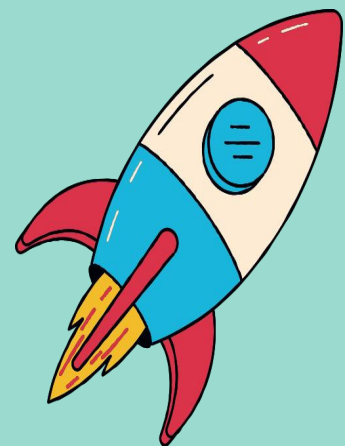


# What is *new* and *different* in Year 1?

September 2023

# OUR VISION



**Dashwood Banbury  
Academy**  
an Aspirations Academy

## OUR VISION

- 🌀 **Inspire, motivate and encourage** everyone to dream big, be creative and become **lifelong learners**
- 🌀 Create a **safe** place where people **take risks**, make the **right choices** and **challenge** themselves to improve
- 🌀 Ensure we have **high expectations and aspirations** for all
- 🌀 Offer **opportunities** to experience the world, **communicate**, build friendships and create a **brighter future**
- 🌀 Develop a culture of **respect, integrity and compassion**
- 🌀 Equip pupils to be **resilient, confident, self-assured** young people who are ready for what their future holds in an ever-evolving world
- 🌀 **Believe in inclusion** ensuring the **community** works together in **unity**

## OUR VALUES

### Self-worth

- 🌀 **Belonging** / consideration
- 🌀 **Heroes** / respect
- 🌀 **Sense of Accomplishment** / skills

### Engagement

- 🌀 **Fun and Excitement** / motivation
- 🌀 **Curiosity and Creativity** / imagination
- 🌀 **Spirit of Adventure** / bravery

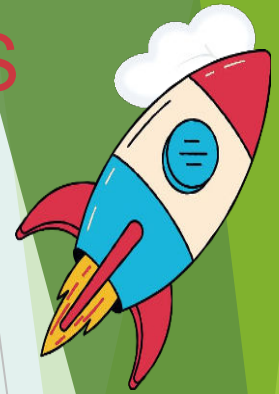
### Purpose

- 🌀 **Leadership and Responsibility** / trust
- 🌀 **Confidence to Take Action** / resilience

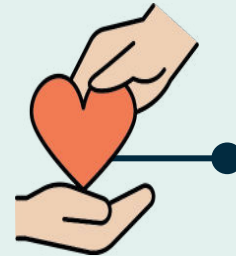
## OUR MISSION

**GROWING TOGETHER; SUCCEEDING TOGETHER**

# CLEAR VISION UNDERPINNED BY A SET OF STRONG GUIDING PRINCIPLES



SELF-WORTH



BELONGING  
HEROES  
SENSE OF  
ACCOMPLISHMENT



ENGAGEMENT



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE



PURPOSE



LEADERSHIP &  
RESPONSIBILITY  
CONFIDENCE TO TAKE  
ACTION

# Self-Worth



Self-Worth flourishes when students and staff know they are valued members of the school community, have people in their lives they can trust and learn from, believe they have the ability to achieve, and know their efforts and hard work are recognized and celebrated in a variety of ways—academically, personally, and socially.



BELONGING

HEROES

SENSE OF

ACCOMPLISHMENT



# Self-Worth



- Mentoring Programme
- Range of rewards to recognise effort and hard work
- Achievements celebrated on social media
- Staff wellbeing
- Inter-School events
- Pastoral support
- Anti-bullying Ambassadors
- Links with the local community
- Student Voice
- Drawing and Talking
- Effective transition procedures



BELONGING  
HEROES  
SENSE OF  
ACCOMPLISHMENT



# Engagement



Engagement takes root when schools ensure that students and staff are deeply involved in the learning process, showing enthusiasm and a desire to learn new things, as well as a willingness to take positive, healthy steps toward the future.



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE

# Engagement



- Exceptional enrichment programme
- Trips throughout the academic year
- ATL curriculum
- STEM
- Staff are encouraged to promote questioning, problem solving, innovation, and creative exploration within their lessons.
- Broad and balanced curriculum
- Regular sporting fixtures
- Student achievements celebrated on social media
- Arts award
- Community Events



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE

# Purpose



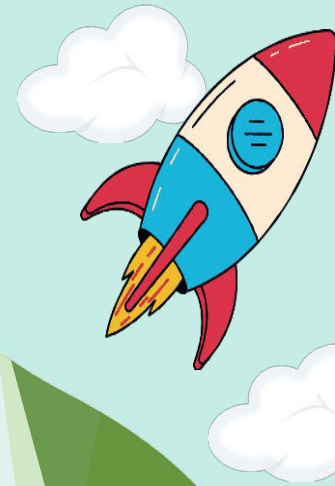
Purpose in school is fostered when students and staff take responsibility for who and what they want to become, both in terms of professional careers and by being confident, responsible members of their community.



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE



# Purpose



- High standards and expectations
- \* Student Leadership Team
- Aspirations Academy Council
- Sports Leadership Team
- Eco Warrior team
- Anti-Bullying Ambassadors
- Race Equality Group
- Employability skills thread through the curriculum



LEADERSHIP &  
RESPONSIBILITY  
CONFIDENCE TO TAKE  
ACTION

# Routines

- In the morning – the outside doors to your child’s classroom will be open and they can filter in from 8.45-8:50 am. The children will come into the class and settle into a morning activity on the carpet.
- Break time – children can bring in a healthy snack to eat during this time, however the school does provide a fruit snack too. Tuck shop is available on a Wednesday and a Friday at break time.
- Lunch is 12.00 – 12.45. **Please ensure you fill out the school dinner form weekly or termly using Parent Pay.**
- If your child has a packed lunch, please ensure this is healthy and is named.
- At the end of the day: School finishes at 3.15 pm. Please wait outside your child’s classroom for their names to be called. If they have forgotten something, please just wait patiently and a member of the Year 1 Team will help your child collect the item. Alternatively, there is a lost property box outside the Year 1 Classrooms where un-named items are placed. Late pick ups will be from the office.
- Newsletters come out termly and will be on the website under our class pages unless you have requested a paper copy from the office.

# Uniform and PE

- Now that your child is in Year 1, they will need to wear a blazers, white shirt or blouse (not a polo style shirt) and a tie (clips or classic - not elasticated).
- Pupils have to wear their blazers into assembly, only then they are able to take them off should they wish to.
- Please name, name, name!!! (Trousers, shirts, PE kits, shoes, coats...)
- A reminder that pupils should not wear jewellery or nail varnish to school.
- PE days are: Mondays and Tuesdays for each class
- Forest school times - to be confirmed.
- We suggest they keep their PE kits in all term to make life easier and so they have a spare set of clothes – just in case!
- Remember, PE kits must be black/white kit and include trainers/plimsolls, trousers and a jumper for the outdoor sessions.
- Pupils need to ensure they are not wearing any jewellery on PE days: this includes earrings.
- Children can leave their wellies on the racks outside their classroom for the term/year as they are used during outside busy time.

# A healthy balanced diet - it matters because...

We care about all of our pupils' health and want to work with parents to help our pupils to form a healthy future.

- The
- Too many children cannot
- This type
- Having a decayed tooth

Let's all work together to give children the best possible start to their lives.

Using NHS advice, we ask that you support us with the following:

as it can lead to that we

diseases like cavities.

of a tooth as a tooth

## The NHS recommends that a healthier lunchbox should include:

Starchy carbohydrates that keep your child feeling fuller for longer (wholemeal bread, pasta, potatoes, rice). **Top Tip:** If your child does not like wholemeal bread, try making a sandwich from one slice of white and one slice of wholegrain to get them used to it. Please ensure sandwich filling are also low sugar - no chocolate spread please.

Make healthy swaps to cut down on crisps, chocolate and fruit bars that are high in refined sugar. Find out more about healthier snack swaps at <https://www.nhs.uk/healthier-families/food-facts/healthier-snacks/>

Only **ONE** small treat should be included in lunchboxes if absolutely necessary. No 'grab bag' crisps or extra-large sized chocolate should be included. A portion of fruit or a low-sugar yoghurt are much healthier choices. Calories should be under 100 calories.

Include at least one portion of vegetables or salad: cherry tomatoes, cucumber, celery sticks and sliced peppers all count towards your child's '5 a day'. You could add a small pot of cream cheese for your child to dip their vegetables in.



**At Dashwood Banbury Academy, we believe that school meals are a great choice for your child, but if you choose to make a packed lunch for them instead, here are some tips for providing a healthier lunchbox. Please help your child to live a healthy life.**



Include fresh fruit that is in season: chopped apple, raspberries, strawberries, blackberries, blueberries and melon, all make great snacks too. **Top Tip:** add a squeeze of lemon juice to chopped fruit to stop it from going brown.

Include a source of protein such as beans and pulses; eggs; meat; cheese; and fish.



**REMEMBER: We are a NUT-FREE school.**

Please **NO** peanut butter, chocolate spread or nuts as snacks as some of our children and staff members have severe allergies.



Find healthy lunchbox choices and ideas from the NHS at Change4Life and <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

## Healthy Break-time Snacks

At Dashwood Banbury Academy, we are committed to supporting our pupils to make healthier choices to ensure they form the best habits now, for a healthier future. We know that it can be difficult to know what to do when it comes to snacks, so we have sought NHS advice to help you make and buy healthier options. Fruit and veg snacks are always the best choice, but if children are having packaged snacks, remember to only aim for one small one once a day that is under 100 calories.

Find out more at: <https://www.nhs.uk/healthier-families/food-facts/healthier-snacks/>



**Please support your child's health by only giving them one of these snacks to eat at break time**

- Lower sugar fromage frais or yoghurt
- Plain rice cakes or crackers with lower-fat cheese
- Sugar-free jelly
- Fruit: an apple, pot of berries, satsuma segments
- Vegetable sticks; carrots, cucumber, celery, tomatoes
- Low-sugar cereal bars (check the sugar content as these can often be high)
- Under 100 calories - healthier choice snacks - rice cake snacks, malt loaf or small portion of dried fruit



**If your child brings these in as snack, they will be asked to pack it away and bring it home with them.**

- Croissant - plain or chocolate/syrup filled - the sugar content in these are very high
- Cereal bars or chocolate-covered cereal bars the sugar content in these are very high
- Crisps
- Chocolate bar of any kind
- Cookies, biscuits or cake of any kind



Keep an eye out for the 'Good Choice' badge on products in stores and when shopping online to help you quickly find healthier options.

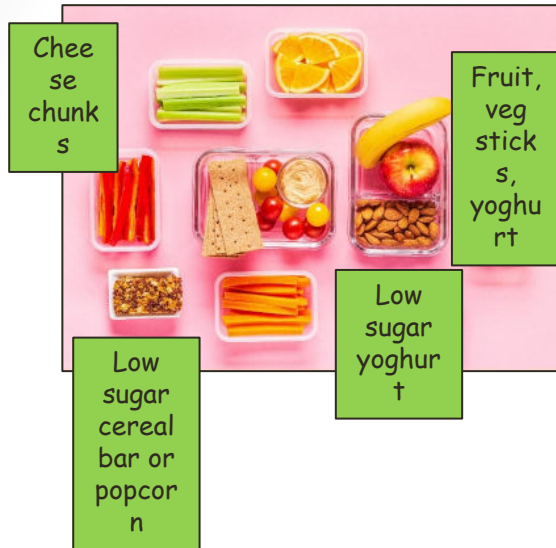
**Drinks:** To support oral health, in class, drinks must be **WATER ONLY**. Squash is only permitted to be drunk with lunch and should be a low-sugar or no-added sugar options. Fruit juices are also very high in sugar.

**NO fizzy or energy drinks** are permitted at any time.



# Break Time

One healthy snack only



No crisps, cakes, chocolate bars or any high-sugar foods

# Lunch Time

Please support your child in living a healthy lifestyle with a balanced diet to set them up for a healthier future



## Drinks

Water only in water bottles used in the classroom  
Squash can be given as a lunch time drink but NO fizzy or energy drinks (low-sugar squashes are better for teeth)

# Homework

- Homework will be sent home in a homework book every **Friday** and is due back in on a **Wednesday/Thursday**.
- One week will be Literacy based and the next week will be Maths, they will also have 5 spellings each week to practice. Reading books will be able to be changed once a week, on any day, as the children come into class.
- Homework projects will be given out three times a year corresponding to the longer school holidays.
- The first project is due in on Friday 15th September.

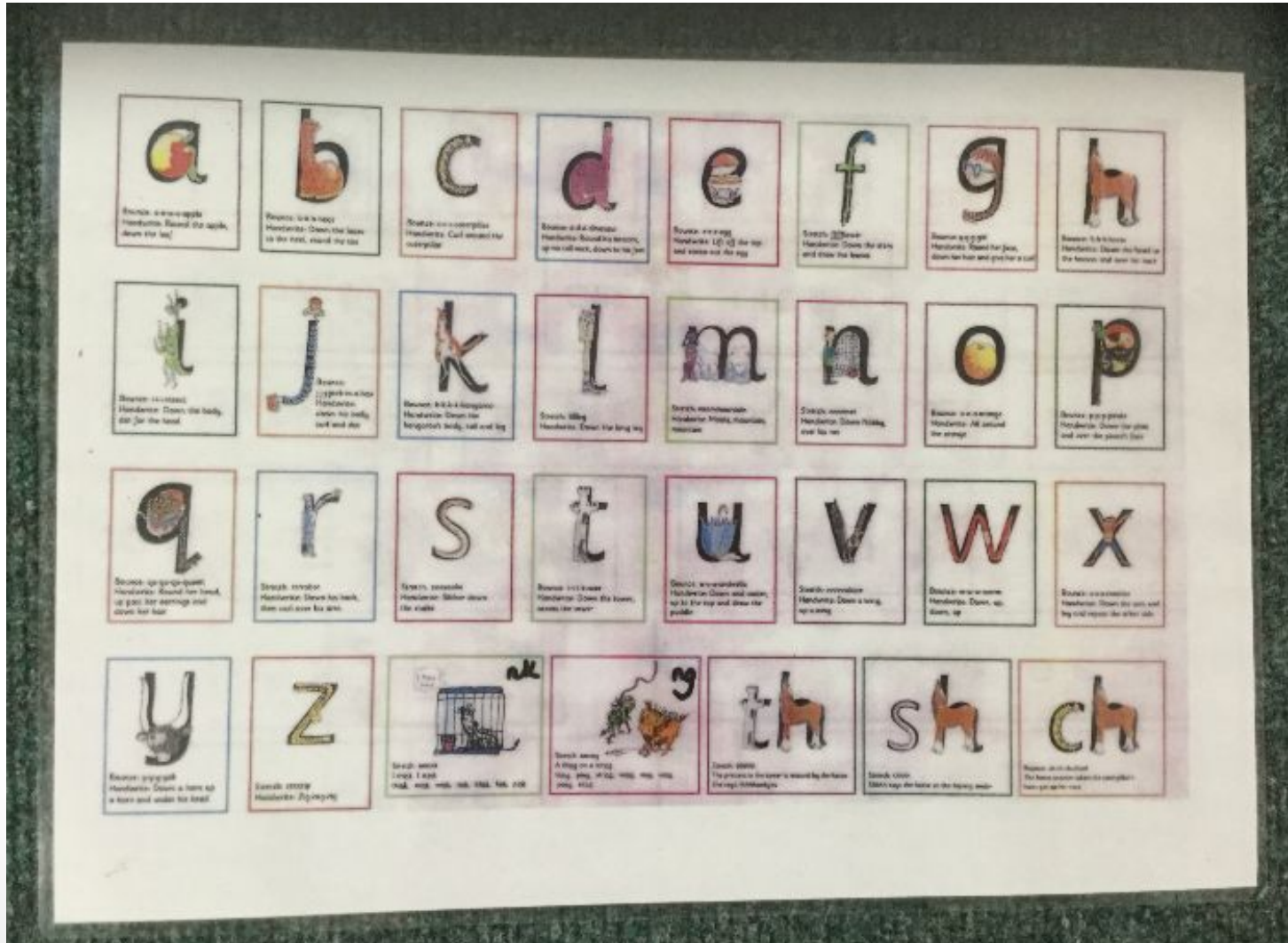


# What is new..

## Academic Expectations

- We will continue having daily phonics lessons where the children will recap sounds learnt in Reception and also learn lots of new sounds from set 2 and 3.
- In maths, pupils will be working towards using numbers to 100; learning about the 4 calculations; understanding and using money; telling the time to half past the hour and solving shape and measure problems.
- In literacy, pupils will be expected to write their own stories at length by the end of the year using core vocabulary and exciting ideas.
- In reading, we will be encouraging children to read for pleasure incorporating Phonics into this.
- In June, the pupils will take the phonics screening assessment. This means they need to work on all the alternative sounds in phonics.
- You can find out more information on the following website:  
<http://www.ruthmiskin.com/en/resources/parent-tutorial-phonics-screening-check/>

# Set 1 Phonics



# Set 2 and 3 Phonics



# Red Words or Tricky Words

Red Words  
Set 1

|    |      |     |    |
|----|------|-----|----|
| I  | said | the | be |
| no | your | are |    |
| he | my   | you |    |

Red Words  
Set 2

|    |       |      |    |
|----|-------|------|----|
| go | what  | call | so |
| no | there | her  | to |
| we | want  | old  | me |
| he | some  | all  |    |

Red Words  
Set 3 (Part 1)

|       |       |      |     |
|-------|-------|------|-----|
| does  | tall  | come | any |
| love  | once  | were | who |
| many  | here  | two  | buy |
| walk  | watch | talk | son |
| could |       |      |     |

Red Words  
Set 3 (Part 2)

|         |        |       |
|---------|--------|-------|
| brother | should | worse |
| caught  | great  | small |
| anyone  | water  | where |
| bought  | there  | would |

# BEHAVIOUR IS COMMUNICATION

@KWIENS62

UNEXPECTED BEHAVIOUR



SOME PEOPLE SEE "MISBEHAVIOUR". THEY USE REWARDS AND PUNISHMENT TO TRY TO GET COMPLIANCE. THIS DOES NOT ADDRESS UNDERLYING REASONS FOR THE BEHAVIOUR.

BIOLOGICAL

EMOTIONAL

COGNITIVE

SOCIAL

PROSOCIAL

FIVE DOMAINS OF SELF-REG

visit: [www.self-reg.ca](http://www.self-reg.ca)



"STRESS DETECTIVES" REFRAME A CHILD'S BEHAVIOUR AS "STRESS BEHAVIOUR." THEY ATTEMPT TO IDENTIFY AND REDUCE STRESSORS WHILE TEACHING THE CHILD SKILLS TO RESPOND TO STRESSORS.

Kristin Wiens 2016

**At Dashwood, we understand that all behaviour is communication.**

Challenging behaviour requires an understanding of its underlying communication in order to create successful support and intervention for all.

# The Dashwood Way

At Dashwood Banbury Academy we believe that all behaviour is a form of **communication** and treat it as so. We **acknowledge** how others are feeling and aim to build a **positive mind-set** in order to tackle problems head on. At the core of what we believe stands our vision and values.

Emotions are a part of everyday life and **self-regulation** is the key to being able to realise and live by our vision and values.

Self-regulation is tricky for adults at the best of times and even more so for children. When emotions are strong (there are no negative emotions) it becomes even harder to control. We use a system created to develop language around emotions and support **mental and emotional well-being** which is based on ‘**Zones of Regulation**’ (more information can be found at:

<https://www.zonesofregulation.com/index.html> and in **appendix 1**).

All actions have consequences and so it is our responsibility to teach pupils about this (this includes criminal responsibility lessons).

## 1. Give me some attention

- Way to communicate a need for attention, whatever that attention may look like.
- For some it does not matter if the attention they receive is positive or negative, as long as they are gaining attention of some description.

## 2. Get me out of here!

- Fight or flight...the fear of threat. A need to escape from a situation that a person does not want to be in.

## 3. It feels good

- Challenging behaviour may also have a sensory function.
- Some young people behave in a challenging way because for them, it just feels good to do so.
- Their behaviour might communicate a need to have some power because exercising power makes them feel empowered; it establishes a sense of control.
- Attachment, behaviours of traumatised children

## 4. Give me a reward

- Challenging behaviour might communicate a desire for a tangible reward.
- Some children learn very quickly that challenging behaviour can be rewarded (eg: the child gets what they want) and in-turn the function of the behaviour is reinforced. Adults may find a short-term solution but they are setting up a longer-term problem.

# Behaviour Policy

Low states of alertness including sluggish. The brain is moving slowly. 'Zoned out'

Which zone are you in?

| Blue                          | Green                                   | Yellow   | Red   |
|-------------------------------|---|--|---|
| REST AREA<br>↑                | GO                                      | SLOW   | STOP  |
| sad<br>tired<br>sick<br>bored | calm<br>ready to learn<br>happy<br>okay | silly/wiggly<br>frustrated<br>hyper<br>worried | mad<br>out of control<br>angry<br>yelling/hitting |

Regulated state of alertness, shows control: ready to learn and/or be social.

Heightened state of alertness but with some control including stress, anxiety, excitement, silliness, nervousness and confusion. Hyperactive - 'naughty'

Heightened state of alertness but with very intense emotions including rage, explosive, terror, panic. There is no control over emotions here. No ability to think, be rational, negotiate or reflect.

## Attachment/trauma

- Hyperactive - often seen as naughty but a sign often of neglect (yellow)
- Anger - an expression of fear, threat response (red zone)
- Being 'zoned out' - psychological shutdown (blue zone)
- Attention-seeking, risk-taking, act angry and tough to hide their vulnerability (yellow/red zones)



## What you can do to support your child at home:

- Consistency of high-expectations
- Positive reminders of the three school rules - **Ready, Respectful, Safe** - and why we have them
- Consistent reiteration of the same message
- Label the feeling - not the behaviour
- Talk about the different colour zones at home with your child - use this to help begin to identify feelings and emotions

**what is around  
them'**

# Key points

- **Tone** of voice - calm and kindly educating *'Children soak up what is around them'*
- **Acknowledgement and understanding** of feelings - self and others *'Someone cares'*
- Use of the 30 second **script** *'Consistency'*
- **Flow chart** - not as rigid in terms of order and meant to be more preventative than always reactive (if you see someone bubbling - get in there first) - *'Support and nurture'*
- **Choices** to help self regulation - Thinking Zone - *'Choose to Change'*
- **Consequences** of behaviour, not sanctions. Developmentally appropriate level understanding the needs of the child - the same consequence is not always appropriate for every child and will be well-thought-through on an individual basis.
- **Reconciliation** to repair relationships - *'Support to build trusting relationships'*
- Linked to our new school rules: **Ready Respectful, Safe** *'Clear, consistent'*
- It's **ok** to have **emotions** - we all do. Emotions are in the **red zone** are **strong not wrong!**

# Extra Information

- Attendance: The expectation is that your child attends school every day. Please call the school office, if your child is ill.
- Please ensure they always have a coat in school (unless it is very warm) as the children are outside all lunchtime as well as other times in the day. Please name the coat too!
- Please ensure your children bring their book bag or a small bag everyday with their reading book, homework book, healthy snack and water bottle in.
- Don't forget to check your newsletter for special dates and events.
- In Year 1, we still use Tapestry so keep an eye out for updates on our learning throughout the year!
- Finally – thank you so much for listening!