



# Weekly Newsletter

FRIDAY 24th JANUARY 2025

Loving Learning Together



# Latest News

Dear Parents and Carers,

January seems to have gone on forever, with every kind of weather already. But in Knotty Ash, there has been plenty of fun and enjoyment (as well as lots of learning!) Congratulations to Year 6, who had their first go at some SATs papers. SATs are the tests the children will sit in May, so we just wanted to give them a go and show the children that the tests aren't as scary as they might think. They all showed really good attitudes :)

Showing an Education Advisor round school on Wednesday was also a real pleasure. I'm always so proud of our children when visitors come. We saw so many examples of beautiful behaviour, impeccable inclusion and lively learning. I have to give a special well done to Haydn in y3, who volunteered to read a poem out loud and did it brilliantly.

## NO DOGS ON SITE

Just a reminder please... we've noticed that quite a few people are carrying dogs onto the school site at the beginning or end of the day. While most dogs will be friendly and easygoing, we do have a NO DOGS rule in order to safeguard everyone. Please make alternative arrangements.



Best wishes for a lovely weekend, Miss Clements (Miss CB!)

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### We Need You to be a Parent Governor

You may have seen an email from school asking for Parent Governors. We have two vacancies to join our friendly governing board, who meet once every 6 weeks to hear about school developments, ask questions and offer suggestions. There are documents to read, and it is a commitment but it's very rewarding and interesting. If you'd like a chat to find out more, please pop into school or give me a ring.

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This month, at Knotty Ash Primary School we've extended our partnership with Zero Food Waste. We are now hosting events in the school hall on a Saturday and Sunday evening.

Bags of food need to be booked in advance (see below for how to do this.) It's not a food bank; it's saving food from landfill :)

We are really pleased to be able to help with this good cause, but rest assured we are also working hard to make sure the school site is safe and there is minimal disruption to the local community.

### HOW TO BOOK BAGS

- Send us a message via messenger at 7am on the day you want to collect, bookings before 7am are not accepted.
- If there is more than 1 event that evening, please specify the event you wish to attend.
- All bags are allocated on a 1st come, 1st served basis in the order we receive messages.
- Please only send 1 message, someone will always reply, if you message multiple times you will lose your place.
- If you are allocated a bag, it will be ready for collection at 10pm.
- Please only request 1 bag per household per 7 day period.



By working in partnership, saving surplus food & building community: great things can happen!

### SATURDAY EVENTS

11 - 12pm  
Open Event - No booking required  
St Hilda's Church, Stuart Avenue, L25 ONG

12 - 1pm  
Open Event - No booking required  
Methodist Centre, Atherton Street, Prescot, L34 5QN

10pm  
Bagged Event - Bookings open at 7am  
Elm Hall Drive Methodist Church, Elm Hall Drive, L18 1LF

10pm  
Bagged Event - Bookings open at 7am  
Knotty Ash Primary School, Thomas Lane, L14 5NX

By working in partnership, saving surplus food & building community: great things can happen!

### SUNDAY EVENTS

6pm  
Bagged Event - Bookings open at 7am  
The Place To Be, Eastern Avenue, L24 2SX

10pm  
Bagged Event - Bookings open at 7am  
Knotty Ash Primary School, Thomas Lane, L14 5NX

Everyone is welcome and everything we distribute is free

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# What have we been learning?

## Nursery



This week we have been finding out all about Polar animals and which Pole they live in . We sorted the animals and put them on a world map. We watched Andy's Amazing Animals on CBeebies to learn all about polar bears and we learned some new facts . We know seals have fat which is called blubber to keep them warm in the cold Arctic climate.

We have been reading Jonty Gentoo by Julia Donaldson all about a penguin who runs away from the zoo and ends up in the North Pole . We have also been drawing and mark making all about last weeks story - Lost and Found .

In maths we have been recognising, and ordering numbers 0-10. We have been counting amounts up to 10 . We have been using numicon to match to the correct number.

In phonics we have been practising Fred talk with our pet frog Fred and learning Maisie mountain mountain and finding objects beginning with M .

In PE we have been practising ball skills, bouncing , catching, dribbling and throwing .

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# What have we been learning? Reception



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# What have we been learning?

## Year 1



This week Year 1 have finished reading the story of The Proudest Blue. They explored how Aysia was happy and strong at the end of the school day and she was proud wearing her hijab for the first time. To finish the week they retold the story in their own words. In Maths, the children have finished exploring addition and subtraction within 10. In Science, the children looked at the difference between wild flowers and garden flowers. During our Art lessons, the children learnt about Eloise Renouf designs. They used what they had learnt to draw trees in her style which they really enjoyed. In PE, we looked at different dynamic balances, making letters using their bodies.

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# What have we been learning? Year 2



Hello to all from Year 2. We're doing our best to beat the January blues and brighten the grey skies in our class. Art especially is proving to be a welcome escape; we've been using wax resist techniques to create beautiful watercolours and also studying the artist Eloise Renouf. Her nature-inspired designs are instantly recognisable. We were lucky enough to be visited by Food For Thought this week too - they run science workshops for classes across Liverpool and they ran a 'How we grow plants' session for us. I posted the pictures on SeeSaw and X, so you can see for yourselves how it went. In English, we've been working very hard to match up time language such as 'yesterday' with the correct verb tense - so that our past, present and future time sentences are grammatically correct. Soon, we'll be writing our factfile about the hero Malala Yousafzai. In Maths we've been creating patterns and attempting to make them symmetrical - which requires a level of attention to detail that few 6 and 7 year olds have any interest in maintaining! Nonetheless, we have actually managed some really nice examples - and it's creative and fun too of course. Have a great weekend everybody!

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# What have we been learning?

## Year 3



We have had a loved week in Year 3 analysing instructions and learning how to write them using headings, bullet points and bossy verbs. You'll be glad to know the children can now write instructions on how to brush your teeth; no excuses anymore at bedtime for them.

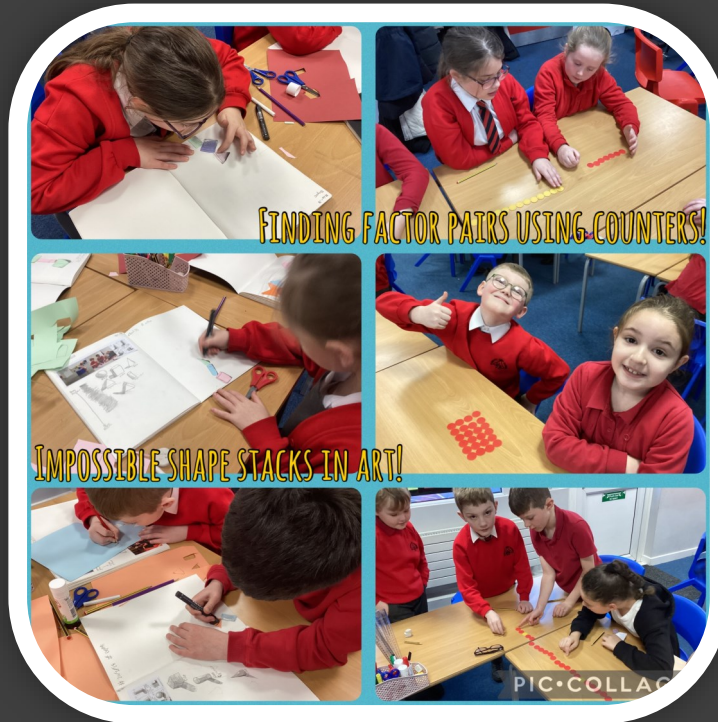
In Science we loved learning about the states of matter for water though our favourite was definitely the ice. In Maths we mixed up our addition and subtraction problems and used our new column method skills. This is definitely a skill for life that deserves a lot of practice.

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# What have we been learning?

## Year 4



Year 4 started the week with an enjoyable art lesson drawing 3D shapes using tone to add shading and highlights to make them look more three dimensional. We then stacked them in our sketchbooks to create impossible shape stacks!

In English we have been busy planning, writing and publishing our own set of instructions for 'How to Brush Your Teeth.' In maths we have been using our multiplication knowledge to learn about factor pairs and how we can use them to break down and solve trickier multiplications.

This week we began our new Geography topic of rivers! We discussed the location of rivers on a map of the United Kingdom and how they are represented. We also took a close look at the journey of a river and labelled its key features.

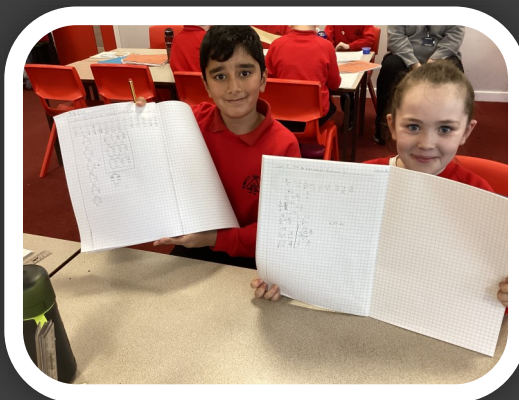
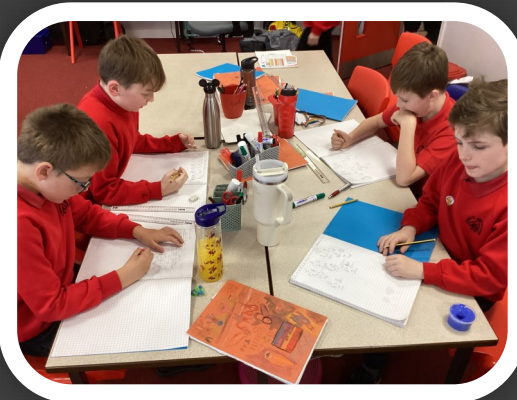
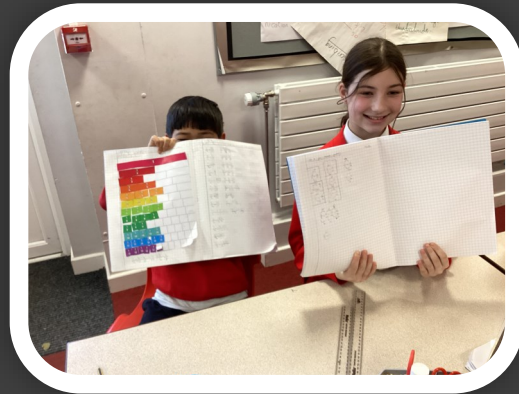
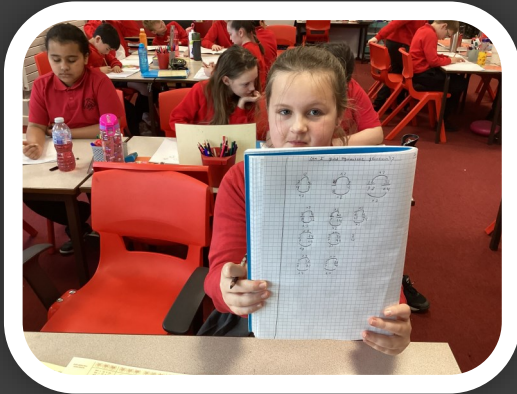
In Science we have been focusing on states of matter, this week we looked at the changes of state and conducted our own experiment to see what material best insulates ice to prevent it from melting!

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# What have we been learning?

## Year 5



This week the class have really enjoyed beginning their exploration of Irena Sendler. Someone that was an incredibly selfless person during World War II and who saved thousands of people in Warsaw. We also enjoyed learning how to use parenthesis in our sentences with brackets, dashes and commas. Furthermore, in Science, we began learning about light and in Geography, we got stuck into volcanoes! For PE, the class impresses at their first dance lesson of the year where we learned a classic. 1940s dance: The Jitterbug!

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# What have we been learning?

## Year 6



Year 6 have had a full on week of hard work completing their first set of mock SATs tests. They all really tried their best and showed great resilience and concentration, making all the staff very proud! Well done everyone, you did amazing! We also fitting in some other learning, in maths, we have been finishing of our topic of fractions by creating some beautiful posters to summarise and share our knowledge with year 5. In inclusive curriculum, we have continued to learn all about ww2 and created lovely, detailed timelines of the key events of the war linked to our work on Irena Sendler. We have also enjoyed sewing our blood bags in art and multiple running and dancing brain breaks!

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# What have we been learning?

## DRB 1



We've had another wonderful week in infant DRB! The children have been busy diving into the story of Hansel and Gretel, working hard to independently retell the first three pages of the tale. It's been lovely to see their progress and creativity.

We've also been practicing Boccia, a fun activity that helps develop focus and team-work skills. We're preparing for the upcoming tournament next Monday- stay tuned for updates! In EYFS, we've started exploring the charming story 'One Snowy Night' with Ann. The children are loving the wintry theme as we dive into the story.

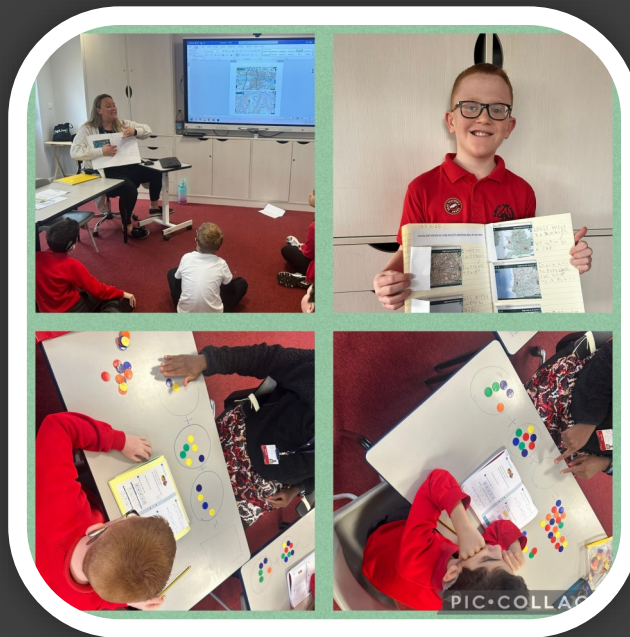
Thank you for your continued support - we're so proud of all children efforts this week!

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# What have we been learning?

## DRB 2



Junior DRB explored the book *A River*, which tells the story of a girl journeying along a river in a boat, passing various sights along the way. Inspired by the story, we reflected on our own experiences, sharing places we've traveled to and how we got there. Using DigiMap, we developed our geographical skills, locating places on an atlas and exploring maps. The children then wrote sentences describing their personal journeys, drawing connections between the story and their own adventures. This activity encouraged creativity, geographical awareness, and storytelling, allowing children to explore the concept of journeys in both imaginative and real-life contexts.

In maths, we learned to add three digits together by breaking the process into simple steps. We started by adding two digits first, using number bonds or place value strategies, and then added the third digit. This method helped us understand addition better and improved our mental maths skills.

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# Attendance



Class	Attendance
Reception	82.2%
Year 1	95.5%
Year 2	93.3%
Year 3	90.7%
Year 4	91.4%
Year 5	94.4%
Year 6	93.9%

Whole school attendance this week **91.6%**

Class attendance winners **Year 1 95.5%**

Congratulations to Year 1!

Every child should be in school every day,  
unless they are too ill.

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## About Family Magazine


Inside, parents will find useful advice on;

- Internet Safety
- Adult Education
- St John Ambulance Advice - Child Choking
- How To Help Kids Eat Healthily
- Family Events in the area
- Plus more....


Link below:

[www.allabout-family.co.uk/liverpool](http://www.allabout-family.co.uk/liverpool)

## Lydiate Learning Trust's January Online Newsletter



**KNOTTY ASH  
PRIMARY  
SCHOOL**  
& DEAF RESOURCE BASE  
LYDIATE  
LEARNING TRUST



### Online Safety Newsletter

Jan 2025

#### Social Media Influencers

**What is an Influencer?**  
An influencer is somebody on a social media platform such as YouTube and Instagram, who have a high number of followers. Influencers share their opinions/ideas and may be paid to advertise/promote products through their account.

**What should I be concerned about?**  
Whilst there are some great influencers, there are some that choose to share content that is for example, misogynistic, racist or misleading. These opinions can be expressed or interpreted as fact, so it is important to talk to your child and encourage them to fact check and critically analyse what they see and hear online.

**What we see on social media**  
What we see is influenced by algorithms, which predict what type of content we are most likely to interact with. Whilst there are benefits of algorithms, it can mean that once we start looking at certain content, our social media feed can become more aligned with that opinion, creating an echo chamber and therefore we do not see a balanced picture. Find out more here: <https://www.childnet.com/blog/algorithms/>

**What can I do to help my child?**  
Talk to your child about social media and who they follow. If there is anybody that you are unsure of, then check their feed and discuss with your child if you find anything worrying.

**Further information**  
<https://swgfl.org.uk/topics/social-media/>

#### Fortnite Battle Royale

Fortnite Battle Royale is rated PEGI 12 due to moderate violence, meaning it is not suitable for children under the age of 12.

**What is Fortnite?**  
There are different versions of Fortnite, including Fortnite Battle Royale, which is free to play (although it contains in-app purchases). In Battle Royale, up to one hundred players compete against each other until one winner remains.

**What do I need to be aware of?**

- Chatting and inappropriate language: Fortnite includes voice and text chat, which may mean your child encounters strangers and may hear inappropriate language. Ensure your child knows how to report/block any players that make them feel uncomfortable.
- In app purchases: Players can purchase V-Bucks so make sure you restrict purchases and do not store your card details.

**Parental Controls**  
Fortnite provides several parental controls in your child's Epic account to help you create a safer environment for your child. The controls allow you to:

- disable voice chat
- filter language
- manage which experiences your child can access based on their age
- set a PIN to add friends
- set a PIN for purchases
- set time limits
- set appropriate privacy settings.

Also, remember to set up age-appropriate parental controls on the device your child is playing on.

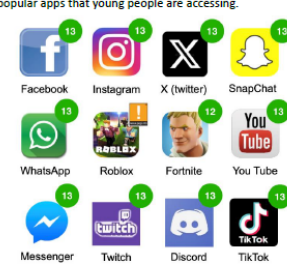
**Reporting/Blocking Features**  
As always, ensure your child knows how to use the reporting and blocking features and that they know they should talk to you or another trusted adult if anything concerns them.

**Further information**  
You can find out more here:  
<https://safety.epicgames.com/en-US/parental-controls>  
<https://parentzone.org.uk/article/fortnite>

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date released 01.01.25.

### Get to know age ratings

Age ratings exist to help protect your child, so we thought we'd provide you with a little reminder of how important it is to check the age ratings of what your child is accessing online. Here are the age ratings of some of the more popular apps that young people are accessing.



Whether your child is viewing films, accessing apps, playing games online or using social media – make sure you check the age rating first to see if your child is old enough. In addition, the likes of PEGI (Pan European Game Information) provide further content descriptors, which will give you an indication of the type of content that your child might view e.g. violence or bad language.


**What else should I review?**  
It is important to note that whilst age ratings do allow you to see if something may be appropriate for your child, it is also important to review the content yourself. This will allow you to make an informed decision as to whether it is suitable for your child to access and if it would be beneficial to apply further parental controls. For example, does it include the ability to communicate with others and are in game/app purchases available?

**What else can I do?**

- Explain the importance of age ratings to your child and how they protect them.
- Go online together to see what your child is accessing.
- Set up parental controls on your broadband, devices and on any individual apps that your child is using. This will reduce the chances of them accessing or viewing anything unsuitable.
- Chat to your child regularly about what they are doing online and as always, remind your child that if anything is worrying them then they should talk to you or another trusted adult.

**Further information**  
You can find out more here:  
<https://eegamesmart.co.uk/articles/how-age-ratings-help-families/>

#### Smartphone Free Childhood



Smartphone Free Childhood is a parent-led movement whose mission is to protect children from the dangers of using smartphones too young.

The premise behind this movement is that all parents/carers of a class all agree not to give their children smartphones (therefore the level of peer pressure is reduced) for a set time or until a specific age. Are you ready to join? Find out more here:  
<https://smartphonefreechildhood.co.uk>

#### Digital differences between men and women revealed

Ofcom have released their annual report into our daily habits. The findings show that women and teenage girls are more worried about online harms. You can read the full report here:  
<https://www.ofcom.org.uk/media-use-and-attitudes/online-habits/digital-differences-between-men-and-women-revealed/>

#### X (Twitter) Checklist

You should be at least 13 years of age to have a Twitter account. The SWGFL have created a free Privacy and Security checklist for you to download. The resource is available here:  
<https://swgfl.org.uk/magazine/introduce-the-x-checklist-keeping-your-profile-under-control/>

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# Online Safety

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips for Parents and Educators ENCOURAGING CHILDREN TO CHOOSE RESPECT

Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.

### 1 LEAD BY EXAMPLE

As adults, we play a crucial role in modelling respectful behaviour for children: they observe and learn from our actions every day. Be mindful of the way you interact with others in front of children. Keep in mind that you should always approach others with an attitude of mutual respect, even if you disagree with them. Demonstrating this behaviour can influence young people and help them to handle their own conflicts in a healthy way.

### 2 AGREE TO DISAGREE

Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. Help them understand that sometimes we can 'agree to disagree'. Using active listening skills when doing this can also help to build empathy and understanding of others.

### 3 PROMOTE ACTIVE LISTENING

Teach children about the importance of active listening: that is, making a genuine effort to listen to the other person's perspective without interrupting, before responding in a way that shows you understand their viewpoint, even (or perhaps especially) if you disagree with it. This makes people feel respected and allows for a better comprehension of their point of view, which in turn can make it easier for you to communicate your own opinions to them.

### 4 ENCOURAGE THE USE OF "I" STATEMENTS

If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Framing their thoughts and feelings using statements like "I feel ..." or "I think ..." can help them avoid an accusatory tone and encourages them to take responsibility for their own emotions.

### 5 FOCUS ON BEHAVIOUR, NOT CHARACTER

When disagreements happen, encourage children to focus on critiquing and addressing the specific actions or behaviours that caused this upset, rather than attacking the person's character. For example, "I didn't like how you interrupted me" is better than "You're so rude". This can help children avoid hurting someone's feelings, which is likely to inflame the situation.

### 6 STAY CALM AND TAKE BREAKS

It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to help them stay composed. If a conversation becomes too intense, remind them it's OK to suggest continuing it later or in a different setting. This can prevent things getting out of hand, allowing cooler heads to prevail.

### 7 START CONVERSATIONS ABOUT RESPECT

Talk openly to children about what respect means – to you and to them. Discuss how they might show respect to each other, to friends, to strangers and even to people we might disagree with. You could use examples of considerate or inconsiderate behaviour in books, films or TV to open discussions about the importance of giving others due regard.

### 8 SEEK COMMON GROUND

When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way forward by helping identify areas of agreement or common ground with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each another.

### 9 AVOID MAKING THINGS PERSONAL

It's important that we make it clear to children they must avoid name-calling, swearing or derogatory remarks in a disagreement with others. Respectful language sets a positive tone and helps keep the conversation productive. Reminding children to stay calm and take breaks – as mentioned previously – can help them avoid getting too emotional and saying or doing something hurtful.

### 10 REFLECT AND LEARN

After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they handle well? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing pictures, or hypothetical examples to further develop their skills in showing respect during a disagreement.

### Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinate Anti-Bullying Week each year. ABA is a unique coalition of organisations and individuals, working together to achieve their vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. They welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



Source: See full reference list on guide page at:

X @wake\_up\_weds

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@wake.up.wednesday

@wake.up.weds

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# Who's Who?

## Leadership Team

**Miss Clements** Headteacher

**Mr England** Deputy Headteacher & SENDCo

**Ms Sweeney** Head of Deaf Resource Base

**Mrs O'Hanlon** Forest School and Mental Health Lead

**Mrs Carson** School Business Manager

## Teachers

**Mrs Davies** Nursery

**Mrs England** Reception

**Mrs Nugent** Year 1

**Mr Houghton** Year 2

**Mrs O'Hanlon/Mrs Cartwright** Year 3

**Miss Kerr** Year 4

**Mr Hall** Year 5

**Miss Hunter** Year 6

**Mrs Woods** DRB 1

**Mrs Rigg** DRB 2

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# Term Dates and Events

Monday 27th January	National Geographic Day
Thursday 30th January	Climate Change workshop in Y6
Monday 3rd February	Y3&Y4 Wateraid workshops
5th—7th February	Y3&Y4 residential trip to Willersley Castle
Tuesday 11th February	Reception class trip to Blue Planet Aquarium
Thursday 13th February	Harry Potter Night—family event
17th—21st February	HALF TERM
Monday 24th February	INSET DAY (school closed to pupils)
Monday 3rd March	Y5&Y6 trip to Imperial War Museum
Wednesday 5th March	Lydiate Learning Trust launch—after school event for families
Thursday 6th March	World Book Day
Friday 4th April	End of term

Term dates for this year and next year are available on the school website:

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# Family Activities & Support

The latest edition of the Liverpool Parenting Newsletter is here.

[www.allabout-family.co.uk/liverpool](http://www.allabout-family.co.uk/liverpool)

You will find new information about local support available for families and children in Liverpool, along with information regarding events and activities on offer running from March to May 2023.

We have also been sent information about Family Learning and Engagement Courses run by LCC Adult Learning Service. This can be found on our school website, link here:

<https://knotty-ash-primary-school.secure-primariesite.net/family-information-and-support/>

For families in receipt of benefits related free school meals, there are a variety of activities over the Summer break, all of which are free and include a meal:

<https://merseyplay.com/summer-haf-holiday-activities-food-2023/>

Locally, St John's Church offer a range of community groups and activities for families:

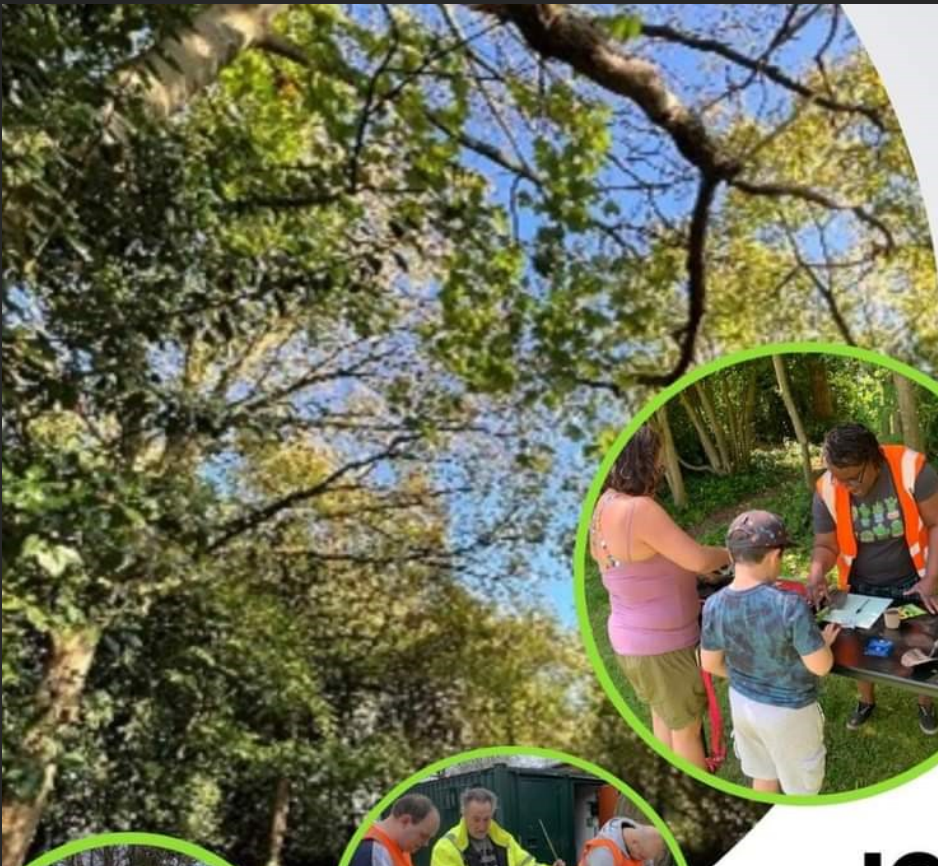
<https://www.stjohnsknottyash.org/our-community>

There's also 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/>

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# JOIN OUR FRIENDS OF BRIGHT PARK VOLUNTEER COMMUNITY

Come and be a part of developing and maintaining the park and its programmes.


## Get Involved With:


- Park Maintenance
- Educational Activities
- Event Organising
- Administration
- Holiday Clubs
- Fundraising

  
**Come visit us at:**  
Bright Park,  
81 Thomas Lane,  
Knotty Ash, L14 5NS



**REGISTER NOW**

 0151 903 9488

 [connect@brightpark.co.uk](mailto:connect@brightpark.co.uk)



# Pack your child a **HEALTHY LUNCH BOX**

Choose a variety of foods from each food group



Fruit



Vegetables



Dairy



Wholegrains



Lean meat  
& alternatives



A Healthy Lunch Box



MAKE WATER  
YOUR DRINK



PACK ICE BRICKS  
TO KEEP FOOD  
COOL



USE A THERMOS  
TO KEEP FOOD  
WARM



NSW  
GOVERNMENT | Health

This resource was developed and designed by e4 Health Practitioner Services, Western Sydney Local Health District, with contributions by South Eastern Sydney Local Health District and Western Districts Local Health District.

[60 kids' lunchbox recipes | BBC Good Food](#)

[School packed lunch inspiration | BBC Good Food](#)

[Healthy packed lunches - British Nutrition Foundation](#)

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It can be tricky deciding whether or not to keep your child off school or nursery when they're unwell.

There are government guidelines for schools and nurseries about [managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

**Other illnesses** Follow this advice for other illnesses:

### **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.

### **Cold sores**

There's no need to keep your child off school if they have a [cold sore](#).

Encourage them not to touch the blister or to share things like cups and towels.

### **Conjunctivitis**

You don't need to keep your child away from school if they have [conjunctivitis](#).

Get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

### **COVID-19**

If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school. Your child should try to stay at home and avoid contact with other people if they have [symptoms of COVID-19](#) and they either:

- have a high temperature
- do not feel well enough to go to school or do their normal activities

### **Ear infection**

If your child has an [ear infection](#) and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

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## Hand, foot and mouth disease

If your child has hand, foot and mouth disease but seems well enough, there's no need to keep them off school. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

## Head lice and nits

There's no need to keep your child off school if they have head lice but tie hair back. You can treat head lice and nits without seeing a GP.

## Impetigo

If your child has impetigo, they'll need treatment from a GP, often with antibiotics. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share things like towels and cups .

## Ringworm

If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.

## 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.

## Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious. But let the school or teacher know if you think your child has slapped cheek syndrome.

## 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.

## Threadworms

You don't need to keep your child off school if they have threadworms. Speak to your pharmacist, who can recommend a treatment.

## Vomiting and diarrhoea

Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).



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

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