



Dear Parents/Carers

As we come to the end of another fantastic half term, I would like to take the opportunity to thank our wonderful children for the resilience, hard work and impeccable behaviour that they have shown. As a staff, we are incredibly proud of every single pupil at Isaac Newton, they are what make this school shine. We hope you all have a well-deserved break over February half term and we look forward to welcoming you back on the 24th February.

Reminders

Please ensure that children wear studs and not hoops or 'dangly' earrings. If studs cannot be removed, unfortunately children will not be able to take part in Physical Education. Please consider this before letting children get their ears pierced!

Out of school achievements

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 which will be published on Friday 7th March, on social media and during our Celebration Assemblies!

Year 2 trip to Lincoln Castle

On Wednesday 5th February, Year 2 went on an enrichment trip to Lincoln Castle. This was linked with their history topic on Castles. This helped to consolidate their learning on the features of castles and how effective they were at defending their occupants. It was a phenomenal day out and the children behaved impeccably throughout. Many thanks to the staff for arranging this brilliant trip!



Mr Milner
Headteacher.

Attendance

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 **before 9.30am**. In addition to this, please ensure the children arrive in school by 8.50am. If they are late, they miss out on valuable learning time. **Both gates open at 8.40, classroom doors are open at 8.45am and learning starts from 8.50am.**

Here 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 that will result in significant gaps. Mr Richards and the attendance team continue to work hard to support families, offer advice and help get children back in school so they can flourish.

Attendance by Class for the last two weeks.

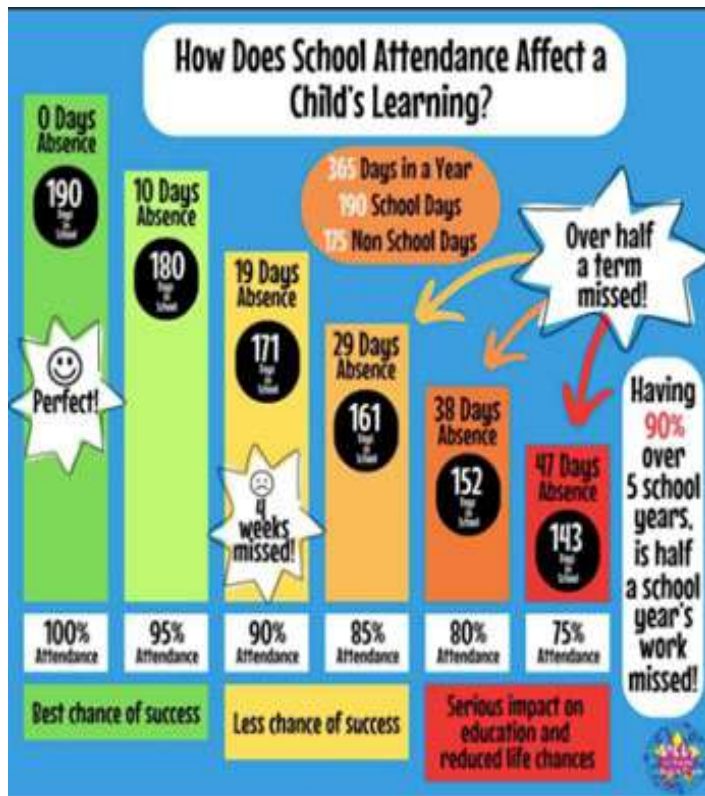
How many classes are above 96%

Class 1	96.9%	Class 8	98.3%
Class 2	96.5%	Class 9	96.9%
Class 3	95.1%	Class 10	95.1%
Class 4	88%	Class 11	93.7%
Class 5	91.3%	Class 12	90.7%
Class 6	95.7%	Class 13	90.4%
Class 7	96.3%	Class 14	89.1%

Congratulations to classes 1, 2, 6, 7, 8 and 9 for having attendance above 96%.

A reminder that the government have updated their guidance connected with attendance. Any holidays, which **have not**

been authorised, will now result in a fine from the local authority. In addition to this, ten unauthorised sessions (five school days) or more in a ten week period, will also result in a fine from the local authority.



Medical Appointments

Photocopies of medical letters or of medical appointments are really useful and will mean that these absences will be authorised. Thanks you for your support with this.

Is my child too ill for school?

The attached NHS link is a really useful resource for parents/carers if they are unsure whether to send their child to school or not. <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>



UK Health
Security
Agency



Should I keep my child off school?

Yes

Until...

Chickenpox

at least 5 days from the onset of the rash and until all blisters have crusted over

Diarrhoea and Vomiting

48 hours after their last episode

Cold and Flu-like illness (including COVID-19)

they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.

Impetigo

their sores have crusted and healed, or 48 hours after they started antibiotics

Measles

4 days after the rash first appeared

Mumps

5 days after the swelling started

Scabies

they've had their first treatment

Scarlet Fever

24 hours after they started taking antibiotics

Whooping Cough

48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth

Glandular fever

Head lice

Tonsillitis

Threadworms

Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minftec>.

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. We also celebrate those children who have produced exceptional work in school, at home and their out of school achievements. It is always a special occasion and enjoyed by all!



Winners from the recent Friday Celebration Assembly from the 14.02.2025 with their certificates.

OUR SCHOOL VALUES



School Values

Again this term we will focus on our school value of Respect. 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. We will also be focusing on our Pride value.

Dates For Your Diary:

24th February	Start of Term 4
28th February	Year 6 Netball League Fixture
4th March	Football Match Away
7th March	Isaac Newton Book Day (This will not be a dress up day)
7th March	KS2 Swimming Gala
18th March	Year 6 Trip to The Deep
20th March	Year 5 & 6 Netball Tournament
25th March	Year 5 Trip to Yorkshire Wildlife Park
27th March	Year 6 Hockey Tournament
31st March	Rocksteady Performance
2nd April	Parents' Evening (4pm - 7pm)
3rd April	Tag Rugby Tournament
3rd April	Parents' Evening (4pm - 6pm)
4th April	End of Term 4
21st April	Bank Holiday (School closed to all pupils and staff)
22nd April	Start of Term 5
22nd April	EYFS Trip to Woodside Wildlife Park

Sports/PE update

This week the Bronze Ambassadors from Year 6 led the annual Legacy Tour Assembly with support from Inspire+. This assembly focused on The Royal Opera House and how the medium of dance can be a powerful thing. The children were asked to think about any new activities or sports they would like to try. We were also lucky enough to find out what country we will be representing at the Mini Olympics this year.....we are MEXICO!!!! A huge well done to the bronze ambassadors, who led the assembly with real confidence and pride. It's not easy speaking in front of a large audience, but they did a wonderful job, well done to the 4 of you!!



Four year 6 children were taken to the Kings Sports Hall to take part in the New Age Kurling competition. The team came first in their league which resulted in them winning the group and qualifying for the semi-finals, where we beat Poplar farm taking us to the Final. We were unfortunately beaten in the final by another school. However, this then meant we were 2nd place and awarded silver medals. Well done to the Four children, they represented the school impeccably and showed great resilience. We are all very proud of you. UP THE APPLES



EYFS Stay and Play maths session

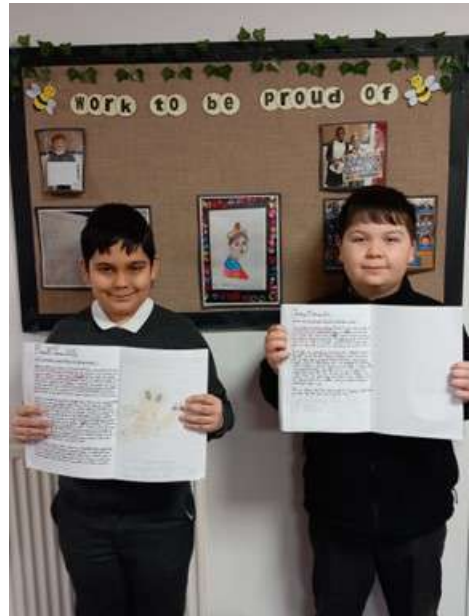
Yesterday afternoon, lots of parents and carers of the children in Reception were able to join us for a fun Maths afternoon. We played dominos, built towers that were taller and shorter, and sang the number song to 20! It was a great opportunity for us to share with our parents and carers some ways to enjoy maths at home. Thank you everyone who was able to join us.



Work to be proud of



CJ did some really grown up and sensitive work on PSHE this week. Thank you for coming to show me. Some really useful strategies for knowing what to do when we get cross or upset.



Amazing diary entries from James and Jack. Not just well presented but also higher-level vocabulary choices and varying sentence length, that then has a real effect on the reader. Well done!



Fantastic use of apostrophe from Isabel who is in Year 3. Great work!

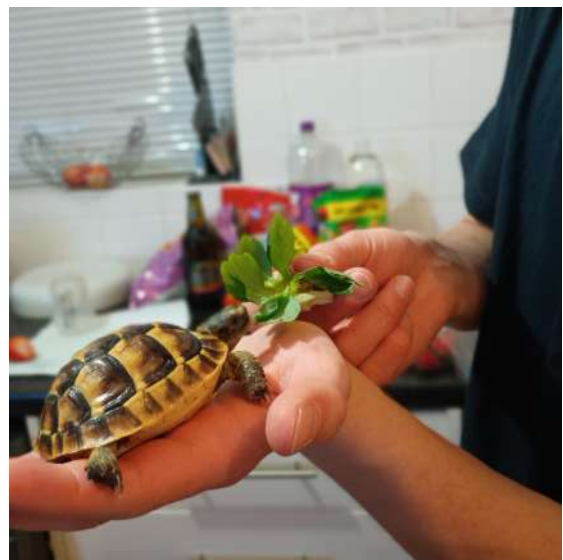


Fantastic work on explaining how the character is feeling from Ava, well done! So well presented too!

Work to be proud of from home



Just look at all this wonderful work that the children have created at home. Such dedication to their learning!



Mila brought in a picture of her new pet tortoise. She is very proud to own one and we look forward to hearing some updates!

Safeguarding update

11th February was Safer internet Day and the theme was 'Too Good To Be True', focusing on online scams. Here is a link to further information and support for families

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2025/tips-for-parents-and-carers>

What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

WHAT ARE THE RISKS?

"Fake news" refers to falsified or misleading material presented as a legitimate account of events. It's often used by malicious actors online to push an agenda, or even by criminals as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.

"CLICKBAIT" PHISHING SCAMS

A message arrives saying "Have you seen this video of yourself?" or you might be sent an attention-grabbing headline about a celebrity that's been shared on social media. This kind of "bait" is produced by scammers to drive us to click on an unsafe link, where malware could be downloaded to our devices. These scams rely on our curiosity and our "need-to-know" instinct.

SALES, DEALS & DISCOUNTS

Some scams appear as adverts, offering a chance to buy something – such as designer products, expensive gadgets or tickets to a popular show – at a reduced price. Such plays often include a time limit or countdown, urging us to hurry so we don't miss out on the deal. This pressure encourages us to input personal details or payment information before pausing to check if it's legitimate.

YOU'RE A WINNER!

This kind of scam involves fake giveaways, opportunities or freebies. It could be a message saying we've won a prize draw or competition. Or it could be a gift, free trial, bonus credit, and suchlike. It might claim that a package or refund is waiting. All these techniques are used to prompt us to share our personal information, thinking that there's something to be gained by doing so.

FALSE FRIENDSHIPS

Scammers often pretend to be someone they're not to gain their victims' trust. They might attempt to convince any children they connect with that they're a child of similar age with shared interests. Warning signs include a high volume of messages (often with an intense tone), secrecy, inappropriate levels of intimacy, guilt tripping, emotional manipulation, threats or blackmail.

PANIC MODE

To trigger a sense of panic, scammers may claim that a child's account has been hacked, or a virus has been installed on their device, or any number of other scary scenarios. They may claim to be able to fix the problem or offer a solution – if the child hands over control of the device or sensitive information. Similar scams involve impersonating a friend or relative, claiming that they're in trouble and need help.

FAKE CELEBRITY ENDORSEMENTS

Impersonating influential people online is a common tactic for scammers, who can use technology to create fake photos, audio and even videos that look authentic. These can be used to convince us, for example, to buy products, sign up for so-called "business opportunities" or invest in cryptocurrency schemes – all of which are fake or otherwise malicious. Many scams also involve the impersonation of popular companies' social media accounts, as well as those of individuals.

Advice for Parents & Educators

STAY INFORMED

Stay up to date with the latest information and best practice on cyber-security. See what scam stories are reported in the news and make note of what tactics were used. Keep up with young people's digital lives: talk about what they're doing online and use properly endorsed resources to learn what risks certain sites and apps pose to their younger users.

ENCOURAGE HEALTHY SCEPTICISM

Most scams rely on emotional or psychological manipulation, tapping into our human instincts – whether that's to keep ourselves safe, help others, find answers, make friends, avoid losing out or to secure something we really want. Encourage children to recognise that pressure to act and to always consult with an adult – especially if what's on offer sounds too good to be true.

TALK TOGETHER

Chat often and openly with young people about fake news, online scams and how they both work. Encourage them to talk to you about anything they're unsure of or worried about online. If a child claims to have been scammed, don't pass judgement. Blaming the victim may deter young people from asking you for help. Remember: adults are scammed just as often, if not more.

BE PROACTIVE

Children increasingly use digital devices for education, socialising, shopping and play. Don't wait for a problem to arise before you discuss the risk of scams, false information and fake news. Highlight what to look out for and clearly communicate under what circumstances the child ought to speak to an adult. Finally, ensure that they're aware of the support services that are available to them (such as Childline).

Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading expert in digital safety, media law and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal and ethical considerations for the digital age. Visit OnlineMediaLaw.co.uk for more.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/fake-news-and-scams>

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What Parents & Educators Need to Know about ONLINE RELATIONSHIPS & DATING APPS

WHAT ARE THE RISKS?

Dating apps are used to help people find new relationships – whether casual or more long term – matching users based on age, interests, gender and more. Some may consider dating apps harmless to under-18s because they aren't able to use them, but effective age verification measures are quite scarce, and it's been known for young people to end up on apps of this type.

EASE OF ACCESS

The relatively lax age verification process of many dating apps makes them incredibly accessible to children who really shouldn't be using them. This carries the obvious risk of exposing under-18s to a dating scene populated by adults – who may not even be aware of the young person's true age. This is concerning when we consider the 'hook-up culture' common on these apps – with many people using them to arrange casual sexual encounters.

CONTACT AND CONDUCT RISKS

Once someone is active on a dating app, their social media profiles can be linked to the app and might be accessed by others. This can lead to random users 'sliding into their DM's' (sending a direct message) without consent. Complete strangers could start bombarding a young person's inbox with pictures, messages and sexual comments.

SCAMS AND SEXUAL EXPLOITATION

Some young people may feel they've formed a real bond with someone through online dating, but there's always a risk that it's not genuine. Scammers on these apps often build romantic connections with their victims – then once they feel they have their victim's trust, they begin asking for money under false pretences (such as suggesting they meet in person and requesting a 'loan' to cover a train ticket).

UNVERIFIED ACCOUNTS

As with all online interactions, you may not be talking to whom you think you are. Without paying a subscription, users of dating apps can often only view a certain number of profiles at a time. A TikTok trend has advised young people to set their age limit to 80 years and over – putting them in a sparse and more 'exclusive' category to bypass the usual restrictions. Unfortunately, this can lead to matches with someone much older.

PEER PRESSURE

The pressure to be in a relationship can be huge, and many young people use online dating apps as a cost-effective way to meet others. Some users find it difficult to meet people organically due to their lifestyle, and may not have the time or money to go out and socialise. It's also common for young people to set up accounts for their single friends in the hope of finding a match for someone they know.

SKewed PERSPECTIVES

Dating apps can promote an unrealistic view of what makes someone attractive. With such vast options, some users can become both picky and extremely harsh about others' appearance. Ultimately, all you see on these apps are pictures (with no insight into someone's personality), and some young people struggle with the fear of being judged. Even when someone does start dating, there's a persistent paranoia that their partner is only one swipe away from a potentially better match.

Advice for Parents & Educators

TALK ABOUT DATING APPS

Let young people know that they can talk to you about anything, even something as private as their dating life. At school, the relationships, sex and health curriculum can assist with conversations around healthy relationships, consent and online safety. Emphasise the message that you want to help them make healthy, safe and informed choices. If they feel embarrassed talking to you, make sure they have a trusted adult who can help them.

ENCOURAGE DATA PROTECTION

Empower young people to protect their data and personal information. Explain why including things like their school, age and surname in their profile could potentially be dangerous. Make sure they know never to give out personal details, and that there's no reason for other users to ask for them. If they feel uneasy about a situation online, they need to speak to someone that they can trust.

VERIFICATION STAMPS

Explain that someone using a dating app should only communicate with those who have gone through a verification process. Online dating apps use a variety of methods to ascertain a user's identity, including scanning valid documents (such as a driver's licence or passport). Verification can also involve users taking a selfie to ensure that the photos on their profile match it.

REPORT AND BLOCK

Remind young people that they can always report or block (or both) anyone who makes them feel uncomfortable on any platform. Ask if they know how to do this and offer to help them figure it out if they're unsure. Every app should have advice on how to report or block another user, so be sure young people are familiar with the settings.

Meet Our Expert

Rebecca Jennings works at RAISE (www.raiseducation.org.uk) in the field of relationships, sex and health education, providing educational, age-appropriate workshops for pupils around the more sensitive areas of the curriculum – including online safety and healthy relationships.



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Source: See full reference list on guide page at: <https://nationalcollege.com/guides/online-relationships-dating-apps>