



# Weekly Newsletter

FRIDAY 7th FEBRUARY 2025

Loving Learning Together



# Latest News

Dear Parents and Carers,

There's been lots going on in school and beyond this week!

On Monday, Year 3 welcomed David from WaterAid, who told the children how the charity helps with water, sanitation and hygiene around the world.



Then on Tuesday, Year 5 and Year 6 welcomed Johnny Lloyd, singer, songwriter and musician (and lead singer of Tribes), who talked about his career and even gave an exclusive live performance of the children's favourite Tribes song!

On Wednesday, Year 6 spent the morning cloning potatoes with tuition from 'Food For Thought'. They created mazes that the potato 'chits' will grow through towards the light.



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We've also celebrated Children's Mental Health Week with some themed activities, including Mindfulness, Yoga, and Forest School.



And today has been NSPCC Number Day so the children have enjoyed number-themed activities including number games, 3d-drawing and even a number-themed disco!

Finally, lots of our Year 3 and Year 4 children have been to Willersley Castle in the Peak District for a residential trip Wednesday—Friday. The children have been incredible—really resilient, collaborative and fun!

Thanks to Mr England and the staff team who made it possible—Mrs Keggin, Miss Kerr, Mrs Cartwright, Mr Murphy and Mrs Rees.



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A huge thank you to the Mike Carden Health and Wellbeing Grant for money to buy great waterproofs for all of our children to use at Forest School. They will make a huge difference to the children.



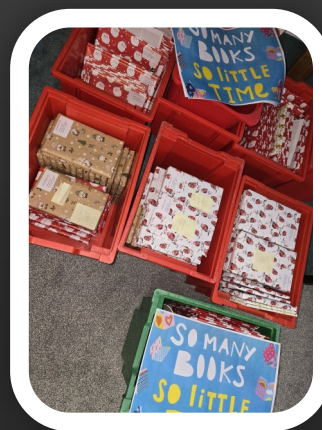
## Reading

Mrs Nugent has been busy this week stocking the KS1 Library with books bought with commission from the Scholastics Book Fair last year. Thanks you to everyone who bought books from them before Christmas—it has helped us refresh our library for the children.



Also, we've added the books that were donated to school during the book fair—with 'book plate labels' so we'll always remember our generous donators!

While I'm writing about books, I also need to say a belated great big THANK YOU to Mrs Ashcroft and her husband for the generous gifting of a hand-wrapped and carefully chosen book to every child in school before Christmas, to share the Jolabokafloð tradition.



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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 in nursery we have been celebrating Mental Health Week. We talked about all the different emotions we experience. We had a lovely well being day on Tuesday when we did cosmic yoga, some dough disco and we had a fabulous afternoon making new friends with the Reception children in Forest school . We made posters of things which make us feel happy.

We have been practising the d sound in phonics and doing lots of Fred Talk. In maths we have been shopping with 1p coins and sorting lots of different coins . At story time we have been reading lots of traditional tales . We also welcomed 2 new children into nursery this week. Welcome Lucie and Jacob .

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# What have we been learning?

## Reception



Reception is getting ready for their trip to Blue Planet Aquarium next week by looking at "Commotion in the Ocean" in Literacy! They have all loved exploring rhythm and rhyme through poems! This has also led on to learning facts about sea creatures.

In Numeracy the children have been learning all about 3d shapes. They have been looking at the shapes and seeing what 2d shapes they can spot in the 3d shapes! They have also been looking at different ways in which they can sort the shapes out.

Everyone has also enjoyed exploring our new Valentine's area in the classroom and making valentines crafts in the creative area!

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# What have we been learning?

## Year 1



This week, we've celebrated Children's Mental Health Week. They watched videos to explore what mental health is and some strategies we can use to help us. The children also had a session in Forest School or playing games this week to support their mental health. In English, we've continued to explore the story of Hermelin and have begun writing our own version of the story with Sid the Spider. In Maths, the children are still working on securing their numbers to 20 and looking at 1 more and 1 less within 20. During our afternoon lessons, we continued to look at Children's Rights and explored their right to be safe by looking at all the people who help us such as our families, teachers, police and doctors. During our Science lesson, we explored deciduous and evergreen trees. The children learnt that evergreen trees keep their leaves all year round where as deciduous trees start to lose their leaves in Autumn. We had a lovely day on Friday, celebrating Number Day!

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# What have we been learning? Year 2



This week, we have been exploring the concept of Human Rights and making them relatable to the children. We discussed 'A World Without...' and considered such necessities as food and shelter. We contrasted these 'needs' with 'wants', making sure that everyone was clear on the difference between what we need to survive and the things we like to have. The children produced some very stark and effective drama pieces to illustrate a world without shelter or food and I think they really appreciated a moment to consider the importance such things play in their own lives. Next week, we will look at the United Nations Children's Rights Charter and learn which of our rights are protected. We'll also read the book 'The Proudest Blue' about a young muslim girl and her older sister on their first day of school - it highlights how differences between peoples' beliefs and traditions can be a source of richness and interest rather than grounds for teasing or suspicion. In English, Year 2 have been reading The Bog Baby and thoroughly enjoying it. In Maths, multiplication is the focus skill for these final weeks of the half term. As ever, the children are hard at work and learning so many new skills. Have a wonderful weekend everyone!

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# What have we been learning?

## Year 3&4



The week started brilliantly when we got back to #diddyForestSchool. Years 3 and 4 went together and moved between PE and Forest School as we are thinking about Mental Health week. On Wednesday everything changed when most of our children went off on their residential.

Mrs O'Hanlon has kept the rest of us busy at school. We did some circuit work in PE and played a lot of Bingo on Wednesday morning. In the afternoon we heard *The River* by Tom Percival and thought about our feelings. The children then painted their own rivers using watercolours. They then added on top of their paintings using a variety of different media to create some fabulous Art work. Some children added their own characters and stories; narrating them for their friends. The children have also used their Art work in computing using the be funky app to edit their creations.

The children also enjoyed a trip to Forest School for songs around the campfire and some very tasty s'mores. White chocolate digestives are the future!

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# What have we been learning?

## Year 3&4



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# What have we been learning?

## Year 3&4



*Willersley Castle*



*Scavenger hunt*



PIC-COLLAGE



*Kayaking*



PIC-COLLAGE

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# What have we been learning?

## Year 5



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# What have we been learning?

## Year 6



Year 6 have had an action-packed mental health week. It started off with a lovely afternoon outside in Forest school and playing sports on Monday. They also did an online workshop with LFC all about strategies to support our mental health. On Tuesday, year 6 we're also lucky enough to have food for thought in teaching us all about how to clone potatoes and how they 'chit'. They created an experiment and created potato maze which we are excited to watch grow.

In maths, year 6 have been working hard doing all about ratios this week, working up to completing some tricky proportion word problems. In English, they have continued to write biographies all about Irena Sedler and are producing some beautiful pieces of work. In inclusive curriculum, they have also been painting and finishing off their volcano models. We then linked our knowledge of WW2 to European geography; researching the physical and human features of countries that were significant in the war. What a busy week!

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# What have we been learning?

## DRB 1



We started the week with great excitement as we jumped back into Forest School! We couldn't wait to get our wellies on and head outdoors for some muddy fun. It was wonderful to breathe in the fresh air and explore the natural world again!

In maths, we've been learning about the value of 1p, 2p, and 5p coins. We worked together to find different ways to make totals between 1p and 10p. For example, when making 7p, we discovered we could use a 5p coin along with two 1p coins. It was a fantastic challenge, and we had so much fun!

We had an exciting science experiment with icy gloves in EYFS! We took them out of the freezer and worked hard to rescue the frozen animals inside. We smashed, rubbed, and watched the ice melt in our hands until all the animals were saved—what an adventure! In Language, we explored One Snowy Night and practiced answering who? and what? questions. Inspired by Percy the Park Keeper wrapping up warm, we made sure to do the same! We've been working hard on putting on our own hats, wellies, and fastening our coats all by ourselves. We were so proud of our achievements.

To finish off the week, we celebrated NSPCC Number Day with lots of exciting number activities. We worked together as a team to form numbers using our bodies and created number shapes using different materials. It was a brilliant way to end a fun-filled week!

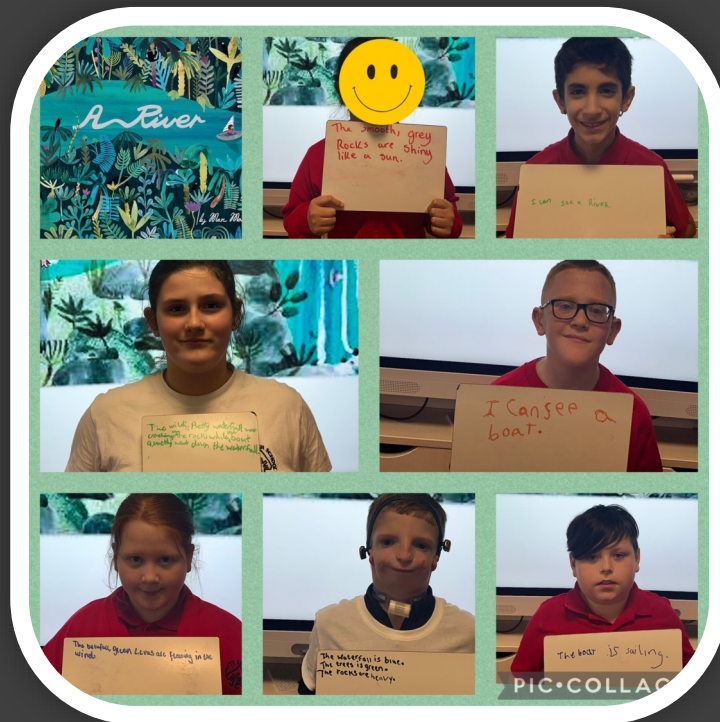
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# What have we been learning?

## DRB 2



This week, we kicked off Mental Health Week with a focus on well-being and outdoor activities. On Monday, the children in Junior DRB enjoyed extra time in Forest School and an additional outdoor PE session. They returned to class feeling refreshed, focused, and ready for the week ahead.

Throughout the week, Ann's BSL sessions centred on mental health and well-being. The children's confidence built, and they were able to share experiences and support one another, fostering a positive and open environment.

In maths, we began exploring units of time such as - seconds in a minute, minutes in an hour, hours in a day and so on. Even though this can be a tricky concept, the children showed great determination and are developing a strong understanding.

I was especially impressed with their writing this week. Still working with 'A River', they wrote a variety of well-structured sentences, showing real creativity and progress. Well

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# Attendance



Class	Attendance
Reception	90.0%
Year 1	95.2%
Year 2	95.8%
Year 3	96.5%
Year 4	94.7%
Year 5	95.6%
Year 6	88.4%

Whole school attendance this week **93.7%**

Class attendance winners **Year 3 96.5%**

Congratulations to Year 3!

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.

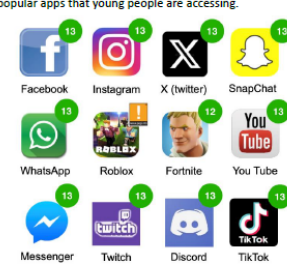
**Further information**  
You can find out more here:  
<https://safety.epicgames.com/en-US/parental-controls>  
<https://parentzone.org.uk/article/fortnite>


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



### 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.


  
Facebook


  
Instagram


  
X (twitter)


  
SnapChat


  
WhatsApp


  
Roblox


  
Fortnite

  
YouTube

  
Messenger

  
Twitch

  
Discord

  
TikTok


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:

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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

5th—7th February	Y3&Y4 residential trip to Willersley Castle
Tuesday 11th February	Reception class trip to Blue Planet Aquarium
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:

[School Term Dates and Inset Days – Knotty Ash Primary School](#)

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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/>

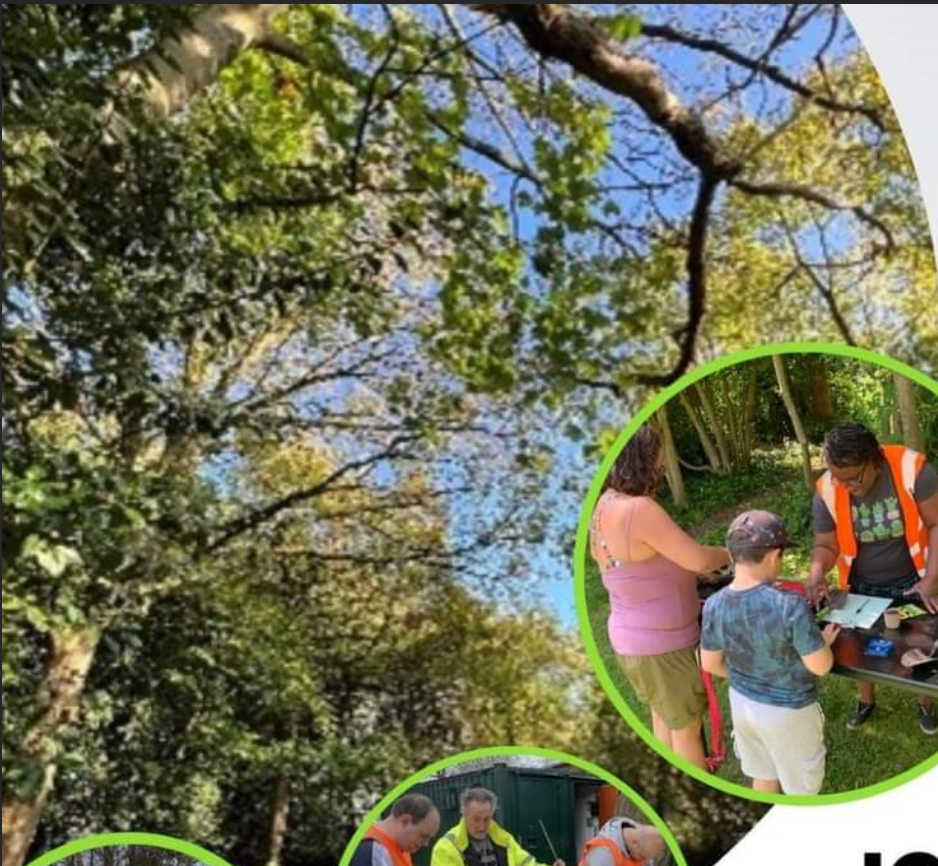
Locally, St John's Church offer a range of community groups and activities for families:

<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



# 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



This resource was developed and designed by SA Health Primary Services, Western Sydney Local Health District, with contributions by South Eastern Sydney Local Health District and Western Downs 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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