



GREENSHEET



No. 31/20

Church Hill, Walthamstow, London, E17 9RZ

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Email: info@wsfg.waltham.sch.uk

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18 June 2021

Week 'B'

SCHOOL CALENDAR 2020-2021

Monday

19 April 20

to

Thursday

22 July:

Summer Term
2021

Friday 25 June

Year 11

Leavers Day

Monday 28

June –1 July

Interform

Monday 28–

Wednesday 30

June GREEN

trip Y7

Monday 5–

Wednesday 7

July GREEN

trip Y8

Monday 12–

Wednesday 16

July GREEN

trip Y9

Wednesday 7

July Year 6

Transition Day

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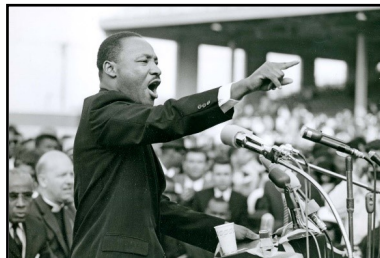
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Headteacher's Message

Dear Parents, Carers and Students

This week is Refugee Week, the theme of which is 'We cannot walk alone', taken from Martin Luther King's historic 'I have a dream' speech.

He turns his attention to the White people who, realising their destiny and that of their Black fellow citizens was intertwined, joined the movement for equal rights.



"They have come to realise that their freedom is inextricably bound to our freedom," he said. "We cannot walk alone."

MLK's words resonate down the centuries and are of the utmost relevance today. COVID has made us more aware of some the inequalities that exist in our society but it has also shown us how much we depend on one another. When we connect with others, when we walk side by side, we can make a difference and create a kinder, fairer and more connected world.

There is more information on Refugee Week here:

<https://refugeeweek.org.uk/about/>

At WSFG, we had the pleasure of hosting a workshop for year 7 students with the local organisation Stories and Supper (www.storiesandsupper.co.uk), which works with refugees/asylum seekers and local residents to bring people together over stories and food and challenge some of the negative narratives about migration. Ms Cato has written more about the wonderful writing students produced as a result of this collaboration below.

Next week, some of our year 8 students will be taking part in a workshop based on the book "Sea Prayer" by Khaled Hosseini.

We look forward to hearing more about this next week.



Violence against Women and Girls

Over the past years at WSFG, we have addressed issues with students which are often difficult to discuss, but that we feel are essential to raise under an empowerment agenda for our young people. We took part in a whole school Violence Against Women Project that confronted major issues such as healthy relationships and harmful behaviours. The evaluation for students was positively powerful and as students felt this was essential learning, we will be engaging with the project again next year.

At WSFG, student voice is very important in driving the school decisions forward and as such we look to involve and consult students in high profile topics of concern and interest.

This week, groups of students have been involved in a consultation process to inform our planning for the new RSHE curriculum, ready for its introduction in September, 2021. Ms Kennedy also wrote to you last week about how we would like you as parents/ carers to be involved in parent focus groups.

In the next few weeks, we will be asking students to look at Student Wellbeing as part of the School Improvement Plan for 2021 and beyond. This will involve all aspects of wellbeing, but will include student safety and what this looks like for them. I am grateful to some of our year 10 students who have pre-empted some of these discussions and have talked to us about their views in a very articulate and reflective way.

The school's most recent OFSTED report noted how safe our students feel at school and we strive to ensure that this student feeling continues and is built upon. The school is currently completing an extensive audit of safeguarding, part of which will ask the students about their view of safeguarding at WSFG and what they suggest we can do to make them feel even safer and more secure when at school.

We do not shy away from difficult issues and want our young people to have a safe forum to learn about and discuss topics which are important to them.

Delta Variant:

We are continuing to monitor the COVID rates of infection and will inform you if we receive any updated advice from Public Health. In the meantime, it is worth reading the information below about the Delta Variant.

Please also make sure that your child continues to take the twice weekly lateral flow tests for the safety of everyone in our school community. I appreciate your co-operation in ensuring this happens.

Delta variant similar to coughs and colds: <https://www.bbc.co.uk/news/health-57467051>

If any member of your household is showing symptoms, please self isolate and take a PCR test.

Wishing you a peaceful weekend.



Ms H Marriott
Headteacher



NEGLECT NOT THE GIFT THAT IS IN THEE

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 Telephone: 020 8509 9446
 Email: info@wsfg.waltham.sch.uk
 Website: www.wsfg.waltham.sch.uk

Dear Parents and Carers,

Friday 11th June 2021

Parent/Carer Governor Vacancy

Walthamstow School for Girls has a vacancy for one parent or carer to serve as a school governor and I hope you will consider putting yourself forward. The Governing Body's role is the strategic and financial oversight of the school and ensuring that students receive a high quality education which prepares them for the next stage of their education. This includes planning for future development and improvements, but not the day-to-day management of the school. For more information on school governance, please see the Governing Body section of the school website.

If you would like to stand as a candidate, please complete the reply slip attached and return it to the school no later than 12 noon on Thursday 24th June 2021. If there is more than one candidate for the vacancy, an election will need to be held, but this is a straightforward process. All you need to do is write a short paragraph (no more than one hundred words) saying why you would like to become a Parent Governor. Your statement will be sent out to all parents and carers along with a voting paper. Should only one parent or carer apply, then they will automatically become a Parent Governor. The term of office is four years.

The work of our governors is very important to the school in key areas such as oversight and development of the ethos and curriculum of the school; well-being of pupils; staff employment and use of resources, as well as ensuring that the school maintains its high standards in all areas. You will be expected to attend an evening meeting of the Governing Body once or twice a term and to join one of its committees which also meet once a term. Governors are also encouraged to visit the school during the day by arrangement and help in the oversight of an area of the curriculum, or other important areas such as safeguarding, as a link governor. We are not looking for any particular expertise, but rather a strong commitment to the school and its students, the inquisitiveness to question, and a willingness to give some of your time to governance. However, if you have specialist knowledge or relevant experience, please do mention this in your statement. Induction training is provided for all new governors and governors are expected to attend further training on specific areas of school governance, paid for by the school.

As a school, we are always mindful that the Governing Body should reflect the local community that the school serves, and members of ethnic minority groups are therefore particularly welcomed on the Governing Body and we would encourage you to stand for election as parent governors.

Please note that for the purpose of safeguarding, school governors are subject to an enhanced DBS check, administered via the school, which requires disclosure of any previous criminal convictions. Anything disclosed will not necessarily bar you from holding office and will be considered on a case-by-case basis by the school.

Yours faithfully,

Helen Marriott
 Headteacher





Please return this to the school by 12 noon on Thursday 24 June 2021. This can be delivered to the school office or emailed to mmadhani@wsfg.waltham.sch.uk

I wish to stand as a candidate for election as Parent Governor at Walthamstow School for Girls.

First name:

Family name:

Signed:

Home address:

Remember to include your statement (no more than 100 words) saying why you would like to serve as a school governor and what skills/knowledge you can offer to the Governing Body from your own life/work experience. You do not need to have previous experience as a school governor.

Faculty News
English
Year 7 Stories and Supper Workshop

Refugee Week is celebrated across the **UK** every June. This year for the first time, 16 students from Year 7 took part in this creative writing workshop, led by the **Stories and Supper team**, which looked at the first- hand experiences of refugees and asylum seekers in this country.

The students were amazing and demonstrated an understanding of what we all share; the desire to be loved, feel secure and be happy.

As well as reading and listening to a variety of poems written by refugees, the students wrote their own poems about where they come from and what senses they link to home. The writing that they produced is beyond what we could have imagined from Year 7. We will be publishing a booklet of the poems for the rest of the school to read and celebrate. Below is a sample.

Well done to all the students who took part.

The English Department



By: Olivia-Joy 7G

I come from...
The spices being thrown into the pan
The sweet smell of Guyanese chow mein
The spicy sauce coated on jerk chicken

Just the way I like it.

I come from...
The smell of food being cooked
The scent of cake rising in the oven
The unpleasant smell of toilets and animal dung

I come from...
A happy home
The sound of loud conversations
My Grandma having arguments in Igbo

Just the way I like it.

I come from...
The sound of my Grandma's voice
The pride of my chief ancestors
The love in my parents' voices

I come from...
Nigeria, Jamaica and Guyana

Faculty News

Drama

National Theatre Connections Festival at Soho Theatre

Last September, I signed us up for the National Theatre Connections Festival, an annual event in which hundreds of schools and youth theatres across the country work on new plays, specially written for young performers. Having come out of the first lockdown, I was keen to provide the kind of enrichment opportunity we usually give our students, even though we were aware that there was a chance the festival might have to be cancelled. We embarked upon our Connections experience in the spirit of optimism and created a company comprising Year 10 Drama GCSE students. Some chose to perform, others were involved in costume design, lighting, sound and stage management. No sooner had the play been cast when another lockdown was imposed.



I am proud to say that we persevered with our production. Even though our rehearsal time was drastically curtailed, the students showed great resilience and energy and we squeezed in rehearsals whenever we could, in spite of the various other commitments and challenges we all have been dealing with at this time. We were the only company of the six originally scheduled to perform at Soho to make it there!



On Wednesday we performed our show at the Soho Theatre. The play was a comedy called *The Marxist in Heaven* and the students rose to the occasion, bringing out the humour of the piece and communicating the joy of live theatre. Ms Warren, Ms Wallace and I had a great day with the students and all felt very proud of them.



The dance was the highlight of the show. These sequences were brilliantly choreographed by the wonderful Frances in 10C, who also taught them to the company with great skill and patience. She was incredibly committed, attending every rehearsal and she performed in the show as dance captain. A star is born! Even more than the final performance itself, I have been very proud of the way the students have worked on this project. It has been a really happy and positive experience for all of us in this most challenging of years.

Ms Cornford
Head of Drama



Year 7 Philosophy Day

Last week, twenty-four students from Year 7 took part in a Philosophy Day, led by The Philosophy Man, Jason Buckley. Since the start of Year 7, students have been in lessons with their form, in the same room all day, so as well as learning about philosophy, the girls were also able to see more of the school grounds



and to learn alongside other members of their year group. It was a lovely sunny day and it was great to see the girls so full of enthusiasm. As *Amelia* said in the afternoon, she was in her element! Here is some more feedback from Jason and some of the other participants:

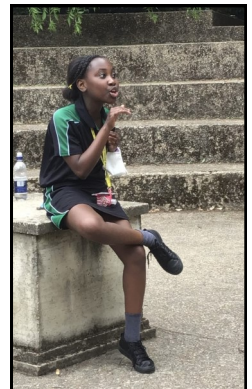
It was a real privilege to work with such an enthusiastic and insightful group - especially in the setting of the Greek Amphitheatre. I will remember the charismatic speeches they made as members of Odysseus' mutinous crew and the improvised Sirens' song finale for a long time!

Jason Buckley, The Philosophy Man

I found people who were interested in the things that I am interested in which made me feel at home. The activities and discussions we had were so much fun and I will never forget that day.

Blessing 7W

I found the Philosophy Day great fun and very interesting. My favourite activity was when we had to debate whether to stay and follow our leader, or abandon him and open a bag we thought was filled with gold and diamonds. It was very interesting to hear both sides where the points were all very convincing. Jason was very kind and funny. He was so fun and made it even more enjoyable. I would love to continue doing philosophical activities. I'm looking forward for when clubs reopen as I would love to join a Philosophy Club.



Marnie 7S

I really enjoyed the day and thinking about what you would do in different situations and expressing your views about it. One of my favourite bits was when we had to come up with a song so the giant king wouldn't eat us, it was really creative and funny. I also liked the speeches and discussing whether or not to open the bag. It was lots of fun, I would definitely do it again.

Freyja 7F

I really enjoyed Philosophy Day! I think it was really great to share our opinions and the story we followed was great fun too!

Constance 7W

My favourite activity was when we had 4 minutes to create a song. We were learning about the history of Greece and the amazing stories behind it. I loved interacting with other students from different forms. I made new friends and met new teachers. I think we should do more philosophy sessions and maybe different sessions on other topics. Other than that it was an amazing experience and I had the best time ever. Thank you for everything.

Ayat 7H

It was truly fun and interesting. I loved going outside and sitting in the Greek theatre and getting out into nature. It was pleasant sitting and tuning into Interesting, intriguing and clever stories but as well as that it was exciting doing exercises that were given to us. It was also nice meeting and interacting with people from other classes.

Madeeha 7G

I really enjoyed the Philosophy day and would be more than happy to do it again. I enjoyed how Jason let us join in with the story and made it like a fun play. I enjoyed making and hearing other people's speeches and going into the Greek Amphitheater. It was definitely a great way to make new friends.

Aiza 7H



I really really enjoyed the Philosophy workshop, especially the bit where we made up the song. Also, the good to evil line was very fun! I hope we get to do more things like that in the future!

Edie 7F

As a participant in Philosophy Day, I thoroughly enjoyed the creative activities we took part in throughout the day. I loved discussing the moral choices in Greek myths and taking part in interactive activities like making songs and doing role-play. My favourite part was when we role-played the soldiers and debated whether we should follow our leader or vote for democracy. Everyone was so enthusiastic and non-judgmental- it was great fun!

Imogen 7



I really enjoyed the workshop. I especially loved exploring the school grounds for the first time. I loved that everyone was involved in the Greek story near the end (especially whether to follow Odysseus or not). I would love another opportunity to explore the grounds and meet fellow philosophers.

Gina 7G

What I enjoyed about the Philosophy Day was when we were discussing the point about the story and debating, like about the juice question. Also, I enjoyed when we went out to the Greek Amphitheatre and were pretending that we were a crew on a ship discussing if we should go our own way or follow Oddy.

Esma 7H

The day was a huge success and hopefully, covid-permitting, many more activities like this will be offered to Year 7 as they progress through the school.

Ms Robinson
Challenge Coordinator



PUZZLE OF THE WEEK

Here is the link to this week's puzzle: <http://www.puzzleoftheweek.com/>

Good luck!

Maths Faculty

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Puzzle
Number



Entries open: Mon 14th June

Entries close: Sun 20th June



scan to enter

Craig forms a sequence by choosing a positive one or two digit number, and finds the difference of the squares of the digits to get the next number.

For example, from 15 his next number is 24 since $5^2 - 1^2 = 24$.

If the number has one digit, then he squares that digit.

For example, from 8 his next number is 64.

A number is **happyish** when the sequence ends up with repeating zeros.

Here are some examples:

31, 8, 64, 20, 4, 16, 35, 16, 35, 16, ...

7, 49, 65, 11, 0, 0, 0, 0, ... 😊

So 7 is happyish, but 31 is not.

How many happyish numbers are greater than 0 and less than 100?

Extension: How many fixed numbers are there (numbers which end up repeating themselves)?

www.puzzleoftheweek.com

Puzzle created by Stephen Cross

Twitter: @puzzleoftheweek
YouTube: Puzzle of the Week

Facebook: Puzzle of the Week
Instagram: @puzzleoftheweek



UEFA EURO SUDOKU 2020 Week 1

Name _____ Form _____

	Germany				England	France		
	Ukraine		Spain				Poland	England
Turkey			Belgium	Croatia	France			
Poland		Spain		Turkey		England	Belgium	
		Germany	Croatia		Ukraine	Turkey		
	Turkey	Ukraine		Belgium		Croatia		Poland
			Turkey	France	Belgium			Croatia
Belgium	England				Poland		Turkey	
		Turkey	Germany				Spain	

- First, work out which 9 countries have been used.
- Every square can only contain one country.
- Each 3×3 box can only contain each country once .
- Each vertical column can only contain each country once.
- Each horizontal row can only contain each country once.

Hand in or email your entry to Ms Robinson by the end of the day on **Monday 21st June 2021**.

Open to all students and staff for your chance of winning a small prize.

School History

You only have to take a short walk to realise that since lockdown, there has been a marked increase in the local dog population. Here is a poem from the 1930 Iris magazine about the problems of owning a dog!

Mrs Kelly,
LRC

My Dog.

My little dog is black and white;
I teach him tricks each day,
But when he hears the cats miaow,
He runs outside to play.

My little dog is very bad,
But really I must own,
That if you had my little dog,
He would not stay at home.

My little dog went out one day,
The river for to see,
But sad to say he lost his way,
And I found him in the Lea.

Maise Pearl (*Form II.*)



Former Student—Kim Baker

Former student, Kim Baker has recently donated many documents and photos of her time at Walthamstow School for Girls during the 1980's to the school archives. Here she describes her 'unusual' profession:

In my last year at WSFG, I chose violin making as a career, despite being advised that specialising too early was risky. I got around this by attending evening classes in Musical Instrument making while studying for 3 A Levels at Monoux College. This led me to a place in the world-renowned violin making school in Newark, Nottinghamshire, and it was this 3-year training which was the springboard to a profession that has allowed me to work in Asia and Europe and has brought me to settle, self-employed and bilingual, in Dresden, Germany.

The idea of working with my hands, combining a love of music, art and wood - in a craft that ensures that one never stops learning - means that I am never bored!

Occasionally I make a new instrument, but my 'bread and butter' is restoration and repair of violins, violas, cellos, double basses and their bows.

My work enables others to work at their best, thereby satisfying both me and my clients. There is still a great demand for traditional crafts and hand-working professions. These jobs require passion and integrity and can therefore be extremely fulfilling.

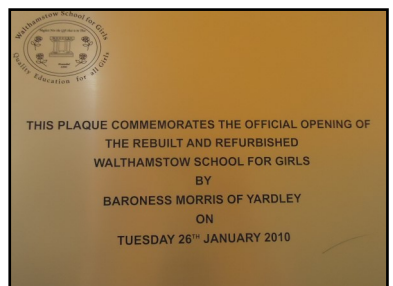


Lesley Winter/Richard Murphy footnote:

Kim Baker attended WSFG 1986-1991.

When she was 11 years old, Kim won the competition to design the school badge, which was used, unchanged for a full 30 years (1986-2016).

There used to be a rose garden close to the Greek portico. The pictorial essence of Kim's design can be seen in brass in Norris Hall.





Do you teach 13-17 year olds with a passion for drama? Applications are now open for our low-cost summer holiday drama programme, **SUMMER STAGE!** Aimed at young people who might not otherwise have the opportunity to take part in a performing arts summer school, we invite participants to develop their confidence, performance and collaboration skills. Whether they are new to drama or thinking about choosing it for GCSE, we invite your students to step into the spotlight!

When?

- Week 1: Monday 2nd - Friday 6th August

For young people new to drama and inclusive for young people with mild-moderate learning needs

- Week 2: Monday 16th - Friday 20th August

For young people with some drama experience

Where?

St Anne's Church, 55 Dean St, London, W1D 6AF

Who?

Any child aged 13-17. No experience required and all needs welcomed!

How much?

£60 per young person, which includes: a full week of workshops, lunch every day, and a West End theatre visit (bursary places are available)

Sounds like a good fit for your students? Head over to our website for more information and please share with your classes! Applications close on Friday 25th June.

FIND OUT MORE & APPLY

18 DAYS • 200 VENUES • 2,500 EXHIBITORS
OVER 300 EVENTS AND EXHIBITIONS

**E17
Art
Trail
2021**

POSSIBLE FUTURES

COME TOGETHER FOR WALTHAMSTOW'S
FESTIVAL OF ART AND POSSIBILITIES

E17 ART TRAIL 1-18 JULY 2021

**E17
Art
Trail
2021**

You are invited to join us for Walthamstow's very own home grown festival of art and creativity taking over our corner of London from 1 - 18 July.

E17 ART TRAIL – POSSIBLE FUTURES

Everyone is welcome.

Festival Hub

Make Gnome House your first port of call to pick up your **Trail Guide** to more than 200 destinations, enjoy the buzz and see some great art in the Possible Futures Exhibition, Gnome House, Lower Ground Floor, 7 Blackhorse Lane, Walthamstow, E17 6DS

Possible Futures Group Show

Welcoming emerging and established artists, this show at Gnome House curated by Lauren Little of Dark Yellow Dot features illustrations, collage, prints, paintings, sculpture, photography and more.

Look out for artist talks & events. Open Tues - Sun, 11am-6pm.

Grand Opening and Virtual Art Fair and Preview Night

Join us from the comfort of your own home as we host our opening night online. It's an opportunity to browse and buy from exhibiting artists at our virtual marketplace sponsored by Stow Brothers. Meet the artists, hear about their work and embark on virtual studio tours.

e17arttrail.co.uk

[@e17arttrail](#) [E17ArtTrail](#) [E17ArtTrail](#)



**Grand Opening
and Preview Night:
Art Fair**
Thursday 1 July
7.30pm - 9.30pm

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Open New Player Trials

Saturday 15th May, 19th June & 24th July 2021

Girls only - Ages 6 to 17



CHARTER STANDARD
DEVELOPMENT CLUB

AFC Leyton Home Ground, Walthamstow, E4 8ST
White gates behind Sainsburys Low Hall (off Crooked Billet, A406)
Free parking on Sainsburys

NEWHAM
UNLOCKED

21 JUNE - 4 JULY 2021 What's On Venues FAQs

Newham
WORD
Festival

Spreading the word in Newham

21 JUNE - 4 JULY 2021



Poetry, film, storytelling, authors discussing their books, visual arts, debates, performances and lots more. Featuring artists from near and far, local and international, at the peak of their careers or just starting out, Newham Word Festival takes place online and in person at venues across the borough.



https://www.newhamwordfestival.org/?mc_cid=4de7911b95&mc_eid=89a4395b6a

School Calendar Dates for 2020-2021

Summer Term 2021

- Monday 19 April 2021 to Thursday 22 July 2021
- Monday 7– Friday 25 June Year 10 Assessment Window
- Friday 25 June Year 11 Leavers Day
- Monday 28 June –1 July Interform
- Monday 28–Wednesday 30 June GREEN trip Y7
- Monday 5–7 Wednesday July GREEN trip Y8
- Monday 12– Wednesday 16 July GREEN trip Y9
- Wednesday 7 July Year 6 Transition Day
- Tuesday 13 July p.m. Sports Day
- Tuesday 20 July Ei d-ul-Adha (prov)
- Thursday 22 July End of Summer Term – details to follow

School Calendar Dates for 2021-2022

Autumn Term 2021

- Wednesday 1 September 2021 to Friday 17 December 2021
- Wednesday 1 September: Staff INSET/School Closure
- Thursday 2 September: Term starts for ALL years (Y7/8/9/10/11)

- Half Term: Monday 25 October 2021 to Friday 29 October 2021
- Winter Holiday: Monday 20 December 2021 to Friday 3 January 2022

Spring Term 2022

- Tuesday 4 January 2022 to Friday 1 April 2022
- Half Term: Monday 14 February 2022 to Friday 18 February 2022
- Spring Holiday: Monday 4 April 2022 to Monday 18 April 2022

Summer Term 2022

- Tuesday 19 April 2022 to Tuesday 19 July 2022
- Half Term: Monday 30 May 2022 to Friday 3 June 2022.

Head lice Information for Parents / Carers

Dear Parents and Carers,

It has been brought to my attention that a number of students in various year groups throughout the school currently have head lice. The responsibility for treating head lice is with parents and carers.

I have enclosed an information leaflet with this Greensheet that suggests how to treat the problem if it occurs. If you suspect your child has head lice, they must be treated systematically and the full instructions on the treatment lotion must be followed until she is completely clear. If some of the eggs remain, they will continue to have lice as they do breed quickly. The lice and eggs may take a number of treatment sessions to eradicate. The recommendation is that the whole family is treated at the same time as head lice are very easily passed on. Recommendations about the best lotions and treatments can be made by your pharmacist.

If your child does have head lice and is being treated for them, there is no reason to keep them away from school, but it would be useful for you to inform us so that we are aware.

Thank you for your support in this matter.

Ms Pratt
Assistant Headteacher

Prevention and Treatment of HEAD LICE



Detection Treatments

Head lice are well camouflaged and hide when disturbed by combing. They do not always cause itching, particularly when recently arrived on the head. They may also be few in number and a quick inspection is unlikely to detect them. The following method of detection is effective:

- Wash the hair using ordinary shampoo, then use a wide toothed comb to straighten and untangle the hair. It is easier to do this with wet hair, and using hair conditioner
- Once the comb moves freely through the hair, without dragging, switch to a fine tooth comb. Make sure the teeth of the comb slot into the hair at the roots and draw down to the ends of the hair with every stroke. The comb must be fine enough to catch the lice - size indicated below – do not confuse lice or their eggs with clumps of dandruff or other debris.



- Check the comb for lice after each stroke as you work through the hair section by section, so that the whole head of hair is combed through, then rinse out the conditioner and repeat the combing procedure in the wet hair.
- This can be undertaken on a regular basis – eg. At routine hair washing sessions - to detect the presence of lice before they can spread. Check all family members at the same time and arrange treatment when lice are found

Treatment

If you find lice, then there are two options. Whichever option you choose it is important to recognise that neither will protect against re-infection if head to head contact is made with someone with head lice at a later date. You may therefore wish to undertake occasional checks during hair washing sessions.

Option 1: Lotions and creme rinses using insecticides

- Do not use lotions or rinses unless you find a living moving louse. Check all close family/friends by the "wet combing" method, as described, and treat anyone who is found to have lice at the same time, to prevent re-infection.
- Ensure you have enough lotion/rinse to treat all those affected and follow the instructions on the packet carefully, eg. as to how long the treatment must remain on the hair to be effective, how often you may apply the product etc.
- The product may be capable of killing eggs, as well as lice, but there is no certainty of this. Check for baby lice hatching out from eggs 3-5 days after you use it, and again at 10-12 days.
- If the lice appear to be unaffected by the product (some lice may have developed resistance to a particular insecticide) or if the problem persists - then you should take advice from your local school nurse, health visitor, pharmacist or GP, who will be able to advise you on alternative treatments and explain how to use these to best effect. You should seek advice where whoever is being treated is either Under 1 year of age, suffers from asthma or allergies, or is pregnant or breast feeding.

Option 2: The "Bug Busting" treatment method

This aims at systematic removal of live lice by combing through the hair and physically removing any lice found. Success depends largely upon adopting a painstaking approach - as described in the "Bug Buster" kit. The kit, which includes an illustrated guide and combs, is available from some pharmacies, and by mail order from:

Community Hygiene Concern
160 Inderwick Road, London, N8 9JT
Bug Buster: Help Line: 020 8341 7167
Fax: 020 8292 7208
www.chc.org/bugbusting
Charity reg. no: 801371

- Only one kit is required for a family and it is reusable. Four sessions spaced over 2 weeks are required to clear the lice, as long as the person does not catch more lice, in which case half-weekly sessions must continue.
- Some schools find it helpful to adopt a whole-school approach (where all parents check their children and family members on the same evening and treat as needed), A "Bug Buster" Teaching Pack is available to assist this process. For further information send three 2nd class stamps loose, plus a self-addressed sticky label to the above address.
- Taking part on "Bug Busting" days can help to prevent lice circulating, ie. if all cases are identified and treated successfully at the same time there will be fewer opportunities for lice to circulate amongst children and their families.

Facts

- Head lice are small, six-legged wingless insects, pin-head size when they hatch, less than match-head size when fully grown and grey/brown in colour. They are difficult to detect in dry hair even when the head is closely inspected. They very often cause itching, but this is not always the case, particularly when recently arrived on the head.
- Head lice cannot fly, jump or swim, but spread by clambering from head to head. Anyone with hair can catch them, but children who have head to head contact, either at school or during play, are most commonly affected.
- Head lice feed by biting and sucking blood through the scalp of their host. The female louse lays eggs in sacs (nits) which are very small, dull in colour, and well camouflaged. These are securely glued to hairs where the warmth of the scalp will hatch them out in 7-10 days. Empty egg sacs are white and shiny and may be found further along the hair shaft as the hair grows out. Lice take 6-14 days to become fully grown, after which they are capable of reproduction.
- Head lice are not fussy about hair length or condition. Clean hair is therefore no protection, although regular (eg. weekly) hair washing and combing sessions offer a good opportunity to detect head lice, and arrange treatment if discovered.

Head Lice

Lice hang on tight to the hair, usually close to the scalp where there is warmth, food and shelter from detection. Full grown lice take the opportunity to move from head to head during close contact. Younger lice tend to remain for about 6 days on the head where they have hatched.

Head lice need to maintain contact with a host in order to survive. Those lice that leave the host voluntarily, or fall off, are likely to be damaged or approaching death (their life span is about 3 weeks) and so unable to start a new colony. There is no need to wash or fumigate clothing or bedding that comes into contact with head lice.