



KING JAMES'S SCHOOL
KNARESBOROUGH

PARENTS' SUPPORT EVENING 2020 / 2021

What do we believe here at KJS?

'To set no limits on what we can achieve'

What is our purpose as staff?

'To inspire and enable young people to make a positive difference.'

What are our school core values?

'To be Ready, Respectful and Engaged'



KING JAMES'S SCHOOL

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Dear Parent/Carer

This Support Evening is about the challenges we face, as parents and a school, guiding our children through the difficult teenage years in a society that is ever more complex for them to grow up in.

I would ask you to take ten minutes to read this booklet because it sets out the way we work, some changes we have recently made in our team at school and what I respectfully request of you as parents.

We have a strong reputation for pastoral care and a good track record for behaviour. A large school like King James's has to have clear, defined structures, rules and routines that allow it to support every student in school.

We have vast experience in guiding young people through their teenage years and on to good jobs and further education. Over the years we see so much outstanding parenting but we see some poor parenting too. Young people spend 12% of their time with us and 88% of their time with you. The expectations that parents have, the examples they set and the boundaries they draw have massive influence. There has to be some joined up thinking between home and school and, in all honesty, we need parents helping us to support our values and our boundaries.

Together we will do our utmost to ensure your son/daughter has the best possible pastoral experience at King James's. We rely on and expect the support of parents and an acceptance of our routines, expectations and rules in order to ensure a happy, safe school. These are set out clearly at the end of this document. Please take the time to read them and ensure that you do your utmost to support us in administering them. They form part of our home school agreement and we would ask that as a parent of a child at King James's you sign and consent to this on the home school agreement page in the student planner.

The Team

The Leadership Team dedicate one experienced Deputy Headteacher and four Assistant Headteachers to support the pastoral and academic progress of all students.

DEPUTY HEADTEACHER	ASSISTANT HEADTEACHER Director of Key Stage 3	ASSISTANT HEADTEACHER Director of Key Stage 4	ASSISTANT HEADTEACHER Safeguarding	ASSISTANT HEADTEACHER SENCO
 Mr McIntosh	 Mrs Holdsworth	 Miss Baker	 Mrs Handley	 Miss Jones

The Learning Managers and Pastoral Officers work together to support students in meeting the high expectations in behaviour, attendance, punctuality, basic standards and learning. We know that getting the basics right will facilitate high quality learning that will result in progress in attainment.

Key Values

These are our expected student behaviours that we all model as staff.

1. **Ready:** Be on time, be organised and have the motivation to keep improving.
2. **Respectful:** Have the highest expectations of myself and be respectful of others and my environment.
3. **Engaged:** Work hard, value feedback and never ever give up

YEAR 7 Learning Manager	YEAR 8 Learning Manager
Mr Keogh 	Mr Keeble 

YEAR 9 Learning Manager	YEAR 10 Learning Manager	YEAR 11 Learning Manager
Mr Berry 	Mr Wilson 	Mrs Rees 

YEAR 7 Pastoral Officer	YEAR 8 Pastoral Officer
Mr Bentley 	Miss Ramplin 

YEAR 9 Pastoral Officer	YEAR 10 Pastoral Officer	YEAR 11 Pastoral Officer
Mrs Roberts 	Mrs Mee 	Mr Nicholson 

Each year group has a team of **tutors**. This is you and your child's first point of contact within school.

Finally, our wider team; we are extremely fortunate to have a qualified **nurse** in school at all times. She has many jobs in school including supporting children who may become ill in the day time, supporting PSHCE delivery and children needing mental health support. We also have a **Family Support Officer**: Mrs Kinsey-Stephens and an independent **Careers** advisor. Our **Referral and Inclusion** team provide support and interventions for students who struggle to meet school expectations on a regular basis.

FAMILY SUPPORT OFFICER	NURSE	CAREERS ADVISOR	REFERRAL & INCLUSION MANAGER	INCLUSION ASSISTANT
				
Mrs Kinsey-Stephens	Ms Miles	Mrs Hazelton	Mrs Tarren	Ms Thomas-Peters

ATTENDANCE, PUNCTUALITY AND TRAVEL TO AND FROM SCHOOL

Poor attendance has a negative impact on attainment and progress.

We ask you:

- To take seriously your legal obligation to ensure your child attends school. We expect students to be here at all times and have an attendance rate of at least 95%. When students fall below this, please expect us to contact you. Unless genuinely very poorly, students should be in school.
- To telephone our absence line if your child is ill before 8.30am on that day.
- To avoid arranging family holidays during term time.
- To avoid appointments during school hours.
- To ensure your child arrives on time every day by establishing consistent morning routines. Students should be on site at 8.35.
- To ensure that your child travels to and from school respecting their environment and people around them. They should not loiter in town, be disrespectful on buses, not leave litter etc. as they travel. Our students are in the main delightful, so please ensure that your child does not let our school community down.

NB: We are increasingly dealing with incidents that have happened at the weekend when students are not in our care - I need to be clear on this; these are matters for parents or our Police and Social Care colleagues to deal with.

Attendance over the Yr	98- 100%	95-97%	94-90%	Below 90%
Number of Half days absent	0-5 Half Days off over the Yr	10-15 Half days off over the Year	20-35 Half Days off over the Year	Over 35 Half Days off over the Year
	IMPRESSIVE	VERY GOOD	NEEDS TO IMPROVE	SERIOUS CONCERNS
What does this mean?	Your child has the best chance of succeeding at school.	Your child's attendance is starting to have an impact on their learning.	Your child's attendance has now fallen below the national average. This will have a negative impact on their attainment and progress.	Your child's attendance is now classed as 'persistent absence'. Children with attendance at this level often face challenges at school and do not do as well academically.
What will happen as a result?	Your child will receive attendance certificates at the end of each Learning Cycle to reward their attendance.	*Your child's attendance will be monitored closely by their Tutor. *1:1 meetings will take place to discuss strategies and support.	* You will receive a letter from school. *Your child's attendance details will be analysed by the Pastoral Officer *A period of monitoring will be established. * If no significant improvements are made you will be invited into school for a meeting to discuss strategies to improve your child's attendance. * No medical appointments will be authorised without an appointment card.	*Your child's attendance details will be passed on to our Family Support Officer. *You will be required to attend a formal meeting. *You may be visited by the Family Support Officer. *In some cases this can lead to a fine or other legal action.
What do I need to do?	Keep up the good work!	*No term time holidays. *All appointments need to be made out of school hours. *Do not keep your child off school unnecessarily. * We will call you if your child needs to come home.	* Attend a meeting in school to discuss strategies and support to improve your child's attendance. *All appointments need to be made out of school hours. We will require you to provide appointment cards for all medical appointments. *Do not keep your child off school unnecessarily. * We will call you if your child needs to come home.	* Attend a meeting in school to discuss strategies and support to improve your child's attendance. *Work with the Family Support Officer and Year team to improve your child's attendance.

REWARDS & BEHAVIOUR

Our expected student behaviours, that we all model as staff are:

1. **Ready:** Be on time, be organised and have the motivation to keep improving.
2. **Respectful:** Have the highest expectations of myself and be respectful of others and my environment.
3. **Engaged:** Work hard, value feedback and never ever give up.

Our approach is to be calm, kind, relentless: We don't take student behaviour personally, but we make it personal. We aim to treat all students as individuals, whilst maintaining consistently high standards for all.

We ask you:

- To check MCAS on a regular basis to reinforce positive behaviour and follow up / discuss any issues at home.
- To encourage your child to follow the behaviour policy and support any associated action taken by the school.
- To communicate with school all relevant information which may affect your child's behaviour.

UNIFORM AND EQUIPMENT

Our uniform makes us clearly identifiable in the community. We are proud of it and expect it to be worn appropriately.

We ask you:

- To ensure that your child is in correct school uniform.
- **Girls should not roll their skirts up or have their jumper tucked in.** We need you to support us in this and explain to your daughter what skirt length is appropriate and why.
- **Boys should have top buttons done up and their shirts must be tucked in.**
- **All students should wear shoes and NOT trainers.**
- To ensure your child is following the school rules for jewellery, hair, make up and nails.
- To mark equipment clearly with your child's name so that it can be returned to them if lost.
- To teach your child to look after their equipment and keep things safe. Look at their planner with them and make sure that they are prepared for the day by ensuring they take responsibility for packing their books and equipment the night before.

- To not let your child bring expensive things to school. Although we are a very safe school expensive items are always going to be targeted.
- Mobile phones must be switched off and left in student's bags between morning bell at 8.40am and the end of school at 3.15pm.
- If students are seen with mobile phones during the day they will have them taken off them and you will be asked to collect them at the end of the day.

SUPPORT & TUTORING



Our Values are taught through the Tutoring Programme, concentrating on a different theme each Learning Cycle. Our aim is develop our student's personal qualities so they become confident, well balanced young adults who set no limits on what they can achieve.

We ask you:

- To check your child's planner, and sign it, preferably at the beginning of each week.
- To check MCAS regularly.
- To talk to your child about their learning - a secondary school student's life is busy. Despite their protestations they will want you to take an interest!
- Encourage them to complete the Bingo card challenges in their planner each Learning Cycle.

WELLBEING

We ask you:

- To keep your child's Form Tutor or Pastoral Officer informed of any issues/concerns which might have an impact in school so that we can fully support your child.
- To support your child's wellbeing by setting positive practice regarding sleep, relaxation, diet, exercise and by seeking appropriate external support when required.
- To ensure you have strong rules about screen time, phones in bedrooms /dinner table and social networking. **This is the issue we deal with MOST in school. And most of the problems we pick up in school happen when students are away from school.**

COMMUNICATION

We ask you:

- To ensure that you update us if your contact details change.
- To provide the school with three different contacts in case of an emergency.
- Let school know if your child is entitled to free school meals, is a Service Child or has been adopted from care or has left care (including a special guardianship or child arrangements order) as we can receive Pupil Premium funding which can support your child and wider projects in school.
- To check MCAS regularly.
- To be available in case there is an emergency. You need to be contactable at all times
- To attend parent/teacher evenings and respond to phone calls and letters from us in good time

RELATIONSHIPS

We ask you:

- To encourage your child to regard members of staff and other students in school in a positive manner; you are part of the authority group. It's easier to maintain a united front. We will support you if you support us.
- To communicate with us if there are things that will affect your child's learning/pastoral care.
- To inform us if you feel that any student is not getting the care outside of school that they need. Our **Safeguarding Team** will always listen to your concerns and advise you appropriately.

RETURNING TO SCHOOL LIFE

From September we will start to deliver our recovery curriculum to our students as they return to school after a period of online learning. This recovery curriculum involves firstly investing in and restoring our relationships with the students, so that they get back into the rhythm of learning again. Secondly we will be focussing on building their confidence again around developing subject knowledge, through trusting our well designed curriculum. Finally we won't be focussing on 'gaps' or testing students on what they don't know. Our priority is to build on what they do know and support them in a well-planned, gradual and nurturing manner, underpinned by excellent teaching and learning. Alongside this we will continue to provide our students with outstanding pastoral care and support.

We ask you to:

- Support the school in controlling student anxiety levels by focusing on the recovery curriculum rather than gaps in their learning.
- Support any future online learning which may need to happen.
- Reinforce and support our health and safety risk assessment.
- Communicate with us regarding any changes in student circumstances.

Our commitment to your children remains the same; to keep them safe, to help them to enjoy school, to have exciting enrichment opportunities and to achieve the best they can.



Carl Sugden
Headteacher