

INSPIRING
OPTIMISTIC LEARNERS

NEWSLETTER

2nd April 2026



UPCOMING EVENTS

Add event

Easter holidays Friday 3rd April to Monday 20th April.

INSET Day Monday 20th April.

Summer term Tuesday 21st April to Wednesday 22nd July.

Headteacher's Message

End of Spring Term Message

The close of the spring term provides an important moment to reflect on the achievements, opportunities, and collective efforts that have shaped the past twelve weeks at Torpoint Community College. As we approach the Easter break, I want to acknowledge the dedication shown by students, staff, families, and partners who continue to strengthen our school community.

Commitment and Enrichment Across the College

This term has seen a wide range of activities that highlight the richness of school life beyond the classroom. The Year 11 visit to Thorpe Park was a particular success, offering students a welcome break from the intensity of revision and exam preparation. The day ran exceptionally well thanks to the professionalism and commitment of the staff team involved. Their willingness to give their time so generously ensured that students enjoyed a memorable and uplifting experience.

I extend my sincere thanks to all colleagues who contributed to the planning, supervision, and smooth running of the trip, and to those who ensured continuity of provision within the College during their absence. These efforts reflect the collaborative spirit that underpins our work with young people.

We also enjoyed a vibrant staff and student quiz evening, with an impressive turnout and a lively atmosphere. Events such as this strengthen relationships across the College and remind us of the value of shared experiences within a busy school year.



Timings of the day.

Tutor	08:40 - 09:10 (30 mins)
Lesson 1	09:10 - 10:10 (60 mins)
Lesson 2	10:10 - 11:10 (60 mins)
Break	11:10 - 11:35 (25 mins)
Lesson 3	11:35 - 12:35 (60 mins)
Lesson 4	12:35 - 13:35 (60 mins)
Lunch	13:35 - 14:10 (35mins)
Lesson 5	14:10 - 15:10 (60 mins)

REPORTING YOUR ABSENCE REMINDER

When a student doesn't arrive at College, and we haven't received any notification from the parent/carer, this is a safeguarding concern. In order to support the College, and to allow us to quickly identify any potential safeguarding concern, we ask that you contact us before **9am** on the day of absence. If your child is likely to be absent for more than one day, please inform us of their expected return date.

How can I report absence?

Email: absence@torpoint.cornwall.sch.uk

Call: 01752 812511



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Partnerships Supporting Active Travel

We were pleased to welcome the Walk Wheel Cycle team for their second visit, providing students and staff with the opportunity to share their views on local walking and cycling infrastructure. Their ongoing work, supported by Cornwall Council, will help shape safer and more accessible routes for our community. We look forward to further collaboration, including a pupil workshop planned for November as part of the Local Walking and Cycling Infrastructure Plan.

Preparing for Digital Access to Exam Results

From summer 2026, students will be able to access their GCSE results digitally through the new Department for Education Record App. This development will provide secure, lifelong access to qualifications and streamline the process of sharing results with post-16 providers and employers. Students who wish to use the app are encouraged to download it by **Monday 21 April**, with support available from our ICT team.

Updates from the Core Leadership Team

In this edition of the newsletter, members of the Core Leadership Team have each contributed an article offering updates on key areas of whole College responsibility. These pieces provide insight into ongoing developments, strategic priorities, and the work taking place behind the scenes to support students, staff, and families. I encourage you to take the time to read their updates, which reflect the breadth and depth of leadership across the college.

Looking Ahead to the Summer Term

As we move towards the final term of the academic year, our focus will turn to examinations, transition, enrichment, and the continued pursuit of high standards in all areas of College life. I am confident that, with the continued support of our community, our students will approach the challenges and opportunities ahead with determination and pride.

I wish all students, staff, and families a restful and enjoyable Easter break, and I look forward to welcoming everyone back for the summer term on Tuesday 21st April.

Dr Jeremy Plumb
Headteacher





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3G Pitch Update

Following an extraordinary governors' meeting on Tuesday 31st March, it is with great sadness that the decision has been made not to proceed with the 3G project in Torpoint.

We are aware it has been an aspiration in our local community to have a 3G pitch in Torpoint for many years. Since 2022/23 the College has been working with Torpoint Town Council, YMCA Plymouth, Cornwall FA, Torpoint and Rame Active Community Network and the Football Foundation to secure the funding and planning permission for a 9x9 3G ATP. This has been achieved through a significant amount of hard work, support and collaboration through all stakeholders involved and engagement from the local community in helping to fundraise for this much-desired facility.

However, since the inception of the project the College is now facing an unprecedented challenge due to a significant falling roll that is being seen across the local area due to a falling birth rate. There is no sign of the falling roll abating over at least the next 5 years, and this will place a significant financial strain on the College as it will have to try and navigate its way through delivering a sustainable and an effective education provision with improved outcomes for our students with a huge reduction in funding.

With the future funding pressures now projected from a significant falling roll, and the financial risk associated with the 3G facility resting solely on the shoulders of the College, the board of governors did not feel comfortable proceeding with the 3G project. We understand this will be very disappointing for our local community, not least following YMCA Plymouth's cessation of operations in the Sports Hall at the end of March. We hope to have further information on community access to the sports hall early in the summer term.

We would like to thank all those who have been involved in the 3G project for their support, and we are sorry that we are unable to proceed any further in delivering this facility for the Torpoint area.

Kind regards

Dr Jeremy Plumb



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Updates from Core Leadership Team



Attendance Matters: Building a Culture of Belonging and Success

Attendance continues to be a key priority for our school, and we are proud of the positive strides we are making together as a community. Every day in school count, not just for academic progress, but for building friendships, routines, confidence, and a strong sense of belonging.

We are delighted to share that our overall attendance has improved from **88.9% last year to 90.5% this year**, a significant step forward that reflects the collective effort of students, families, and staff. Alongside this, we have seen a **reduction in both persistent absenteeism and severe absence**, demonstrating that our targeted support and high expectations are making a real difference.

Along with regular meetings with young people and families, a key part of this success has been the range of initiatives designed to motivate and celebrate attendance: **Fortnightly Tutor Group Winners**: Every two weeks, we recognise tutor groups with the highest attendance, creating a sense of friendly competition and shared responsibility. **Half-Termly 100% and Outstanding Attendance Awards**: Students who achieve exceptional attendance are celebrated and rewarded, reinforcing the importance of being in school every day.

Termly Attendance Badges: These provide a tangible and valued recognition of commitment and consistency over time.

This term, we have also launched our **Spring Attendance Challenge**, which has been a powerful addition to our strategy. During tutor time each week, students meet in small groups with their tutors to:

- Reflect on their attendance
- Identify any barriers they may be facing
- Work collaboratively to find practical solutions and support.

These conversations are already proving invaluable. By giving students a voice and additional personalised support, we are helping them take ownership of their attendance while ensuring they feel understood and supported.

We know that improving attendance is a journey, and we fully understand every child and their context is unique, and we are committed to continuing this work with care, consistency, and ambition. Thank you to our families for your ongoing support, and to our students for rising to the challenge, your presence in school each day truly matters.

Together, we will keep building momentum and ensuring every student has the opportunity to succeed.

Mrs Blandin-Neaves, Senior Assistant Headteacher.



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Updates from Core Leadership Team



Culture and College Expectations

As we approach the Easter break, it is important to reflect not only on the improvements we are seeing in behaviour across the school, but also on what sits behind them: our shared expectations and values.

At Torpoint Community College, our core values are simple and clear — Respect, Prepare, Focus. These are not just words; they are the foundations of how we create a safe, calm and purposeful environment where every child can succeed.

- **Respect** means treating others with kindness, listening to staff, and contributing positively to our community.
- **Prepare** means arriving on time, equipped, and ready to learn.
- **Focus** means engaging fully in lessons, giving effort, and allowing others to do the same.

We place such importance on these values because they directly impact every child's experience in school. When expectations are met, classrooms are calm, learning time is maximised, and students feel safe and supported. When they are not, learning is disrupted, not just for one child, but for many others.

Behaviour, at its core, is about choices. Every day, students make decisions about how they act, how they respond, and how they contribute to our school community. Our systems and structures are not there to punish, but to guide, to help students make the right choices, learn from mistakes, and understand the impact of their actions.

This term, we have seen a real shift. More students are meeting expectations consistently, and, as a result, suspensions have reduced. This is something we are proud of. It reflects the hard work of our staff and the growing maturity of our students.

However, we know that lasting success comes from strong partnerships. As parents and carers, you play a crucial role in shaping attitudes towards school. We ask you to work with us, to reinforce our values at home, to have conversations about behaviour, and to support the decisions we make.

If your child receives a sanction, we encourage you to ask questions:

- What happened?
- What choice did you make?
- What could you do differently next time?

These conversations are powerful. They help students reflect, take responsibility, and grow.

It is also important to recognise that poor behaviour does not only impact the individual child. It affects the learning of others and the wellbeing of staff, the very people you have entrusted to educate, support and care for your children. Every lesson disrupted is learning lost; every moment of defiance is time taken away from teaching.

So, we ask a simple but important question: what kind of school do we want for our children?

A school where expectations are high, where classrooms are calm, where students feel safe, and where learning is valued, or one where disruption is accepted and opportunities are lost? We firmly believe in the former. But creating that environment is a shared responsibility.

We are one school, one community. By working together — staff, students and families — we can continue to build something we are all proud of.

Thank you for your ongoing support. Mrs Howard, Assistant Headteacher.



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Updates from Core Leadership Team

Merits & Rewards Update: A Record-Breaking Year for Positive Culture

This year has marked a high point for our school's rewards system, with students across Torpoint Community College earning **225,079 merits** to date. This achievement reflects the commitment, focus and character our students show every day, and the strength of our growing positive culture.

Year 7 Lead the Way

Our highest-performing year group so far is **Year 7**, who have collectively earned **48,201 merits**. Their enthusiasm, excellent conduct and eagerness to engage in lessons have set a fantastic example for the entire school.

Outstanding Individual Achievement

A special mention must go to **Aidan R**, who has accumulated an incredible **743 merits**, a remarkable individual accomplishment and one that highlights consistent effort and outstanding behaviour.

Celebrating Milestones

The number of students achieving major merit milestones this year is exceptional:

80 students have already exceeded **500 merits**, earning the **Headteacher's Commendation**.

Over **500 students** have surpassed **250 merits**, achieving the **CLT Commendation**.

These accolades showcase the commitment of our students to demonstrating the behaviours that underpin our Culture Pyramid, resilience, kindness, ambition, and a readiness to give their best at all times.

Top Merit-Setting Teachers

Our staff play a crucial role in recognising positive behaviour, and this year's top merit givers deserve a special mention:

Mrs Jones – our top merit setter

Miss Murphy – close behind, showcasing **impressive routines across the MFL team**

Mrs Hodgkinson – setting a brilliant example in English

A huge thank you to **all staff** who take the time each day to issue merits and reinforce the habits that help students thrive.

What Are Students Rewarded For?

The **top reason** merits are awarded this year is **diligence**, students showing sustained effort, focus and commitment to doing their best. This reflects the heart of our Culture Pyramid: that hard work, repeated daily, leads to long-term success.

Why This Matters

The surge in merits and commendations reflects more than numbers. It shows:

increased student motivation

highly positive classroom routines

greater pride in learning

stronger relationships between staff and students

a culture where positive behaviours are noticed, reinforced and celebrated



Looking Ahead

As we move into the summer term, we will continue to celebrate students' achievements, spotlight top merit earners, and recognise the tutor groups and year groups making the biggest contribution to our school culture.

A huge congratulations to all students, and thank you to staff for continuing to model, promote and praise the values that make Torpoint Community College such a special place to learn.

Mrs Lockett, Assistant Headteacher.



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Updates from Core Leadership Team

Exam Season 2026: Key Information for Students and Families

The summer exam season is fast approaching, and students across Torpoint Community College are preparing for a wide range of qualifications, including **A Levels**, **GCSEs**, **Level 3 BTECs**, and **Level 2 Cambridge Nationals**. This is an important and exciting moment for our students, who have worked exceptionally hard throughout the year.

Excellent Progress Already

Some practical and coursework-based components have already been completed in subjects such as **Drama** and **Food Preparation & Nutrition**, and students have been truly impressive in their focus, creativity and commitment. Staff have praised the maturity and determination shown so far, and we are confident this positive momentum will continue into the written exam series.

Exam Season Dates

The main written exam season officially begins on:

 **Thursday 7th May 2026**

Examinations will continue through the summer term and conclude on:

 **Wednesday 24th June 2026,**

the final JCQ contingency day.

This contingency day is set nationally and must be kept free by all students in the event that an exam needs to be rescheduled.

Key Expectations for Students Sitting Exams

All students taking exams must follow the national regulations set by **JCQ (Joint Council for Qualifications)**. These rules ensure fairness, safety, and the integrity of all qualifications.

Key reminders include:

Students must **arrive on time** for every exam.

Mobile phones, smartwatches, and any internet-enabled devices are **strictly prohibited** in examination rooms.

Only **clear pencil cases** and permitted equipment may be brought into the exam.

Students must listen carefully to invigilators and follow instructions at all times.

Any form of communication with others during an exam is not allowed.

Full details of the regulations can be found on the **JCQ website**, and we strongly encourage students and parents to familiarise themselves with these expectations.

Expectations for All Other Students in School

During the exam season, the environment around the school must support those sitting exams. We ask that all students:

Move calmly and quietly around areas where exams are taking place

Follow all signage, including detours and restricted corridors

Avoid loud conversations near exam zones

Show respect for peers who are working under exam conditions

Thank you in advance for helping maintain a quiet, supportive environment for our exam cohorts.

We are incredibly proud of the effort, resilience and ambition our students continue to show. The weeks ahead will be challenging, but with hard work and the support of staff and families, we know our students will rise to the occasion.

We wish every student the very best of luck.

Mrs Lockett, Assistant Headteacher.



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Updates from Core Leadership Team

Teaching and Learning at Torpoint Community College: Helping Every Student Take Part

This year at Torpoint Community College, we've focused on a simple but powerful idea in our classrooms: every student thinking, every student participating. When all children are actively involved in their learning, they understand more, remember more and grow in confidence.

To support this, our CPD mantra has been "teach a little, check a little". Rather than long stretches of explanation, teachers are increasingly breaking learning into small steps and pausing regularly to check that students have understood.

Mini Whiteboards: A Small Change Making a Big Difference

In January, we introduced a new expectation across the school: mini whiteboards are used in every lesson.

This has already helped teachers to:

- see every student's answers
- check understanding immediately
- respond quickly if something needs re-explaining
- make sure all students—not just a few—are involved

Parents often ask how we make sure students are keeping up. This simple tool has become a really effective way for teachers to understand what the whole class knows at any moment.

Developing Adaptive Teaching

We have also been strengthening adaptive teaching—the art of adjusting pace, explanation, support or challenge based on what students need right there and then. Our regular lesson drop-ins this year show growing confidence from staff in using questioning and quick checks to shape the direction of the lesson.

Mrs Lockett, Assistant Headteacher.



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Updates from Core Leadership Team

Science Lab Refurbishments – Update

Work is progressing well on the refurbishment of our remaining seven Science labs. Room's 43 and 44 have recently been completed and handed back to the Science department, with work now underway in room 45. The remaining four Science labs are scheduled for completion by the end of July.

The programme comprises a complete refurbishment of the Science labs with rooms newly configured creating a light and comfortable learning environment for our students. Feedback on the refurbished rooms has been really positive from both staff and students, as we continue an extensive programme of works to improve both the facilities and environment at the College. We are nearing the end of an upgrade to all our external emergency lighting, and there is a busy programme of works planned for the summer break including the resurfacing of pathways, door and window replacements and repairs to the Sixth Form building to name just a few.





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Updates from Core Leadership Team



Activities Week – 15th June - 19th June

After a six-year break, we are delighted to be bringing back Activities Week for Years 7–9. This will be the first time since the pandemic that students have been able to enjoy a full week of enriching and memorable experiences.

Letters have been sent via email. Please check your inbox so you are aware of which package your child will be completing.

Payment charges for Activities Week packages will be added to ParentPay after the Easter holidays. These payments will need to be made by Friday 22nd May.

Prompt payment will support the smooth running and planning of the week.

Students attending the Barcelona or PGL Isle of Wight residentials will not receive a package letter. Instead, please note the upcoming information evenings taking place shortly after the Easter holidays:

PGL Isle of Wight: Tuesday 5th May, 6pm

Barcelona: Wednesday 6th May, 6pm

We are very much looking forward to an exciting Activities Week and thank you for your continued support.

Inclusion and SEND

Since September, our SENDCO has met with nearly all parents of students on the SEND Record of Need. These rich and valuable conversations have enabled us to update student passports and individual learning plans, so they more accurately reflect each young person's needs and strengths.

The recent *Every Child Achieving and Thriving* guidance highlights the importance of personalised support and clear, co-produced plans. We are proud to be ahead of the curve, with every child on the SEND register already having a student passport, and those with higher levels of need supported by detailed learning plans. We will continue to develop our practice in light of national updates, and we truly value your ongoing feedback.

If your child is on the SEND register, please take a moment to complete our parent survey:

 **SEND**

Parent Survey: https://forms.office.com/Pages/ResponsePage.aspx?id=amdponyvQAUyRxcMxyvsM13MFDmFSNTJMgO06x_yCisdUMzINV0g5RjVHSFZHRTU4NTM3VzNJSE9VMY4u

Mrs Turner, SENDCO and Associate Assistant Headteacher.



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Updates from Core Leadership Team

E-Safety, Antibullying & KS2 Transition

We are pleased to share an update on the ongoing work across three key areas: **E-safety, anti-bullying and Year 6 transition**. These initiatives continue to support the wellbeing, safety and successful progression of all our students.



E-Safety

E-safety remains a key priority across the College. Students have been engaging in **weekly tutor time activities**, helping them to build awareness and confidence in navigating the online world safely. To encourage engagement, we run tutor group competitions every half term, recognising those who complete the most activities.

We also provide **individualised support** for students where needed, ensuring that everyone can access guidance tailored to them. Parents and carers can access ongoing advice and resources via our dedicated E-safety page: <https://www.torpoint.cornwall.sch.uk/e-safety/>

In addition, we share **fortnightly E-safety posts on the College Facebook** page, offering small activities and practical tips to support conversations at home.



Anti-Bullying

We are proud to continue developing a supportive and inclusive environment for all students. Our **Mindfulness Room** is open every Monday and Wednesday, providing a calm space for students and is staffed by our Mental Health and Anti-Bullying Ambassadors.

Looking ahead, we will soon begin recruitment for next year's **ambassador team**, giving more students the opportunity to take an active role in promoting kindness and wellbeing across the College.

Fortnightly anti-bullying posts are also shared on the College Facebook page, with simple activities and advice for both students and families.



Year 6 Transition (KS2 to KS3)

TCC have been working closely with Year 6 students and their families to ensure a smooth and positive transition to secondary school. **Weekly emails and activities** are being sent to parents and carers to help them prepare for September.

Recruitment is currently underway for our **Transition Ambassador Team** too! These students will play a vital role in supporting the transition process by assisting with key activities and events throughout the year. As positive role models, these students will help to set the standard for behaviour, kindness and engagement within the school community. Transition Ambassadors also act as a friendly and approachable source of support for incoming Year 6 students, helping to ease any worries or uncertainties about starting secondary school. Whether guiding tours, supporting transition days, or simply offering reassurance, they will help to make a meaningful difference in helping new students feel welcomed, confident and ready to begin their journey.

This year, we will also be launching our **Successful 7s transition programme**, which will help students to-

- Get involved in extracurricular opportunities
- Build confidence with day-to-day secondary school routines

The **Transition Website** is updated weekly with key information and resources:
<https://sites.google.com/view/transitiontcc/home>

A Q&A section is now live, providing answers to common questions and offering additional reassurance for families. Miss Lindup, Associate Assistant Headteacher.



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Updates from Core Leadership Team

Year 9 Option Process

This term, our Year 9 students have approached the options process with maturity and thoughtfulness, carefully considering their interests and future aspirations. The interviews to discuss their choices are almost complete. The support from staff and families has been invaluable in helping students make informed decisions, and we are confident that they are well prepared for the next stage of their academic journey. All Year 9 students will receive a letter confirming their final choices early in the summer term.

Post 16

In the Sixth Form, our Year 13 students have demonstrated resilience and ambition throughout the UCAS application process. We are delighted to see a growing number of offers being received from a wide range of universities, in subjects spanning from Professional Acting, Sport and Physiotherapy, to Engineering and Physics. We look forward to celebrating their final decisions in the coming months and wish them every success in their forthcoming exams.

Year 12 students have also made us proud, securing a wide variety of meaningful and exciting work experience placements. These opportunities will provide invaluable insights into the world of work and help students develop key skills for their futures. Our student leadership team across Years 12 and 13 continues to make a significant contribution to College life. Their commitment, professionalism and willingness to take on responsibility have had a positive impact across the College, from supporting younger students to leading initiatives and representing the student voice with confidence.

This week, we delivered an information assembly to Year 10 about our Sixth Form, with the aim of relaunching for September 2027. Following the assembly, students completed a short survey/expression of interest form. The purpose of the survey is to help us understand the cohort's intended destinations and potential Post-16 choices. Once we have this initial information we will begin a wider consultation process regarding possible courses and future Post-16 provision.

Finally, we would like to commend the cast and production team of our upcoming July performance of *Grease*. Despite a demanding term, students have shown exceptional commitment and enthusiasm during rehearsals. Their energy and teamwork promise a fantastic show, and we look forward to seeing their hard work come to life on stage.

Miss Bell, Head of Sixth Form and Associate Assistant Headteacher.





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Updates from Core Leadership Team



Safeguarding Update: Key Themes from This Term

Safeguarding remains at the heart of everything we do, and this term we have continued to strengthen our shared understanding of how to keep children and young people safe. Across lessons, assemblies, and staff training, several key themes have guided our work. Safeguarding is most effective when we work together. We encourage parents and carers to stay engaged, communicate openly with the school, and seek support whenever needed. By maintaining strong partnerships, we can ensure that every child feels safe, supported, and able to thrive. This term, our safeguarding focus has included raising awareness of some serious risks facing young people today. Through assemblies, discussions, and pastoral support, we have been helping students understand how to make safe, informed decisions and look out for one another.

The Dangers of THC and “Spice”

We have been educating students about the risks associated with substances such as THC (the psychoactive component in cannabis) and synthetic drugs often referred to as “Spice.” These substances can have unpredictable and dangerous effects on both physical and mental health, including anxiety, paranoia, and, in some cases, severe medical emergencies. Students have been reminded that these substances are often stronger than expected and may be mixed with unknown chemicals, increasing the level of risk. We have stressed the importance of avoiding substance misuse and seeking help immediately if they are concerned about themselves or a friend.

How One Punch Can Change a Life

Another important theme has been the serious consequences of physical violence. Through real-life examples and discussions, students have explored how a single impulsive action—such as throwing one punch—can result in life-changing injuries, legal consequences, and long-term emotional impact for everyone involved. We have encouraged students to think carefully about how they manage conflict, promoting de-escalation strategies, walking away from confrontation, and seeking support from trusted adults.

The Rise of Vaping Among Young People

We have also addressed growing concerns around vaping. While sometimes perceived as harmless, vaping can expose young people to nicotine addiction and other potentially harmful substances. Students have been supported to understand the health risks, the potential for addiction, and the importance of resisting peer pressure. We continue to promote healthy choices and provide support for any students who may be struggling to stop.

Working Together to Keep Young People Safe

These topics can be challenging but are essential in helping young people stay safe in today’s world. We encourage parents and carers to continue these conversations at home, reinforcing the messages shared in school. By working together, we can empower our young people to make safe choices and protect their wellbeing.

Continued on next page:



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Staff Training and Key Priorities This Term

This term, our safeguarding work has included a strong focus on staff training to ensure that all adults in our school community are equipped with the knowledge and confidence to respond effectively to the challenges young people may face. Below are the key areas we have developed together.

Fake News, Misinformation, and Disinformation

Staff have taken part in training to better understand the growing impact of misinformation and disinformation on young people. With the rapid spread of content online, it is increasingly important to help students think critically about what they see, hear, and share.

Training has focused on recognising unreliable sources, understanding how false information can influence behaviour, and supporting students to question and verify content. This helps us guide young people in becoming informed, responsible digital citizens.

Critical Incident and Lockdown Training

The safety of our students and staff is always our highest priority. This term, staff have completed critical incident and lockdown training to ensure we are fully prepared to respond calmly and effectively in an emergency situation.

This training has reinforced clear procedures, communication strategies, and roles and responsibilities, ensuring a coordinated and safe response should a serious incident occur.

Understanding the Impact of Homelessness on Young People

Staff training has also explored the challenges faced by young people experiencing, or at risk of, homelessness. This has deepened our understanding of the barriers these students may face, including disruptions to education, wellbeing concerns, and reduced access to basic needs.

By increasing awareness, staff are better able to identify signs of vulnerability, respond with sensitivity, and provide appropriate support and referrals where needed.

Why Attendance Matters

Attendance remains a key safeguarding priority. Training this term has reinforced the strong link between regular attendance, academic progress, and overall wellbeing.

Staff have explored strategies to support students and families in overcoming barriers to attendance, recognising that absence can sometimes be an indicator of wider safeguarding concerns. Early identification and intervention remain central to our approach.

Continuing Our Commitment

Safeguarding is a shared responsibility, and ongoing staff training is essential in maintaining a safe, supportive environment for all students. By staying informed and prepared, we ensure that we can respond effectively to concerns and continue to promote the wellbeing of every child.

If you have any concerns or questions about safeguarding, please do not hesitate to contact a member of our safeguarding team either directly at lear@torpoint.cornwall.sch.uk or, if you prefer, confidentially at worries@torpoint.cornwall.sch.uk.

Together, we continue to place the safety and wellbeing of our young people at the heart of everything we do.

Mrs Lear, Designated Safeguarding Lead.





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Subject Spotlight: Modern Foreign Languages



KS3 MFL students have recently been learning about famous French and Spanish artists in their lessons. As part of this, they were set a competition to create artwork in the style of Salvador Dalí and Henri Matisse.

We have received some fantastic entries, as you can see below! Well done everyone! The winners will be announced on the tutor noticeboard on Thursday 2nd April, after which students can collect their prizes from Room 66.





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French Language Play – ‘RSVP’ by Onatti Productions Ltd

Year 8–11 French students were recently given the exciting opportunity to experience a live theatre performance when a visiting theatre company came into school to present the play *RSVP* entirely in French. The production was lively, engaging, and carefully tailored to suit the students’ level of understanding, combining humour, clear dialogue, and expressive acting to make the language accessible and enjoyable. For many students, it was their first time seeing a play performed in French, which made the experience even more memorable and inspiring. In addition, six lucky students were invited to take part in the performance itself, wearing costumes, doing a spot of acting, and reading parts of the script in French, which added an extra layer of excitement and gave them a unique, hands-on experience of the language in action.

The students thoroughly enjoyed the performance and responded with enthusiasm throughout, showing great engagement and interest. Beyond entertainment, the visit proved to be a highly valuable educational experience, helping to boost confidence in listening skills and reinforcing classroom learning in a dynamic, real-world context. It also provided meaningful insight into French culture, allowing students to further appreciate the language. Overall, the production of *RSVP* was an excellent way to promote both understanding and enjoyment of French, leaving a lasting positive impact on the students.

A big well-done to the following students for participating in the live performance: Bluebell Y11, Ellie Y10, Lily-Mae Y9, Harvey-Lee Y8, Rhys Y8 & George Y8.



A review by: Hakan - year 8 Star rating:



I found the plot very interesting and funny, but there were some French words in the play that I didn't know. My favourite character was Léa because she was the funniest character in the play. My favourite part was when they invited the parents to the party. I thought the props and set were pretty impressive. The extras and the costumes were quite amusing. I would recommend this play to friends because it has an interesting story and is very funny.



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A review by: Bessie - year 9

Star rating: ★★★★★

In the play the characters are planning a party, but lots of things go wrong! I liked it as it was funny. Léa was my favourite character because she was bubbly and energetic like me! I liked the play as it was easy to follow even though it was in French. I think that the set was really fun and smart. The inclusion of the students added to the chaos and fun - it was great! I would definitely recommend it as I think it can really improve your knowledge and understanding of the French language.



A review by: Alfie - year 9

Star rating: ★★★★★

I found the party interesting and the fact that both sets of parents hated their child's partner. Théo was my favourite character because he was so funny and he has a Deadpool cut-out! My favourite part was when Théo dressed as Wolverine! I liked the costumes and I loved the Deadpool cut-out! I would recommend the play because it wasn't hard to understand the words and what was going on and it was funny!





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GCSE Geography Fieldwork 2026

What an incredible few days of fieldwork for our GCSE Geography students! Not only were they a credit to the College with their excellent behaviour throughout, but we were also fortunate enough to enjoy some surprisingly kind weather - always a welcome bonus when working outdoors.

Three weeks ago, students ventured into Plymouth to investigate the ongoing redevelopment of the city and evaluate how successful these changes have been so far. Despite the project still being in progress, students carried out thoughtful comparisons between redeveloped areas and those that remain unchanged. From the historic charm and stunning waterfront views of the Barbican to the modern developments of the Barcode and Drake Circus, students experienced a rich blend of old and new while developing their urban fieldwork skills.

Then two weeks ago, the focus shifted to the coast as we travelled to Looe to study coastal management strategies. Here, students examined the effectiveness of three different coastal defences, collecting measurements, completing field sketches, and even speaking with members of the public to gain a broader understanding of how these strategies impact the local area. Their enthusiasm and engagement were fantastic to see, and they approached each task with maturity and curiosity. Of course, no seaside trip would be complete without a little wildlife interaction - namely, the ever-ambitious seagulls! Despite best efforts to guard lunches, a few snacks sadly didn't make it back home, having been swiftly claimed by some particularly bold birds. All students, however, remained safe and in good spirits throughout!

We were especially proud to hear that several members of the public took the time to comment on how polite, respectful, and well-behaved our students were - something that truly reflects the values of our College community.

Finally, a big thank you must go to all the staff who supported and helped organise these trips. Their time, effort, and enthusiasm ensured that the experience was not only educational but also enjoyable and memorable for everyone involved.

Overall, it has been a fantastic fieldwork experience and a pleasure to spend this time with such a positive and hardworking group of students, who represented the school brilliantly at every stage.

Mrs Gardener





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Persuasion in Action: Year 7 Take on Climate Change

This half-term, our Year 7 students have been exploring the power of rhetoric and how language can be used to influence and inspire change. They have been learning how to use **ethos, logos, and pathos** to build convincing arguments and engage their audience effectively.

To put these skills into practice, students created persuasive posters focused on the issue of climate change. They carefully considered how to appeal to credibility, logic, and emotion in order to raise awareness and encourage action.

We have been incredibly impressed with the quality of their work, with many students producing thoughtful, impactful, and visually engaging posters. Please see below for a selection of some of the excellent examples.

Climate change is a long-term aspect when Earth get hotter and becomes harder to do typical tasks, to not only humans but also for animals.

THIS IS THE BRUTAL REALITY

The next generations aren't going to see tigers because of CLIMATE CHANGE

ACT NOW!

- Gases are getting trapped in the atmosphere which makes this planet warmer each year
- Different sea-animals suffer because of US!
- Wildfires are getting spread because of the extreme heat!
- Animals are losing their habitats
- Pollution affects everyone.

CLIMATE CHANGE

The Earth is getting warmer ☹️

our planet needs help!

How to act now

- reduce waste
- save energy
- plant trees
- use renewable energy
- recycle

over 1 million species at risk

Sea levels are rising energy cost

ice is melting

ice is melting

there's no planet B

new stop climate change

our world is burning

the earth is hot

CLIMATE CHANGE!

The world is holding onto a thread.

stop cutting trees

The world is in our hands! Help the planet

stop climate change

do you know!

The earth gets 1.2° warmer each year

over 100,000 animals are at risk.

your killing the thing we live on.

THE planet is crying.

ICE IS MELTING.

act now!

reduce waste

save energy

plant trees

save the world

love the world

The earth is getting warmer.

save the world

Just don't use your cars too much

Recycle

We are killing ourselves

Real animals are losing their homes because of us

are sea turtles are rising

have some respect.

are sea turtles are rising



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Sparx Reader Milestones: A Half-Term to Celebrate

As we come to the end of this half-term, we are thrilled to celebrate the continued success of our students on Sparx Reader. Together, they have now completed over 3,000 hours of reading and read an outstanding 1,743 books—a truly fantastic achievement.

It has also been wonderful to see so many students recognised for their individual efforts. Across the half-term, students have been awarded certificates for reaching impressive milestones of 5,000, 10,000, 15,000 and even 25,000 Sparx Reader Points (SRP). These achievements reflect not only dedication and perseverance, but a genuine commitment to developing strong reading habits.

We are incredibly proud of all our students for their hard work and enthusiasm. As we head into the next half-term, we look forward to seeing even more milestones reached and even more reading success celebrated. Keep turning those pages! 📖 ✨

Torpoint Community College



Students in your school have read
1743 books
this year in Sparx Reader, well done!

Sparx Reader sparxreader.com

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Students in your school completed
3047 hours
of careful reading this year in Sparx
Reader. Great effort!

Sparx Reader sparxreader.com





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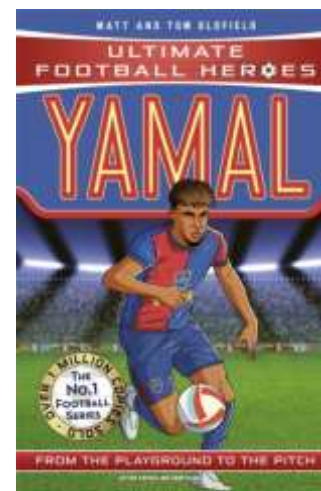
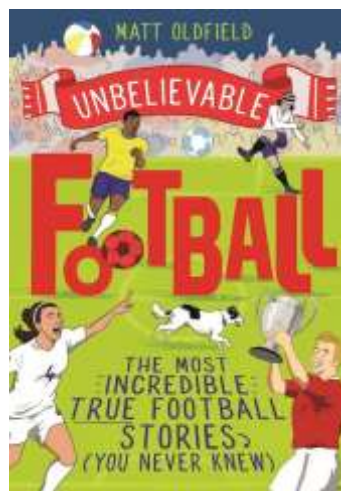
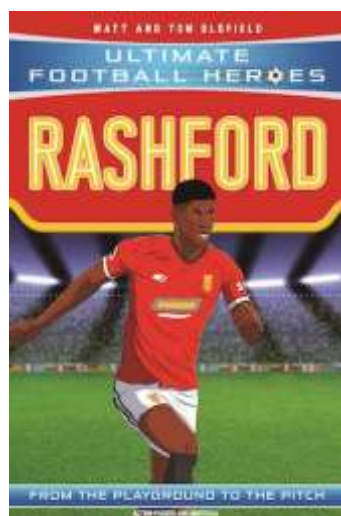
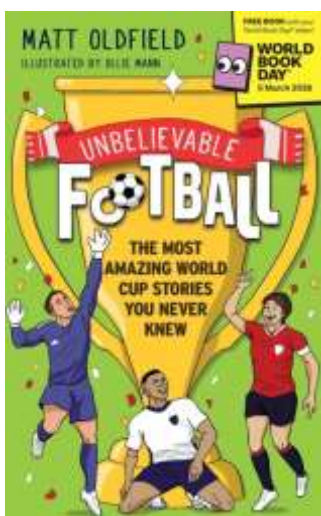
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Spotlight on our Library

Did You Know.....? Find Your Next Read Here!

Did you know we have a range of sports books available to borrow from the library? From football favourites to inspiring true stories, these books bring the journeys of real-life athletes to life, showcasing both their on-pitch success and the determination behind it. Popular titles include the *Ultimate Football Heroes* series by Matt Oldfield, featuring stars like Lionel Messi and Cristiano Ronaldo. Whether you're a sports fan or just looking for a motivating read, this section is a great way to build confidence and discover new stories—drop by the library to explore or ask a member of staff for recommendations!



Our **History section** is also packed with engaging reads, combining both non-fiction and historical fiction. Students can deepen their understanding of the past through real events, or experience history through powerful storytelling in novels like *While the Storm Rages* and *Hero on a Bicycle*. It's a fantastic way to bring history to life and support learning beyond the classroom.





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Girls Football Round

On Tuesday 31st March, we hosted a Year 7 and 8 girls' football tournament, inviting teams from Looe, Liskeard, and Coombe Dean. There were six teams in total, with around 50 girls showcasing their talent.

We were very lucky with the weather, as the sun came out for us, making it a lovely afternoon to round off the football season.

The results were as follows:

1st – Torpoint 1

2nd – Torpoint 2 and Coombe Dean

3rd – Looe B

4th – Liskeard E

5th – Looe C

6th – Liskeard D

A massive thank you to Natallia and Lacey in Year 9, who supported the day as referees and did a brilliant job.

Primary School Football Tournament

On Friday 27th March, we hosted a Year 5 and 6 football tournament, which served as the qualifier for the Cornwall Cup. The winner would go on to represent East Cornwall.

We were delighted to host two teams from Carbielle and one team from Furlanesend Primary School for the day. Each team played two matches against one another to determine the overall winner. While they were waiting, pupils took part in football activity drills led by two of our Year 9 students, Aimee Grace and Lacey.

Our other leaders, Nikita (Year 9), Natalia (Year 9) and Lily (Year 10), helped with refereeing the games. It was a great day, enjoyed by all, and Furlanesend walked away as champions





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Mathematics Masterclass

Four Year 9 students recently had the opportunity to take part in a six-week Mathematics Masterclass at the University of Plymouth, run in partnership with the Royal Institution. The programme introduced students to mathematical ideas beyond the normal school curriculum and showed how maths can be used in the real world in surprising and creative ways.

Each week focused on a different area of mathematics. The first session, *From Flowers to Fine Art*, explored patterns in nature, such as spirals in sunflowers and pine cones, linking them to algebra and geometry. In the second week, students learned about guesstimation and exponential growth, developing strategies to estimate large numbers and understand how quickly quantities can increase.

Another session focused on prime numbers and their importance in everyday life, particularly in computing and security. This was followed by a fascinating workshop on codes, ciphers and encryption, where students learned how information can be sent securely and how secret messages are created and decoded.

The final taught session introduced non-Euclidean geometry, exploring what happens when the usual rules of straight lines and angles change. The programme concluded with a Mathematical Medley of activities and a presentation of certificates.

The students found the experience challenging, interesting and inspiring. It gave them a chance to experience university life, meet mathematicians, and explore new areas of maths that they would not normally study in school. It was an excellent opportunity and a valuable experience for everyone involved.





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Year 10 Careers Event – Future Pathways 19th March

On 19th March, we held a successful Year 10 Careers Event, bringing together a wide range of professionals to support our students as they consider their future pathways and next steps after Year 11.

We welcomed visitors representing a diverse range of sectors, including Further Education, Construction, the Civil Service, Creative Arts, Engineering, Cyber Security, the Armed Forces, Sports Education, Marine Science, Local Government, and more. Each visitor generously gave their time to speak with students about their career journeys, the skills required in their industries, and the many opportunities available to them.

It was particularly special to welcome back former students, including Bryony Squires (Pearton) from Plymouth Marine Laboratory, Tom Payne from the Plymouth Argyle Community Trust, and Thomas Randles from Morgan Sindall. It is always a pleasure to see our alumni return to inspire the next generation and share their experiences since leaving Torpoint Community College.

We are extremely grateful to all the organisations who supported this event, including Morgan Sindall Group plc, IntSpired®, the Department for Work and Pensions (DWP), Access Creative College, Cornwall Hospitality Collective, Plymouth Marine Laboratory (PML), Argyle Community Trust, the Royal Navy, Royal Air Force (RAF), British Army, Falmouth University, Arts University Plymouth, Next Steps South West, AECOM, The Oil and Pipelines Agency, Plymouth City Council, Duchy College, NHBC, and our own sixth formers from the TCC Sixth Form. We also extend our thanks to individual contributors, including Richard O'Connell, College Governor Colin Parton, and Elaine Foster-Gandey. Their contributions provided invaluable insight and inspiration for our students.

A special thank you also goes to Julie Putman, Torpoint Community College's Enterprise Advisor, for her continued support in helping to make opportunities like this possible.

Most importantly, we would like to commend our Year 10 students for their excellent engagement, enthusiasm, and thoughtful participation throughout the event. They represented the college superbly and made the most of this opportunity to explore their future career possibilities.

Events like this play a vital role in helping young people to make informed decisions about their next steps, and we are proud to be able to offer such meaningful experiences to our students.

Mrs Bray

Careers Leader





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Year 10 Careers Event

Future Pathways

P1-4 Speed networking

Thursday 19th March

Main Hall





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Science Success!

We were delighted to welcome former student Bryony Pearton (now Squires) back to TCC for our Year 10 *Speed Networking: Future Pathways* Careers event on 19th March.

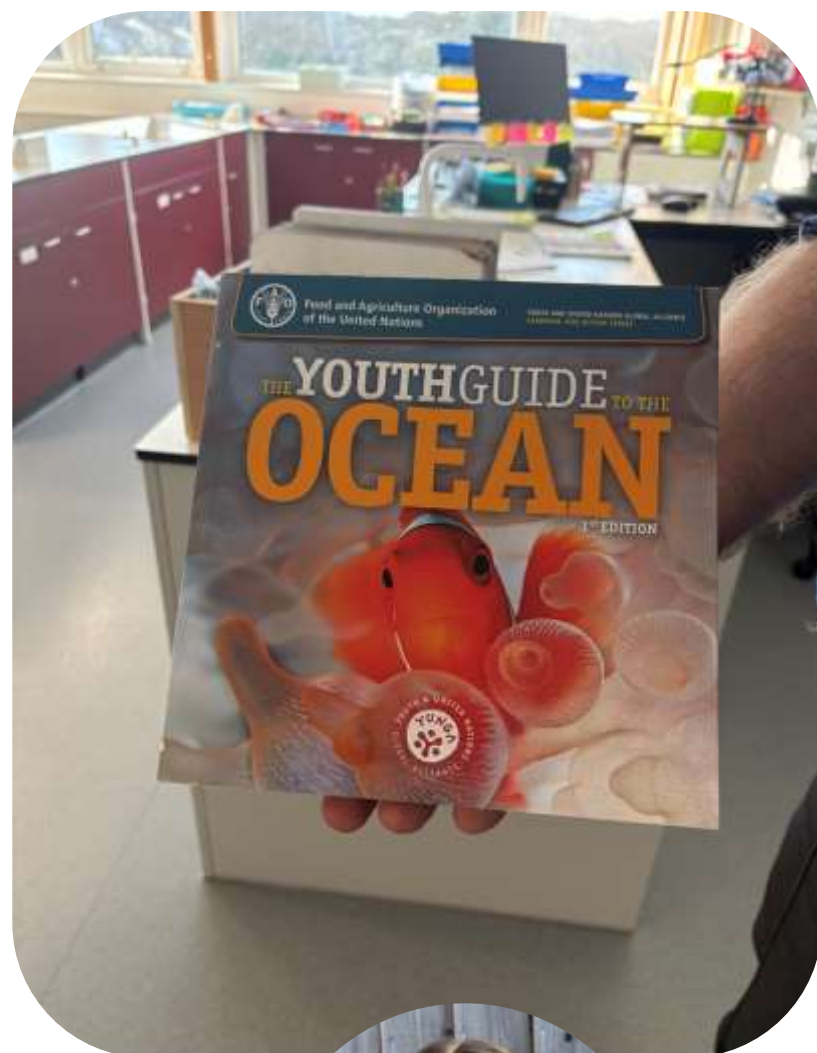
Bryony is a fantastic example of where studying Science can lead. Her journey highlights how taking Science at GCSE and A Level, followed by university study, can open the door to exciting and varied career opportunities.

After leaving TCC after completing her A levels, Bryony went on to study Marine Biology and Coastal Ecology at the University of Plymouth. During her placement year, she specialised in bioacoustics, working alongside Plymouth University, IBM and Promare. Her work contributed to training the AI system onboard the Mayflower Autonomous Ship (MAS400), enabling it to "listen" to marine noise during its Atlantic crossing.

Following her degree, Bryony gained valuable experience working as a secondary school laboratory technician for two years. She has since secured an exciting role as a phytoplankton apprentice at Plymouth Marine Laboratory. In this position, Bryony is part of the renowned L4 plankton time series team, where she is developing expertise across a wide range of areas, from sampling phytoplankton aboard the Plymouth Quest, to analysing data and working with innovative new technologies.

It was a pleasure to welcome Bryony back and to give our current Year 10 students the opportunity to learn from her experiences and ask questions about her career pathway.

We are also very grateful to Bryony for donating a beautiful book, *The Youth Guide to the Ocean*, to the TCC Science Department. This can be found in Mr Cameron's newly refurbished laboratory, students are very welcome to drop in at lunchtime to take a look.





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Antibullying

Gaming and Group Chats



Gaming, Group Chats and Growing Up Online

For many children, online games, group chats and social media are important spaces for connection and friendship. But these platforms can also create opportunities for exclusion, peer pressure or unkind behaviour.

Gaming environments and messaging apps sometimes encourage quick reactions, competition and anonymity, which can lower empathy and increase impulsive comments.

Signs your child may be struggling online:

- **Becoming unusually angry or withdrawn after gaming**
- **Refusing to talk about certain online friends**
- **Creating new accounts or frequently changing usernames**
- **Worrying excessively about responding to messages immediately**

What You Can Do:

- **Keep communication open and calm, curiosity works better than criticism**
- **Agree on family expectations around respectful online behaviour**
- **Encourage regular screen breaks to reduce emotional overwhelm**
- **Remind your child they can always come to you if something feels uncomfortable**

Online friendships are real friendships. Helping children navigate digital spaces with confidence, empathy and resilience is one of the most powerful protective factors we can offer.

 More tips: <https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/bullying-and-cyberbullying/>





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E-Safety

Location Sharing



Location Sharing and Digital Footprints

Many apps now include location-sharing features, allowing users to tag where they are, share live locations or appear on interactive maps. While these features can help friends connect, they can also unintentionally reveal more information than intended. Young people may not always consider who can see their posts, stories or location, especially if accounts are public or privacy settings have not been reviewed recently.

Top Tips for Parents and Carers

Review location settings together

Check location permissions both:

- In the phone's main settings
- Within individual apps

Features such as Snap Map on Snapchat or location tagging on Instagram can often be adjusted to "Friends Only" or turned off completely.

Discuss digital footprints

Explain that:

- Posts, comments and images can be screenshotted or shared
- Deleting something does not guarantee it has disappeared
- Future schools, colleges or employers may view online content

Encourage a "pause before posting" habit

Ask your child to consider:

- Would I be comfortable if a teacher or family member saw this?
- Does this reveal my location, school or routine?
- Am I sharing this because I want to or because I feel pressured?

Supporting children to think critically before sharing helps them stay safe while still enjoying the benefits of being connected.





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Ten Tors – Weekend Expedition – Saturday 28th and Sunday 29th March

Last weekend, our Ten Tors students took part in their second weekend training expedition. Both teams set off from the Y-junction on the military road. Despite earlier hail, conditions improved, leaving the day dry but windy, with a noticeable chill in the air.

After a full day of walking, students arrived at Shortacombe, where they pitched their tents. Once camp was set up and meals were cooked, some students even found time to enjoy a game of skittles.

An early start on Sunday saw the teams return to the Y-junction on the military road at Okehampton, finishing at Fernworthy Forest. The morning began clear and dry, though strong winds persisted and rain moved in during the early afternoon. At the finish, all students were rewarded with an Easter egg.

Well done to everyone for demonstrating excellent resilience and teamwork throughout the weekend. A big thank you also goes to our volunteers for their continued support.





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CAR BOOT SALE

AT- MILLBROOK FOOTBALL CLUB

(Jenkins Park, Mill Road, Millbrook, PL10 1EN)

SATURDAY 11TH APRIL 2026 – 10:00 – 14:00

(Set up at 09:30)

£5 Per Car or Table

Bar Opens from 12

- Tombola
- Cakes
- Tea & Coffee

Come and grab yourself a bargain.

Someone's trash is another's treasure...

For more information and booking, please contact-
torpointandmillbrookeexplorers@gmail.com

FOLLOW THE LINK TO MAKE A BOOKING





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TRAINING GROUP 

APPRENTICESHIPS **APPRENTICESHIPS**
MEET TEACHERS - SPEAK TO EMPLOYERS
APPRENTICESHIPS



APPRENTICESHIPS OPEN DAY

SATURDAY 25 APRIL 2026
10am to 1pm

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WWW.THEFOCUSTRAININGGROUP.COM

REGISTER HERE





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We now have a newsletter email!

Newsletter@torpoint.cornwall.sch.uk

INSPIRING OPTIMISTIC LEARNERS

Has your child achieved something special outside of school?
We'd love to hear all about it! Drop us a message at
Newsletter@torpoint.cornwall.sch.uk

If you can, please include a photo and a short note about your child's success, whether it's in sport, the arts, or any other hobby or passion. We can't wait to share and celebrate these fantastic achievements in our Newsletter.

Keep an eye out for the next edition!



Careers

All Year 10 students have been invited to visit Falmouth University for a tour and workshops. A campus visit is a great way to find out more about Higher Education and the opportunities available and we really encourage all students to attend. The transport as well as a free lunch for all is being provided by Falmouth University and the trip is within the normal school day times. Please return the consent forms asap.

Thank you, Mrs Bray, Careers Leader





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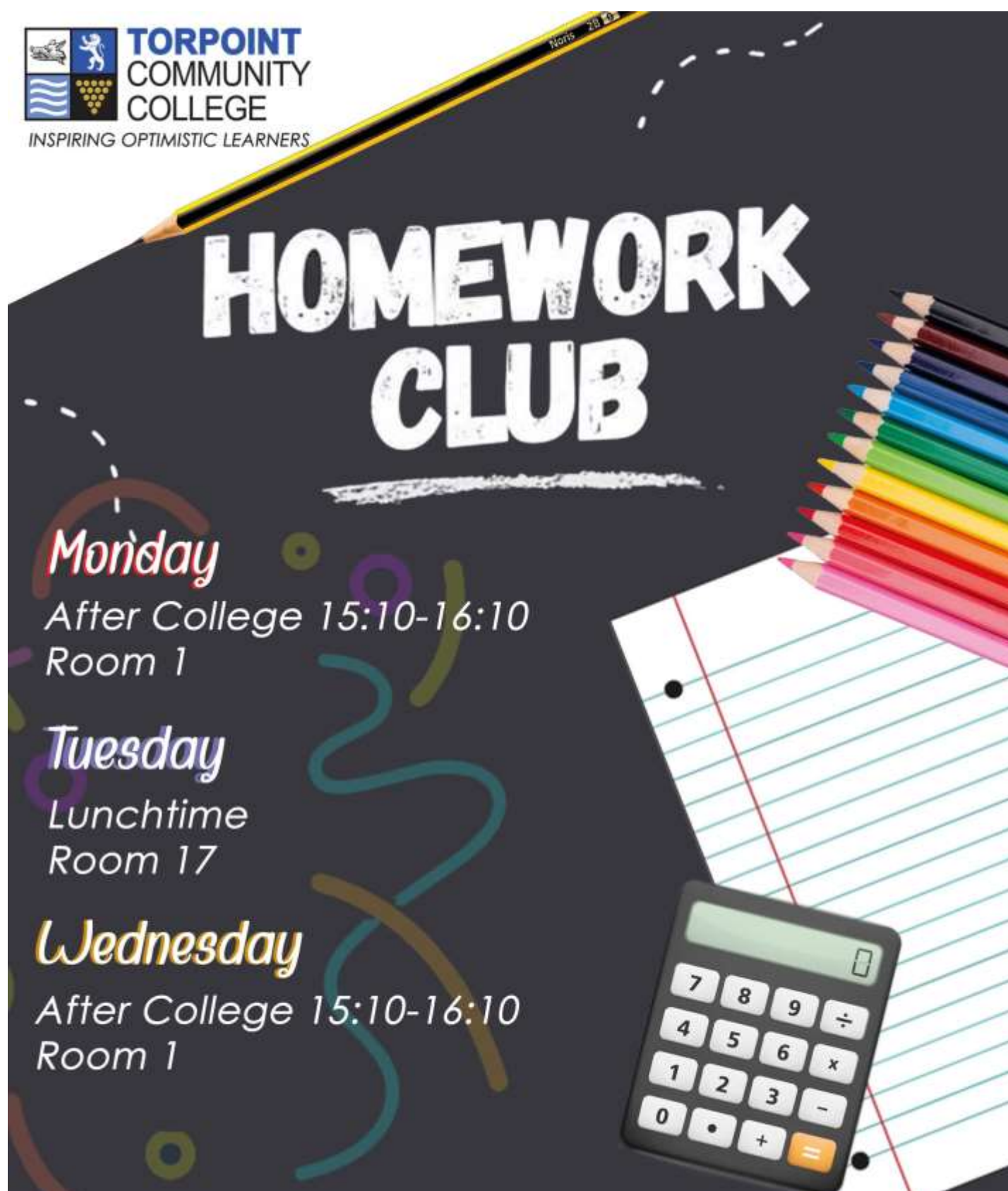
Homework Support Available for all Students at TCC!


We're excited to share that homework support sessions are available for all TCC students! Whether your child needs a little extra help, a quiet place to work, or guidance from a teacher, we've got it covered. These supportive sessions are a great opportunity to stay on top of assignments and build confidence.

When:

- **Monday & Wednesday** – After school in room 1 from 3:10-4:10
- **Tuesday** – Lunchtime in room 17.

 **Good news for bus riders!** Students who usually take the bus home can use their existing bus passes on a later bus after attending an after-school session. These sessions are led by our dedicated teachers, ready to support students with any subject. Please encourage your child to take advantage of this fantastic resource!



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HOMEWORK CLUB

Monday
After College 15:10-16:10
Room 1

Tuesday
Lunchtime
Room 17

Wednesday
After College 15:10-16:10
Room 1



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TCC is a local donation point for the Torpoint foodbank along with Sainsbury's and the Co-op.

The donation point is in the College's main reception.

Please help us support local families by dropping items in when you are passing or need to clear out your cupboards. They are always happy for any donations, but are always looking for:

- Tinned vegetables, fruit and meat**
- Long life milk and baby milk**
- Products with a long shelf life or use by date**
- Deodorants and shampoos etc for men and women**
- Nappies**
- Cat and dog food.**

**The Torpoint Foodbank is open on Wednesdays
9.30 – 12.30.**

If you need to access the Foodbank please contact us as we can issue vouchers.

**LISKEARD & LOOE FOODBANK
HELPING LOCAL
PEOPLE IN CRISIS**





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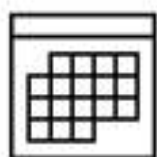
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Effective communication between parents and school staff is vital to ensure your child receives the best possible support and education. This guide outlines the appropriate channels for different types of enquiries and sets clear expectations to help foster respectful and productive interactions.

Who to Contact for Different Types of Inquiries:



General Day-to-Day Inquiries

For routine questions or concerns about your child's school life, please contact your child's **Tutor** in the first instance. They are best placed to address most day-to-day matters and provide the necessary support.



Higher-Level Concerns

If your concern is more significant or goes beyond everyday issues, you should contact your child's **Head of Year**. They can address broader issues relating to your child's academic progress, behaviour, or well-being.



Special Educational Needs and Disabilities (SEND) Concerns

For specific concerns related to your child's additional learning needs or their SEND provision, please contact the **SENDCo** (Special Educational Needs and Disabilities Coordinator). *Please note: The SENDCo should only be contacted for higher-level concerns regarding your child's support needs. For more general issues, we kindly ask that you contact your child's Tutor first. This ensures concerns are handled efficiently and by the right staff member.*



Curriculum-Related Concerns or Major Issues

For concerns about the school curriculum, significant school-wide matters, or if you wish to make a formal complaint, please contact a member of the **College Leadership Team (CLT)**. They are equipped to address higher-level issues and ensure that school policies are followed appropriately.



25/26

Trevol Road
Torpoint
Cornwall
PL11 2NH
Tel: (01752) 812511



www.torpoint.cornwall.sch.uk email: enquiries@torpoint.cornwall.sch.uk

Response Times:



Our staff work hard to support all students and families, often managing a high volume of inquiries. Therefore, please allow up to **2 working days** for a response to any email or phone inquiry. If you consider your inquiry to be urgent, please communicate via email or through the College receptionist the nature of your contact so that the relevant person can determine if an immediate response is required. We appreciate your patience and understanding.

Respectful Communication:



We are committed to fostering a respectful and positive environment for students, staff, and families. We ask that all communication with school staff remains polite and constructive.



If a parent speaks rudely or behaves aggressively toward a member of staff, the staff member has the right to end the interaction immediately. In such cases, the conversation/ meeting will be rescheduled for a later date. We value respectful communication, and our staff should not be subjected to shouting or abuse under any circumstances.

If you would like to meet a member of staff, please email them or contact reception to book an appointment. Due to an array of commitments, staff might not be able to meet without an appointment.

worries@torpoint.cornwall.sch.uk

Students and parents are asked to use our worries email address for any safeguarding concerns.

Thank you for your cooperation and understanding.

We value your partnership in your child's education.

<https://www.torpoint.cornwall.sch.uk/contact-us/>





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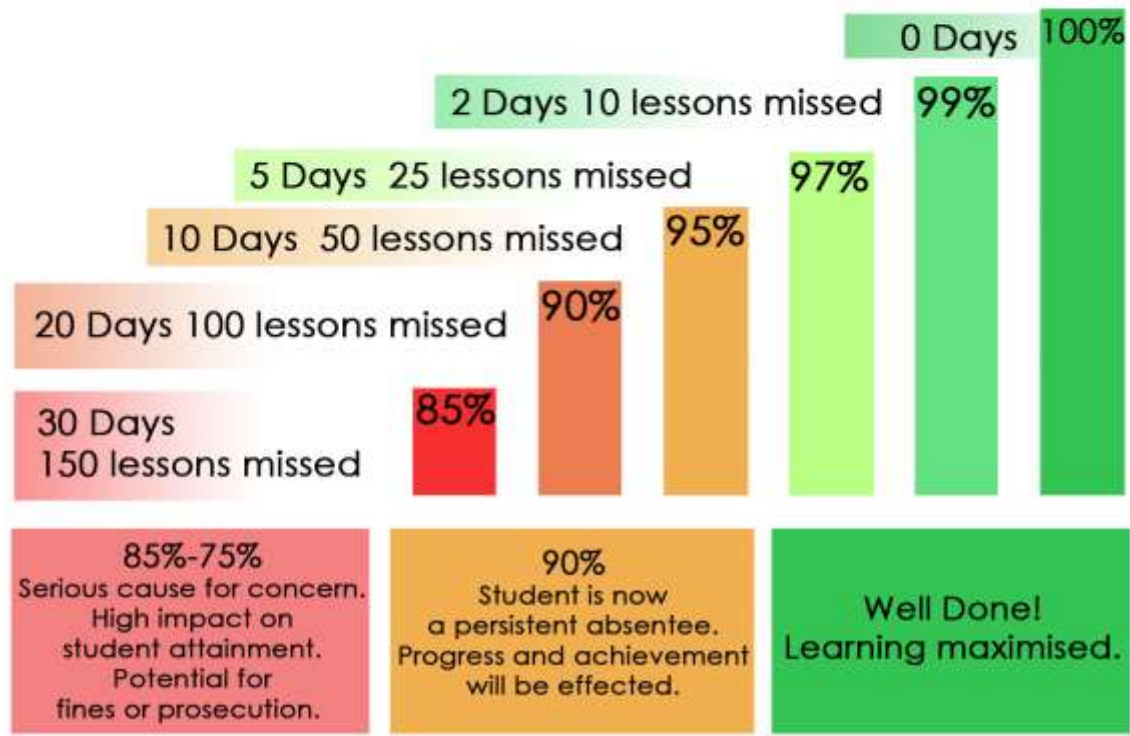


EVERYDAY COUNTS



*Why is attendance important
for my child's education?*

Good attendance means: Being in school at least **95%+** of the time.



Attendance- Information about Penalty Notices

If your child is absent from school without authorisation, you will be committing an offence under the Education Act 1996. We may submit a request to Cornwall Council for a Penalty Notice to be issued, in accordance with Sections 444A and 444B of the said Act. Penalty Notices are issued per liable parent, per child and each carry a fine of £80 if paid within 21 days or £160 if paid after this but within 28 days.

If your child is further absent from school without authorisation within any 3-year period, you will be committing a further offence under the Education Act 1996. We may submit a request to Cornwall Council for a Penalty Notice to be issued, in accordance with Sections 444A and 444B of the said Act. Penalty Notices for a second offence are issued per liable parent, per child and each carry a fine of £160, payable within 28 days.

Importantly, fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Failure to pay the Penalty Notice may also result in legal action. If you are prosecuted and attend court because your child has not been attending school, you could get a fine of up to £2,500. Cornwall Council may also apply for the costs incurred in taking the matter to Court, including legal costs.

Absence not authorised by the school may also result in a prosecution in the Magistrates' Court under Section 444(1) or Section 444(1A) of the Education Act 1996, leading to a fine of up to £2,500 and/or a custodial sentence. Again, Cornwall Council may also apply for the costs incurred in taking the matter to Court, including legal costs.

Money raised from fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government.



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BREAKFAST CLUB

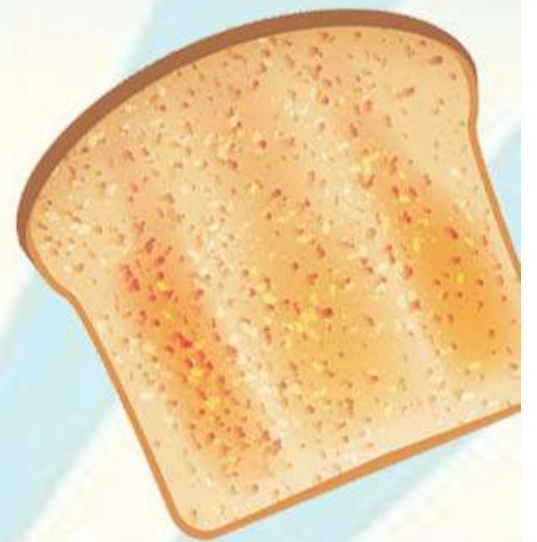
8:15-8:30AM

EVERY MORNING!

COME TO THE
**STUDENT SUPPORT
CENTRE**

-BREAKFAST INCLUDES-
TOAST
CEREAL BARS
BREAKFAST BARS

FREE OF CHARGE
ANY DONATIONS
WELCOME





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we are with you

YZUP (Wise Up) is the Young Person's Drug and Alcohol Service in Cornwall

We offer support, information and advice to young people
between the ages of 11 and 18 about drugs and alcohol



Whether it's a chat on the phone or long term support you're
after, YZUP can offer you professional support every
weekday from 9am till 5pm

01872 300816

Call our confidential helpline to speak to a worker.

Registered address: Part Lower Ground Floor, Gate House, 1-3 St. John's Square, London, England, EC1M 4DH
Registered charity no. England 1001957, Scotland SCD40009. Company registration no. 2580377



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Safeguarding you

If you have any worries or concerns you can speak to any member of the Safeguarding Team or you can email us on the confidential email

worries@torpoint.cornwall.sch.uk

Or speak to a member of staff that you trust and feel comfortable with.

Our priority is that all within our community feel safe and happy.



Dr Plumb

Mrs Lear



Designated Safeguarding Leads