Weekly Newsletter

FRIDAY 23rd MAY 2025

Loving Learning Together

Latest News

Dear Parents and Carers,

It's been a short half-term with a lot packed into it!

This week's highlight in school was undoubtedly the wonderful stage-show 'Toy Story: the Musical' performed by our amazing Musical Theatre Club. Under Mr Hall's expert direction, they have been rehearsing since November, learning lines, developing their characters and growing in confidence. The show had it all: acting, singing and dancing. Children were drawn from Y4-6 and their dedication, talent and confidence impressed everyone in the audience. We're all really proud of them! Thank you to Mr Hall for writing, directing and inspiring! And thank you to his team of helpers: Mr Murphy, Mrs Rees, and Miss Kerr for their sound and set design.

Also this week, Year 6 have enjoyed their End-of-SATs party , while Nursery have had a wonderful day out at Imagine That
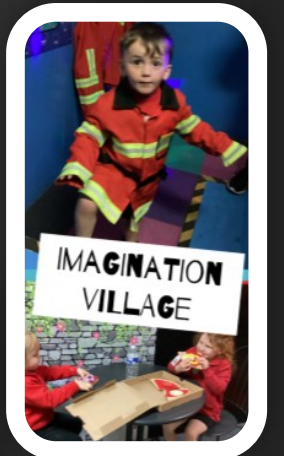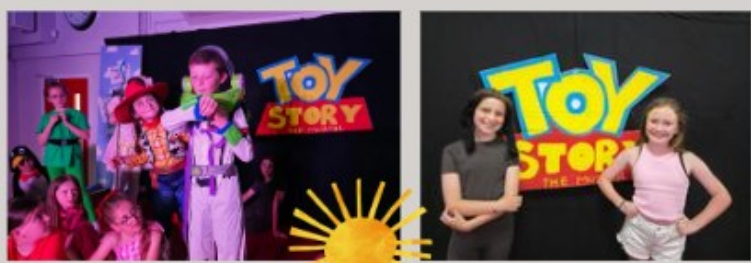
Hope you all have a lovely half-term week,

Miss Clements x

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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.

Loving Learning Together

This year, 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

Liverpool Zero Waste Community

- 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 0NG

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

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

Zero Waste - Liverpool
7.2K likes · 11K followers

👍 Liked
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Posts   About   More ▾

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What have we been learning?

Nursery

We have had such an exciting week in nursery . On Tuesday we went on our school trip to Imagine That . We travelled in the minibuses and it was so good going over the speed bumps !

We had a really busy day in Imagine That making bath bombshell , snow , slime and fridge magnets . We loved playing in the outdoor area, the builder's yard and the Imagination Village . We had the best day ever.

We have also enjoyed weighing lots of different objects using the scales this week and deciding if they are heavier or lighter or if they weigh the same .

We also had a visit from Charlie in Year 6 and his mum who brought his African Land Snails in to show the children and we even got to hold them .

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What have we been learning?
Reception

What have we been learning?
Year 1

We have had a lovely last week in school. All children have continued to work hard on their Phonics as we are getting closer to the Phonics Screening Check. They had the opportunity to watch Toy Story performed by some children in the juniors which I think was definitely a highlight of their week. In English the children wrote a diary entry as if they were Rocket talking about the events that had happened in the story Clean Up! In Maths, we continued to explore numbers to 50 looking at partitioning the number into tens and ones using base 10. In Science, we look at living and non-living things and sorted them into categories. To end the week the children had a well deserved treat of watching a video in the hall with a biscuit. We hope all of our families have a lovely break over half term.

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What have we been learning?
Year 2

It's been a series of sunny days here at Knotty Ash and Year 2 have made the most of them! Our first PE session of the week was held on the school field, so the children had plenty of space to play 'Bench Ball' and develop their ability to identify spaces, move into them and catch and throw the ball near and far. Bench ball is a game we've played a lot throughout the year - many of the elements of the game relate directly to our Real PE supported curriculum - plus coming back to a particular game that is equally new to all children gives everyone the chance to get comfortable and to develop their skills together. In Maths, the children have been working on the vocabulary 'total' and 'difference' and using different strategies to solve problems involving these terms. In English, we are writing a diary entry, imagining that we have visited Eugenie Clark, the scientist known as 'Shark Lady'. We have used dramatic role-play to see how meeting such a fascinating scientist might go and then using what we discover as inspiration for our writing. We're busy bees as ever! Hope you have a lovely weekend.

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What have we been learning?
Year 3

This week the children have been firing on all cylinders starting the week at Forest school thinking about the environment as part of ECO week. They learnt about equivalent fractions in Maths before moving onto mass, volume and capacity later in the week. In English they have loved learning about the animals of the ocean alongside the features that make up a non-chronological report. We now have some fabulous double page spreads ready for publication in their Showcase writing books. The children made their own templates in Art using their own hands before using the pushing blending technique to make their own cave art. In History the children learnt how the discovery of oil in Dubai was similar to the discovery of bronze in the Bronze age looking at similarities and differences. We also had the pleasure of watching the dress rehearsal of Toy Story the musical on Tuesday and loved seeing our Year 4 friends treading the boards with smiles on their faces. It's been a brilliant week and I hope you enjoy your family time during the holidays.

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What have we been learning?

Year 4

Year 4 have had an exciting week! The class enjoyed watching our school performance of Toy Story. A massive well done to all of the cast that have worked so hard on learning their lines and songs. They were outstanding performing on stage! In maths, we have been practicing our multiplication skills as well as learning all about equivalent fraction families. The children have also been working very hard in English, researching different ocean animals and draft writing our own non-chronological report. They look fantastic so far and the year 4 team are looking forward to seeing their final outcomes after the half term break! In science, we have been learning all about different types of soils. We finished the week with an experiment to investigate which soil was most permeable.   Mr. England took the class outside to practice some athletics. The class enjoyed the long jump! Mrs Rees also managed to snap up some exciting action shots of our jumpers!

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What have we been learning?

Year 6

Year 6 Sports Festival

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What have we been learning?
DRB 1

What a lovely week in Infant DRB! Our older children have been busy bees this week, sorting real-life fruit and vegetables into categories and learning to identify whether they are fruit or vegetables. Last week, we made delicious fruit kebabs, and this week we got creative with vegetable printing! Before printing, we explored the vegetables closely—looking at them, smelling them, and even examining what they looked like inside. The children are becoming confident at identifying which category each food belongs to. In P.E. with mainstream, we had lots of fun playing a game of bench ball! We worked together in our colour teams, thinking about how we moved and passed the ball to our opponents. It was a fantastic team effort. I n EYFS, we've been busy role-playing as delivery workers, bringing bread, jam, butter, and cheese to our friends. The children enjoyed recognising and labelling these food items. To end the week, we invited two of our lovely Reception friends from mainstream to join us for a special afternoon tea party—just like in the story *The Tiger Who Came to Tea*. The children carefully counted out plates, cups, spoons, and cakes for the table, and practised using language like "more" and "full" as they poured juice into the cups.

We hope all our KA families have a wonderful, restful half-term break!

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What have we been learning?
DRB 2

What a busy and exciting week we've had in junior DRB! We started the week with a special celebration for our two Year 6 pupils, Kyra and India. Both girls enjoyed their "End of SATAs" party alongside their Year 6 friends. There were lots of smiles and laughter as they gave each other makeovers, painted nails, and played fun games. Even Mrs. Rigg got pampered with her own sparkly nails and lovely make-up – lucky her!

In BSL sessions this week, we've been learning about the religion of Islam. The children explored the Five Pillars of Islam, learning what each one means and why they are so important to the Muslim community. Everyone showed great curiosity and respect while learning about this topic.

We've also continued our work on understanding the damage plastics can do to our planet. The children have come up with brilliant ideas on how we can be more sustainable and protect our oceans.

In English, the children have been busy writing simile sentences about plastic pollution in the sea. Their creativity has really shone through, with everyone producing excellent and thoughtful work.

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Attendance

Attendance Ladder

Equates to:

	100%	PERFECTION
4 SCHOOL DAYS off each year	98%	IMPRESSIVE
7 SCHOOL DAYS off each year	96%	GOOD
9 SCHOOL DAYS off each year	95%	NEARLY THERE
11 SCHOOL DAYS off each year	94%	NEEDS TO IMPROVE
20 SCHOOL DAYS off each year	90%	CONCERNS (referred to Educational Welfare / Persistent absentee)
30 SCHOOL DAYS off each year	85%	SERIOUS CONCERNS

Class	Attendance
Reception	91.4%
Year 1	96.4 %
Year 2	91.6 %
Year 3	97.5 %
Year 4	93.8 %
Year 5	87.3 %
Year 6	95.3 %

Whole school attendance this week 93.3%

Class attendance winners   Year 3

Congratulations to Year 3 —AMAZING attendance!

Remember, every child should be in school every day,

unless they are too ill. For support, give us a call!

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Online Safety

What Parents & Educators Need to Know about

SNAPCHAT

SNAP STREAK 97 DAYS

AGE RESTRICTION 13+

Snapchat is a messaging app which allows users to send images, videos and texts to others. Its best-known feature is that anything sent 'disappears' 24 hours after it's been viewed; however, users are known to take screenshots or use another device to obtain a photo of their screen. In 2023, Snapchat added a chatbot function called 'My AI'.

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Teens can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

Advice for Parents & Educators

UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account – their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide Live Location', and ensure they know not to share their location with anyone.

BLOCK AND REPORT

If a stranger *does* connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

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KNOTTY ASH SCHOOL

Loving Learning Together

ONLINE SAFETY NEWSLETTER

AGE APPROPRIATE CONTENT - USING PARENTAL CONTROLS TO MANAGE CONTENT

ISSUE 6

AGE APPROPRIATE CONTENT

There are thousands of websites, apps, images and videos online. Through search engines, these are at our finger tips. However, managing what is appropriate for children can be difficult.

Without taking appropriate steps, search engines will display all kinds of content, including material that isn't appropriate for children.

It is important to make use of features such as safe-search and ensuring that children sign up for accounts with the correct age to manage the content they are seeing.

PARENTAL CONTROLS

Parental controls help keep children safe online by managing their device use and filtering inappropriate content. They can restrict screen time, block harmful sites, disable features like in-app purchases, and monitor online activity. Controls exist at network, device, and app levels.

When using parental controls to manage the content they view, it is important to have a conversation with your child and explain why. As your child becomes more tech-savvy and get older, you can then reduce the level of control you have through the parental controls.

ACTIVITY AT HOME

Work with your child to create a Family Online Agreement.
This could be a poster, checklist, or contract where you both agree on:

- What types of websites or apps are okay
- Time limits for using devices
- Rules for downloading games or making purchases
- Steps they can take if they see something upsetting online

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KNOTTY ASH
PRIMARY
SCHOOL
& DEAF RESOURCE BASE

LYDIATE
LEARNING TRUST

Knowsley
City Learning Centres

Online Safety Newsletter — April 2025

Screentime

Screentime is classed as any time spent in front of a screen, so it includes everything from watching tv to completing homework on a laptop. Whilst there is no recommended screentime (except for under two, which is zero), it is important that we find a balance.

Screentime can obviously be beneficial, both for educational and entertainment purposes, however it is important to be aware of the risks, such as:

- Eye strain.
- Disrupted sleep.
- Less time for other activities and being outdoors.
- Affects our attention span.

Further information

Childnet discuss what is screentime and how much screen time is enough in this useful article:

https://www.childnet.com/help-and-advice/screen-time-boundaries-parents/

Social Media Concerns

Most social media apps have a minimum age rating of 13+. Whilst there are benefits, this article discusses some of the potential risks of using social media.

Risks of Social Media

- **Inappropriate content** – social media may expose children to content that is not appropriate for their age, including sexually explicit content or content that promotes harmful behaviours such as self-harm.
- **Cyberbullying** – this can take many forms, including sending nasty or hurtful messages, leaving unkind comments, sharing photographs of somebody else without their permission or impersonating somebody with a fake account.
- **Excessive Screentime/Addiction** – too much time online can affect mental health and disrupt sleep patterns.
- **Contact from strangers** – there is a risk of stranger contact, which can lead to an increased risk of grooming.
- **Challenges** - children may not have developed the skills and ability to critically analyse what they see online. Whilst some challenges are fun and provide no risk, there will be challenges online that are risky/dangerous.
- **Sharing too much information** – children may share personal information e.g. their phone number, school name or inappropriate photos of themselves.
- **Algorithms** – algorithms influence what we see on social media platforms to keep us engaged on the platform. This can lead to 'echo chambers' where users are only seeing content that relates to their opinion rather than seeing a balanced viewpoint. It can also lead to a user being exposed to large amounts of content about one topic/theme, which may not be helpful if it is negative.

How can I help make it a safer environment?

- Check the age rating of each app and restrict access until they reach that age.
- Set up age-appropriate parental controls, for example set content restrictions and screen time limits.
- Chat to your child about what they are doing online, including who they are following and interacting with online.
- Restrict devices in their bedrooms.
- Show your child how to use any reporting and blocking tools.

Further information

You can find out more from the following:

- https://kidshealth.org/en/parents/social-media-smarts.html
- https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/social-media/#Talkingaboutcyberbullying

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Group Chats

Is your child part of any group chats? This could be on social media, for example on WhatsApp or within games such as Fortnite. If so, it is important that you are aware of the potential risks, which include:

- **Inappropriate content** – there is often a lack of moderation within chat facilities so users could be exposed to content/language that is not suitable for their age.
- **Bullying** – there are many instances where inappropriate/hurtful comments are shared within groups, this could take the form of name calling or body shaming. Bullying can also be in the form of excluding others from the group. These issues often overspill into 'real life'.
- **Strangers** – your child could be added to groups with people they do not know or even with someone that they have previously blocked.
- **Conversations can be shared/screen shot** – make sure your child is aware that anything they share within a group can be shared with others outside the group.
- **Sharing personal information** – remind your child to be aware of the information they share with others including images and location.

How can I help make group chats safer?

- Check the recommended age rating and adhere to them. If we all did this, peer pressure would be reduced.
- Set up age-appropriate parental controls and set screen time limits.
- Show your child how to use any reporting and blocking tools.

What else can I do?

- It is crucial to have regular conversations with your child about the risks outlined above and about what they are doing online.
- Talk about who they are chatting with, encourage them to think carefully about the messages they send and how they might be perceived by others. Talk about positivity and not saying anything hurtful. Ask them to think about whether they would say what they are messaging, face to face.
- Devices should be used in family rooms so you can monitor what they are doing and who they are interacting with.
- Finally, make sure to model good digital behaviour yourself, as children often learn by observing the adults around them.

Further information

Childnet have created a Group Chat Guide for parents following consultation with the Childnet Youth Advisory Board and Digital Champions: https://www.childnet.com/resources/cheat-sheet-group-chats/

Did you know some Emojis have a double meaning?

For those that have watched Adolescence, you will know children and young people may be using emojis to mean something completely different. For example, the kidney bean emoji may be used to identify as an incel. It is important that you are aware of how emojis can be used and keep up to date with the way in which they can be used as their meanings are changeable. You can find out further information here:

https://www.bark.us/blog/emoji-slang-guide/

Vodafone: The Rise of the Aggro-rithm

Vodafone released a short video last year, titled 'The Rise of the Aggro-rithm'. It highlights the harmful algorithms targeting young boys. It's certainly worth a watch as well as learning about the terrifying statistics accompanying it:

https://www.vodafone.co.uk/newscentre/press-release/ai-aggro-rithms/

3 things to consider before giving your child a smartphone

Wayne Denner has published a blog discussing the three things that parents wished they had considered before giving their child a phone. You can read the article here:

https://www.waynedenner.com/3-things-parents-wish-they-had-considered-before-giving-their-teen-a-smartphone/

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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
Mrs Murphy	Spanish & Interventions

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Term Dates and Events

26th-30th May	HALF TERM—school closed
Mon 2nd June	INSET DAY—school closed
Tues 3rd June	Liverpool Healthy Lifestyles classes in KS2
	(every Tuesday for 6 weeks)
Thurs 12th June	IQM Review Day
Mon 16th June	Parents' 'Book Look' 3:30—4:30—come and see your child's work from this year.
Wed 18th June	Liverpool Athletics competition events
23rd—27th June	Houses Week—lots of fun for the whole school!
Mon 23rd June	'Chemistry with Cabbages' workshop for y6
Tues 1st July	Sports Day—for all years (times to follow)
Thurs 3rd July	School Disco (details to follow)
Fri 4th July	Y6 Moel Famau trip (to be confirmed)
Thurs 10th July	Y6 vs The Teachers Rounders match
Tues 15th July	Y6 Leavers' Evening 5-7pm
Thurs 17th July	KnottyAshtonbury 3:30-6pm
Fri 18th July	Term ends 1:30pm

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Family Activities & Support

The latest edition of the Liverpool Parenting Newsletter is here.

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-primarysite.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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BRIGHT PARK
A PLACE TO ENJOY

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

NSW GOVERNMENT | Health

60 kids' lunchbox recipes | BBC Good Food

School packed lunch inspiration | BBC Good Food

Healthy packed lunches - British Nutrition Foundation

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Is my child too ill for school?

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).

NHS

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

Loving Learning Together