselves. One tool that can provide assistance in supporting them to do that is the, 'Window of Tolerance'. The information provided in this article is a summarisation taken from, 'The Window of Tolerance: Supporting the wellbeing of children and young people', written by Jersey Psychology and Wellbeing Service in May 2020.

What is the Window of Tolerance?

The 'Window of Tolerance' is a model founded in Neuroscience (the scientific study of the nervous system), developed by Dan Siegel, a Clinical Professor of Psychiatry. It can assist in the management of heightened emotions, when they begin to have a negative impact, and in the improvement and maintenance of good mental health and wellbeing in everyday life. When we exist within this 'window', we are able to learn effectively, play, and relate well to ourselves and others. However, if we move outside of our 'window', we can become either hyper-aroused or hypo-aroused.

Like everyone, children's emotions fluctuate, particularly at times of stress and crisis and at those times, they may find it difficult to verbally express themselves. The observation of physiological and behavioural changes assists in providing the information we need to understand and support them. Using the 'Window of Tolerance' is one way of doing this. *Hyper-arousal* results from the fight or flight response and is characterised by excessive activation/energy. It can be picked up when we observe our child with any of the following and more:- difficulty concentrating; irritability; anger and angry outbursts; panic; constant anxiety; easily scared or startled; or self-destructive behaviour.

Hypo-arousal results from the freeze/flop/drop response where there is a sense of shutting down or dissociation (the state of being disconnected). Some of several ways we may observe this is when our child is showing signs of:- exhaustion; depression; numbness and disconnection.

Due to varying factors every child and adult will have a different 'window'. None of us are made the same and we all have different life experiences. Some of the variables or differences are created by:- significant childhood experiences; individual neurobiology; cultural background; social support; spiritual connectedness; environment and individual coping skills. The size of everyone's 'window' can change from day to day, but the wider the 'window', the less likely everyone will be to experience anger, frustration or feel low and drained of energy.

Providing children with greater opportunities to be resilient, to stay calm and remain focused can be achieved by developing their self-awareness and increasing their levels of adaptability, flexibility and independence. This in turn leads to increased confidence and empowerment.

The provision of external supports and strategies, such as adapting the environment; building up predictability (e.g., visual timetables, structure, routines); and/or providing support will assist children to broaden their 'window'.

Feelings of anxiety and feeling unsettled are normal, healthy reactions to an abnormal and unique situation such as the Coronavirus, which we have all experienced in the past two

years. Therefore, before considering how we may support our young people, it's important we be aware of where we are in our own 'window'.

Adults and their own 'window'

If we're outside our 'window' we are unable to effectively support anyone else. Dr Lori Desautels wrote, 'a dysregulated adult cannot regulate a dysregulated child'.

In regularly monitoring our own wellbeing, we may like to check out about the following - sleep; nutrition; exercise; pain/illness; substance misuse & stress levels.

Ways to provide support for a child

It's important for adults to be authentic and transparent, modelling behaviours for self-regulation. For example, they may say, "I am going to do some grounding or breathing techniques right now, because I can feel I'm a little out of whack" and then following through. Children can sense when something is not quite right anyway.

The flow on impact of adults getting mental health and wellbeing in better balance, is that children will feel more able to regulate their own 'window' and talk to trusted others when they have something they feel unable to navigate independently.

Model active listening and facilitate family discussions around how everyone has spent their day, and how this has felt for each of them. Consider the option of introducing new activities every morning and/or afternoon in order to help focus on the 'window'. Some strategies are listed further on in this article.

When engaging with a child, ensure they feel heard. This can be achieved through making eye contact; interested tone of voice and good non-verbal communication, such as a leaning toward them or being at their eye level.

Aim to discover and understand what pushes the child outside of their 'window'? For example, their triggers might be - becoming overly excited; sensory overload; peer issues; difficulty with school work; difficulty with concentration or something else.

Also, aim to discover and understand what helps the child to return to their 'window'.

Different things work for different children. Make a list of these things to be shared with the child and the school, so that the child knows that there is a team of people who understand their personal situation and who are available to provide support.

Some strategies for moving from hyper-arousal back to within the 'window'

Begin with validation; self-soothing or self-regulating behaviours before trying to help the child make sense of a situation. Allow for choice and control. A child needs to feel safe, understood and accepted. Skills need to be practised regularly and when the child is calm. As they become familiar, they can be more readily utilised at times of crisis.

Strategies to assist with strengthening the ability to stay within the 'window'

The following are just few strategies of numerous which may prove helpful. However, not all work for everyone:

1. Focused breathing – this can be extremely effective for regulating emotions, especially when used with movement. This could be practised at the beginning and end of each school day.
2. Visualisation – imagining going to a favourite place, such a beach or a meadow. What do the sun and wind feel like? What can be seen and heard?
3. Jumping on a trampoline – movement and rhythm.
4. Kicking or bouncing a ball.
5. Shaking or stomping out excess energy - a natural discharge during fight or flight is the use of energy. Exercise reduces adrenaline and cortisol (stress hormones) and increases the feel-good endorphins.
6. Warm water - can feel soothing (warmth can reduce adrenaline and increase oxytocin).
7. Music (soothing and calming music and sounds) - utilising the sense of hearing with rhythm can relax the mind and body. Can be used to accompany breath work or movement. Music could be graded from a higher tempo to lower tempo to gradually regulate. Audios of different sounds could be played. For example, some people like the sound of the sea, a stream, a crackling fire, birds, etc.
8. Sensation wall / feeling phrases - a sensation wall is an area in the classroom with words that describe sensations of feelings. This can be helpful as language is difficult to access when dysregulated but a child could point to the sensation they feel in the body. Examples include: empty, rattled, tense, jumpy, jittery, or knotted. Pictures can accompany the words.

Some strategies for moving from hypo-arousal back within the 'window'

1. Anything that stimulates the senses – however, smell is the fastest way to the thinking brain.
2. Chewy, crunchy food.
3. Sand play.
4. Rolling a pencil between palms.
5. Stress/squeeze balls; fidgets; slime.

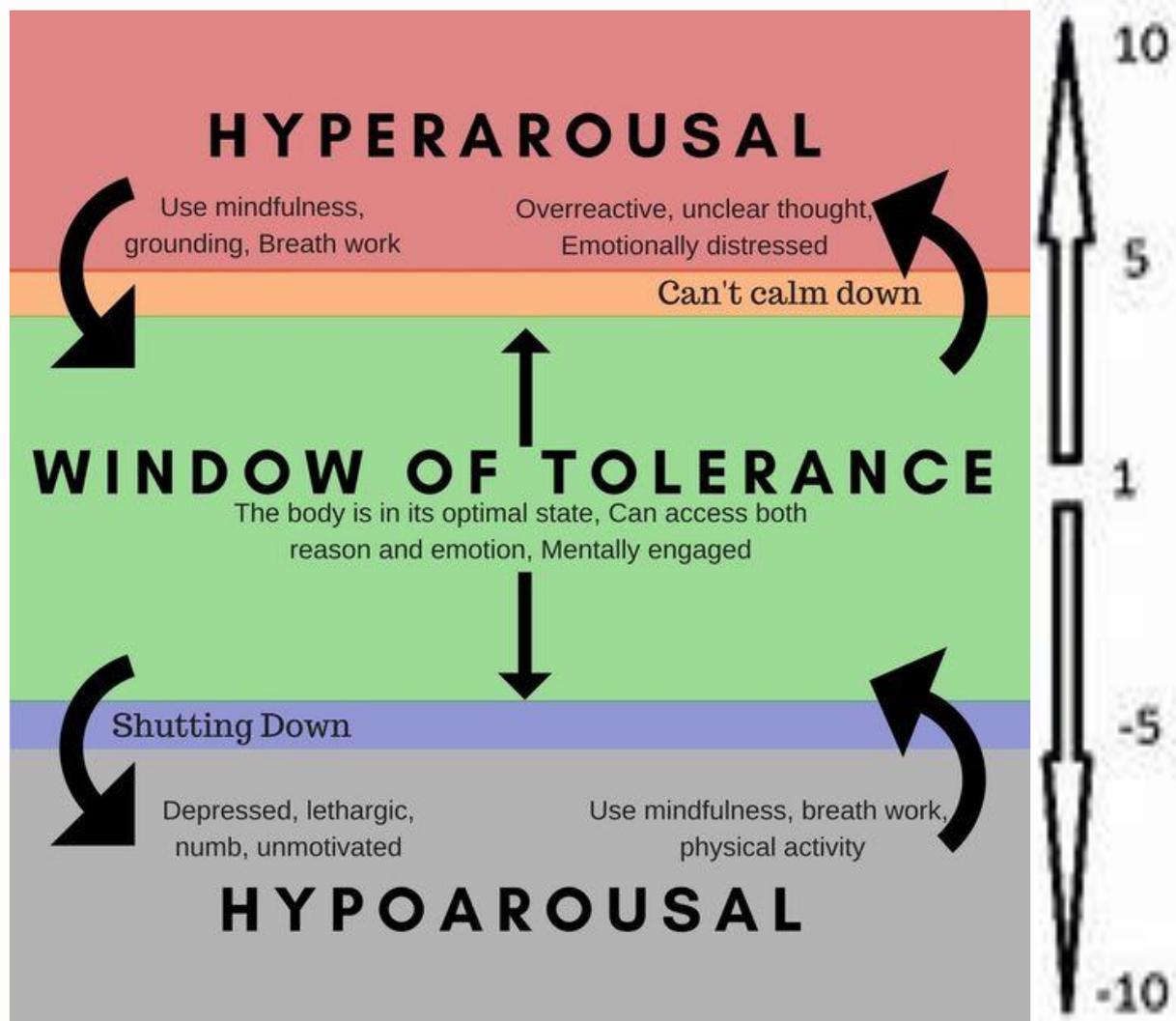
It is my hope that this information about the 'Window of Tolerance' might prove useful for adults as they seek to support a child through the ups and downs of each day, every week and to assist them in the development of their own skill set to navigate troubled waters in each ones future.

At The Patch P.S., our school core values are closely aligned with the aim of achieving such an outcome with student safety and wellbeing embedded throughout all school practices. These values are Respect, Responsibility and Integrity: -

- Respect for the Wurrundjeri people as the Traditional Owners and caretakers of the land our school is on and we *recognise their continuing connection* to it. We respect one another's achievements, views, dignity, privacy and property and accept that everyone is different
- Responsibility through being accountable for our actions
- Integrity through high standards, open and honest communication and trust worthy behaviours.

Keep on taking care of yourself and your loved ones,

Anne Lawry
Wellbeing Support
annelawrytpps@gmail.com



2022/23 Season runs October '22 to Mar '23

WHERE?

Kings Park, Upper
Ferntree Gully

WHEN?

Starting 8th October,
Saturday's 8.45am start

HOW MUCH?

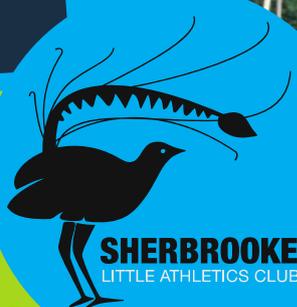
\$175 includes summer
'22 & winter '23

Free 2 week Trials!

RUN

JUMP

THROW



Safe, fun, family environment for ages 6-16

Compete in up to 7 events each week.

Try to beat your personal best!

For more information or to register visit
Sherbrookelac.org.au

Contact Gill with further enquiries on 0407 858 456

A look at 'Growth Mindset'...

Growth Mindset Questions?

Big Life Journal

To Ask Your Child Instead of "How Was School?"

Cut along the dashed lines to create Growth Mindset Question slips. Place the slips in a jar or envelope to create a conversation-starting game to use at the dinner table or on the drive home from school. Cut out the title as a cute label for your jar or envelope!

<p>What did you do today that made you think hard?</p>	<p>What did you do that was too easy for you? How can you make it more challenging?</p>
<p>Can you think of a mistake you made today? What can you learn from that mistake?</p>	<p>What challenge or problem have you worked on today?</p>
<p>Can you think of something new you tried today? What was it?</p>	<p>Was there anything that made you feel stuck today? What other ways can you try next time?</p>
<p>Is there anything you are struggling with? What new strategies can you try next?</p>	<p>What did you learn today outside of school?</p>
<p>What would you like to become better at?</p>	<p>What could you have done better today? Who can you ask for feedback?</p>

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Big Life Journal

Growth Mindset Questions

To Ask Your Child Instead of "How Was School?"



©Big Life Journal | biglifejournal.com

Big Life Journal

SOME POEMS FROM LOVELY JODIE...

Our Words Echo Their Minds

Our words echo their minds
And become their inner story.
We build them up and make them strong -
They believe it all their years.

We fill them with love and we fill them with words,
We tell them what we see.
We see a thread, we shine it back -
It forms part of their weaving.

We see a thread of something kind,
Of something brave or strong.
We talk it bigger, we make them dance -
They hold it as part of their worth.

We tell them they're clever and so good with learning,
We tell them they're such a good friend.
That they cope with the hoops and rounds of the day,
That they forgive things in a breath.

That they can learn to trust the tune of their body
And listen to the songs of their soul.
That they're special like a light and no-one like them walks the earth
And that all others who walk the earth have needs the same.

We tell them they're strong in their choices of mind
And when they fall to their knees they will heal.
And when we err with our words in the heat of our panic
We show them strength as we ask their forgiveness.

We tell them our words and our words find their need,
Brings the light to dark crevices inside.
Tease out the thread of it and it will become strong -
New beliefs layer down and shape their ways.

We tell them they never need strive for our love -
That our love flows around them like a sea.
Our words echo their minds and their hearts
And become their life-long song.

Jodie Cameron
(Charlie & Henry's mum)

A School Amongst The Trees

A school amongst the flowers,
A school amongst the trees.
The rolling green of grassland
And the golden morning sky.

The din of morning chatter,
The tumble down the hill.
The race for the bell - some near, some far,
The smiles are always there.

The sunlight-streaming classrooms,
The warmth of happy cheer.
They nestle in close and they are one -
Bright ring of faces to start the day.

The learning hums in and the school grows quiet,
The birds have a turn at their song.
The gum leaves rustle and the sunlight spills,
The tall trees turn their faces to the sun.

The hours clock forward til the cars crawl the loop,
The children stream out in noisy lines.
With bags packed high with crumpled up paper
They fill the cars with the voice of their song.

All around us we see dear friends and dear faces -
They sweep in and out like the tide.
The face of love runs so strong through this school
And I am glad in my heart for it all.

Jodie Cameron
(Charlie and Henry's mum)

 Have a conversation	 Determine the level of help you need	 Connect to the best service for you
A health care professional will ask you questions. The information you provide will assist us to understand what support may best fit your current needs.	If you have felt distressed for some time, or have symptoms that are starting to impact your life, physical health or relationships, we can direct you to services that can assist.	Your treatment and support may be organised through existing services or one of the HeadtoHelp hubs.



**HeadtoHelp is not a crisis service.
If you need immediate help or are at risk of harm to yourself or others please call 000.**

HeadtoHelp is a free service open to Victorians of any age who may be experiencing distress or mental ill health.

HeadtoHelp will consider a person's financial situation if recommending other fee-paying services.

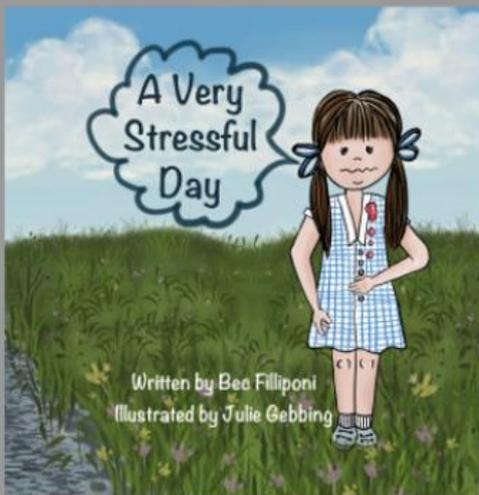
Our teams include mental health nurses, social workers, peer workers, alcohol and other drug workers, and other allied health professionals who work with GPs and psychologists to support you through telehealth, or onsite at a hub.

To find out more call 1800 595 212 or go to headtohelp.org.au

A Very Stressful Day



Childrens Therapeutic Story Book



A Very Stressful Day is about the tough things that happen every day. They may seem small but add up to make us feel really overwhelmed. After learning some regulating strategies, we can feel much better, even though the stressful things have not gone away. Join us in learning lots of ways to help our brains and bodies feel calm....even on a very stressful day.

A note from the Author:

Children are amazing, brilliant, wonderful humans, but unfortunately as humans, we seem to hear the negative messages about ourselves much louder than the positive messages. I wrote this book to remind children that they are not alone. Stressful things happen to everyone, we can't change that, but we can have control over how we respond. We can regulate ourselves and reconnect with others, which helps the tough stuff seem not so big and overwhelming. If you know a child that deserves To be reminded of how fantastic they are, then this book is for them. Bec

Order Through:

<https://www.trybooking.com/BVSRA>

rebeccafilliponi@gmail.com

Facebook: *Bec Filliponi Therapeutic Services*



**In times like
these, it's OK
to be a bit
uncertain.**

**Maybe a little stressed,
anxious or sad.**



But what if these feelings get
too much or go on for a while?

The sooner you HeadtoHelp,
the better you'll feel.

Call 1800 595 212

and find the best mental health
support for you.

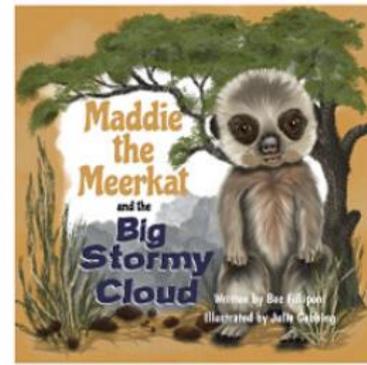




Regulation Strategies:

- Taking a Breath
- "I Feel.... and that is okay"
- Meditation/Mindfulness
- Rolling your shoulders
- Stretching
- Walk in the garden/nature
- Reducing workload
- Crochet
- Playing games
- Quilting
- Touching thumbs to all your fingers
- Reading
- Walking (without anyone else)
- Having the house tidy
- Dancing to music
- Bike riding
- Colouring
- Creating some structure
- Drinking tea
- Drawing
- Drinking water
- Eating healthy food
- Talking to humans
- Trampolining
- Online catch ups with friends
- Singing
- Being in the sunshine
- Scootering
- Photography
- Time with your dog
- Running
- Setting 1 goal for the day
- Listening to music
- Building things
- Playing a musical instrument
- Origami
- Facetime with Family
- Painting Flowers on your fence
- Playing lego
- Exercise with a Bubble Buddy
- Talking to humans
- Baking
- Eating the baking
- Zentables
- Letting a little bit of Emotions out at a time, so its not as overwhelming
- Talking on the phone with friends
- Sending silly messages or photos to friends and family
- Doing something for someone else
- Being generous with celebrating your achievements
- Positive Affirmations
- Doing things that makes us feel like we have accomplished something
- Making something for people you care about

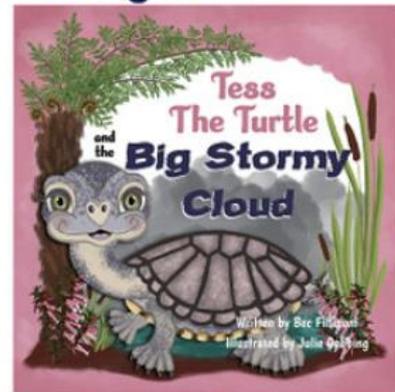
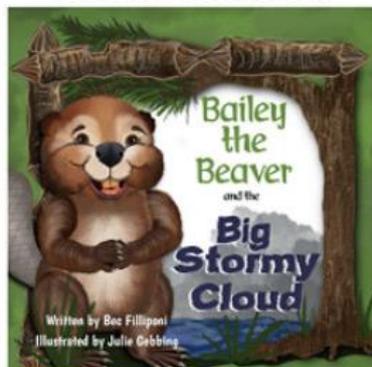
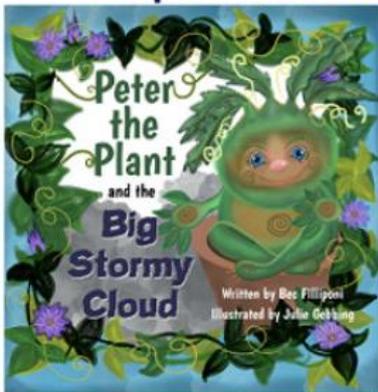
Bec Filliponi: Accredited Mental Health Social Worker
rebeccafilliponi@gmail.com
Facebook: Bec Filliponi Therapeutic Services



About Our Children's Story Books

Bec Filliponi (Accredited Mental Health Social Worker and Author) and Julie Gebbing (Artist, Graphic Designer and Illustrator), have created story books that explore concepts of kindness, resilience, positive identity, connection, self-care, regulating big emotions, self-worth and feeling safe. Set in beautiful places all around the world, these stories centre around endearing characters that children can strongly relate to. Although these books are written for 3 - 12 year olds, they acknowledge and explore important ideas that people from all ages can

connect with.



Explore or Order books at:
www.beaconis.com.au

FB: Beacon Innovative Solutions
info@beaconis.com.au

Child and family wellbeing program.



Child and family wellbeing program.

We are excited to share a new program with parents and carers at your school/kindergarten.

We are able to assist with:

- Practical parenting support
- Linkages to support services
- NDIS assistance
- Individual and group-based support
- Parent and carer peer support groups
- Education sessions

Appointments available at home or in the community.

Learn more

unitingvictas.org.au

Email us

familywellbeingreferrals@vt.uniting.org

Call us

03 9724 2222

Uniting



Family Wellness Sessions

Joint story time and mindfulness session

- Storytime with one of Bec and Julie's therapeutic Story Books
- Learn and practice 2-3 Regulating Activities together, from the Story

Parenting – Supporting Big Emotions in Little People

Accredited Mental Health Social Worker and Parenting expert, Bec Filliponi will talk about why our brains and bodies experience big feelings, how we can find our own calm in stressful situations and how we can teach and support our children to regulate their big emotions.

Children's Session – Art and Wellness Session

Artist, Illustrator and Children's Therapeutic Art Workshop Facilitator will support children to explore their emotions through creative art activities, which they can take home with them, to remind them of their regulating strategies, their worth and their connection to those that are important to them.

Come together to share something we have learnt

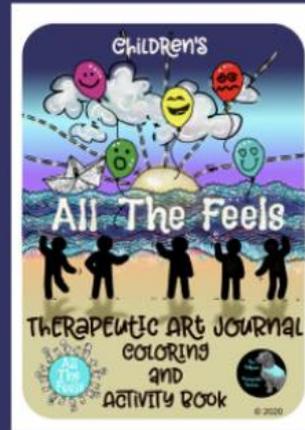
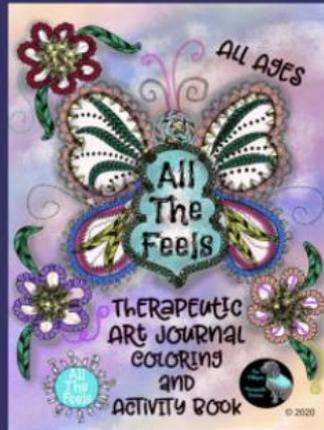
- Tickets are \$40 and include:
 1. A therapeutic story book (rrp \$19.95)
 2. One entry to Parenting Session
 3. One entry to Children's session
 4. Additional entries are \$10 or \$20 with an additional (different) storybook

20% of profits from all our books will be donated back to your school or organisation



To book your Workshop
info@beaconis.com.au
0491 748 733

Books and Services:
www.beaconis.com.au
FB: Beacon Innovative Solutions



Therapeutic Art & Colouring Journal



Order Through:
<https://www.trybooking.com/BMJPU>

**CHOOSE BETWEEN A CHILDREN'S
OR ALL AGES PACK \$24.50**

Add some Christmas Gratitude Cards

PACKS INCLUDE: 1x A5 Book with 20 unique colouring pages & 10 activity pages; 1 pack of colouring pencils & 1 fine liner pen. The aim of this Journal is to build value, connection and acknowledgment of people's internal experiences & emotions and to increase self-worth, mindfulness & gratitude.

You can also order 'Gratitude Christmas Card' pack with 12 cards you can colour & share your gratitude with the receiver, for \$18.

All The Feels Therapeutic Colouring and Activity Journal was created by Julie Gebbing & Catherine Byatt (Yarra Valley Artists) & Bec Filliponi (Accredited Mental Health Social Worker).



Lime Door
studio and gallery

rebeccafilliponi@gmail.com

Facebook: Bec Filliponi Therapeutic Services



EMOTIONAL REGULATION & SENSORY MODULATION

DATE THURSDAY 15 SEPTEMBER 2022

**The online workshop
will be presented by:**

Melody Sutton - Team Co-ordinator/Occupational Therapist,
Secondary Consultation and Community Education Team,
Eastern Health Infant, Child and Youth Mental Health Service
Kerry Goddard Senior Clinician/Senior Mental Health Nurse,
Secondary Consultation and Community Education team.

**This workshop will
focus on:**

- Identifying emotions and how they link with our senses
- How this knowledge can be used to regulate responses to sensory input and emotions
- Introduction to sensory modulation
- Awareness of sensory processing patterns and how these influence staying in the optimal performance zone
- Tools for identifying emotions
- Strategies to use when working with children/young people experiencing emotional dysregulation and behavioural difficulties

Target audience:

Staff working in a range of settings including education, health and child and family services.

Time:

9.30 AM to 12.30 PM

Cost:

\$40.00 (includes GST, and seminar materials)

**Bookings &
Registration:**

Email Registration to: CommunitySeminarCYMHS@easternhealth.org.au

Seminar Location:

ONLINE DELIVERY 🖥️ via Zoom

Contact:

Marion Bernard
Community Engagement Seminars
on 9871 7710



Whilst any day can be RUOK? Day, the formal day when it is highlighted is 8 September 2022.

To join the official 'R U OK?' day and for more related resources, follow the link below.

<https://www.ruok.org.au/join-r-u-ok-day>

RU OK? is a harm prevention charity that encourages people to stay connected and have conversations that can help others through difficult times in their lives.

Our work focuses on building the motivation, confidence and skills of the help-giver – the person who can have a meaningful conversation with someone who is struggling with life.

RU OK? contributes to suicide prevention efforts by encouraging people to invest more time in their personal relationships and building the capacity of informal support networks – friends, family and colleagues - to be alert to those around them, have a conversation if they identify signs of distress or difficulty and connect someone to appropriate support, long before they're in crisis.

Learn the four conversation steps

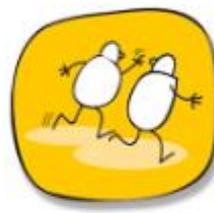
Starting a conversation? Follow these four simple steps:



1. Ask



2. Listen



3. Encourage action



4. Check in

Remember, it's ok to not be ok...
Some helpful contacts for those who may need them:

If you or anyone you know needs help:

- [Lifeline](#) on 13 11 14
- [Beyond Blue](#) on 1300 224 636
- [MensLine Australia](#) on 1300 789 978
- [Suicide Call Back Service](#) on 1300 659 467
- [Kids Helpline](#) on 1800 551 800
- [Headspace](#) on 1800 650 890
- [QLife](#) on 1800 184 527
- [Relationships Australia](#) on 1300 364 277
- [ReachOut Australia](#)

Specifically for men:

No To Violence: Male Family Violence Prevention Association

Peak body for individuals and organisations who want to contribute to male family violence prevention.

03 9487 4500

www.ntv.org.au

Men's Referral Service

Anonymous and confidential telephone service provided by men for men. It offers a central point of contact for men who want to stop violent or abusive behaviour towards their family members.

1300 766 491 (Mon-Fri 8am-10pm, Sat-Sun 10am-4pm)

MensLine Australia

Professional telephone and online support, information and referral service for men, specialising in family and relationship concerns.

1300 789 978

www.mensline.org.au

Specifically for women:

Women's Safety After Separation

Information for women facing separation, particularly where there is violence and abuse.

ncsmc.org.au/wsas/welcome.htm

WIRE (Women's Information and Referral Exchange) is a Victoria-wide free generalist information, support and referral service run by women for women.

1300 134 130 (9am – 5pm)

wire.org.au

Women's Health Victoria

Free, confidential and statewide health service offering information, support, a library and referral options for women. Run from the Royal Women's Hospital.

thewomens.org.au/WomensHealthInformationCentre

Centres Against Sexual Assault (CASAs)

Centres offer 24 hour crisis support to recent victims of sexual assault, as well as counselling, legal and medical support and information.

www.casa.org.au

1800 806 292 (all callers are automatically transferred to their local CASA within Victoria)
(Eastern CASA is in East Ringwood – 9870 7330)

Adults Surviving Child Abuse (ASCA)

Counselling support line, information, support, referral for survivors, supporters and health professionals.

1300 657 380 (7 days, 9am-5pm)

For Children and Young People:

DHS Child Protection Crisis Line

131 278 (24 hours/7 days) – statewide

Australian Childhood Foundation

www.childhood.org.au

1800 176 453 or 03 9874 3922

Parentline Victoria

www.parentline.vic.gov.au

132 289 (8am-midnight, 7 days)

Kids Helpline

<https://kidshelpline.com.au/>

1800 551 800 (24 hours/7 days)

Australian Childhood Foundation

Works to protect the rights and ensure the safety of children. Provides trauma counselling, professional training, advocacy, research and parent support.

www.childhood.org.au

For LGBTIQ:

QLife Australia (formerly Switchboard Victoria)

Australia's first nationally-oriented counselling and referral service for people of diverse sex, genders and sexualities. Provides nationwide early intervention, peer supported telephone and web-based services to support LGBTIQ people of all ages.

[www.qlife.org.au](http://www qlife.org.au)

1800 184 527 (3pm-midnight, 7 days)

Gay and Lesbian Health Victoria (GLHV)

GLHV is a lesbian, gay, bisexual, transgender and intersex (LGBTI) health and wellbeing policy and resource unit.

www.glhv.org.au/

03 9479 8760



Outer Eastern Melbourne

1800 271 150

oema@orangedoor.vic.gov.au

4-16 Devon Street

(Corner Pierson Drive and Railway Grove)

Croydon, 3136

Who is The Orange Door for?

The Orange Door is a free service for adults, children and young people who are experiencing or have experienced family violence and families who need extra support with the care of children.