



# The Apple



*The weekly news from Isaac Newton School, Grantham*

Volume 5 Issue: 032

Circulation: 420

Date: Monday 3<sup>rd</sup> February 2025

Dear Parents/Carer

Since the last Newsletter, there have been lots of special and exciting things to celebrate with you all. As well as some important reminders, the children have produced a range of exceptional work in school and at home and there have been a number of exciting events which have happened.

We look forward to Safer Internet Day on Tuesday 11th February. As you know, term 3 comes to a close on Friday 14th February with the new term beginning on Monday 24th February.

### Year 3 Flag Fen Trip

Last week, Year 3 went on a fantastic trip to Flag Fen. They spent the morning being archaeologists, investigating prehistoric artefacts and making Bronze Age clay pots. In the afternoon, they explored the site and saw a Bronze Age boat. They also listened to a story inside a replica Roundhouse. It was a great day, and the children had an amazing time! Many thanks to all the staff for organising such an incredible day for the children.

### 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	87.9%	Class 8	95.2%
Class 2	92.7%	Class 9	96.4%
Class 3	91.5%	Class 10	94.6%
Class 4	93.6%	Class 11	89.3%
Class 5	95.7%	Class 12	94.3%
Class 6	94.3%	Class 13	90%
Class 7	97.2%	Class 14	94.3%

Congratulations to classes 7 and 9 for having attendance above 96%.

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

### Out of school achievements

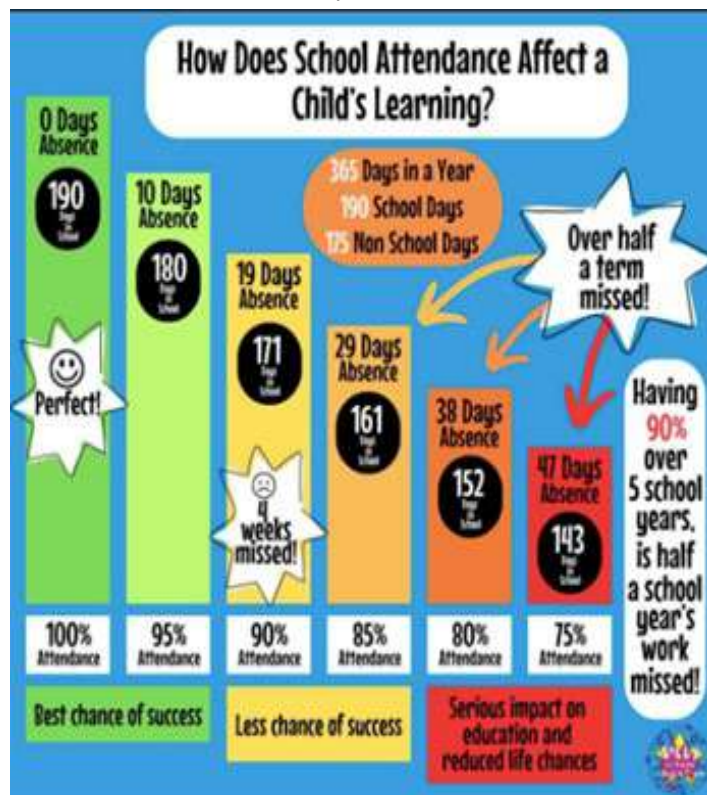
We really want to know about your child's out of school achievements, please email the school office on [enquiries@isaacnewton-cit.co.uk](mailto:enquiries@isaacnewton-cit.co.uk) with information or send their hard work into school, and we will celebrate this in our next Newsletter which will be published on Friday 14th February, on social media and during our Celebration Assemblies!

### 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!

Mr Milner  
Headteacher.

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



### Advice and guidance

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

## 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 (24.01.2025 and 31.01.2025) 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:

5th February	Year 2 at Lincoln Castle
9th February	Swimathon
11th February	KS2 Valentine Disco
13th February	EYFS Open Afternoon
14th February	End of Term 3
24th February	Start of Term 4
18th March	Year 6 Trip to The Deep
2nd April	Parents' Evening (4pm - 7pm)
3rd April	Parents' Evening (4pm - 6pm)

## Sports/PE update

Friday 24th January we took a team of children to the Grantham Indoor Athletics Competition. They took part in a variety of throwing, jumping and sprint races against other schools in the Grantham area. The team were incredible all morning, supporting each other and performing exceptionally well. We are so pleased to say we finished in Silver Medal position! This is a fantastic achievement and we are very proud of each and every one of you!



Last Thursday morning Mr Doughty and Mrs Haddock took a team of Year 5 & Year 6 children to Grantham Tennis Club to take part in the Panathlon Competition. A variety of activities, where the children showcased their hand eye co-ordination and team work skills, scoring points for each station. After the final points were totalled up, we are so pleased to announce the team finished in Silver medal position!! A fantastic achievement and for some, this was the

first time they had represented Isaac Newton. A huge well done to the team, we are very proud of you all!! #inspireplus #panathlon



## Work To Be Proud Of



Just look at this wonderful artwork from Year 6. Inspired by the artist Matisse, the children were able to personalise them and included their own animal in the pictures. Such bold, vibrant colours. Well done!

## Work to be proud of



Fantastic and accurate use of colons for lists in English. Well done Kian

'Mr Doughty likes eating; Gummy Bears, and lots of chocolate bars!'



Great work from Ali who has created a card for his mum and his brother! Also well done to Mia who has drawn a picture of a volcano and done some addition calculations.!



Fabulous work from Olivia in Class 4 today who has started to write her own version of Little Red Riding Hood. Well done!



Amazing artwork from Layla and Daryl with their Matisse style drawings. I can't wait to see them coloured in!



Brilliant ending to the story Little Red Riding Hood. Year 1 have worked so hard well done to Theo, Mia, Oliver and Sienna.



Fantastic PSHE work from Logan this afternoon. Well done, we are very proud of you!

## Work to be proud of



Following the latest Mini Police Workshop, our Mini Police Ambassadors have created some brilliant Protected Characteristics posters.



25 out of 25 on TT Rock Stars, well done to Rochelle from Class 7



Amazing maths work on adding and multiplying fractions. Well done Maya!



Wonderful English work by Amelia. Accurate use of apostrophe for possession. Well done!



Fabulous English work from Willow this week. A well presented story about Little Red Riding Hood!



Outstanding artwork from Year 6 this week. Look at the attention to detail on these fish. Well done Jack and Harley, you have worked conscientiously!



Olivia from Class 4 was finding writing the number 5 quite tricky but she practices and persevered and can now do them every single time. Such resilience, well done!

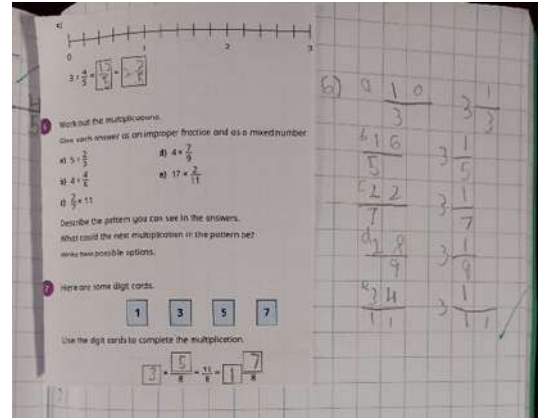
## Work to be proud of



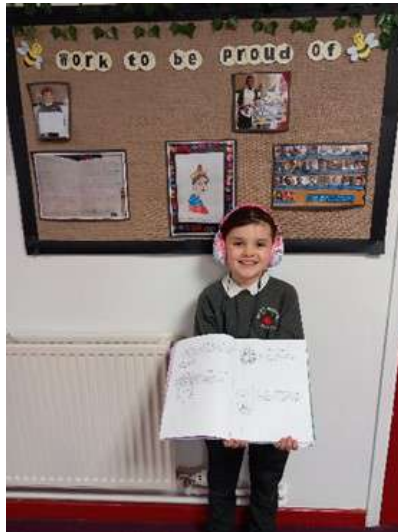
Well done to Class 4 who have been practicing counting and writing the digits up to 20. Brilliant work from Sienna, Piotr and Lily.



Astonishing fractions work in maths from Thomas and Alfie this week. Multiplying a non-unit fraction by an integer. Well done!



## Work to be proud of from home



Brilliant work at home based on the animation Alma by Lainie and Maya. Where she wrote three pages and drew pictures of Greek masks!

'All the lights were off, no one to be seen. No one at all! A shivering arch grabbed the ground as if it's life depended on it. She stopped. Gazing at long forgotten faces!' Well done Lainie from Class 12!

**Work to be proud of from home**



Amazing work for year 4 at home linked with their Ancient Greece topic. Well done all three of you!



Mila and Leilani have created these amazing castles at home. They also made a shield and sword. They can't wait to go to Lincoln Castle later this month. Well done Year 2



An amazing volcano picture. Class 7, well done Freddie!



A brilliant story based on the story, Little Red Riding Hood and some addition calculations. Well done Paulina from Class 4!



## Work to be proud of from home



Inspired by some work she did in Year 3, Melody has created this wonderful sunset with AMAZING colours. WOW!



A wonderful castle made at home with his mum. Grayson is really looking forward to the Year 2 trip to Lincoln Castle next week!



Jacob from Class 7 created an amazing guitar riff using the computer programme Click. Well done!

## Out of school Achievements



Olivia has been selected to take lead part in the production of Beauty and the Beast through Broadway Junior, which will be shown later this year. She will be playing the part of Lefou which she is thrilled About. Congratulations Olivia, I am sure you will be a huge success!



Well done to Olivia who has achieved the LAMDA Entry Level in Performance (Entry 3) for Solo. She achieved a distinction. Well done!



Congratulations to Daryl who received this Player of the Week Award on Sunday 26<sup>th</sup> January for his brilliant tackling, whilst playing for Lincoln Rugby Club

## Safeguarding update

In this newsletter, we are highlighting how to support children in developing their emotional literacy, what parents/carers need to know about health and fitness apps and Tik Tok!

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

# 10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

## 1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.

## 2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.

## 3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.

## 4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.

## 5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.

## 6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.

## 7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.

## 8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.

## 9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.

## 10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.

## Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on a secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



# WakeUp Wednesday

The  
National  
College

X @wake\_up\_weds

f /www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.01.2025

# What Parents & Educators Need to Know about HEALTH & FITNESS APPS

## WHAT ARE THE RISKS?

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there have been some reported drawbacks; this guide outlines some of these concerns and explains how to use fitness apps safely.

### LACK OF PERSONALISATION

Many apps take a one-size-fits-all approach, failing to account for the varying ages and abilities of children: a 10-year-old, for example, will have different physical needs to a child of 10. This can create unrealistic expectations and set exercises which may be too advanced for younger children or too simple for older ones.

### NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by experts in the field – but a concerning number of them aren't. As such, these platforms may contain inaccurate information. They may present safety concerns by giving incorrect advice regarding physical activities or might include age-inappropriate content which would clearly cause more harm than good.

### REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can remove the social and interactive elements which physical exercises can offer – for instance, meeting people at fitness classes, at the gym or during any other such activities. Research has found that young people generally dislike this aspect of fitness apps, suggesting that they would rather exercise in the company of friends or other like-minded individuals.

### DATA AND PRIVACY CONCERNS

Fitness and wellbeing apps tend to collect a lot of personal information from their users, including name, location, date of birth, details of their physical health and more. It's worth keeping in mind that some of these apps may sell this data to third parties. We'd advise that any apps young people download should have the correct legislation in place to protect their safety and privacy while using the service.

### ADDITIONAL COSTS

While many fitness apps are free to download, the initial content is quite basic. Users will only receive more helpful content (such as new workouts, nutrition advice or a personalised plan) by signing up to a subscription or paying for extra features. This can incentivise users to spend money on the service – a cost which can quickly mount up.

### DEPENDENCY ON THE APP

While physical wellbeing apps can help motivate young users to manage their fitness, there's a possibility that – without being sent frequent rewards and reminders – children could start to lose their natural drive to be active. Young people may also become obsessed with tracking their exercise, health and eating habits: this can have negative effects on their mental and emotional wellbeing.

## Advice for Parents & Educators

### EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with family and friends, rather than always exercising alone. Emphasise the fun they can have by interacting with others rather than solely relying on an app to maintain their regime. Remind them of the importance of staying active, as well as the benefits of doing so with company.

### PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on how they look and begin take things too far. During childhood and adolescence, the body is still growing and changing. It's vitally important for young people's wellbeing that we promote a positive body image and a healthy relationship with food, empowering them to make informed decisions about their diet and lifestyle.

### REVIEW THE APP FIRST

Before allowing someone under 18 to install a fitness and wellbeing app, check its age rating, read its reviews and scroll through its data policy, to ensure its suitability for younger users. You could also try it yourself, to see if it's appropriate for the child's particular needs and decide if you're comfortable with them using it. Ensure that any privacy-compromising features – such as location tracking – are disabled.

### USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with any controls on the app and to use these on a child's account. The specific settings vary between platforms but – most commonly – these will relate to screen-time limits, disabling or capping in-app purchases, and managing social aspects or features which aren't age appropriate. By utilising these controls, you can help to ensure a child is getting a safe experience.

## 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.



#WakeUpWednesday

The National College

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

## What Parents & Educators Need to Know about

# TIKTOK

AGE APPROPRIATE  
13+

(Certain features are restricted to over-18s only)

### WHAT ARE THE RISKS?

Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

### AGE-INAPPROPRIATE CONTENT

While TikTok's following feed only displays videos from familiar creators, for you is a collection based on a user's previously watched clips. Most of these videos will probably be inoffensive, but the app could potentially show something unsuitable. If children then engage with this content, more like it will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the huge number of uploads means that a small amount inevitably slips through.

### BODY IMAGE AND DANGEROUS CHALLENGES

According to Ofcom, most online harms for teens are body image related for girls (promoting unhealthy eating, body shaming and so on) and dangerous stunts for boys. Both are prevalent on TikTok. One extreme example of the latter was the "blackout" trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. This led to two families filing lawsuits against TikTok over the tragic deaths of their children.

### IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase gifts for content creators. Coin bundles range from £3.99 to an eye-watering £99, while that may not sound appealing, the app still generated £7.3 billion in user spending in 2023. TikTok's policy is that under-18s can't make in-app purchases, but it's possible to bypass this with a fake birth date.

### CONTACT WITH STRANGERS

With more than 1.5 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or young people using a false date of birth) are set to public by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and enables anyone to download or comment on them.

### MISINFORMATION AND RADICALISATION

Although the short videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but Ofcom reports that nearly a third of 12 to 15-year-olds use TikTok as a news source – so you should be wary of misogynistic, racist or conspiracy-themed material showing how they see the world.

### ADDICTIVE DESIGN

With its constant stream of eye-catching videos, TikTok can be addictive to young brains. In 2024, UK children spent an average of 127 minutes per day on the app, that's twice as much as in 2020. Excessive use can interfere with young people's sleep patterns – often leading to irritability – and distract them from other, healthier activities. The instantly skippable nature of bite-size videos may also impact children's ability to maintain focus.

## Advice for Parents & Educators

### ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's, and control settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen-time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.

### DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure that they don't share any identifying personal information, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's also worth talking about misinformation and propaganda, and how to identify it.

### BLOCK IN-APP SPENDING

If a child is using an iPhone or Android device to access TikTok, you can alter their settings to prevent them from making in-app purchases. We'd recommend enabling this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.

### READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

### Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/tiktok-2025>