

Additional Information



Foreword

The Governing Body of Humphry Davy School is committed to providing the highest standard of education within an inspiring and vibrant place for learning which enriches, and is a valued part, of the Penzance community.

We are a Cooperative Trust School and embrace the Cooperative Values of self-help, self-responsibility, democracy, equality, equity and solidarity. Consistent with the values of the founders of the Co-operative Movement, we believe in the ethical values of openness, honesty, social responsibility and caring for others. We aim to raise student aspirations and ensure that every child achieves their full potential.

The Governing Body of Humphry Davy School and Chair of Governors, Ms Katherine Uren can be contacted via the Clerk to the Governors, Mr Geoffrey Swallow at:
GSwallow@humphry-davy.cornwall.sch.uk
or through the school office telephone 01736 363 559.

From Primary to Secondary Education

We understand the pressure and anxiety suffered by parents and students alike during the transfer from primary to secondary school and do all we can to support you during the process. Our school is dedicated to the smooth transfer of students and feedback suggests we have developed a detailed and very successful induction process, recognised nationally by OfSTED and The Paul Hamlyn Foundation. This enables all new students and parents to feel safe and familiar with the school before the first day in September.

Our high-calibre teaching staff are fully qualified, hold degrees or relevant vocational qualifications and have

qualified teacher status. To safeguard your children all staff have DBS enhanced disclosure checks. A full staff list and copies of the full policies summarised in this booklet can be found on the school website:

www.humphry-davy.cornwall.sch.uk

Senior staff including the Headteacher and Special Educational Needs Co-ordinator regularly visit and maintain close links with feeder primary school colleagues to exchange information, enable effective progression and continuity of learning.

Primary pupils of all ages visit to experience lessons and a range of learning activities. Year 6 students are offered “Taster” sessions and the opportunity to spend a day taking part in lessons and extra-curricular activities.

Prior to starting at Humphry Davy School students offered a place are invited to spend further time at the school to meet their new mentor and House Leader. Our “Summer School” provides opportunity to make friends and familiarise students with our buildings and daily routines whilst participating in fun learning episodes including arts, craft, cultural, literacy and sporting activities.

Admissions policy and Procedure

Humphry Davy School will act in accordance with the Department of Education’s (DfE) Admissions Code. Applications for a place in Year 7 at Humphry Davy School starting in September 2021 must be completed via the Cornwall Council website, www.cornwall.gov.uk, where there is a clear link to “Schools Admissions”. The deadline for applications is 31st October 2020.

Details of how students other than Year 6 can apply for a place any time at Humphry Davy School can be accessed via the school website:

www.humphry-davy.cornwall.sch.uk

The Curriculum

The governors and staff support the view that the curriculum should be a broadly based and balanced educational experience that provides students with the necessary knowledge and skills for their future. Students who want to learn are more likely to excel so we continually develop and refine a 'personalised' curriculum that engages and develops the skills necessary for success in the 21st century.

Given our specialist ethos 'creativity' is central to our work. We encourage our students in every way to explore their creative powers whether it is through a mathematics challenge, a scientific experiment, a technological design or the aesthetic subjects such as music, art and drama. Through humanities, literature and language important skills are acquired and attitudes shaped. We want our students to have enquiring minds, an enjoyment of learning and to do their very best. So rather than read about the Battle of Hastings we re-enact it!

Curriculum

Key Stage 3 (Years 7 and 8)

The school offers students a broad, balanced and relevant curriculum. The core subjects include English, mathematics and science. The foundation subjects include art and design, design technology, geography, history, computing, modern foreign languages, music and physical education. Religious studies, citizenship and personal development lessons develop spiritual, moral, social and cultural

understanding as well as engendering an understanding of British Values.

Key Stage 4 (Years 9, 10 and 11)

All students follow a core curriculum of English, English literature, mathematics, science, physical education, citizenship and personal development and religious studies. Following individual interviews with senior staff to provide personalised guidance on future progression opportunities students add subjects from a very wide range of GCSE and vocational options. This process gives balance to the curriculum whilst allowing the opportunity for students to develop their individual aptitudes and interests.

Teaching Groups and Teaching Styles

Year 7 students are grouped on entry using information from primary schools, Key Stage 2 SATs and 'baseline' assessment tests. Group membership is regularly kept under review. Design technology and computing is taught in smaller groups. All groupings are reviewed regularly.

Our 'Aspire' (Gifted and Talented) programme of events, combined with differentiated teaching to stretch and challenge is designed to allow students to reach the highest levels. Individual student performances have been consistently in the top 1% nationally since the introduction of the new 9-1 GCSEs.

Our Special Educational Needs department helps students who require extra support to access the curriculum and our strong team of teaching assistants (TAs) work closely with class teachers.

Assessment and Reporting Policy

In our quest to celebrate individuality and maximise the life chances of all our young people we ensure that our students are

clear about what they are aiming for and how to get there.

Challenging yet realistic annual targets are set in collaboration with students, subject teachers and mentors. Students are provided with regular and detailed feedback in each subject area together with learning targets agreed during parental meetings with the child's mentor.

Regular monitoring and review, conducted as part of our student tracking and individual mentoring programmes and incorporating regular progress updates for parents, enable us to personalise learning experiences for all.

Careers Education

Careers education is an integral part of the school's personal development programme and is an entitlement for all of our students. All students have the opportunity to participate in work placements during Year 10.

A careers advisor is based at the school and offers an additional advisory service for students and their parents through a programme of individual and group interviews. The school has a well-resourced careers library which all students are encouraged and taught to use.

School Examinations

Improving 'life chances' and helping students to achieve success in public examinations is integral to the school's work. Success is not measured simply in terms of the number of subjects passed but in the quality of the grades gained for all student abilities. Changes post-16 mean that top universities offer places based on GCSE grades, focussing on quality not quantity.

Throughout their time at Humphry Davy School students will sit annual formal written examinations in mathematics, English and science. The results of these exams are communicated to students and parents/carers to inform targets for development.

Public examinations are sat in the summer term with the vast majority in Year 11. The school has invested in a full programme of revision sessions to assist students in their preparation for public examinations.

Examination Entry Policy

We believe that all students capable of achieving a grade should be entered for public examinations provided they have successfully completed their work. In exceptional circumstances parents of students re-sitting examinations may be asked to contribute to fees.

Music and Maths

At Humphry Davy School learning is something that is done by young people, not something that is done to them, and the effective use of music increases engagement irrespective of the curriculum area. As a Specialist Music College we believe that music is a major tool for learning and driving up standards and all students are encouraged to become involved in the musical life of the school.

Through the Music and Maths specialisms we focus upon creative approaches to teaching and learning to develop creative and confident students with the tools to succeed in the 21st Century workplace. The specialisms are used not only as a means to raise standards but also to increase student enjoyment and participation within curriculum and extra-curricular activities.

A full programme of extracurricular musical activities is run by school staff and a team of visiting professionals - choirs, bands and ensembles for all ages and abilities - with expert tuition to develop soloists. All of this is supported through an extensive range of performance opportunities both in and outside school and professionally equipped recording studio and media rich technologies.

It is said that 'imitation is the sincerest form of flattery' and we are proud that our Music Scholarship Programme has been adopted by schools locally and nationally.

The school has a very strong team of highly qualified and committed staff in both specialisms, with leaders of teacher training and specialists who support local schools and community learning. The specialisms are very well resourced, enabling the school to offer high quality teaching and learning both to our own students and the wider community.

Additional Music Provision

Learners throughout the school can also take peripatetic lessons on a range of instruments or voice. The school offers individual or group lessons with a full quality assurance programme to ensure the progress of young musicians is maximized with students going on to compete in the BBC National Young Musician of the Year and the National Music for Youth Festival.

Extra Curricular Activities

There are a wide variety of clubs and extra curricular activities in which students are encouraged to participate. Sporting activities include football, dance, cheerleading, rugby, netball, hockey, basketball, tennis, athletics, rounders, fencing and many more. Other subjects also offer extra-curricular opportunities

such as science Lego robots, jewellery making, catering and the kit car club to name but a few. The school is proud of its music, art, dance, drama performances, music concerts, sports day, ski trips, foreign exchanges and residential visits.

The school has active links with partner schools in France, Spain, Germany, Uganda and Australia. Regular residential visits enhance the learning of languages and the experience of other cultures: the most adventurous trip provided the opportunity for our volunteer 'Interact' students to teach for three weeks in Kisoro, Uganda.

Throughout the year there are educational visits to theatres, art galleries, museums, historical sites and other places of educational interest. Students also have the opportunity to join the highly successful Duke of Edinburgh Award Scheme from the age of fourteen. Students may enter for the Bronze or Silver Awards and learn many valuable life skills from the activities involved.

Arrangements for Students with Special Educational Needs

All students have the right to a broad and balanced curriculum. Students receive additional help with learning through differentiated work set by teachers and supported by TAs in their teaching groups where appropriate. Some students may be withdrawn from lessons for short periods to receive individual and small group interventions according to their needs.

The school strives to ensure that all students have good literacy skills. Frequent reviews are held to make sure that students are correctly placed in their teaching groups. Our Special Educational Needs and Disabilities Coordinator (SENDCO), Miss Tamsin Gittins, liaises with parents, advises

staff and co-ordinates interventions and support.

Homework

Homework is regarded as vitally important for all years and is a requirement of the school. It enables students to:

- Work and research independently.
- Plan and organise work.
- Practise skills learned in the classroom.
- Prepare for the next lesson.
- Improve their problem-solving skills.
- Reinforce their knowledge.
- Revise for tests and examinations.
- Carry out private reading.

Time allocated for tasks varies according to age and, as you would expect, increases in demand as students progress through the school.

Parents are asked to actively support and encourage their children with their homework. Homework is recorded via an online planner (Satchel One) which should be accessed by both students and parents.

Student Voice

Students are encouraged to play an active part in school improvement with their views playing an integral role in the development of key policies within the school.

A wide range of leadership opportunities include Senior Students, Prefects, Music Scholars, Subject Ambassadors, Sports Captains, the School Council and the Interact Group, which has been recognised nationally for the quality of their work and effective representation and leadership within the school.

The Senior Student and Prefect Teams are the driving force for students voice in the

school. These are positions to which students throughout the school aspire and there is significant competition to secure one of these highly prestigious roles. The students are given training and further support to represent the school at public events and carry out a range of responsibilities for which they are given certain privileges.

Pastoral Care

At Humphry Davy School we care about the individual child. Students thrive best in an atmosphere where they feel valued and secure. The needs of our students as individuals and their physical, moral, cognitive, social and emotional development form the basis of the school's pastoral structure.

At the centre of our pastoral structure is the mentor, a 'personal tutor' who is responsible for a small group of students and therefore able to build stronger relationships with each individual based on detailed and personal understanding. The mentor is the first 'port of call' for parents. On entry into the school each student is allocated to a House and a mentor group under the care of a house mentor. The mentor meets the group daily for registration and throughout the week for mentoring sessions and assemblies. The mentor not only has responsibility for the students' welfare on a day-to-day basis but plays an important part in raising achievement through target setting and supporting students academically.

All mentors work closely with a house leader and members of the school leadership team who are involved in individual target setting and student tracking.

Attendance and Punctuality

Regular and punctual attendance is essential if students are to be successful at school. Studies show that a 1% improvement in attendance equates to a 5-6% improvement in examination performance at the end of Year 11. High attenders are therefore rewarded and offered additional extra-curricular experiences and visits.

The only acceptable reasons for students to be absent are genuine illness or exceptional circumstances such as bereavement. A telephone call on each day of absence is required. If there is no telephone call and a child is absent the school will contact parents to alert them that their child has not arrived at school.

Legislation is clear that the Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances. This includes family holidays. Approval must always be sought should you decide to take your child out of school without permission as this is deemed an offence under the Education Act 1996. The matter may be referred to Cornwall Council who may decide to take legal action against you. A penalty notice can be issued under Section 444A and 444B of the Education Act 1996. This carries a fine per child, per parent, of £60 if paid within 21 days or £120 if paid after this but within 28 days. Subsequent failure to pay the penalty notice may then result in court action.

In addition persistent absences not authorised by the school may result in a prosecution in the Magistrates Court, leading to fines up to £2,500 and/or custodial sentences. The council may also apply for the costs incurred in taking the matter to court.

Students are expected to be punctual for school and their lessons. Sanctions will be applied for persistent lateness.

Safeguarding

Safeguarding and promoting the welfare of children is a fundamental aspect of the work at Humphry Davy School. Our procedures aim to:

- Protect children and young people from maltreatment.
- Prevent the impairment of student health or development.
- Ensure students are growing up in circumstances consistent with the provision of safe and effective care.
- Maximise students' life chances to enter adulthood successfully.

Our safeguarding policy:

- Promotes best practice within Humphry Davy School.
- Is in line with, and in some cases exceeds, all elements of national guidance in order to provide uniformly high standards across the workforce and to place Humphry Davy School at the forefront of safeguarding good practice.
- Sets a standard which Humphry Davy School will require all organisations / partnerships with which it does relevant business to meet.

The following principles underpin all of our work with children and young people. Our approach will:

- Be child centred.
- Actively involve children and families.
- Support children in achieving the best possible outcomes.
- Be holistic in our approach.
- Ensure equality of opportunity.
- Be multi-agency in our approach.
- Be a continuous process rather than an event.

- Identify and provide the service required, monitoring the impact its provision has on a child's developmental progress.
- Be informed by evidence.

The School Day

The school day, which begins at 8.40 am and finishes at 3.00 pm, consists of four lessons, with thirty minutes for lunch and a twenty five minute morning break. The day also includes assembly and/or mentor time.

Assemblies

Assemblies are held in House groups and aim to engender a sense of belonging, community and shared values. In line with statutory requirements they are 'not distinctive of any particular denomination, wholly or mainly of Christian character'. Led by Heads of House there is regular input from students, guest speakers and staff to broaden students' spiritual, moral, social and cultural experiences.

Any parent who wishes to withdraw their child from specific collective worship assembly experiences should contact the Headteacher to discuss alternative provision.

Home and School Links

Education is most effective when seen as a partnership between home and school and so parents and carers are strongly encouraged to provide effective support for the students. This could be, for example, through help and support for homework assignments. The school adopts an 'open door' policy and we invite parents to contact the school to make an appointment with the relevant member of staff should they have any concerns about their child's welfare or progress.

The main opportunities for consultation and communication are:

- **Subject consultation meetings:** These are held at least once a year for all year groups and by appointment with the class teacher.
- **Reports:** Parents receive a full written report once a year in addition to a regularly updated overview of progress and 'Attitude to Learning' in every subject.
- **Letters:** Parents receive general information throughout the school year. The school prefers to communicate with parents or carers via our communication and payment collection service 'Parentmail+Pay'. We request that all parents or carers register with 'Parentmail+Pay' to enable us to send email and text communications. Payments for school trips, equipment and school meals can also be made via this method.
- **Mentor consultations:** Parents are encouraged to maintain regular contact with mentors and there are formal consultations at least annually.
- **Open Days:** Parents are encouraged to tour the school while it is 'at work'.
- **Home School Agreement:** Parents are expected to sign the copy in the Admissions Pack and commit to ensure that a positive partnership exists between home and school.
- **Consultations and Questionnaires:** Parents are regularly consulted on key aspects of school policy and surveyed for their opinions on all aspects of the school's work including teaching and learning.
- **The school newsletter:** issued half termly.
- **Information** posted on the **school website, Facebook page, Instagram page and Twitter feed.**

Student Guide (Planner)

Our student guides are an important method of communication between home and the school and include useful information for our students, including their timetables. The guide also acts as a reminder for parents with policies, uniform requirements, term dates and much more. The guide should be seen as belonging to the school, the parents and the student.

Praise and Reward

It gives us great pleasure to reward the many successes and achievements of our students. "Humphry Davy Dollars" (HD\$) are awarded for particularly good achievement, effort, progress or reading. These can be exchanged for a range of incentives and opportunities available through our "Rewards shop". We also award "G codes" for good progress and exceptional work. Certificates are presented for specific academic or sporting achievements as well as good attendance. We hold regular Celebration Assemblies where individual students mark their successes and a "Graduation Event" provides opportunity to reflect on the many personal development experiences accumulated during Key Stage 3.

At the end of each year special events are held to celebrate students' achievements, effort and industry. Parents are invited to attend and participate in all of these events.

Good Behaviour

Good behaviour plays an essential part in establishing a well-ordered and happy community so we encourage self-discipline, consideration and respect for each other and the environment of the school. Numerous visitors to the school compliment our students for their considerate and positive attitudes towards each other and members of the local community.

Students are expected to be courteous and co-operative. The school rules are designed to foster a good working atmosphere and a community where there is mutual respect and integrity.

We believe:

- In teaching students the skills of self-discipline, co-operation, respect for others and tolerance. These are skills which can be learnt, particularly if the school works closely with parents.
- That everyone has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of the school.
- In valuing achievement of every kind, both academic and non-academic and that everyone should have equal opportunity to achieve their potential.
- That students respond well to high expectations. The school expects everyone to work hard and give their best.

The school rules are regularly reviewed after discussion with students, teachers, parents and governors. Students are encouraged to care about people and their environment. This helps the school run in a pleasant and efficient way. Staff ensure that students are rewarded for good effort and progress as they respond very well to praise and encouragement. If, however, students fail to exercise self-discipline or fall short of expectations in other ways this will be recorded and sanctions such as detentions and the withdrawal of privileges are applied. As in other areas of school life, good discipline depends upon co-operation between staff and parents or carers.

Detentions

A detention is one of the sanctions available to staff if a student contravenes the school's 'Behaviour for Learning' policy.

Detentions usually occur at break or lunch time but certain circumstances, such as failure to attend a break or lunch detention, may result in an after-school detention. In these circumstances parents will usually be given 24 hours' notice. It should be noted that the school does not need to seek parental consent for after-school detentions and there is an expectation that all parents will ensure that their children are able to attend should an after school detention be necessary. It is the parents' responsibility to make arrangements for their child's travel home following an after-school detention.

Anti-Bullying Policy

Humphry Davy School aims to create a community in which every member is respected as an individual by promoting a secure and happy environment free from threat, harassment and any type of bullying behaviour.

Staff and students have worked together to define what we mean by bullying and why we think it should be challenged. We define bullying as deliberately hurtful behaviour repeated over a period of time which causes upset to the person who is being bullied. Bullying can take many forms but the three main types are:

- Physical: hitting, kicking and taking belongings.
- Verbal: e.g. name-calling, insulting, racist or sexist remarks and making personal comments.
- Indirect: spreading nasty stories about someone, excluding someone from social groups, funny looks, nasty text

messages, emails or via other social media.

There are a number of important reasons for challenging bullying behaviour:

- To help everybody develop good social skills.
- To improve the safety and happiness of students.
- To improve educational achievement.
- To help people who bully to be nicer.
- To be a caring school.
- To prevent persistently bullied students becoming depressed as young adults.
- To raise the self-confidence of victims of bullying and help them to develop the skills to deal with bullying behaviour.

Humphry Davy School aims to deal proactively with bullying to try and prevent bullying from happening. In order to achieve this we will:

- Ensure that staff act as positive role models.
- Train members of staff about what bullying is and how to prevent it.
- Train students to identify bullying, respond appropriately and report what has happened.
- Use personal development lessons to teach students about what bullying is and the harm it causes.
- Support the victims of bullying and also people who bully to understand their actions and consequences.
- Address bullying issues through assemblies.
- Participate in national Anti-Bullying initiatives.

The governors and staff of Humphry Davy School make the commitment to all of our young people that all reported incidents of bullying will be taken seriously, dealt

with sensitivity and followed up with necessary action and support.

E-Safety Policy

The school tries to ensure that all students who use the internet do so in a safe and secure environment. The school has the right and the technology to monitor both student and staff use of ICT. Security software is in place and this includes the ability to monitor the use of USB devices. Any student who misuses the system will be denied access and their parents informed.

Mobile phones should not be brought to school. Where a parent requests their child has a mobile phone in case of emergency beyond the school day it must be turned off throughout the entire school day and kept in the student's bag.

Students are not to use their mobiles at any point during the school day. This includes break and lunchtimes as well as lessons.

Exclusion Policy

We are committed to creating an environment where the whole community is safe and students have a positive environment in which to learn. We wish to include everyone in the school but the Headteacher will exclude a student in response to a serious breach of the Behaviour for Learning Policy or if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Other sanctions for poor behaviour will generally be used in the first instance including detentions, meetings with parents and isolation or alternative provision.

Procedures for exclusion (Full details are on the school website):

- Only the Headteacher may make the decision to exclude.
- Exclusions may be fixed term (up to a maximum of 45 days in any year). Fixed term exclusions will usually be used when all other sanctions and interventions have been exhausted.
- In extreme circumstances a permanent exclusion may be given e.g. where consistent poor behaviour is affecting the health and safety or learning of the school community, where a one-off incident is serious enough to merit a permanent exclusion or where continuing to include a student in school is seriously detrimental to the community as a whole. Examples of this would be dealing drugs, bringing a weapon on site, extreme bullying or serious breaches of the behaviour code.
- Governors and the Local Authority will be notified of all fixed term exclusions of more than five days in any one term and of all permanent exclusions.

Health and Sex Education Policy

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. This is why the government have made Relationships and Sex Education compulsory in all secondary schools as well as making Health Education compulsory in all state-funded schools.

The subject content for Relationships Education, Relationships and Sex Education (RSE) and Health Education has been

planned to be age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents, while always with the aim of providing students with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role. Parents who are concerned about the teaching of sex education should contact the Headteacher for further information. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE except for those elements taught as part of the science National Curriculum.

Religious Education Policy

Students receive a broad religious education of a non-denominational nature which is Christian in content. It also includes the study of other great world religions and discussions of moral, religious and ethical issues. The school has adopted the Cornwall Agreed Syllabus for religious education. Parents may withdraw their children from religious education in consultation with the Headteacher.

Facilities

The school buildings are set in extensive grounds offering playing fields, a synthetic 3G pitch, picnic facilities and tennis courts. There are a number of well-equipped ICT suites, including two suites of Apple Mac computers. The school also has computers in all departments. We have wireless and portable laptop trolleys offering students access to multimedia technology and the internet all around the buildings. The school has excellent science laboratories, professional industry standard kitchens, a state of the art recording studio, an outstanding art and design area and a

fully equipped gymnasium and fitness suite. The well-stocked library is designed to support learning throughout all the curriculum areas.

School Meals and Lunch Breaks

The school has an excellent restaurant and outlets that provide a range of hot and cold snacks and meals throughout the day:

- A continental style breakfast can be bought from 8.15 am.
- A range of both hot and cold food is sold at morning break.
- A main meal of the day with a vegetarian alternative and hot snack foods, such as jacket potatoes and pasta, are served at lunchtime.

The school aims to provide a healthy and varied diet so there is always a good choice of healthy food available. Special dietary needs can usually be met with prior notification. The school provides ample space in the dining rooms and on picnic benches outside for students bringing packed lunches to school. All students are expected to stay on site at lunch time.

Medical Facilities

Parents are asked to provide the school with the name and address of the family doctor and up-to-date medical information. Any new medical condition that may affect their child's performance should be reported to the school immediately. The school also needs a daytime telephone number of someone who may be contacted if there is any emergency. The school does have a medical room that is available in an emergency. The school nurse is available at a 'drop-in' session for students who may wish to see them in confidence.

Medicines

Students using asthma inhalers should keep them with them. Clearly labelled spare inhalers may be deposited at Student Services for emergencies. In all other cases students needing to bring medicines into the school must hand them to Student Services on arrival at the beginning of the day. The medicines must be clearly marked with the name of the drug, the name of the student and the instructions for use. Students are responsible for collecting the medicines before they leave at the end of the school day. Parents are asked to complete a comprehensive form with all of the details the school needs regarding their child's needs and medicine use. This form should be completed when medicines are handed in.

Medical and Dental Appointments

Parents are asked, where possible, to ensure that these appointments are taken outside school hours or during the school holidays. However if a student has a medical or dental appointment during the school day a copy of the appointment card must be shown to the Student Services office when signing out of school. Permission will then be given for the student to leave and they will be given an out of school permission slip which they should keep with them whilst they are off site. Students are responsible for signing in and out at the Student Services Reception.

Transport and Travel

Parents are asked not to drive into the school grounds at the beginning or end of the school day to drop off or pick up their children as this causes major congestion and endangers other students.

School transport is generally limited to those children attending their designated or nearest qualifying school and when one of the following apply:

- The school is more than 3 miles from the home address for a child attending a secondary school.
- The student is unable to walk to school by reason of their special educational need, disability or mobility problem.
- The nature of the walking route to the school is deemed by the Local Authority as being unsuitable for pedestrian use.

There are additional entitlements for children from families on low income, defined as those in receipt of Free School Meals or their maximum level of Working Tax Credits. Children from 'low income' families are eligible for free transport if their child is attending one of their nearest three secondary schools within 2-6 miles of their home address. Transport will occasionally be provided in other exceptional circumstances at the Local Authority's discretion.

Transport is provided to and from school at the scheduled start and finish times, Monday to Friday. Transport will not be scheduled to accommodate a child's individual timetable or extra-curricular activities. Transport will only be provided via the most cost-effective suitable method.

The contact for school transport is:

Tel: 0300 1234 101

Email: schooltransport@cornwall.gov.uk

Grants and Financial Assistance

Parents/carers can apply for Free School Meals for their children if they are in receipt of any of the following:

- Income Support (IS).
- Jobseekers' Allowance (Income Based) and equal based Job Seekers' Allowance.
- Income-related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance.

- Child Tax Credit (CTC) with an annual income of less than £16,190.
- Working Tax Credit run-on, paid for 4 weeks after you stop qualifying for Working Tax Credit.
- Guarantee Element of Pension Credit (GPC).
- Immigration and Asylum Act 1999 (IAA) Support.
- Universal Credit: your household income must be less than £7,400 a year (after tax and not including any benefits you get) as assessed by earnings from up to three of your most recent assessment periods.

For further information please contact the School Meals Team on 0300 1234 101.

Parental Charges

- Food Technology: ingredients are not usually provided from school funds. In normal circumstances students bring their own ingredients from home and their parents receive the finished product. Costs are always kept to a minimum.
- Design Technology: parents are sometimes asked to pay for materials if they wish to receive the finished product.
- Breakages: the school will ask parents to pay the cost of, for example, replacing a broken window or a damaged or lost textbook where this is the result of a student's misbehaviour or negligence.

Trips and Visits

Activities inside the normal school day:

Parents will be asked if they wish their child to take part in the visit and be invited to make a financial contribution. There will be no obligation to contribute and students will not be treated differently according to whether or not parents have contributed.

Some visits cannot be funded without voluntary contributions from parents and if these are insufficient the visit will not go ahead. Parents facing financial difficulty are invited to write to the Headteacher when trips arise.

Activities outside the normal school day:

Participation in any optional activity will be on the basis of parental choice and a willingness to meet such charges as are necessary. The agreement of parents is therefore a necessary pre-requisite for the provision of these optional extras. Parents will be notified of any activity which will require their consent and for which a charge might be made.

Complaints Procedure

Parents who wish to make a complaint about the curriculum or any aspect of the school's work should first contact the Headteacher. If the complaint is not resolved they should contact the Chair of Governors. The Humphry Davy School Complaints Policy is available on the school website or from the school office for reference.

School Uniform

We expect all students to wear school uniform. We firmly believe that it establishes the identity of Humphry Davy School and encourages a sense of pride in that identity. Full and correct uniform must be worn at all times and all parents are asked to ensure that their child is correctly dressed and in full uniform. Students who are persistently dressed incorrectly for school will not be allowed to join their classes for lessons unless they borrow correct uniform from the school. In any instances of conflict or disagreement the final decision rests with the Headteacher.

Humphry Davy School Uniform

- A school jumper at all times.
- A white shirt with button collar, not a polo shirt or open necked blouse.
- A 'clip-on' tie or a traditional school tie worn appropriately.
- Black full-length tailored trousers, or tailored shorts, for boys and black full-length tailored trousers, or black pleated school skirt, for girls. No jeans, 'skinnies', cropped trousers, leggings, tube skirts or combat trousers.
- Black footwear, low-heeled and sensible, with black laces if required. Boots, open toed shoes and flip flops are not appropriate for school wear due to Health & Safety concerns.
- School socks must be dark and plain in colour. No bright colours, patterns or stripes are permitted.
- Coats should be worn only when necessary and not within the school buildings. Hoodies are not an acceptable alternative to a coat.
- Nose, facial or other body piercings must not be worn. Covering such piercings or using clear/see-through studs during the day is not an acceptable alternative.
- Students may not wear more than one small plain stud or sleeper in each ear lobe.
- Only one small ring on each hand is permitted to be worn.
- Caps, hats, or hoods should not be worn on school premises.
- Plain belts may only be worn through belt loops on trousers or skirts not as fashion accessories.
- Extreme hairstyles in colour or design are not acceptable. The final decision lies with the Headteacher.
- All items of clothing should be indelibly marked with the student's name.

For further information:

Details of Cornwall Council's full Co-ordinated Admissions Scheme for entry to all secondary schools in September 2020 and the relevant "Oversubscription Criteria" can be accessed via the Cornwall Council website:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/school-admissions/>

The Cornwall Admissions and Transport (Policy) Team on 0300 1234 101 are happy to help parents with all general queries about school admissions.



Humphry
Davy
School

Raising Aspirations | Achieving Excellence

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