

Dear Parents/Carer

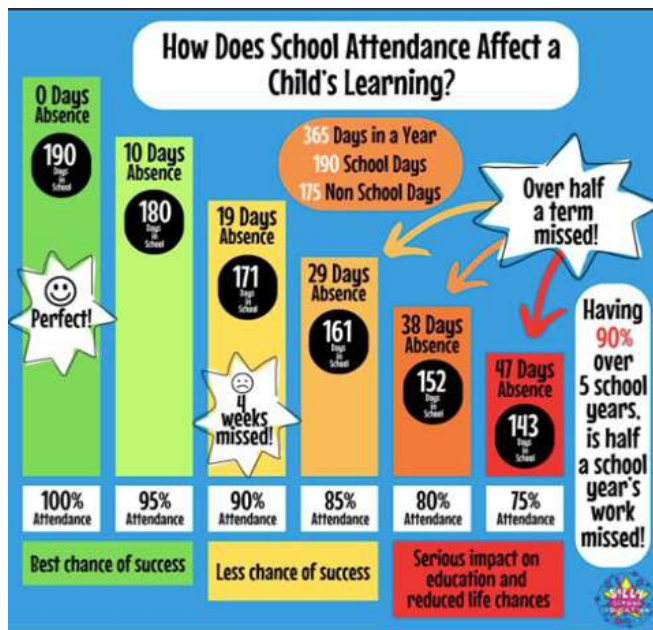
Since the last newsletter, we've had the end of the last term and the start of this new one. There have been a host of exciting events and the children have produced some wonderful work.

We really want to know about your child's out of school achievements, please email the school office on enquiries@isaacnewton-cit.co.uk with information or send their hard work into school, and we will celebrate this in our next Newsletter and during our Celebration Assemblies!

Reminders

It is parents and carers responsibility to inform the school office if their child(ren) are going to be absent from school. Please do this by calling 01476 568616, by 9.30am. In addition to this, please ensure the children arrive in school by 9am. If they are late, they miss out on valuable learning time. Both gates open at 8.45 and classroom doors are open at 8.50am.

Below is a reminder of the impact of having below 90% attendance. If this continues over a five year period, this is equivalent to half a school year's worth of lost learning.



Parking

A polite reminder to all parents who drive their children to and from school **not** to park at the gate and block the entrance to school please. This causes considerable disruption and is also a safety hazard.



Road Safety

We have had more concerns raised with us from a resident, about children running straight out of school and crossing the road without looking both



ways or for cycling and scooting in an unsafe manner. I don't need to tell you how dangerous this is. We will remind the children about being safe in school, please can you talk to them about this as well.

The government website below is a fantastic resource and has lots of useful advice, in child friendly form.

<https://www.think.gov.uk/education-resources/>

School Dinners



A reminder that school dinners need to be ordered directly from Good Lookin' Cookin' via their website (<https://www.goodlookincookin.co.uk/>). This needs to be done by Thursday for the following week. Since moving to Good Lookin' Cookin' at the start of January, the uptake in Universal Free School Meals has gone up by 10%. If you would like further information, please speak to Mrs Haddock or Mrs Eldred in the office, or contact GLC directly on 01522 500779.

School Values

We have continued to focus on our school value of **Respect** this term but have also introduced another value - Responsibility. This has been discussed in assemblies, with the school council and in class. Being respectful and responsible for their actions will not only ensure that children are successful in school, but will also serve them well as adults in the workplace. This week, we set the children a challenge of being ready first time, every time!

Mr D. Milner
Headteacher

Sports/PE update

Last week we took a group of KS2 children to the Meres Leisure Centre to compete in the Grantham Swim Gala. The event includes a mixture of individual 25m front crawl, breaststroke, backstroke races and a variety of different relay races. The children showed huge determination in each event and showcased their exceptional swimming skills. It was wonderful to step back and watch the children supporting each other, cheering their team mates in each event. We are very happy to announce we were placed 2nd in the relay events and 2nd overall!! This our best ever result in this event and is a fantastic reward for the children who competed. A huge well done, we are as ever, incredibly proud of you all!!

Last week our Bronze Ambassadors led an assembly on the upcoming Olympic Games!! They spoke to the children about how we can link the values of the Games to our own school values, showing respect and kindness at all times. Well done Bronze Ambassadors, it is a tricky job to speak to a large audience and you all did a wonderful job!!

This term we are also running a variety of lunchtime and after school clubs for selected children. Inspire+ will be working with Year 2 and Year 4 children on Tuesday lunchtimes and

Hockey/Tag Rugby will take place on Wednesday after school.

Upcoming events for the remainder of the term include the following tournaments:

Girls Football
Netball
Hockey
Tag Rugby

The playground leaders are as ever, busy running activities for children on EYFS and KS1 playgrounds, ensuring our children have the opportunities to stay active during lunch breaks. Well done to the playground leaders, your commitment to this is fantastic to see!!

Swimarathon

Thanks again to everyone who took part in the Swimarathon on Sunday 4th February. Just a reminder that all money needs to be brought in to school by 1st March.



Celebration Assembly

Every Friday afternoon, we spend time celebrating all the successes from the week and present children with a Headteacher's Award. Staff choose one pupil from each class for a reason connected with our values (Respect, Pride, Responsibility, Kindness and Resilience and for following our simple, but effective, school rules (Be Ready; Be Respectful and Be Safe). All children are encouraged to listen carefully to the reasons for the award and they receive a certificate, a sticker and a round of applause from the whole school. It is always a special occasion and enjoyed by all!



Winners from last Friday's Celebration Assembly, with their certificates.

Work to be proud of



Leila's astounding piece of writing. Real sense of the character. Variation of sentence length with accurate punctuation too. Miss Jones could not find anything to improve this work with. Well done Leila!

Here is an excerpt from her writing.

After centuries of sleep, I awoke. My eyes filled with rage and depression! Humans, which are like weak insects, are up to no good. My pre-historic body clicked and cracked under the immense pressure of the azure blue, as it hit me...like a ten-ton brick!



Huge congratulations to Max who recently got 25 out of 25 answers correct on TT Rockstars and astonishing twenty times in a row. Well done an amazing achievement!

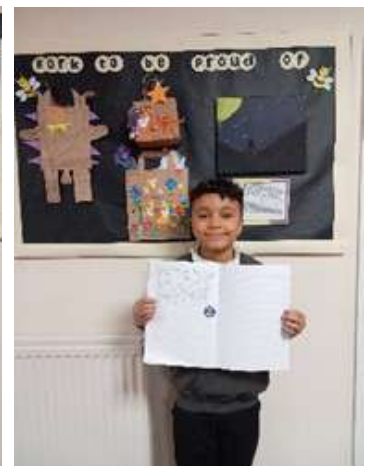
Year 3 lining up ready for lunch! They have been the best year group consistently over the last two weeks. Great work, lots of respect tokens for you all.



Well done to these year 5 children for their brilliant guided reading work. Accurate, well presented work!



Fantastic presentation Harley. This Mayan map looks like it has been done professionally! Well done!



Kayden, Lainie, Maya and Luke produced some amazing English work that we are really proud of. They have all put in a huge effort, well done!

Work to be proud



Fantastic French work where year 6 Created fashion icons with their knowledge of their clothes vocabulary, placing the colour adjective in the right place and also expressing their opinion. Well done to Milena and Harmony!



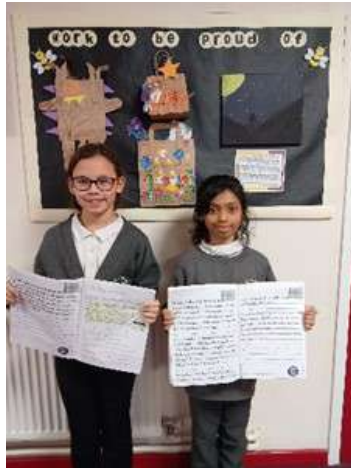
Awesome English work from Harry and Jasmine. They described a character from the Three Billy Goat's Gruff brilliantly!



Nova DT working parts using split pins of her mummy. Well done!



Excellent maths work from Riley. Completed multiplication number sentences accurately!



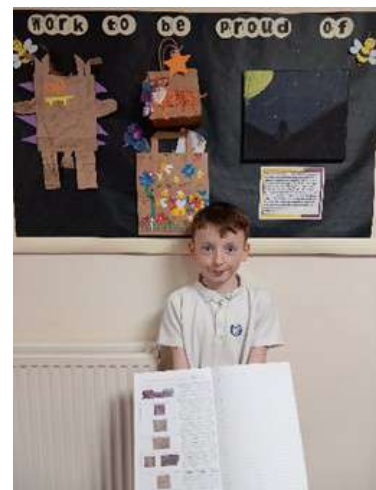
Wonderful version of the short, animation story Alma. Year 5 have been working exceptionally hard to write their own version. I was blown away by the vocabulary, accurate punctuation and wonderful imagery, Well done to Rayana and Kendra!



Oscar scored 95 on his latest maths test. This means he is greater depth and it was a huge improvement on his previous scores. Well done we are very proud of you.



Amelia's amazing story based on Jack and the Beanstalk. Such wonderful presentation!



Fantastic history work from Toby all about the Ancient Egyptian Gods. Well done!

Work to be proud



Kian's fantastic Ferris Wheel which he designed and created during DT lessons. Had moving parts and was very secure. Well done! Here are examples of other completed Ferris Wheels too.



Year 2 have been learning about wheels and axles in DT. They have made a chassis with wheels and axles and a catapult to go on top too.



Clay scored 25 out of 25 on his TT Rock Stars for the first time. Well done!



Accurate division problems and calculations by Riley. Really great presentation too with all numbers in the number squares! Well done.



Fantastic science work on the functions of parts of a plant, really well presented too! Liliana K and Liliana B told me all about the functions of a plant but also the best conditions for them to grow. Well done!

Work to be proud



Harley's excellent work on screen printing. Fabulous design for a t-shirt. Year 5 have some budding artists, and are clearly very creative!



Chahana, Daniel and Julia's amazing past and present work in geography on Egypt. Wonderful presentation with interesting and accurate facts!



Work to be proud from home



Well done to Kyra for her stunning volcano, Olivia B for her interesting facts about volcanos, Olivia D for her accurate 11 times tables, Summer and Emilia for their amazing stories!



Antek, created an alien to link with the year 1 Space Topic! Amazing work and thank you for bringing it in to show us all.



A fabulous poster by Patrick. Done at home and linked with the topic on volcanoes. Great detail, well done!



Fantastic shields by James and Lexi!



Jayden, year 4 work on Ancient Egypt.

Work to be proud from home



Fabulous work from Year 3, Summer-Denise, Maja, Alice, Liam, Kyra and Leilan.

Out of school achievement



So proud of Tomme-J and CJ for taking part in the Rotary Swimarathon with Beavers and Cubs, respectively. They have raised money for a really worthwhile cause!



Arthur has shown fantastic resilience with swimming and has achieved these three certificates and badges recently. Well done!

Dates For Your Diary:

29th February	Tractor Day EYFS & Year 5	21st March	World Poetry Day
7th March	The Deep visit (Year 6)	21st March	Yorkshire Wildlife Park (Year 1)
8th March	World Book Day	27th March	Class photographs
8th March	International Women's Day	28th March	End of Term 4
12th March	Year 2 at Lincoln Castle	17th April	Parents' Evening (4 – 7pm)
19th March	New Walk Museum (Year 4)	18th April	Parents' Evening (4 – 6pm)
19th March	Discos! (KS1 4.30 – 5.30pm; KS2 6 – 7pm)		

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

What Parents & Carers Need to Know about ONLINE DATING & RELATIONSHIPS

WHAT ARE THE RISKS?

Most online dating apps claim to be for over-18s only but, in some cases, relaxed age verification also allows children to access them. What's more, some popular social media platforms use similar design features to many dating sites – blurring the line between why a young person initially downloads an app and what they *actually* end up using it for.

ONLINE GROOMING

Online grooming is when someone forms a connection with a child in the digital world and carefully cultivates this relationship with the intention of manipulating the child into doing something sexual or illegal. The process involves gaining the young person's confidence – which can make them far less likely to tell a trusted adult about their new online 'friend', or to recognise what is even happening.

WEBCAM BLACKMAIL

Some young people have been coaxed into getting nude or semi-nude on a video chat with someone they met on a dating platform. They're then told that, unless they hand over a certain amount of money, a recording of the video will be posted online (or possibly sent to their contacts). This can be hugely traumatic for a young person and, in extreme cases, has resulted in self-harm and even suicide.

DAMAGE TO SELF ESTEEM

Many dating platforms encourage users to rate the images that people upload; this has clear potential to negatively impact a young person's self esteem. On some apps, pictures of a user's face and body can be rated anonymously, with notifications informing them if someone has then declined to match with them. This form of rejection can feel extremely hurtful and degrading.

CATFISHING AND SCAMS

Creating a false identity to deliberately lure people into a relationship (whether romantic or platonic) online is known as catfishing. Commonly, someone pretends to share interests or beliefs with their victim and gradually gains their trust. A young person's feelings for this fake 'friend' may cloud their judgement and can lead to them surrendering money, personal images, passwords and so on.

STALKING AND HARASSMENT

Stalking is obsessive behaviour by a fixated individual which disrupts their victim's life; it can bring severe distress and even the fear of violence. There have been frequent reports of stalking cases that originated on dating apps, with perpetrators creating new accounts in response to being reported or blocked. It's a particular cause for concern if a young person has ever given out personal details (such as their street or school name) online.

Advice for Parents & Carers

KEEP THE CONVERSATION GOING

Reassure your child that they can always talk to you about anything online that's worried them. Emphasise that if they're being sent unwanted images – or if they've shared images or video content themselves – they should tell you straight away. Discuss the potential risks of online dating and check in with them frequently to ensure that they're feeling comfortable about their online relationships.

TAKE A 'SAFETY FIRST' STANDPOINT

Encourage young people to be careful about who they send invitations to – and accept them from – on dating sites and apps. Familiarise yourself with how to adjust the privacy settings on your child's devices and apps to help them control who can access their profiles and information. Talk to your child about why it's unwise to share any sensitive, private or confidential information in their profile.

PROTECT CONTACT DETAILS

If a young person is interested in using online dating sites or apps, strongly encourage them to choose one that offers the facility to conceal both parties' email addresses when messaging prospective dates. If that's not possible, ensure that the young person sets up a separate email address which doesn't include their real name. This is easy to do via providers like Hotmail, Yahoo! Mail or gmail.

HIGHLIGHT COMMON DANGER SIGNS

Talk to your child about some of the obvious red flags in online dating: requests for money, for instance, should always ring alarm bells. Likewise, if a young person is in contact with someone who they feel is pressuring them into providing personal or financial information – or who they suspect is trying to trick them into it – they should end communication immediately and contact the dating service provider.

Meet Our Expert

Robecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



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10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



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