

King James's School Newsletter

Inside this issue:

- Message from Ms Oakley
- Save the Date
- First Week for Year 7
- PSHE - What are we learning this term?
- Equipment reminder
- The Week Ahead
- 'Smashed'
- KJS PE Clubs
- Art & Photography Work
- Welcome back - Attendance Matters

Message from Ms Oakley

Dear parents, carers and students,

Thank you for a positive first week back!



"The KJS Way"

This week's assemblies saw the launch of our KJS Way – a set of simple routines to ensure a "Sharp Start" to lessons, a clear "Do Now" task to engage students on entry, a common countdown for silence as well as a clear "End and Send" to mark the end of a lesson.

We also issued all students with our new student planners. Students are expected to use their planners:

- Daily
- Putting on the desk in each lesson
- To record homework
- To record their data tracking information

Student planners also contain a wealth of useful information, from subject specific support to information to support their mental health and well-being.

Ready to Engage

New to the planner is our "Ready to Engage" pages. Being "Ready to Engage" means having the right equipment for learning and upholding our uniform rules. Students who breach these will have their "Ready to Engage" page signed.

One or two signatures in a "Ready to Engage" page are simply warnings. A chance, as per our Positive Regard approach to behaviour management to have a discussion with a student and remind them of our expectations.

If a student breaches our expectations a third time, the planner is signed, and the incident is recorded on Bromcom, and the staff member will issue a detention.

In the highly unlikely situation of a student breaching these expectations a fifth time, they will be issued with a day in our Consequence Room.

As always if you require any support in terms of uniform and/or equipment please do not hesitate to contact their Year Manager, or Mrs Kinsey-Stephens our Family Liaison Officer.

And finally...

Year 7 set a record on Tuesday with their 100% attendance – what an amazing start to their journey at King James's School! I hope that this year is a record-breaking year for all our students!

Thank you as always for your on-going support
Miriam Oakley
Headteacher



Please add the following dates to your diary for next term!

SEN Careers Transition Event – 1st October 2024-6pm. Years 9-11. Invitation only.

Careers Fair – 22nd October 20206 – 4-6pm – Years 9-13.

First Week for Year 7

On Tuesday we welcomed our new Year 7 cohort to King James's. It has been a real pleasure to start getting to know our new students and to see first-hand how smart, polite and 'ready' they are for the new challenge. Thank you to all parents and carers who attended our 'Supporting Success' evening. Here's to a fantastic first year in their secondary school journey!

Key dates shared with parents/carers last night were:

Tracking Dates:

- October – Attitude to Learning reports
- 9th November – Face to face "Meet the form tutor"
- January – Tracking Point 2, Attitude to Learning and Progress
- April – Progress Evening, on line meetings with subject teachers
- May – Tracking Point 3

Celebration Events

Today sees the launch of the Year 7 Pantomime trip that takes place in December, in term two we have our Celebration Disco and in term three the Year 7 BBQ and afternoon celebrations.

In the meantime, we are keeping a watchful eye on their First 50 Days, and look forward to an afternoon of rewards for those Year 7 students who have upheld our Ready, Respectful and Engaged values!



PSHE: What are we learning this term?

As we begin the new academic year, students in Years 7–11 are starting the first Jigsaw PSHE unit, Being Me in My World in Period 1.

Year 7: Students explore identity, belonging, peer influence, online behaviour and how their choices and actions can affect themselves and others.

Year 8: Students consider how family, culture, beliefs and stereotypes influence their identity and explore how they can make positive choices about who they are.

Year 9: Students examine the influence of peers and social groups on their identity and behaviour, including risk-taking, consent and recognising and responding to abusive or coercive behaviour.

Year 10: Students explore freedom, safety, grief and loss, social media, online identity and how to manage risks and responsibilities as they move towards adulthood.

Year 11: Students consider what it means to be an adult, including legal responsibilities, online safety, exploitation, coercive control, sexual harassment and the consequences of illegal or harmful behaviour.

Our assembly rota this half term will complement and enhance the Being Me in My World theme. Please ask your child about what they are learning as conversations at home will support their learning in the classroom.

King James's "E2E"

To be "Ready" for learning we ask that students bring with them their "Equipped for Engagement" (E2E).

At King James's our "E2E" are:

- Two blue or black pens
- A pencil
- A ruler
- An eraser
- A glue stick
- A whiteboard marker
- A purple pen

Students are encouraged to have a reading book, a scientific calculator and a small packet of coloured pencils.

In addition, students are expected to have their Student Planner on them at all times. Replacement planners can be ordered via Parent Pay.

EQUIPMENT DAILY CHECKLIST



The Week Ahead: 14th September 2026

Day	Event	Year	Time	Location
Mon				
Tue				
Wed				
Thur	'Smashed'	7 and 8		In school
Fri	DofE Bronze and Silver Expeditions			

'Smashed'

We are delighted to welcome 'Smashed' into school on Thursday 17th September. Smashed will be delivering a performance and workshop to all students in Year 7 and Year 8.

'Smashed' educates young people about the risks of underage drinking in a way that empowers them to make healthy and safe choices in their lives. 'Smashed' use theatre and online film to create a memorable and engaging learning experiences that doesn't lecture, but fires critical thinking.

'Smashed' request students complete a before and after survey to enable them to measure the impact of their project.

The survey should take approximately 5 minutes. We would be grateful if parents / carers of students in Year 7 and 8 could set aside a time for your child to complete this at home.

[Survey to complete BEFORE Thursday](#)

[Survey to complete AFTER the performance](#)

For more information about 'Smashed', please click on the link below.

[Parent / Carer Information](#)

Beginners English Language Classes with Siobhan

Every 2nd Thursday of the month @ The
Village of Hope, 10-11.30am

17th September
8th October
12th November
10th December

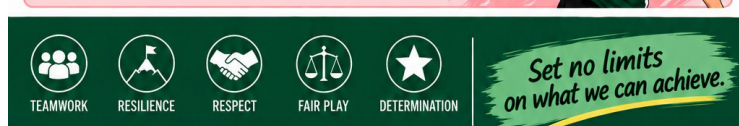
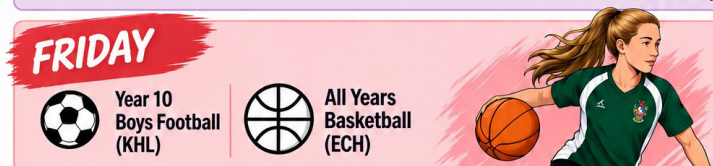
Hi! My name is Siobhan and I'm an English Teacher. We will learn useful everyday English that will focus on topics like greetings, food & cooking and getting around in Harrogate.

look forward to meeting you soon!



PE Clubs

All KJS PE Clubs begin next week. Everyone welcome



Art & Photography Work

Please note that GCSE and A-Level art and photography work will be available to collect after October half term. We are legally required by the exam board to keep hold of it until that date.

Due to limited storage space, we can only keep past work for a maximum of 12 months after which, if it is not collected, it will be recycled or in some cases displayed around school.

If you would like to arrange to collect your work, please email our Art Technician on sinfieldg@king-james.co.uk.

Welcome Back – Attendance Matters

Welcome back to the 2026–27 school year!

We hope that you and your family have enjoyed the extended summer break and that your child is returning to school feeling refreshed, ready and excited for the year ahead.

Our Attendance Team is also looking forward to the new school year, and we are delighted to welcome Mrs Simpson and Mrs Erdei to the team. They will be working alongside colleagues to support pupils and families, helping us to safeguard our children and identify any barriers or additional needs as early as possible.

Working Together to Support Attendance

Good attendance is about much more than a number. Every day in school gives children opportunities to learn, build friendships, develop confidence and feel part of their school community.

This year, we will continue to take a proactive and supportive approach to absence. If your child is absent and we have not received an attendance form or explanation, you may receive a telephone call from the Attendance Team on the first day of absence. We may also contact families where previous attendance has been a concern so that we can identify whether any additional support would be helpful.

If your child remains absent for a second consecutive day, we will make telephone contact with you. If they are then absent on day three, a home visit may be carried out by our Attendance Champion as part of the school's safeguarding procedures.

Please do not see contact from the Attendance Team as something negative. Our priority is always to make sure that children are safe and that families receive support as early as possible where there are difficulties affecting attendance.

To help your child return to school, this back-to-school reset guide, by psychologist Dr Martha Deiros Collado, offers the following advice:

- build excitement together
- focus on facts rather than predictions
- build independence through simple choices
- ease back into school-time routine early
- help the new routine to feel familiar
- make goodbyes easier
- address anxieties ahead of time
- allow time to unwind after school

Is My Child Too Unwell for School?

We know that deciding whether your child is well enough for school is not always straightforward.

The NHS “Is my child too ill for school?” guidance explains that children with some minor illnesses can still attend school if they are otherwise well. For example, a slight cough, common cold, runny nose, sore throat or headache does not necessarily mean that a child needs to remain at home. Is my child too ill for school? - NHS

If your child has a high temperature or is genuinely too unwell to take part in their normal activities, they should remain at home. There are also particular illnesses where children need to stay away from school for a specified period, so we encourage parents to refer to NHS guidance if they are unsure.

We are fortunate to have a school nurse on site, who can support pupils during the school day and administer medication provided from home in accordance with the school's medication procedures. The nurse can also assess a child who becomes unwell and help determine whether they are well enough to remain in school.

If your child wakes feeling slightly unwell but improves as the morning progresses, please encourage them to come into school once they are feeling better rather than missing the whole day. Even attending for part of the day can help to reduce missed learning.



Welcome Back – Attendance Matters continued...

Holidays During Term Time

We would also like to remind families that holidays should be taken during the school holiday periods wherever possible. Taking children out of school during term time can result in significant amounts of missed learning, which can be difficult to recover. Under the national framework for school attendance, schools must consider a penalty notice when a pupil reaches 10 sessions of unauthorised absence within a rolling period of 10 school weeks. Ten sessions are the equivalent to five school days. The sessions do not have to be consecutive and can include different types of unauthorised absence.

Where the threshold is reached, information may be passed to the Local Authority and the circumstances considered in accordance with national guidance and local procedures.

While it is important that families are aware of these arrangements, our main focus will always be on the educational impact of absence and on helping children to attend school regularly.

Every School Day Makes a Difference

There is strong evidence of a link between good attendance and educational achievement. Department for Education research has found that, in general, the more school sessions pupils miss, the lower their attainment tends to be.

Recent DfE analysis has continued to find a clear association between attendance and attainment, even when taking account of factors such as pupils' prior attainment and individual characteristics. This is why regular attendance matters: being in school consistently gives children the best opportunity to keep up with their learning, develop positive routines and make the most of the opportunities available to them.

Our school attendance expectation is 96%. Over a full school year, 96% attendance represents approximately eight days of absence. By comparison, missing around 10% of school sessions – approximately 19 days across a typical school year – is classed as persistent absence.

We do not want any family to reach that point without support. Where attendance begins to fall, we will work with you early to understand what is happening and what we can do together to help.

We Are Here to Help

We recognise that there can be genuine barriers to attendance, and sometimes families need additional help to overcome them. We would much rather have a conversation early and work together than allow a difficulty to become a bigger problem.

Our Pastoral Team, Attendance Team and wider school staff are available to speak with you if you have concerns about your child's attendance, wellbeing or feelings about coming to school. Whether the difficulty relates to friendships, anxiety, learning, health, family circumstances or something else, please talk to us so that we can consider how best to support you and your child.

Attendance is a high priority for us this year, but it is something we want to approach in partnership with our families

Thank you, as always, for your continued support in helping our children to be in school, ready to learn and able to make the most of every opportunity the year ahead brings.