



# Weekly Newsletter

FRIDAY 17th MARCH 2023



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# Latest News

Dear Parents and Carers,

Thank you for your support and understanding over the last few weeks while we've needed to partially close the school for strike action. School funding is at crisis point nationally <https://schoolcuts.org.uk/> Also, the reduction of other services which support children has increased the pressure on schools to fund and/or deliver additional support themselves. It's all led to a very difficult situation in schools, even though everyone at Knotty loves the job of working with children.

Let's hope for solutions and long term improvements . In the meantime, thank you :)

It's been a short but incredibly busy week in school. Within the last few days,, we've celebrated Neurodiversity Week, British Sign Language Week and Comic Relief. It was Science Week too but we've decided to save that for a quieter time.

There has been a lot of progress with the building works, which has led to a change of plan for Year 6. Their new classroom in the main building will be completed ready for them to move into at the end of the Easter break. The mobile classroom will be removed over Easter. We'll be sorry to see it go in some ways but it will be lovely to have our field back for the summer term. I'm sure it will be exciting for Year 6 to move into their new classroom as well!

The next phase of building work will begin at the end of the Summer term and will involve enlarging the classrooms for Year 4 and Year 5, and refurbishing Year 3's room,

Parent-Teacher meetings are being arranged for Monday 27th—Wednesday 29th March. A letter will follow soon so you can book a time, but please make a note of the dates:

Mon 27th 1:10-6pm

Reception, Year 2, Year 4 and all DRB

Mon 27th 1:10-3:30pm & Tues 28th 3-6pm

Year 3, Year 5 and Year 6

Tues 28th 3-6pm and Wed 29th 3-6pm

Year 1

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## South Park

Some of the children in school have been using derogatory language from South Park. Please be aware of what your children are watching on tv or online (especially TikTok).

Common Sense Media says:

“Parents need to know that *South Park* is filled with very mature humor. Jokes often include extreme profanity and explicit sexuality and represent a form of cultural, religious, and racial satire that kids are likely to misinterpret”

<https://www.commonsensemedia.org/search/South%20Park>

<https://nationalonlinesafety.com/wakeupwednesday/what-parents-need-to-know-about-tiktok>

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# What Parents & Carers Need to Know about TIKTOK

**AGE RESTRICTION 13+**  
(certain features are restricted to over-18s only)

TikTok is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity cameos and can be a creative, fun platform for teens to enjoy. Now available in 76 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-18 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most-used social media platform for posting content, particularly among young people aged 12 to 17.

## WHAT ARE THE RISKS?

### AGE-INAPPROPRIATE CONTENT

While TikTok's "following" feed only displays videos from users someone follows, "For You" is a stream of clips based on their previously watched content. Most videos are of children's "For You" feed will therefore be light-hearted and amusing, but it could potentially surface something unsuitable. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the sheer volume of uploads mean they aren't manually monitored and vetted.

**18** (certain content)

### IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which are used to purchase emojis in the app. These emojis are then sent as rewards (retaining their monetary value) to other users for videos they've created. Coin bundles range from £3.99 to an eye-watering £99. TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthday.

### ADDICTIVE NATURE

TikTok can be addictive, especially for young people; compulsive repeated use can interfere with sleep patterns and be a distraction from other activities. The platform recently introduced usage time limits of 60 and 100 minutes for new members under 18 (in the UK children with TikTok average 102 minutes per week on the app), but these restrictions can easily be removed in the settings.

### TIKTOK NOW

Introduced in late 2022, the "TikTok Now" feature lets users post a daily video or photo at the exact same time as their friends. Users receive a synchronised notification at a random time of day, giving them three minutes to take a video or real-time photo. This addition can not only be a distraction to young people but could lead to them inadvertently sharing private content such as their location.

### CONTACT WITH STRANGERS

With around 1.1 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or youngsters using a false date of birth) are set to public by default. This not only means that someone's profile is visible to anyone else on the app, it also lets their videos be suggested to others and enables anyone to comment on them or download them.

### MAKE ACCOUNTS PRIVATE

Although under-18s will have their TikTok account set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private – meaning that their videos won't be visible to strangers and they won't be able to exchange messages with people who aren't on their friends list.

### LIMIT IN-APP SPENDING

If your child is using an iPhone or Android device to access TikTok, you can alter the settings to prevent them from making in-app purchases. It's important that you find this feature, as it's quite easy for a young person – without realising what they're doing – to spend a significant amount of real money buying TikTok coins so they can unlock more features of the app.

## Advice for Parents & Carers

### ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account with their child's and control their settings remotely. Parents can then, for example, turn on Restricted Mode (reducing the chances of a child seeing inappropriate content); set screen time limits; and manage their child's ability to send messages (and to whom). Children can't alter these settings without parental approval.

### DISCUSS THE DANGERS

If your child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure they understand not to share any identifying personal information – and that they realise they could be exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become generally more social media savvy.

### READ THE SIGNS

If you're concerned that your child might be spending too much time on TikTok, or that they've been emotionally affected by something inappropriate or upsetting that they've seen, it's important to know how to spot the possible signs: increased irritability and a lack of concentration are potential red flags, as are failing to complete homework or regularly not eating meals.

### Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech website The Register, Carly is now a freelance technology journalist, editor and consultant.

**NOS National Online Safety**  
#WakeUpWednesday

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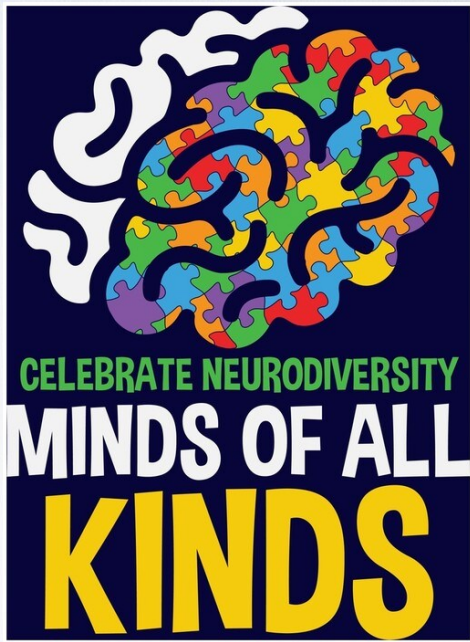
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This week was Neurodiversity Celebration Week. At Knotty Ash, we aim to make sure every child feels they belong and are celebrated as unique little people, whether they feel they are neuro-typical or neuro-diverse. Each of our Knotty-Ashers contribute to our rich mix of skills, strengths and senses of humour!

Neurodiversity includes a range of brains and behaviours including Autism, ADHD, Dyslexia, Dyscalculia, Dyspraxia and Tourette Syndrome.



"For too long, we've assumed that there is a single template for human nature, which is why we diagnose most deviations as disorders.

But the reality is that there are many different kinds of minds. And that's a very good thing."

Jonah Lehrer

**"NEURODIVERSITY** refers to how different brains learn differently. It describes the highly diverse ways in which students learn, think and process information." - Seth Perler



"Neurodiversity may be every bit as crucial for the human race as biodiversity is for life in general. Who can say what form of wiring will be best at any given moment."

Harvey Blume, The Atlantic, 1998

### Autism Spectrum

The Autism spectrum is NOT linear

less autistic very autistic

The Autism Spectrum looks more like:

- Social differences
- interests
- repetitions
- sensory sensitivities
- emotional regulation
- perception
- executive functioning
- other

Terms like "high functioning", "low functioning" and "Asperger" are harmful and outdated.

Autism\_sketches

Word of the Day  
Dec 14, 2021

## neurodiversity

noun [ noor-oh-di-vur-si-tee, -dahy-, nyoor- ]

the variation and differences in neurological structure and function that exist among human beings, especially when viewed as being normal and natural rather than pathological.

Dictionary.com



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Happy



Hands make repeated contact brushing against each other with pleased expression. Also one

Mother's Day



Repeated fingerspell 'M'. The 'M' handshape may also tap side of forehead (*regional*).



Palm back open hands near face start crossed and swing upwards and apart. **DAY** is often also fingerspell.

#HandsOnEarsCOLLAGE

Wishing everyone a happy  
and peaceful Mother's Day

For more news, make sure you're following us on Twitter @AshKnotty

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# What have we been learning?

## Nursery



This week in nursery we read a new traditional tale. We read the story of Jack and the Beanstalk. We enjoyed joining in with some of the repeated story language such as "Fee Fi Fo Fum". We talked about the characters in the story and the setting of the story.

We did Dough Disco to practise our fine motor skills- we love a bit of Earth, Wind and Fire 70s disco music!!

We got the parachute out in P.E and had fun playing games and singing rhymes whilst using the parachute. We played the washing machine game and we sang " Ring o ring of roses" whilst some lucky children got to sit on the parachute.

We had peer massage this week and sarah was very impressed with how our skills were improving . We all love guessing what smell is on our tissue this week.

in Maths we have been following instructions using positional language -Where is teddy ? Can you put teddy in front of the box, behind the box etc.

We made cards for Mother's Day. We used celery to make flower prints. We also drew pictures of our lovely mums and wrote about why we love them.

Some of helped to change our space station into a fantastic new role play area. We have made a Pet Shop and Vets surgery. We can't wait to make our pets better and take some of our dogs for walks.

We had lots of fun in Forest School, getting very muddy indeed.

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# What have we been learning?

## Reception



This week the children have continued with our topic 'Traditional Tales'. We have been reading lots of different versions of the tales, discussing the similarities and differences. We have sung nursery rhymes linked to traditional tales and played games such as 'sleeping dragons'. They also had a fabulous afternoon with Mrs O'Hanlon in forest school where they re-enacted the story 'The Three Billy Goats Gruff'. The language and story telling was fantastic and Mrs O'Hanlon thought they were brilliant. Well done Reception!

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# What have we been learning?

## Year 1



We have had a short but extremely busy week in Year 1. The children enjoyed their PE lesson; working on a seated and standing balance. Even having a little time to practice their ball skills from previous weeks. In Art we looked at the work of Charles Darwin. He was an explorer who used observational drawings to catalogue the flora and fauna he encountered. The week ended with a fun afternoon to celebrate St Patrick's Day and raise money for Comic Relief. There was also time for a slice of Gracie's birthday cake.

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# What have we been learning?

## Year 2



This week Year 2 have been busy reading diary entries from Captain Scott when he was on his journey across the Antarctic! The children were amazed by the details in these diary entries! Following on from this, we looked at the features of a diary entry and had a go at writing our own diaries. They are all prepared now to write their own Captain Scott Diary next week.

In Maths, we have been looking at multiplication. We have looked at arrays and equal groups. We have also progressed from repeated addition to writing multiplication number sentences!

Year 2 would like to give a big shout out to all the special ladies in their lives! We had a lovely morning telling stories about how people look after and love them! We talked about how we can show these people how we appreciate all that they do for us!

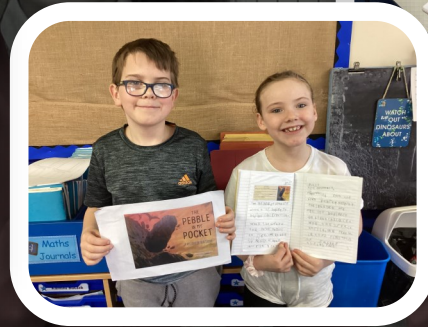
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# What have we been learning?

## Year 3



This week we have been concluding our class reading lessons all around the text 'The Pebble in my Pocket.' The children have really enjoyed this text, especially the part about the dinosaurs. On Friday, they wrote about why the story is a non-fiction piece of writing, picking out all of the clues from the text.

In maths we have continued our unit on length, comparing and ordering different units. In English on Friday, we celebrated St. Patrick's Day by writing descriptions of two very different versions of a leprechaun - the children liked the scary one the best!

We had a lovely afternoon today celebrating both St. Patrick's Day and Comic Relief. The children produced some great art work and even had some time to attempt some Guinness World Records during the afternoon...just for fun!

Finally, we revamped our sensory equipment a little this week, keeping it nice and fresh for the children...they really do love a sensory break to keep their brains on track and in gear 🍷

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# What have we been learning?

## Year 4



Although it was a short week for most of us, Year 4 still managed to squeeze in a lot! We hit the ground running on Monday and explored how to find the perimeter of regular polygons. We discovered what the word regular meant in shapes and what a polygon was too. In English, we focused on designing and writing our very own fact-file on the Stone Age. We used all the notes we recorded last week to do it. They were all so unique and interesting! On Friday, it was a very busy day. We explored how some people may pray and looked at the story of St Patrick. We also enjoyed some Red Nose Day activities too! Next week, we are very much looking forward to our first chess session on Thursday afternoon!

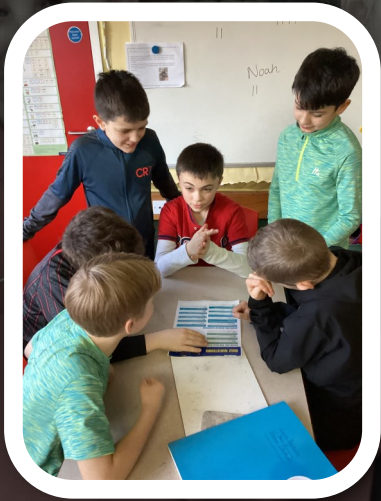
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# What have we been learning?

## Year 5



It has been a shorter week for some of our children, but as always they have been amazing. During English, we finished off our explanation text and started our topic of art looking at our own personal response to images. During our music lessons with Mr Webb, the children have started to complete their Arts Award booklet, focusing on the different arts they have experienced such as music, drama or dance. In our weekly assembly we spoke about Neurodiversity and it was lovely to see children in our class and other classes sharing how they recognise this in themselves. The children enjoyed an afternoon of fun for comic relief, competing against the teachers in our Red Nose Day quiz.

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# What have we been learning?

## Year 6

InterCardiff

### Famous neurodiverse individuals

Scarlet Charles / Wzcarla

<b>Leonardo Da Vinci</b>	<b>William Shakespeare</b>	<b>Sir Isaac Newton</b>	<b>Emily Dickinson</b>	<b>Albert Einstein</b>
				

<p><b>Did you know that Ingvar Kamprad was dyslexic?</b></p>  <p>"Creativity and believing in your work is absolutely a necessary part of success." - Ingvar Kamprad (Founder of Ikea)</p>	<p><b>Did you know that the creator of Pokémon is autistic?</b></p>  <p>Satoshi Tajiri has attributed his creativity, passion, relentless focus and drive to being autistic.</p>	<p><b>Did you know Emma Watson has ADHD?</b></p>  <p>I don't want other people to decide what am. I want to decide that for myself." - Emma Watson (Actress / Activist)</p>
<p><b>Did you know that Cara Delevingne is dyspraxic?</b></p>  <p>"Don't worry, Be Happy. Embrace your weirdness." - Cara Delevingne (Actress / Model)</p>	<p><b>Did you know that Daniel Radcliffe is dyspraxic?</b></p>  <p>"It has never held me back. Some of the smartest people I know are people who have learning disabilities." - Daniel Radcliffe (Actor)</p>	<p><b>Did you know that Billie Eilish has Tourettes Syndrome?</b></p>  <p>Her debut album, <i>When We All Fall Asleep, Where Do We Go?</i> became the best-performing album of 2019 in the United States and reached No.1 in the UK.</p>

Our three day week (for most of the children at least) has nonetheless been busy and productive. As it was NeuroDiversity (ND) week, we had the opportunity to revisit some of the issues we explored previously when we worked together in Year 4. We recalled our study of the many different types of diversity. We had studied Tilly Lockey and her physical diversity (she has two prosthetic arms). We explored our understanding of diversity in general and ND in particular now, two years on. We asked: What is our understanding of different neuro diversities? Do we see ND as a challenge to overcome, or as an opportunity to see the world in a different and more creative way? Do any of us feel that we are Neuro Diverse in some ways ourselves? One pupil in class made the really insightful comment: there are over 8 billion of us on the planet now - imagine how life would be if we all thought and behaved exactly the same way. That led us to explore people whose different way of looking at the world have enriched all of our lives: Stephen Hawking and his discovery of Hawkins Radiation - the only light that can escape a black hole; Chris Packham, whose Autism is a key element of his ability to focus on the Natural World to such a huge degree and to share some of his passions with us. We mentioned many more. Here's to our differences making us more alike and bringing us together, and our togetherness and unity allowing us to be different and yet still feel loved and appreciated. Have a great weekend!

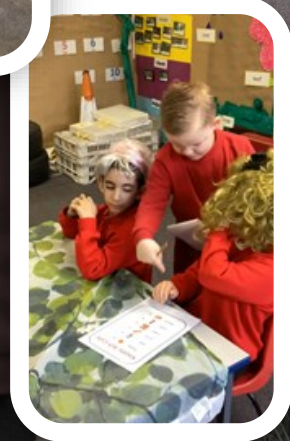
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# What have we been learning?

## DRB Key Stage 1



This week may have been short, but it was sensational!

This week KS1 DRB have carried on with their story 'The Journey' and have been concentrating on learning the differences between verbs and nouns – this has helped us with our writing.

In maths we have had lots of fun in our Café! We have given orders to the waiters, we have taken orders from the customers and we have been adding up bills and paying them.

Topping the week off we loved watching clips from 'Riverdance' – move over Michael Flatley, we are ready to audition .

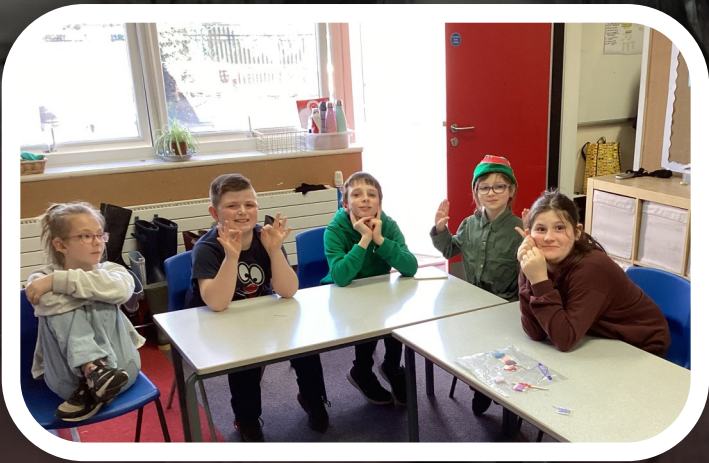
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# What have we been learning?

## DRB Key Stage 2



In Junior DRB the children have been learning about the origins of Mothering Sunday. Interestingly, we learnt that Mothering Sunday is held on the fourth Sunday in Lent, exactly three weeks before Easter Sunday. It was originally a day to honour and give thanks to the Virgin Mary, also known as 'mother' Mary. Such celebrations required people to visit their 'mother' church, the main church or cathedral in a families area. In modern day, we take time to give thanks to women who have made us the kind and strong individuals.

Junior, DRB would like to wish a happy Mother's Day to all Mothers, grandmothers, great grandmothers, step mothers, Foster mothers and women all over the world. We hope you are able to have a peaceful and relaxing day, whatever you may do.

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CELEBRATE AND EMBRACE THE GIFTS OF

# NEURODIVERSITY



ALTERNATIVE WAYS OF THINKING • ADAPTIVE • ADVENTUROUS • AMBITIOUS • ARTISTIC • ALWAYS KIND  
CREATES CONNECTIONS • CELEBRATES DIFFERENCES • COURAGEOUS • CREATIVE  
DEDICATED • DIFFERENT, NOT LESS • ENTREPRENEURIAL • GIFTED  
GREAT SENSE OF HUMOUR • HARD WORKER • HELPFUL  
**IMAGINATIVE • INTELLIGENT • INTUITIVE**  
LOTS OF INTERESTS • MOTIVATING SELF AND OTHERS • MUSICAL  
OPTIMISTIC • OUTGOING • PASSIONATE • PERSISTENT • PHILOSOPHICAL • PRODUCTIVE  
PROBLEM SOLVER • QUIRKY • RELATES TO PEOPLE • RESILIENT  
RESOURCEFUL • SEES THE BIG PICTURE • SPONTANEOUS • SPECIAL GIFTS  
**STRAIGHTFORWARD • SUCCESSFUL • TAKES INITIATIVE**  
TENACIOUS • THEORETICAL • THINKS OUTSIDE THE BOX • THINKS BIG, DREAMS BIG  
THOROUGH • TOLERANT • UNCONVENTIONAL • UNIQUE • VERSATILE • VISIONARY  
**VISUAL LEARNER • WILLING TO EXPLORE • WITTY**  
WILLINGNESS TO TAKE RISKS • WORKS WELL UNDER PRESSURE

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# Attendance



Class	Attendance
Reception	88.7%
Year 1	79.1%
Year 2	85.9%
Year 3	85.9%
Year 4	90.4%
Year 5	96.1%
Year 6	95.5%

**Whole school attendance this week 88.8%**

**Class attendance winners Year 5 96.1%**

Well done to all the children who were in school every day this week. Our lucky £10 winner in the attendance raffle was Reuben in Year 1.

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At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guidance, hints and tips for adults.

# Top Tips for Adopting SAFE & HEALTHY ONLINE HABITS

Everyone has so much going on in their lives, and that includes children: from exams and deadlines to anxiety and mental health struggles. It's quite easy to send memes, make jokes and vent online about the things that irritate us, but when was the last time you – or your child – took a moment to share something kind or positive instead? In fact, when did you last stop and think about your family's online activities? To help keep them safe and teach them healthy online habits, we need to develop our children's digital resilience. There are lots of ways that children can become more digitally resilient, and we've pulled together some popular strategies here...

## WHAT IS DIGITAL RESILIENCE?



Resilience doesn't mean being so tough that nothing gets to you, and it's not about "putting up with things" either. Instead, it's the ability to recover from setbacks. Everyone feels sad, worried, scared or upset at times: it's how we respond and adapt to those situations which is important. Digital resilience is about making choices that keep us safe and happy online, even when we're exposed to something negative or upsetting. Building your child's digital resilience will help reduce the impact of potential risks as they engage with and navigate around the online world.

## MAKE POSITIVE LIFESTYLE CHOICES



- Make time for the people and things that make you happy.
- Monitor your screen time and stick to your limits.
- On social media, follow people that make you feel good about yourself – and unfollow the ones who don't.
- Spread some positivity: post good reviews, leave encouraging comments and share good news.

## KEEP YOUR HEALTH IN MIND



- Try to factor in regular breaks offline and away from your screen – ideally, outdoors for some revitalising fresh air.
- Exercise is a brilliant stress-buster: even a walk around the block, a bike ride or a stroll to your local shop can really work wonders.
- Be strict with yourself about putting devices away in plenty of time before bed: they can interfere with a good night's sleep, which is essential for staying healthy.

## Meet Our Expert

Cayley Jorgensen is a registered counsellor with the Health Professions Council of South Africa, working in private practice to offer counselling to children, teenagers and young adults. She is the founder of *Engage Support*, a mobile app focusing on mental health awareness with the goal of providing resources and solutions to schools worldwide.



## REACH OUT FOR SUPPORT



- If you have a problem online, don't be afraid to reach out to specialist people or organisations that could help.
- Follow people on socials who have the same values and morals as you.
- You could always talk to a friend, or a trusted adult like a teacher or family member for some advice.

## PUT SAFETY FIRST



- If you see something online that upsets or worries you, tell a trusted adult about it as soon as possible.
- You could also report the content that's making you feel uncomfortable to the site or app that you saw it on, so they can look into it.
- Another option is to block the person or the account that's causing you a problem – or you could go one step further by totally deleting the app you were using.

## GET THINGS CLEAR IN YOUR HEAD



- Ask yourself what kindness online actually looks like. Can you remember the last time someone was kind or supportive towards you online? What did they do?
- Think about how it makes you feel when someone sends you a positive or funny message online.
- What about the opposite: has someone ever been deliberately unkind to you online? What did they do and how did it make you feel?
- If someone's behaviour online is causing you stress, try to remind yourself of all the steps you can take if a person's being unkind online.

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#WakeUpWednesday

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# Term Dates and Events

- 19th Mar Mothering Sunday
- 20th-24th Mar Nursery Stay & Play sessions this week
- Mon 20th Mar Y6 Lotions and Potions Day
- 27th-31st Mar Rec-y6 Teacher-Parent meetings this week
- Thur 30th Mar Easter Bonnet competition
- Thur 30th Mar PTFA Easter movie
- Fri 31st Mar Easter Service at St John's Church
- Fri 31st Mar School finishes at 1:30pm for Easter break

3rd—14th April **EASTER BREAK**

Mon 17th Apr School reopens at 8:50am

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YOU'RE INVITED TO JOIN US FOR

# OUTDOOR FAMILY SESSIONS

6 WEEK OF  
TASTER SESSIONS  
AVAILABLE NOW!  
MARCH/APRIL

FOR MORE INFORMATION  
OR TO BOOK YOUR PLACE  
EMAIL....  
[CONNECT@BRIGHTPARK.CO.UK](mailto:CONNECT@BRIGHTPARK.CO.UK)

Providing new outdoor learning  
opportunities for under 5's

At Bright Park  
10am - 12:00am

BRING YOUR CHILD  
AND ENJOY  
TOGETHER!

£2 PER  
CHILD

YOU'LL FIND US AT  
70 THOMAS LANE,  
KNOTTY ASH,  
L14 5NX



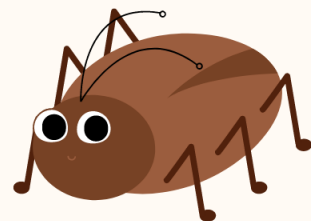
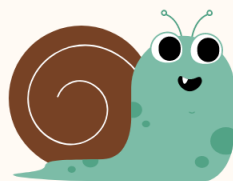
## THINGS TO NOTE:

It's all about about exploring  
and being creative!

Lots of oppurtunites for free play and to  
engage in a range of fun activities.

Activities will include  
nature walks, insect  
hunts, story telling,  
nature crafts and  
games, muddy play and  
more!

Please bring your own snacks  
Water is available for all



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# Help and Advice

For a range of local services - [info@localsolutions.org.uk](mailto:info@localsolutions.org.uk)

## Parenting

Early Communications—a language enrichment group (Wednesday mornings) for 2-3 year-olds at Stoneycroft Children's Centre. [www.stoneycroftchildrenscentre.co.uk/](http://www.stoneycroftchildrenscentre.co.uk/)

There's a range of groups and activities available at Yew Tree Children's Centre for parents whose children are 0-5 years.

<https://liverpool.gov.uk/children-and-families/early-years-and-childcare/childrens-centres/yew-tree-childrens-centre/>

The Drive is a local community centre offering a range of activities for family members, old and young. They also run weekly food clubs and provide breakfast/lunch to families during school holidays. <https://www.the-drive.org/home>

## Domestic Abuse

For support around domestic abuse - <https://worstkeptsecret.org.uk/>

You, Me Mum course (for women suffering domestic abuse) running 24th Jan to 28th March at Yew Tree Children's Centre (creche available) Call the Centre to book on 296 7950

For more advice and support, follow us on Twitter @Knotty\_Families

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# Winter Illness

## Advice from NHS

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

### Coughs and colds

It's fine to send your child to school with a minor cough or common cold. But if they have a fever, keep them off school until the fever goes.

Encourage your child to throw away any used tissues and to wash their hands regularly.

### High temperature

If your child has a high temperature, keep them off school until it goes away.

### Chickenpox

If your child has chickenpox, keep them off school until ALL the spots have crusted over. This is usually about 5 days after the spots first appeared.

### Sore throat

You can still send your child to school if they have a sore throat. But if they also have a high temperature, they should stay at home until it goes away.

A sore throat and a high temperature can be symptoms of tonsillitis.

### Scarlet fever

If your child has scarlet fever, they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks.

Your child can go back to school 24 hours after starting antibiotics.

Loving Learning Together