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Oaklands News



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**Oaklands Catholic School
and Sixth Form College**



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From the Headteacher's Desk

It's Thursday 21st May and now 16:08 and I am suffering from Zoom fatigue. I have been communicating with my fellow Zoomers (new word) most of the day, be they colleagues from school, or the Local Authority. This comes on top of a heavy night of Zooming; this technology has now bled in into my leisure time. On Wednesday evening we host a family quiz, five teams of two, drawn from across southern England, meet together on an online platform.

Despite the relaxing of office social etiquette, I rarely put on a tie when working from home, I am more exhausted than I used to be pre social distancing at the end of the Zooming day. I know I am not alone in this respect.

There are probably a few reasons for this. Video conference and teleconference forces us to focus more intently on conversations to absorb information. We find it difficult to pick up on those social cues that originate from body language. Think of it this way: when you're sitting in a room, you can rely on whispered side exchanges to catch you up if you get distracted. An uncomfortable shuffle on a chair can give away another's views. During a video call, however, it's impossible to do this unless you use the private chat feature or awkwardly try to find a moment to unmute and ask a colleague to repeat themselves.

On a video call the only way to show we're paying attention is to look at the camera. But, in real life, how often do you stand within two feet of a colleague (certainly not now) and stare at their face? Probably never. As Zoomers we co-exist together in this virtual world. The bottom line and the subtext to effective communication, finds its genesis in the nature of relationships. We are trying to maintain, these, some professional, others social, with only a 2D image.

I remember a child once asking me "*How do you have a relationship with God, who you can only see in a picture?*" Here's the short answer: a relationship is a relationship is a relationship! In other words, unless our relationship with God looks and feels a lot like our relationship with the people we love most, who exist in 3D, it probably isn't a relationship as much as a co-existence! The lesson here is to find God in the people around us. Our humanity has become God's home. If you look for Him, you will know when you have found Him, and it is a far better experience than being on Zoom.

Over the last months, amid school closures, we have had to quickly adapt our instruction to allow for remote learning. If I had been told on 1st January that we were going 'remote' on 23rd March then we would have had the opportunity to strategically plan for the introduction of remote learning.

Sadly, we were plunged in the deep end. During the past few weeks, staff have brainstormed challenges and strategies, sat through each others' classes, and collaborated on joint offerings.

After our initial hesitation about online teaching and some early hiccups, we feel much more optimistic about e-learning. We are very proud of the way our staff and our students – and their families – have adapted to home learning. But there are still some areas to develop. One of these is around praise and reward, Mrs Whyte has written more extensively about this on Page 20. For some students that smile, a subtle nod is enough affirmation to keep them going. It is difficult to do this whilst learning remotely.

Feedback from all those involved in the process of home learning has generally been positive but not without challenge. For this reason we are further evaluating and reviewing our approach, to improve the use of pre-recorded video and audio content; and, in some areas paring back content so students do not feel overwhelmed. There will be no new work set over half term. We are also considering a consolidation week halfway through the next term. Again no new work will be set, although a number of other extra-curricular activities will be posted.

Throughout this edition of Oaklands News, we have focused on *'how is lockdown from your perspective?'*. Students, teachers and Father Jeremy have contributed. It makes quite an interesting read.

Mr M Quinn

Re-opening Plans

The Governors met on 20th May and reviewed the school plans for limited face-to-face contact in school for Year 10 and Year 12 after 1st June. They were content that the school had put in place the necessary control measures.

The Governors were also conscious that between now and Monday 1st June, the advice from the Government and Local Authority may change. Unfortunately, the specific advice for secondary schools, despite being promised last week, has not been published. The next Government review is not due until 28th May, during half term. At this point there may be factors outside the control of the school such as the local 'R' rate, the availability of testing and tracking as well as the ability for pupils and staff to travel to and from school safely that may require review of the position. Having a detailed plan at this stage provides us with time to react. In the mean time work has continued in school to rearrange classrooms to accommodate limited numbers of students should it be necessary.

Star Wars Day ... May the 4th Be With You !



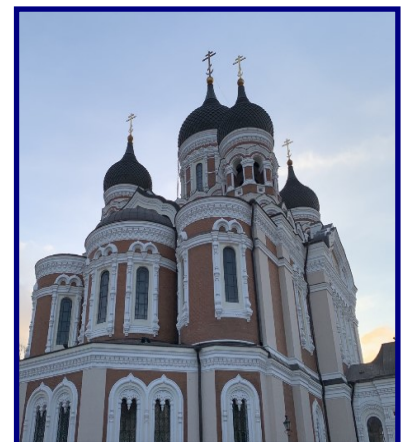
Day 1, the journey (Sunday 9th February)

Arriving at school at 4:30am is never fun. However, we were all very excited to spend a week in Estonia. We had roughly an hour and 20 minute drive to Gatwick with a few hours spare before take-off. Check in was easy but we realised our flight would be slightly delayed due to Storm Ciara. We were supposed to take off at 8:00am but ended up on the runway at around 9:30am. We arrived in Tallinn at 13:45 (2 hours ahead). Being the first country to arrive, we had 4 hours before we were picked up. We decided to spend this in the Ülemiste Mall which is supposedly one of the largest in Europe. It was 17:30pm when we left Tallinn in a minibus with all the other counties. The journey to Pärnu, where the teachers were dropped off in their hotel, was roughly 2 hours long. Then, we were picked up by our host families.



Day 2 (Monday)

School started at 8:00am which was very early for us as in England this would've been 9:00am - especially with our early start the day before. We started off by getting to know each other by playing a few games which would make us engage. We got a tour of the school and also a tour of the village, visiting the key places of Häädemeeste which is 300 meters from the sea. Unfortunately we'd brought British weather with us as a storm started just as we went outside. This didn't stop anyone - everyone thought the village was lovely. After our tours we made online quizzes about traditions in each of our countries. This was the end of a surprisingly short day, which we much preferred to our late finish. The three of us went home to spend the evening with our families.



Day 3 (Tuesday)

Arriving at school for another early start, we spent some time continuing with our quizzes on the computers. Once everyone was in, we participated in a few workshops making friendship bracelets and Dragonflies out of wire. After lunch we went for a hike through the forest. We climbed a huge pile snow which has been collected and stored over the past few years, ending up in a primary school where we played games and went for pizza in a restaurant across the road.



Day 4 (Wednesday)

Today we travelled back to the Capital (Tallinn) for a full day of sightseeing. Before going to Sea Plane Harbour, we stopped off at a nice little café full of cakes, tea and coffee. The museum had all of Estonia's maritime history and was full of dinghies and boats from different eras. This included a submarine used in World War 1 to defend Tallinn's coast. After the museum tour, we walked through the old city of Tallinn seeing colourful buildings through beautiful cobbled streets. We ended up in an old restaurant for lunch. After lunch we visited another marine museum which was housed underground. Later we had some time to buy souvenirs before the journey back to our village.



Day 5 (Thursday)

We met at school to leave on the coach at 7:45am. We drove for roughly an hour and 15 minutes to a farm. We saw horses, sheep, cows and a cat. For lunch we had mashed potatoes with bacon in it. They called this porridge but they are nothing alike. After a ride on a horse drawn carriage, we had a reasonably long drive to a bowling centre, spending the afternoon playing a few rounds and enjoying some snacks. We all got the bus back to end the day back at Häädemeeste School.



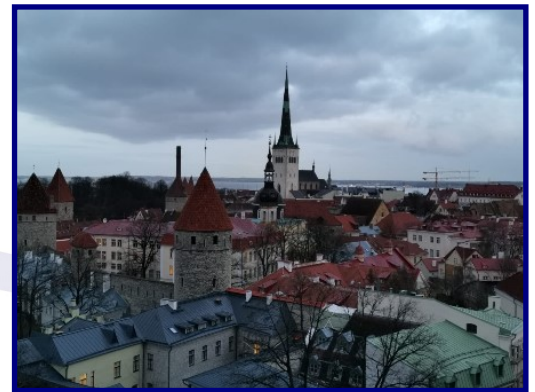
Day 6 (Friday)

Friday was our last full day in Estonia, and we wanted to make the most of what we had left. Another early start led us on a bus to a nature reserve, learning about the wildlife and forest in Estonia. This was followed by a tour of the museum and the forest which led to a nice beach which we walked along, back to the centre. We spent some of the afternoon answering each other's quizzes which we had made earlier on in the week. We went back to the school, as we had some free time before watching a concert performed by the Estonian students in the evening. We watched the talent show from 16:00-18:00pm and then all split for our final night in the country.



Day 7 (Saturday, final day)

On our last day we finally got some time to lie in, eventually leading to everyone meeting in Pärnu for our final journey together. We drove 2 and a half hours to the airport with plenty of time spare before departing. Leaving everyone was difficult, bearing in mind we spent the past week getting to know new friends, that we wouldn't see again for a very long time. We took off at around 16:00pm. The flight was bumpy at some points but we arrived safely in the evening, arriving back at school quite late, being picked up and going straight to sleep.



A huge thank you to Mr and Mrs Ludlam for travelling with us, and to Mrs Broadway for organising our trip to Estonia.

Harriet, Emma and Tom (Year 10)

From the Chair of Governors

It goes without saying that this has been a particularly challenging time for the whole school community. May I personally thank all parents and carers for the support they have shown to the students; for supporting them with their home schooling, providing them with an environment in which this can be undertaken to best effect and for keeping them all fed and watered on demand. To do this is challenging enough at the best of times but to do this whilst maintaining all the protocols we've been asked to observe to stay safe and protect the NHS; whilst balancing your own demands from work and home; whilst caring for those who have become poorly in your household and whilst being concerned for those loved ones who you've only been able to speak with has been so very much appreciated. I am in no doubt how hard some people have found this, and continue to do so, so again I thank you. The staff likewise have faced their own challenges – generating, setting and assessing work while also balancing all their own home-schooling and work/home life challenges and for them also I have nothing but the greatest of praise.

The phased return to Oaklands will be particularly difficult to plan and to deliver. Whilst the organisation of the school is a matter for the Senior Leadership Team, Health and Safety sits firmly with the Governing Body and this is a primary driver behind the decisions we take.

We have continued to work as a Governing Body, meeting regularly using collaborative tools such as Zoom. The Governors have been carefully studying plans devised by the school, which draw on Department for Education guidance and the considerable expertise and skilled management of the Senior Leadership Team, and can assure you that we will not allow any onsite learning to recommence unless we are satisfied that all risk and safety concerns have been fully assessed and been mitigated to as low as reasonably possible, and then we will determine whether that is low enough.

If you have not already done so, then may I ask that the letters Mr Quinn sent recently are read with care. These contain some really invaluable information that has been specifically pulled together and provided for your attention.

Just before I close, I would like to add one further round of thanks – to my colleagues on the Governing Body. They give their time willingly to the school and in these challenging times they have continued to exercise governance over Oaklands, have kept that level of oversight going and will continue to do so as we move forward collectively.

I know that a couple of colleagues are likely to be stepping down from their positions during the school year and so, before we commence any formal recruitment, I just wanted anyone who might think that they have the aptitude commitment to be a Governor to take a look at the information on the Hampshire County Council website - <https://www.hants.gov.uk/educationandlearning/governors/volunteer/whatgovernorsdo> and the Catholic Academies and Schools Office (Portsmouth Diocese) website - <http://www.casop Portsmouth.org.uk/governors/> and if you would like to have a discussion about what you may be able to offer as a potential Governor then do please email me at chairofgovernors@oaklandscatholicschool.org

Best Wishes

Marc Evans

During the school closure, our Support Staff Teams have been working hard behind the scenes to ensure that the Oaklands community can continue to operate during lockdown ... here is an insight into what some of them have been doing.

The IT Team thought they might be in for a quiet spell when lockdown started ... how wrong they were! In fact, they've changed from supporting infrastructure (servers, wireless, etc) to supporting applications; mostly Office365 and Teams. They have had to make sure everyone (staff and students) were in the right Teams, then configure the correct voice and video conferencing settings and help people with any issues. As you can imagine, there's been a high demand for laptops, and helping people get set up at home.

There's long term work that still needs to be done – a set of new laptops for Teachers that need to be built, and the photocopiers around the school are all due to be changed. They've also rolled out Microsoft Edge to student desktops and will be installing it on laptops in the near future.

On top of all this, they have been supporting Portsmouth Diocese to migrate their email to Office 365. Mr Durrant is really pleased that the systems put into place, like Office 365, and DirectAccess (for working at home) have allowed the school community to transition from onsite to home working more or less seamlessly. This has not been the case with all schools!

Our Site Team have been as busy as usual. They have been opening and closing the school every day for keyworker and vulnerable student provision, ensuring that there is sufficient handwashing products and hand sanitizer for everyone on site, carrying out essential repairs to school equipment as well as security checks during the Easter break and Bank Holidays. They have also been able to spend time attending to general maintenance jobs which are difficult when the school is fully operational, such as replacing the emergency lighting in the corridors and stairs of T Block. The team have also been attending to the school grounds - cutting the sunken lawn is good exercise as well!

Work is now underway to prepare the school for further students to return after half term. Classrooms are being set up for small numbers of pupils, all sitting at least 2 metres apart and signage is being displayed around the school to help students remember the Government guidelines for social distancing and hygiene regimes.

Although there are no exams for Year 11 and Year 13, our Data Manager and Exams Officer, Mrs Colley, has been busy working with the teachers who are preparing grades and marksheets to submit to the examination boards. She has also been answering queries with SIMS Engagement for both students and parents. In addition, Mrs Colley is the Clerk to the Governing Body and as you will see from the Chair of Governors' article, they continue to meet and support the school in this challenging time. Finally, Mrs Colley runs the Oaklands Gardening Club; even though the students cannot help, she is still planting and watering various crops and is pleased to report that we will have strawberries this summer! (see the picture on the front cover).

The Finance Team has continued to operate fully with staff working from home and the usual Finance Office business such as managing student accounts, invoice processing, supplier orders, governors' development funds receipts, gift aid recording, VAT returns, and monthly management reports for the Senior Leadership Team and Governors continues.

They have been processing music tuition refunds due to missed lessons and many students have needed to be refunded for cancelled trips.

In addition there has been a remote internal audit which necessitated compiling and uploading on the auditors' website over 50 documents. This audit is ongoing.

Our Business Support Teams have been manning Reception and Student Services since lockdown. They have been administering the Government's free school meal voucher scheme and ensuring that those families who have limited internet access receive work and correspondence on a regular basis. They are also preparing for the new Year 7 in September, sending out email and paperwork to help their transition be as smooth as possible.

Mrs Richardson, one of our Attendance Officers, has been in school every morning to register keyworker and vulnerable students. A daily submission to the DfE is required for all students who have been attending school.

Lockdown Life (Year 9)

When we hear the word “lockdown”, negative things immediately come to our heads, like confinement and loneliness, but it does not have to be that way. It can be a time of relaxation, motivation and reflection on what is happening and what will happen in the future. Through this article we would like to show you our quarantine routine, and show you that although things may be different, it can still be positive.

We wake up at 8.00am, have breakfast, shower and are ready for school at normal 9.20am. We try and do an hour per subject, or as much work as we can in the designated time. If at any time we are struggling, we ask each other for help, as we are good at keeping each other happy and motivated, especially during lockdown. If we both finish at different times, or get set different work, we work together so we are learning more. However, we do try to separate ourselves sometimes, as we know we will not be in the same classes after lockdown, and we will have to rely on others. We usually finish around 2.30pm, which includes a lunch break, in which we keep to normal school time. For the next hour or so, we try to keep to our dancing schedule and karate, as we get set challenges almost every day. We recently purchased an inflatable dance mat, so activities are easier, and we can have a bit of fun too!

As mentioned above, we have helped each other to keep motivated to do all our work. One way we keep each other working as hard as we can, is by setting a friendly competition of which we see who can achieve the most per year. We have been doing this since secondary school started, as we found it a great way to bring out our competitive side. However, we do help each other achieve these goals and are very supportive of each other no matter what. Also, the constant support and reassurance from both our parents and teachers has been appreciated: they have kept us updated with what is happening during the coronavirus outbreak and keeping us motivated to learn, even if it is in different surroundings. We think that teachers are a key part in keeping us motivated, so for that we thank you.

During work, it is essential to take regular breaks, so your brain does not get tired or full to retain information. Relaxing is equally important as keeping busy and it is not all about watching TV and films, we can suggest many recommendations of relaxation. We have tried drawing, reading and listening to music, which we found were good options and has helped us immensely. We have recently discovered we have a passion for interior design, and, with good use of persuasion, we have convinced our parents to make our creations a reality when lockdown is over. Another thing that we do, most days, is talk to our friends, this gives us an illusion of normality. Even a little text message conversation a day makes a big difference if you are feeling down, worried or stressed; we are lucky enough to have friends we can rely on to make us feel better. Going on a walk with your parents every now and then is a great way to unwind and get some quality time together. Little things make a big difference.



Although the lockdown has been a struggle, we think it is important that everybody tries to remain positive, and not focus on what you could have been doing or going, but taking this opportunity to do those important thing or little jobs; get them done whilst you have this time! Yes, maybe you did not get exactly what you wanted at the supermarket but use it as an opportunity to try a new recipe, and it could become a new family favourite! Our family is using this opportunity to renovate our kitchen, something we had all wanted for years but had never began to plan until quarantine started. Now that the lockdown procedures have started to ease, our plans are in the process of becoming a reality and we can start to look forward to the new design (which, unfortunately we did not design). We can use this time of home learning and with a positive mind-set we can learn and perfect our skills. Although it may be harder, we will eventually see the improved results that come out of our hard work.

Coming out of lockdown, we would hope that it would have taught us, as a society, to be more thoughtful and caring towards others and their feelings, be more patient and not be discriminative. We do not know what people are going through or how lockdown has affected them. It is a good time to put our newfound skills and positive mind-sets into action. Could we continue to reduce pollution, as throughout this lockdown period it has decreased drastically, and our local beaches and water is looking more beautiful than ever before. We think that, although this has been a negative time for many, positives can come out of it and society can change to become more welcoming for everybody.

Libby (9Vp) and Mia (9CI)

The Week

An average day in lockdown starts with an early rise at 8.00am for a Joe Wicks workout, then, at 9.30am I go up and start my schoolwork. My schedule is based off my normal timetable, which I check every day before work. To make up for the lack of social interaction, my friends and I contact each other through the app Houseparty, a video app capable of holding up to 8 people on a video call at once. We listen to music and have a chat while we work, but we also help each other and make sure everyone is doing well with the subject they are completing. After we finish our subjects for the day, we either; hang up and watch TV with family, or we stay and talk to each other and play games with each other on the computer or Console.



The Weekend

At the weekend my schedule changes, I have a lie in and wake up at 10.00am; I then go downstairs and have breakfast. Later in the day, if they are free, I call some of my friends and we go on a video game, like Minecraft or Brawlhalla. If none of my friends are available, whether they are sleeping or going on a bike-ride with their parents, I watch TV with family or go on a video call with my cousins and find out what their day has been like, I play Minecraft online with them and we talk for a while. After we hang up, I go to watch TV and eat dinner with my family, then I head up to bed at 9.30 or 10.00pm.

Are there any positives?

I think that yes, there are some positives about being in 'quarantine'. This quarantine has helped many people develop and become more mature. It has also let people learn new skills, like a musical instrument or cooking, as well as giving people the freedom to start a Youtube channel or start to try things they had wanted to do before but didn't have the time to.

Rowan (9Mg)

Since Year 7 we have followed a timetable everyday and have always known what the next step in our lives was going to be.

This period has been filled with immense re-adjustment for everyone, but especially Year 13s. We have had the rug completely pulled out from underneath us. We went from studying for eight hours a day, with a structured revision timetable, to feeling completely lost and uncertain about the future ahead. This period has taken away all the structure and normality in our lives and this has led to us struggling with motivation. We used to be productive, arriving at school at 8.00am to study for an hour before college and staying until at least 5.00pm most nights to study afterschool as well. Now, it's amazing if we are out of bed and dressed by midday!

Some of us have been struggling with our mental health during this lockdown, feeling like we are on an emotional rollercoaster, a *corona*-coaster if you will. Some days are great and filled with productivity, whereas others are filled with lounging around and binge-watching Netflix. Because of all of the unpredictability, we, along with the majority of our year group, are worried about what will happen regarding our university plans for the next academic year. The lack of clarity surrounding how universities will teach their courses from September has been a great cause of concern for our year group, with many considering deferment rather than having lectures online.

The end to our time at Oaklands was very abrupt, which left us confused and upset. We did not have our Leavers' Mass and Dinner; our exams were cancelled along with our plans for an extended summer. With two days' notice of our departure, we did not properly have a chance to say goodbye to staff and students.

However, at the same time we are extremely grateful for some relaxation and recovery time, giving us a chance to focus on what is important. There have been some silver linings in this dark period. I think that we can all agree that we will emerge from this lockdown with a greater sense of gratitude for things we once took for granted.

We have been using this time to learn new skills, such as touch-typing and British Sign Language as well as being able to further research our subjects before (hopefully) going to university in September. Like many during this time, we turned to Zoom quizzes to stay in contact with loved ones, whilst also keeping our brains active. One thing that we have been particularly grateful for in the last week is the opportunity to be able to meet each other again, whilst maintaining appropriate distancing. We have been using this opportunity to go on walks and to catch up properly, in person!

Our thoughts and prayers are with everyone suffering throughout this terrible time. Hopefully, sometime in the near future, we will start to see the light at the end of this very long and gloomy tunnel.

Keep smiling and stay safe.

Jessica and Olivia (Y13 Class of 2020)

270 out of the 318 students who have responded so far have declared, usually with capital letters, that they are looking forward to coming back to school! However, given the complexities of ensuring that on-site provision is safe for staff and students, a full return to normal teaching of classes for 20-30 learners is not happening soon. Here we are then, remote learning for all!

How is it working and what needs to happen to make it a more effective process? To enable a better understanding of what could improve we are carrying out a quick survey to gather plenty of qualitative data from learners. Additionally, staff are being surveyed with regard to any extra or new learning skills they might need.

Both teachers and students have learned a great deal recently. Along with parents, we have all had an exponential learning curve with regard to identifying the right amount of learning being delivered in the right way with the right tools to ensure learning sticks. We cannot all hope to emulate lessons in class and even if every teacher delivered live-streamed lessons, we would have too many learners unable to access them because of shared laptops across families. Remote learning involves a judgement call to try to give all learners at Oaklands high quality access to their course content. It will not be as good as the real thing and it will not please all the people all the time.

However, the present live survey (see your son or daughter's Office 365 Teams link from their tutor or the link in Mr Quinn's letter last week) aims to identify as many issues as possible for both teachers and learners so that we can improve and refine our remote learning delivery and receipt.

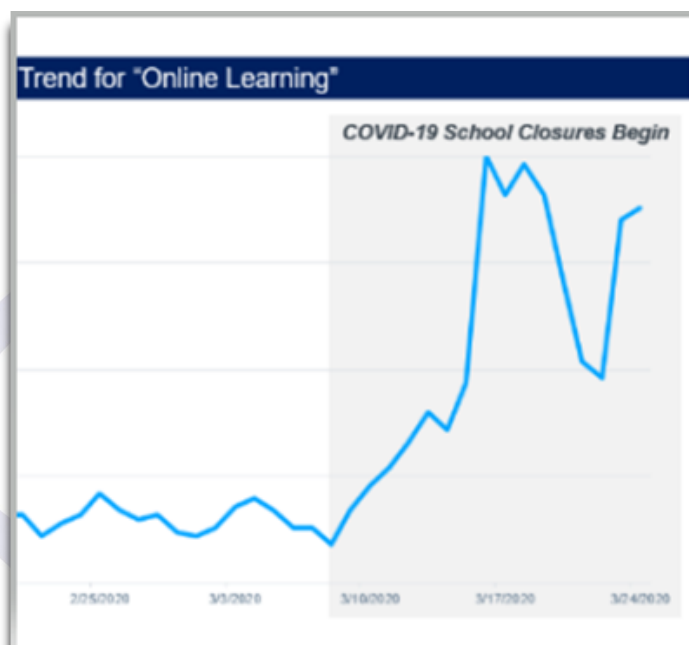
All comments are being analysed so that we can develop additional action plans for teachers as well as further help slides for students where relevant.

The hot issues so far:

- Not enough feedback
- Wanting to collaborate with friends more
- Too much work set!
- Needing more support

We look forward to having all of our classes back with us at some point, in the meantime we are working as hard as ever to make remote learning work well for both learners and practitioners alike.

Survey ends Friday 22 May with results to be published to students and teachers during the first week of June



<https://www.battery.com/powered/online-education-is-having-its-moment-part-1-k-12/>

Students involved in STEM have had to put their school based projects to one side as a result of school closure due to Coronavirus. Sadly, the Year 9 STEM day was also postponed but fear not, there are some ideas at the end of this article to help inspire STEM activities at home, please keep reading.

STEM clubs have really thrived this year and expanded from one to three lunchbreaks per week with a Biology, Chemistry and Physics focus on each particular day. During Monday's STEM club meetings, students have been doing a mixture of locating different galaxies on the website Zooniverse, to which their results will contribute to a scientific paper. In addition to this, they were starting to plan work on CREST award work as well, looking into what is the best material for a pizza box.

We welcomed three rats into the Science department this year. We took suggestions for names and then each club took a vote on which names they liked the best. The winning names were Darwin, Irwin and Attenborough (white). At STEM club on Wednesdays, students can handle the rats and learn about caring for them alongside other projects with a Biology focus, for example, dissecting a wasps nest – don't worry, the wasps had abandoned it!

In a previous edition of Oaklands News, we reported on the progress of one STEM project, where a group of Year 9 girls had started to make liquid soap (the 'Soap Opera!'). The project is still going strong and the team have been supported by STEM ambassador and Chemist Kajally Jobe who visited Oaklands in January to talk to the girls and give them some advice. Following this they had to research the chemical formulae and masses of the ingredients that were using to try and make their recipe more scientific and accurate and have adjusted it several times since.



Each batch had its merits in terms of consistency, clarity and pH but they will need more work to perfect the process before they can scale up and potentially make enough soap to supply the whole school – something that may be very important given the current pandemic.

James and Edward (Both Year 9) have attended STEM club since year 7 and are becoming quite accomplished in the lab. They have perfected the process for extracting copper from a mixture of copper oxide and carbon. They tested mixtures in different ratios with different layering and mixing methods and completed dozens of experiments, recording and analysing the results. This will earn them a Bronze CREST award and has also helped the Science Department who use this experiment at GCSE and were having mixed success. The boys have also investigated the minimum amount of oxygen required to support combustion and most recently have started a project to make their own colorimeter using Lego LEDs which will also need many experiments to compare and optimise different light sources and get it calibrated for use.

They can be seen in the photo with their prototype and a selection of standard solutions ready for use.



There are many other experiments that have been carried out or are in progress, such as making and testing bath bombs, making volcanoes and investigating the amount of energy in food by calorimetry. A small group of year 7 students have made their own equipment for this and are learning about the importance of controlling their variables when they repeat experiments to ensure data is valid more accurate.

We hope to continue STEM clubs once normal life resumes at school. For more information, see any Science teacher!

CREST challenges and projects that are suitable for home learning can be found by following this link:

<https://collectionslibrary.crestawards.org/#11-18>

Students can contact their Science teachers for support and they can get help with attaining a CREST award while in lockdown.

Shed Loads of Experiments can be found by following this link: <https://www.gla.ac.uk/events/sciencefestival/community/ashedloadofscience/ashedloadofexperiments/>

Students can learn how to make lava lamps, rockets, volcanoes, bath bombs and more all in the safety of their own home.

STEM UK – Starters for STEM – a package of resources that parents can use for STEM activities at home: <https://www.stem.org.uk/resources/elibrary/resource/468235/starters-stem>

Please note: Adult supervision may be required and consent must be obtained from parents before starting any of the experiments listed on resources above.



Starters for STEM



Starters for STEM are 10 activities that parents can use at home to help children develop their science, technology, engineering and maths skills. These activities are easy to resource and provide children with the stimulus to talk about the world around them. If you see a link, you can explore how to extend these activities, you will need to sign up, for free, to access these materials. Don't forget to share your work on social media **#ScienceFromHome**

Fantastic fruits,

Collect a selection of fruits. Are they all the same? Do you know what they look like inside?

Look inside—what patterns do you notice?

www.stem.org.uk/rx64ki

Garden/home treasure hunt

Create a rainbow collage by collecting coloured materials from your garden or home.

www.stem.org.uk/rx33ho

What's in your house?

Find 5 things in your house. What are they made from?

Can you name the properties of the different materials?

www.stem.org.uk/rxg2rt

Growing plants from the things you throw away

Collect the seeds from the fruit that you eat. Including tomatoes and squash.

Do they all look the same? Plant them and observe how they grow.

www.stem.org.uk/rx32mj

Imagine what your life would be like without plastic

Write a story or create a comic strip for 'a life without plastic'.

Are all plastics the same? Do they all float

www.stem.org.uk/rx355t

How does our body work?

Go outside and use chalk to draw around someone's body.

Can you draw what is inside your body? What does each part do?

www.stem.org.uk/rx34f3

Spooky sounds

Sit quietly for 60 seconds, make a list of everything you can hear. Try this in different places, indoors, outdoor or even in the bath.

What do you think it would sound like in space?

www.stem.org.uk/rxzum

Excellent electricity

Make a list using words/drawings to find all the things in your home that use electricity.

If you could keep only one item which would it be? Why?

www.stem.org.uk/rxxxr

Fun with flight

Design and make a paper aeroplane that will travel the furthest.

Does changing your design make it go further?

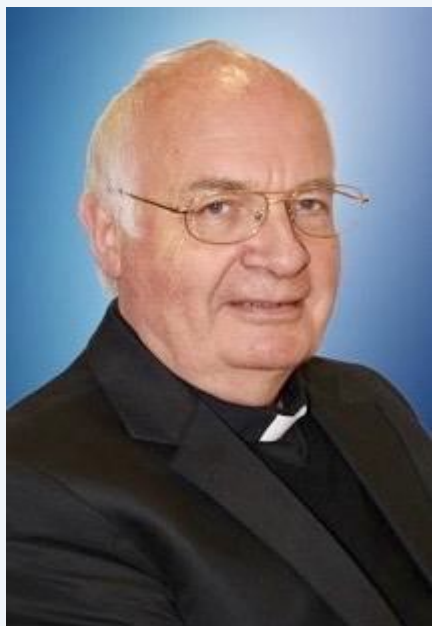
www.stem.org.uk/rxfiv7

Who would live in a house like this?

Design a creature that would live in the boot of your car, or the bottom of your bag.

What special adaptations/characteristics would it have?

www.stem.org.uk/rxg7nj



When I was a small boy in 1956 I distinctly remember my Parish Priest, Canon O'Hanlon, speaking about the horrors experienced by the Hungarian people under invasion by the Soviet Union at that time. In particular I recall the closure of all the churches and the suppression of any kind of religious gathering on pain of death, and hearing of adults and children being shot for trying to break the 'lockdown'. Before long, refugees from Hungary started appearing in our churches and schools. They were people of deep faith and I realised how important the Mass must have been for them under persecution.

Little did I imagine that here in the Land of the Free we would ever experience anything like it, but here we are, all religious services banned due to the invasion, not of an atheistic superpower, but of an organism so tiny it can only be seen under electron microscope.

Maintaining a sense of community in the parish has been a real challenge for all of us, but at least, unlike my Anglican colleagues who are prohibited from entering their churches, I can go into mine and record Sunday Mass each week. My colleagues in the pastoral area have all developed different strategies for getting the Mass to the parish. Some without the technological wherewithal, have directed the people to streamed Masses from the cathedral while emailing out a daily homily. Others have live-streamed themselves celebrating using a smartphone. Others invite parishioners to join Mass via ZOOM. All of us have kept in touch with parishioners by phone, email and newsletter, once again having to climb a steep technological learning curve since our secretarial staff are furloughed.

We also engage in receiving goods for the food bank and delivering groceries and prescriptions to some very vulnerable parishioners. We are prohibited from engaging in hospital chaplaincy, apart from Fr Daniel, who is the official post-holder, or visiting the sick in nursing homes, though most of us have negotiated being allowed in to administer the Last Rites when necessary; that nursing homes have a largely Catholic staff has facilitated this.

The big headache now is what will happen when the restrictions are lifted and phased return to worship in church begins again. The need for social distancing means limited numbers and 2m floor tape markings, separate and different entrances and exits, the possibility of meeting outdoors in the car park or on the green for Mass, special rules for receiving the Eucharist, no possibility of singing or contact of any kind, the possible multiplication of Masses, installation of hand sanitisers, supply of masks and protective clothing. We await directions from on high but are planning for various possible scenarios in the meantime. Who knows where and when all this will end and what our lives will look like when it does.

Monsignor Canon Jeremy Garratt
The Church of the Sacred Heart, Waterloo

Well this is certainly an Easter we'll never forget! The Easter season is 50 glorious days of celebrating, feasting and rejoicing! (We get 10 more days of joyous partying than we do for fasting and repentance in Lent, just another reminder of how generous our God is!) I hope and pray you have managed to enjoy this springtime in the Church, receiving all the graces and blessings that this season has to offer, despite the circumstances we find ourselves in.

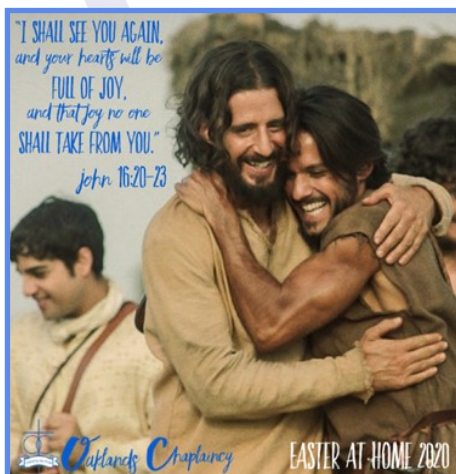
We have just celebrated the Ascension of our Lord into Heaven; this is celebrated 40 days after Jesus' resurrection from the dead on Easter Sunday morning. The Disciples are left in somewhat of a limbo from this day, until they receive the Holy Spirit at the celebration of Pentecost (which we as the Church will celebrate on Sunday 31st May). They are left feeling bereft that Jesus has left them, but the promise He leaves with them is that 'I am with you always; yes, to the end of time.' We can take much comfort from this same promise to each of us as well.

I'm sure there are many times throughout this lockdown, myself included, when we have felt confused, deprived, almost abandoned; similar to the Disciples when Jesus left them to continue His ministry whilst He returned to the Father. But in the same way as the eleven, we can do nothing without the Holy Spirit. Jesus refers to the Holy Spirit as the Advocate, which means helper, or supporter, campaigner, promoter... cheerleader if you will! Before the Disciples received the gift of the Holy Spirit, they were completely paralysed by fear! They didn't know what to do or say, but when Jesus sent them His advocate, everything changed...

Everything can change for each of us as well if we are open to receiving the Holy Spirit. With our own personal cheerleader, continuously supporting and backing us, believing in us when we don't even believe in ourselves, there is nothing that we cannot do or overcome. The Holy Spirit is not of this world, but it has the power to change the world; living in each of us, the Holy Spirit can do so much more than any of us can possibly imagine.

One thing that has brought me huge amounts of joy during Easter has been the television series called The Chosen; a truly beautiful portrayal of the life of Christ. It is extremely human and personable; the creators have done a wonderful job of making the characters and relationships authentic, honest and real. I cannot recommend it highly enough! Find out more here: <https://studios.vidangel.com/the-chosen>

~ ~ ~



I don't know about you, but the worst part of social distancing for me is not being able to hug the people I love. I haven't seen my parents in nine weeks, and the pain of being apart is very difficult. Many of us are missing so many people that we care about, spending time with grandparents, aunts, uncles, and our friends. We are sad now, but we will all meet again when it is safe, and the reunions will be so much more joyful for the time we have endured apart. Let us be grateful for all the people that we love, and how blessed we are to have people that are so important that being separated is painful. As Jesus promises us, our hearts will be full of joy, and that joy no one shall take from us. While we wait with great hope for abundantly joy-filled reunions and celebrations, let us turn to God in thanks for the many blessings that we have; may we all promise to not take things for granted, however small or insignificant... like a big hug from your mum or dad.

Please be assured of my prayers at this time. Enjoy half term, and look forward in hope to the great celebration of Pentecost! Come, Holy Spirit.

Miss Keogh, School Chaplain



We thought we'd take a trip down memory lane ... these two pages were taken from Oaklands News in June 2012!

Million Buttons Update

Since we started collecting buttons in June last year, we have counted 414,696 buttons so far. We are very grateful to all the people who have helped us reach this far. We are particularly grateful to members of the Lions Club, Union of Catholic Mothers, and several schools and churches in the area who have collected and continue to collect more buttons. Our target is to collect 1,000,000 buttons! If you still have any buttons, please send them to us. We are making good progress – we now have a model of what the memorial will look like.



One of our highlights of the last few months was a visit by a daughter of a Holocaust survivor. Babette Hutchins shared with us the story of her mother and father. It was a painful experience to listen how her mother was mistreated in school and later on how she managed to escape. Babette's uncle escaped to the Netherlands and later was among the first Jews to settle in Israel. He still lives there today. Listening to Babette brought home for us the need to raise awareness about the dangers of intolerance that leads to mistreating people just because they are different from us.

This brings us back to asking the question – why are we doing this? What is the purpose of this project? Ultimately, it is about showing people the effects of intolerance and hatred, prejudice and discrimination. As a school, we want to share with the rest of the community the story of what has happened to our world when people have failed to be tolerant and understanding to our differences.

The Union of Catholic Mothers has also been busy collecting buttons for our project! Mr Sumba brought home from Sacred Heart Catholic Church in Waterloo many bags of buttons – we have not counted them yet but we estimate them to be in the region of 50,000 buttons! Thank you UCM!

On Monday (14th May) the Lions Club 105 D District Governor, Ronald Twinning, led a delegation of three other Lions in handing over 47,000 buttons to our project. It was really good to hear how Lions Members from round the country are responding to our buttons appeal. This collection, together with others that have already been brought in, brings the total number of buttons collected by the Lions members to nearly 80,000! Thank you Lions.

On Friday 10th May, we visited St Peter's Primary School to give a presentation about our project. We spoke during assembly to all pupils and showed them the model of the Memorial. We look forward to hearing about their success in collecting buttons. Their target is 10,000 buttons although we are sure that they will exceed these expectations.

We have also been busy looking at other aspects of this project, like thinking of ways that we can fund the whole project. If you can help us in any way, please contact Mr Sumba at school. It is an exciting time for us and we hope that with the help of our community, we will be able to achieve our goal of completing this project so that the Monument will be ready to be used on Holocaust Memorial Day.



Mr M Sumba
Oaklands RC School
Stakes Hill Road
WATERLOOVILLE
Hampshire
PO7 7BW

Dear Mr Sumba

18 May 2012

I am writing to thank all the students, staff and parents at Oaklands RC School for your very generous donation of £10,000 which you raised for St John's Sports Society in Korogocho, Kenya. This is an absolutely outstanding amount to fundraise, you must all be very proud of your achievements.

I've been hearing great things about the visit to St John's Sports Society and Abdi's visit to your school. I've also been most impressed with your creativity and the great lengths you've gone to to support CAFOD's work, for example setting up the CAFOD Action group of volunteers which has been helping fundraise, campaign and raise awareness of our work in the school and organised an entire CAFOD day for the whole school. The strong relationship between your school and St John's Sports Society is a really inspiring and life enriching experience for all involved. I know that Laureta Madegwa from our Nairobi office is really looking forward to visiting you all on 25th May for a day to talk about Korogocho.

We are always extremely grateful for your generosity towards CAFOD's work and your commitment to St. John's in Korogocho provides people with the facilities, tools and skills they need to build better lives for themselves and their communities. It is only through acts of solidarity and support such as those of your school that such change is possible.

With very best wishes

Chris Bain
Director, CAFOD

Romero House, 55 Westminster Bridge Road, London SE1 7JB

Tel: 020 7733 7900 Fax: 020 7274 9630 E-mail: cafod@cafod.org.uk Website: www.cafod.org.uk

CAFOD is the official overseas development and humanitarian agency of the Catholic Church in England and Wales and part of Caritas International.
Registered under the Charities Act 1960 No. 285776

Director: Chris Bain Chair of Trustees: Rt Rev John Arnold

Year 12 Chemistry students have been part of a pilot project, sponsored by the Gatsby Foundation in collaboration with The British Science Association, which aims to embed CREST awards into curriculum in schools. CREST awards are quite like a scientific version of the Duke of Edinburgh, in that students can achieve different levels from Bronze to Gold and at the Gold level the award can be translated into an EPQ qualification.

Guided by their Chemistry teachers, Dr Dixon and Mrs Hardaker students were given guidance on what would be needed to achieve each level of CREST award and how it would be structured into their Chemistry lessons and linked to curriculum. It was clear from the outset that all students wanted to aim for Silver as a minimum and they quickly formed small teams so that they could collaborate on project ideas. They also soon realised that they would have to commit some of their free time each week so that multi-step processes could take place.

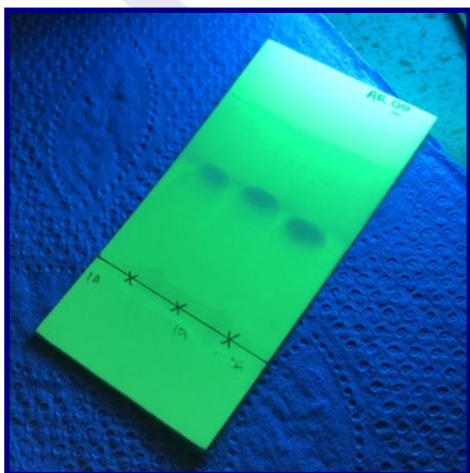
A decision was made that synthesis of Aspirin would provide lots of opportunities for individual projects and it linked clearly to the organic chemistry elements of their curriculum with some Physical chemistry. Teachers rearranged their teaching plans so that topics normally taught later were brought forward and so that students were skilled with the knowledge needed to tackle the calculations and synthesis as well as testing once their product was made.

All students had the same starting point; making a batch of aspirin from oil of wintergreen. This was a steep learning curve as they had not used the more complex lab equipment before, such as reflux apparatus, and so lots of guidance from teachers was provided at this point. Mistakes were made along the way but eventually all students had prepared a batch of purified Aspirin and completed some basic tests such as melting point and TLC (Thin Layer Chromatography) to confirm identity and assess purity. They could also assess purity using measurements made at the start.

At this point, each team had to decide how to extend the project and personalise it. They needed an investigation related to aspirin that might have a wider impact and then they had to justify the chosen method. In order to facilitate this they had to scale up the synthesis in order to have enough material for their experiments. Students have been working in small teams since September and were well on the way to Silver awards before school closure. Examples of some of their projects include investigating the effect of changing the catalyst and looking at the rate of permeability through a cellulose membrane with colorimetric analysis of aspirin.

Obviously students are a little 'CRESTfallen' about the fact that their projects have been put on hold due to the Coronavirus pandemic but it has provided them with valuable time to catch up with writing up and further research as well as time to reflect on success and failures so far.

The GATSBY Foundation have extended funding for the CREST awards until Dec2020 and so they hope to complete their projects in the autumn term and achieve Silver or Gold CREST awards.



TLC Plate under UV Light



Pure and Impure Aspirin Product



"I have really enjoyed taking part in the Crest Award so far and I'm appreciative for the funding enabling me to do so. I've noticed that working in groups is far more productive than independently and I think this is a great feature of the Crest Award."

"I have found the crest very challenging but rewarding because I've been able to understand newer parts of chemistry that I didn't know of before. Especially the synthesis in the Aspirin project I am doing."

"I have thoroughly enjoyed working on the CREST award this year. To be synthesizing aspirin from oil of wintergreen so early on into year 12 was really exciting. It has helped my practical skills, and it also felt good to put our new organic chemistry knowledge into practice. It kept me interested and made me feel like a chemist! For the next part of the project, it was great to have the freedom to plan our own project and to tailor it to our own interests. We are taking a more biological stance by looking at the factors that affect the rate of permeability of aspirin and other pain killers in the body. In order to look at some physics aspects we were going to look at thermodynamics and to add to the project, make our own Lego colorimeter. We had to manage and plan our time, as well as get creative with our ideas."

A very big thank you to Mr Davis, our Lab Technician, who has been huge help with this project, ensuring that new glassware was ordered to facilitate scaling up batches as well as all of the chemicals required as well as helping to advise students.

We're delighted that our students have stepped up to the challenge of online learning so brilliantly and rewarding this is a central part of our culture and ethos.

We have an extensive rewards system, which awards individual students for numerous categories including outstanding work, excellent effort and contribution to school life. We've now added a new category since our students have been learning in a new way: *"Engagement with Online Learning"*. Teachers have been busy adding points for students and your child should be able to see their Epraise points online in the usual way.

Epraise gives each student their own Reward Account, where they can see which tutor group or House is in the lead. Staff award points electronically so that students can see why they were awarded a point and by whom.

Staff can also award Accolades (individualised praise messages), and students reach Achievement Milestones on the Epraise system. During this time away from school, you may receive a praise email or digital certificate from staff to let you know how well your child's getting on.

Heads of Year, Tutors and subject teachers have been overwhelmed by some of the amazing extra work and projects that our students have devoted themselves to alongside their online learning, and we've loved hearing about the brilliant time-capsules, journals and Lego creations that your young people have made. If they've learned a new skill or created something amazing during the school closure, please do let us know so that we can celebrate their achievement. Form Tutors in particular love to hear how their tutor group are getting on during the time away from Oaklands.

An important addition to our rewards categories are our "ultra-rare" Head of Year and Head Teacher's Awards. These badges are awarded for outstanding special achievements and our Year Heads are currently choosing which students should receive these special awards in 2020!

At the end of the summer term, our Governors support us in rewarding students who've done particularly well in a subject. The Governors' End of Year Awards are a cornerstone of our ethos of rewarding, and even though we won't be able to gather the students together for the traditional ceremony, we're still going to acknowledge their achievements by awarding these prestigious trophies to recognise the hard work of our learners over this extraordinary year.

We hope that this system highlights the motivation and commitment of our students, and reminds our young people of how we've missed them on site- but they're not out of mind!

Ms S Whyte



Reading during Lockdown

The English Department set staff and students a challenge to promote creativity and a love of reading in trying circumstances ... here are some of the results:



Miss Wade-Palmer - training for her garden triathlon



Mrs Ellis - peace and quiet in the bath!



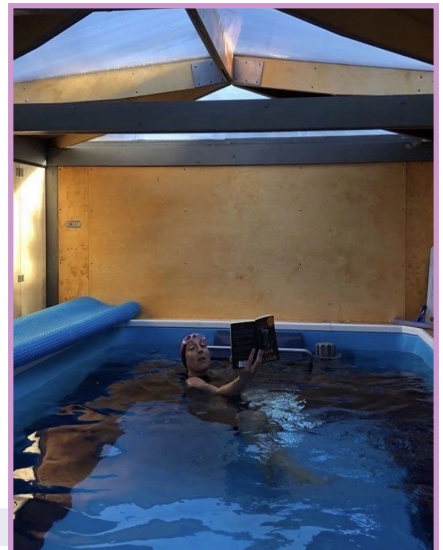
Mrs Wrightson - in the tent attached to their Landover



Mrs Bell - on a trampoline



Joseph - digging foundations for a new garage with his Dad



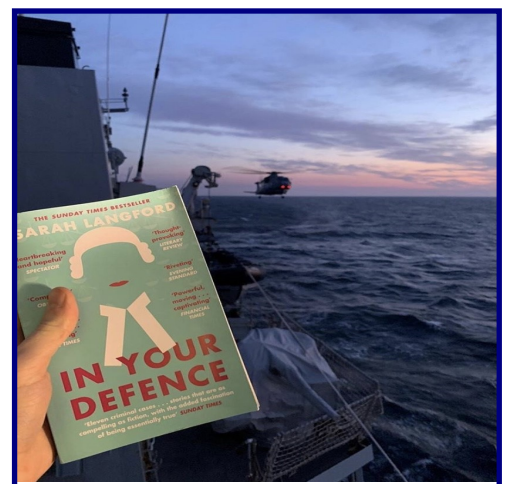
Mrs Groucott - in her training pool



Torie - on her family boat



Sienna - on her car roof



Lieutenant Priestley - at sea, with the Merlin helicopter returning to the ship

We have continued to maintain the website with information for parents during school closure: <https://www.oaklandscatholicschool.org/coronavirus/> and we hope that the selection of resources here are also of use to parents at this time.

Online Safety

ParentZone

Advice and support for school, parents and carers to support children with keeping safe online - click the titled links below to access the full articles and information.

Launch of **FactFindr** website for young people – brings together young people and experts to talk about things from knife crime to exam stress, from consent to gaming: <https://factfindr.org/>

30 ways to occupy your bored teenager

How lockdown is making us see the online world in a new light

ParentZone are also offering 3-month FREE membership to their Digital Resilience Programme Membership which offers resources for parents, plus support and training for your team, including exclusive suite of online training courses and the NEW Parent Lounge: staff can use for professional development and share with parents/carers to stay engaged and connected, supporting them through school-closure. <https://parentzone.org.uk/membership/digital-resilience-membership>

ThinkuKnow Online Safety Toolkits at Home

CEOP have released the 4th **#OnlineSafetyAtHome** toolkit for parents and carers to use at home - download the *new activities* and access toolkits 1, 2 and 3 via the link: www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/

Also available is the *new guidance for parents and carers* designed to help with managing some key challenges.

NSPCC

NSPCC Learning has pulled together resources to help keep children and young people safe during the coronavirus crisis. Information and resources include: updated information on communicating with children via social media, including remote teaching; running online services, and support for parents and carers. The webpage also includes links to the Childline website which offers child friendly information and advice and confidential support.

Visit the webpage: *Online safety during coronavirus*

CEOP-ThinkUknow

This is an education programme from NCA-CEOP, a UK organisation to protect children online and offline. It provides individual websites specifically for children, parents and professionals with advice and activities about staying safe online. The parent section has added new activity packs with 15 minute activities to do with your child to support home-learning about keeping safe online when spending more time online whilst isolated and not in school.

<https://www.thinkuknow.co.uk/>

Lee Haywood

Lee Haywood, our online safety consultant is offering a number of Zoom workshops to support parents. The first of these is taking place on Monday 25th May at 8pm and is called **'Learn about Screen Time & Digital Wellbeing'** (see flyer on next page).

Future workshops will be on **'How to start a conversation with your child around Online Safety'** and **'Age ratings and apps/games to watch out for'**.

Once we know the dates of these, we will email parents and add the links to our website.

Online Safety Workshop

Learn about Screen Time & Digital Wellbeing

Monday 25th May
8 – 8:30PM

Book your slot: [BOOK HERE](https://us02web.zoom.us/j/86242229728)

Or follow the link below at the time; —

<https://us02web.zoom.us/j/86242229728>

You can join 30 minutes prior or at any time during the workshop

(You do not need to install anything or log in, just follow the link)



Wellbeing and Mental Health

Lockdown and disruption to lives is likely to impact somewhat on children and young people's mental health, and that of adults.

Public Health England has published guidance for young people on staying at home and social distancing. The guidance includes information about: work and education; wellbeing; advice for young carers; living across two families; and accessing healthcare.

Read the guidance: [COVID-19: staying at home and away from others \(social distancing\) guidance for young people](https://youngminds.org.uk/)

'All Our Health' is a resource produced by the Government for health professionals to assist with preventing ill health and promote wellbeing as part of their everyday practice with patients, families and communities to manage and improve overall mental health and wellbeing. [Click here](#) to access the dedicated webpage which includes a mental health and wellbeing e-learning resource.

CAMHS have a dedicated webpage providing support during Covid-19 with a host of information, videos and links to other organisations.

Hampshire Safeguarding Children's Partnership have produced a 'Managing Self-Harm' resource for education staff and parents to support children and young people during Covid-19.

The Anna Freud Centre for Children and Families have produced information and videos giving clear and simple advice for young people, parents and professionals.

Rock Pool – SPACE (Supporting Parents and Children Emotionally)

Our last Safe4me update introduced the SPACE Rockpool Programme which aims to help parents understand a Trauma Informed Approach; links were added to the first of a series of Factsheets designed to offer support and strategies during COVID-19

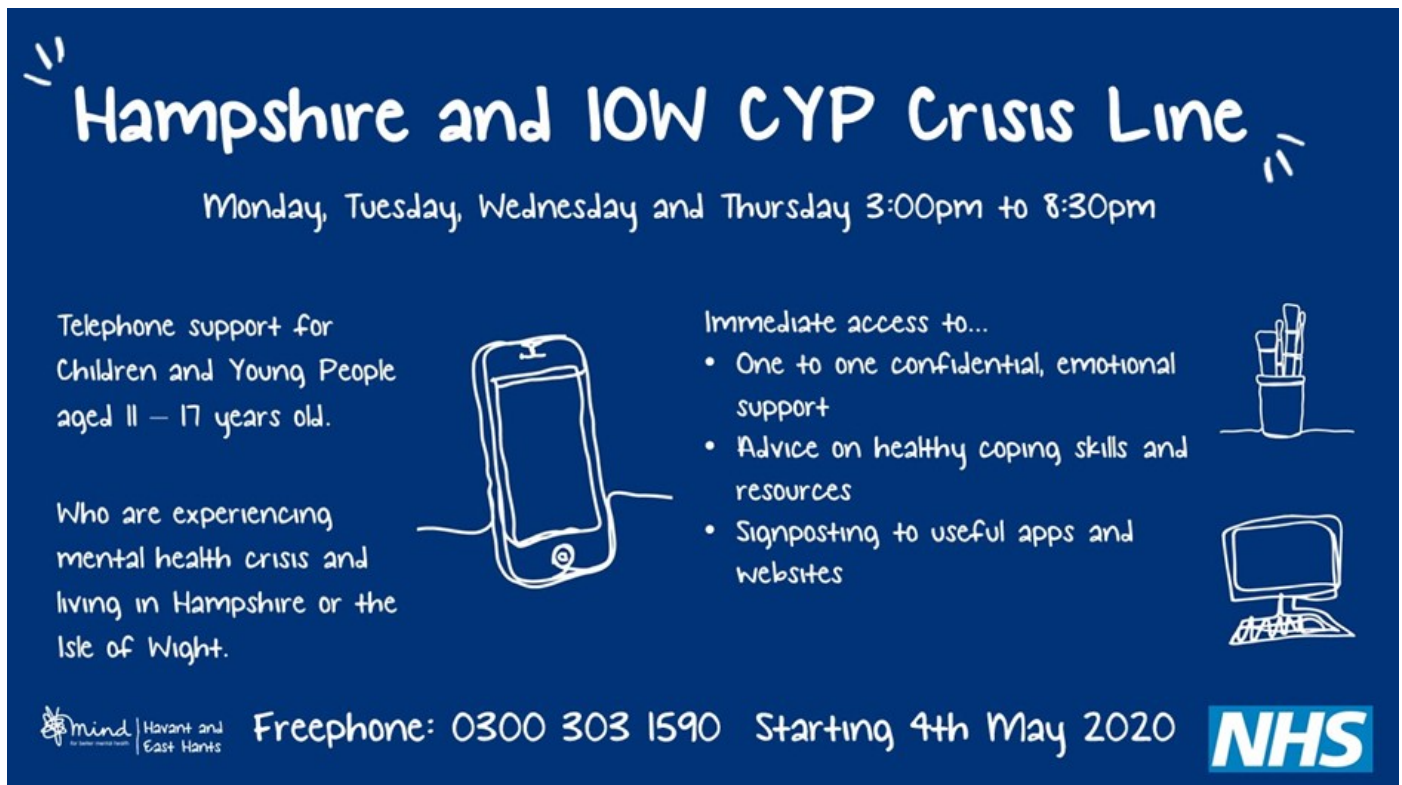
#1 Factsheet 'Being Safe';

#3 Factsheet 'Understanding Resilience'

#5 Factsheet: Understanding Emotions and Healthy Relationships

#2 Factsheet 'Keeping Connected';

#4 Factsheet: A Nurturing Environment



Hampshire and IOW CYP Crisis Line

Monday, Tuesday, Wednesday and Thursday 3:00pm to 8:30pm



Telephone support for Children and Young People aged 11 – 17 years old.

Who are experiencing mental health crisis and living in Hampshire or the Isle of Wight.

Immediate access to...

- One to one confidential, emotional support
- Advice on healthy coping skills and resources
- Signposting to useful apps and websites

Freephone: 0300 303 1590 Starting 4th May 2020

 Havant and East Hants 

The Oaklands Way

Since lockdown began The Oaklands Way has focused on looking at the positives in such a difficult time. This might be looking at how communities came together to celebrate VE day (socially distanced of course) or reading about Captain Tom raising over £30 Million for the NHS.

Understandably, this has been a worrying time for all of us so a key part of the Oaklands Way has been to ensure that the young people in our community know where to go for the most accurate and up to date information. We have been posting links to BBC Newsround and highlighting relevant articles. We have had a focus this week on Mental Health Awareness and how to ensure you take care during lockdown.

Even though we are not together physically as a community we want the students to know we are all still here for them and happy to help in any way we can.

Mrs Bonnington

Safeguarding Children During Lockdown

Concerned for a child?

The Government has asked parents to keep their children at home wherever possible, and for schools to remain open only for children who are vulnerable and for those children of workers critical to the coronavirus (COVID-19) response who absolutely need to attend.

While in lockdown, there is the potential that children could be at an increased risk of harm relating to:

- ◆ Self-harm and wellbeing
- ◆ Online exploitation
- ◆ Abuse and neglect by parents/carers



Signs to look out for:

- ◆ Bruising in babies
- ◆ Bite marks
- ◆ Unusual weight loss, malnutrition, dehydration
- ◆ Withdrawn, unusual behaviour
- ◆ Unsanitary living conditions
- ◆ Unsuitable clothing, particularly for the time of year

Are you concerned about the safety or welfare of a child?

You do not need to know everything about the child before contacting Children's Services. If you are concerned, it is important that you talk to someone about this.

Contact: Children's Services
 Hampshire: 0300 555 1384
 Isle of Wight: 0300 300 0117
 Southampton: 023 8083 3336
 Portsmouth: 023 9268 8793

Are you concerned about someone working with children?

If you are concerned about the professional conduct of a member of staff, either in a paid or voluntary capacity, please contact the Local Area Designated Officer (LADO).

Contact: LADO
 Hampshire: 01962 876364
 Isle of Wight: 01983 823 723
 Southampton: 023 8091 5535
 Portsmouth: 023 9288 2500

Do you work in the community?

If your job involves entering people's homes and something concerns you regarding a child, please contact Children's Services.

Contact: Children's Services
 Hampshire: 0300 555 1384
 Isle of Wight: 0300 300 0117
 Southampton: 023 8083 3336
 Portsmouth: 023 9268 8793



Safeguarding Adults contact numbers

If you are concerned about the welfare of an adult, including those with care and support needs, please contact Adult Services in your local area:

Hampshire: 0300 555 1386
Isle of Wight: 01983 814980
Southampton: 023 8083 3003
Portsmouth: 023 9268 0810



YOU CAN SAVE ME

KNOW

67% of victims of child sexual abuse have been abused by a close relative. Children are groomed to believe they should never tell anyone.

During lockdown, the protective factors may be removed with children having less opportunities to disclose abuse. Children are also likely to spend more time online, increasing the chances for an abuser to access them.

LOOK

- Guarded behaviour of a child around particular individuals
- Refusal by the child to engage with you entirely
- Lack of opportunity to engage with child due to parents interventions or excuses
- Signs of physical abuse
- Aggressive or threatening responses from adults to routine calls

ACT

- Stay curious and look beyond the obvious
- Speak to the child away from adults
- Listen to the child and look to provide reassurance
- Any concerns, make a safeguarding referral through normal routes





CORONA VIRUS

Domestic abuse – where to get help during the Covid-19 pandemic

We know that COVID-19 (Coronavirus) will have a serious impact on the lives of women, children and men who are experiencing domestic abuse. Fears over jobs, financial pressure, school closures, working from home and all the other current changes to our day to day lives are likely to result in an increase in domestic abuse incidents.

If you're already living with domestic abuse, then the restrictions put in place while the government tries to slow the spread of the virus have probably left you fearful of being isolated in the house with your abuser and as if there is nowhere to go for help. You may not be able to see the friends and family who usually support you, and some of the places where you go for help or treatment may be closed or offering a reduced service. Please remember that you can still call 999 if you or someone else is in danger.

While some domestic abuse support services are not able to offer face to face meetings at this time, there is still help and advice available online and over the phone. These local and national organisations are working hard to ensure they can still support you.

Hampshire Domestic Abuse Service – 03300 165112

Stop Domestic Abuse (Portsmouth) – 023 9206 5494

Aurora New Dawn – 023 9247 9254

Yellow Door (Southampton) – 023 8063 6313

PIPPA (Southampton) – 023 8091 7917

You Trust (Isle of Wight) – 0800 234 6266

National Domestic Abuse Helpline – 0808 2000 247

Men's Advice Line – 0808 801 0327

National LGBT+ Domestic Abuse Helpline – 0800 999 5428

If you're a child or young person and domestic abuse is happening in your home or relationship, then call Childline on 0800 1111.



Pope Francis' Prayer for May (in the Midst of the Coronavirus Pandemic)

The month of May is an extra special one for Catholics, as we turn with love and our ardent prayers to Mary, the Mother of Jesus. She is a loving mother, powerful intercessor, our biggest cheerleader and most devoted protectress.

Pope Francis has given the Church this prayer to Our Lady for this time of trial and suffering. "We fly to your protection, O Holy Mother of God."

In the present tragic situation, when the whole world is prey to suffering and anxiety, we fly to you, Mother of God and our mother, and seek refuge under your protection.

Virgin Mary, turn your merciful eyes toward us amid this coronavirus pandemic. Comfort those who are distraught and mourn their loved ones who have died, and at times are buried in a way that grieves them deeply. Be close to those who are concerned for their loved ones who are sick and who, in order to prevent the spread of the disease, cannot be close to them. Fill with hope those who are troubled by the uncertainty of the future and the consequences for the economy and employment.

Mother of God and our Mother, pray for us to God, the father of mercies, that this great suffering may end and that hope and peace may dawn anew. Plead with your divine Son, as you did at Cana, so that the families of the sick and the victims be comforted, and their hearts be opened to confidence and trust.

Protect those doctors, nurses, health workers and volunteers who are on the frontline of this emergency, and are risking their lives to save others. Support their heroic effort and grant them strength, generosity and continued health.

Be close to those who assist the sick night and day, and to priests who, in their pastoral concern and fidelity to the Gospel, are trying to help and support everyone.

Blessed Virgin, illumine the minds of men and women engaged in scientific research, that they may find effective solutions to overcome this virus.

Support national leaders, that with wisdom, solicitude and generosity they may come to the aid of those lacking the basic necessities of life and may devise social and economic solutions inspired by farsightedness and solidarity.

Mary Most Holy, stir our consciences, so that the enormous funds invested in developing and stockpiling arms will instead be spent on promoting effective research on how to prevent similar tragedies from occurring in the future.

Beloved Mother, help us realize that we are all members of one great family and to recognize the bond that unites us, so that, in a spirit of fraternity and solidarity, we can help to alleviate countless situations of poverty and need. Make us strong in faith, persevering in service, constant in prayer.

Mary, Consolation of the afflicted, embrace all your children in distress and pray that God will stretch out his all-powerful hand and free us from this terrible pandemic, so that life can serenely resume its normal course.

To you, who shine on our journey as a sign of salvation and hope, do we entrust ourselves, O Clement, O Loving, O Sweet Virgin Mary.

Amen.

