



PARENT HANDBOOK 2014-2015



The Rosewood School

Bell Street
Coseley
Bilston
West Midlands
WV14 8XJ

Tele: 01384 816800
Fax: 01384 816801

Tele: 01384 816800
Fax: 01384 816801



Teaching Staff

Mr. D Kirk	Headteacher
Mr. B Whittall	Assistant Head Teacher Teaching and Learning
Mrs. L Stallard	Assistant Head Teacher Child Protection
Mrs K. Morgan-Green	English Teacher, (Drama) SENCO,
Mrs. S Lovell	Science Co-ordinator Science Technician, form tutor 11SL
Mrs. K Phipps	English Learning Studies, form tutor KS3KP
Ms. C Robertson	PE Co-ordinator Maths, form tutor 8CR
Mrs J Morris	Art Co-ordinator, HLTA
Mr. K Romain	Design Technology Co-ordinator, form tutor 10KR
Miss. H Parkes	Humanities Co-ordinator, form tutor 9HP
Mr S Morris	History HLTA
Mrs. B Guider	Food Tech Unqualified Teacher, form tutor 11BG
Miss. A. Bryan	Teaching Assistant, 10TA
Ms. N Evans	Teaching Assistant, Responsible for Medicals,
Mrs. A Cooper	HLTA, ICT
Mrs. C. Postin	HLTA Science, P.E, ICT
Mr. L. Wilkes	HLTA, Maths,
Mrs S Cope	PA to Headteacher
Miss. K. Dunbar	Admin Support Exams Officer
Miss A Woodruff	Admin Support



Mr. D Edwards	Caretaker/ Dinner Supervisor
Mrs. N. Parker	Cleaner
Mrs. D. Collins	Unit Catering Manager
Mrs. L. Elwell	Kitchen Assistant
Mrs. M. Griffiths	Kitchen Assistant



**Interim Director of Children's Services - Ms P Sharratt
LA - Dudley Metropolitan Borough**

Tel: 01384 818181
Fax: 01384 815226
Email: www.dudley.gov.uk

Governing Body

Mr. D Kirk	Headteacher
Mrs. H Edwards	LEA Governor - Chair of Governors
Mr. P. Leyshon	LA Governor - Vice Chair of Governors
Mrs. J. Brown	LA Governor
Mrs. L Whittall	LA Governor
Ms. E Morris	LA Governor
Miss C Robertson	Teacher Governor



The School Day

Teaching Times

8.45am -	Pupils arrive in school
8.45 - 9.00am -	Breakfast Club
9.00 - 9.10am -	Registration
9.10 - 9.50am -	First Lesson
9.50 - 10.30am -	Second Lesson
10.30 - 10.35am -	Tutor Time
10.35 - 10.42am -	Break
10.42 - 10.45am -	Tutor Time
10.45 - 11.30am -	Third Lesson
11.30 - 12.20pm -	Fourth Lesson
12.20 - 12.25pm -	Tutor Time
12.25 - 1.00pm -	Lunchtime
1.00 - 1.05pm -	Afternoon Registration
1.05 - 1.50pm -	Fifth Lesson
1.50 - 2.30pm -	Sixth Lesson
2.30 - 3.00pm -	Tutor Time / Taxi Calls

Lunchtime arrangements

Pupils may bring sandwiches or purchase a school meal for £1.90. Usual LEA arrangements apply for pupils on free school meals.



Rosewood Term Dates

Autumn 2014

Monday 1st September to Friday 19th December

Half Term: Monday 27th October to Friday 31st October

Spring 2015

Monday 5th January to Friday 27th March

Half Term: Monday 16th February - Friday 20th February

Summer 2015

Monday 13th April to Friday 20th July

Half Term: Monday 25th May - Friday 29th May

Total: 195 days

Notes:

- Teacher Days
Monday 1st September 2014
Friday 5th September 2014
Monday 5th January 2015
2 Days to be confirmed
- Good Friday
Friday 3rd April 2015
- Easter Monday-
Monday 6th April 2015
- May Bank Holiday -
Monday 4th May 2015



THE ROSEWOOD SCHOOL

The Rosewood School is a special school for secondary aged pupils with a Statement of Special Educational Needs in terms of their emotional, social and behavioural difficulties. Many have associated learning difficulties.

MISSION STATEMENT

To provide a stable, caring environment in which each individual student is given the dignity of access to a quality, balanced education through a curriculum which promotes their academic and social development, leading to greater personal autonomy.



ETHOS
WORKING TOGETHER TO ACHIEVE MORE

Rosewood School endeavours to create a safe environment that is purposeful, warm, caring and structured where everyone is treated with respect and dignity.

We value everyone's contribution to school life and celebrate achievement and success.

The purpose of the education we offer is to provide a broad and balanced, challenging curriculum which is relevant to students' needs and enables them to make progress. We promote opportunities for students to discover and develop their potential through and beyond the curriculum, enabling them to function independently in the community.

For the most effective learning to take place we believe that students:-

- Should have access to a broad and balanced, well planned and stimulating curriculum that meets their needs.
- Are given access to a safe and secure learning environment that respects the contribution of all individuals.
- Will have access to a range of challenging academic and social experiences that reflects their needs.
- Will be educated in a learning environment that promotes consistently high (and clear) expectations for all, with clear structure and routine.
- Are taught by a professional team who seek to review policy and practice to ensure that continuous improvement takes place and that resources are appropriately targeted.

Cultural, Moral and Spiritual Education



Rosewood School has an important role in the spiritual, moral, social and cultural development of students. In the search for an individual identity in a confusing world students will be exposed to some conflicting values and beliefs. Through it all Rosewood School will be consistent in upholding some basic values. Underpinning our Mission Statement are the following shared values.

- Work hard
- Take personal responsibility for our own actions.
- Respect the rights and property of others.
- Act considerately.
- Learn self-control.
- Tell the truth and keep promises.
- Help those less fortunate.

These ideas are reinforced through the curriculum, personal relationships, group work and collective assemblies. We have a daily act of collective reflection at lunch time. Any parent wishing to remove their child from this has the right to do so and alternative provision can be made.

In working towards our Mission Statement we hope that:-

- Students have a relevant and challenging curriculum that enables them to experience success and have the confidence to access opportunities within the school and wider community.
- Students reintegrating to mainstream are given a clear pathway with support that ensures a smooth transition.
- Self-esteem and worth are enhanced by celebrating progress and achievement.
- Collaborative and supportive links with parents and guardians are developed.
- The provision of a stable and supportive learning environment where students feel safe and their contribution to all aspects of school life is valued.
- We show respect for one another.

ADMISSIONS



The arrangements for the admission of pupils to Rosewood are determined by the Local Education Authority. These arrangements are reviewed annually in consultation with the Governing Body. The arrangements will not be changed without consultation.

Open enrolment arrangements which apply to mainstream schools do not apply to Rosewood. Students will only be admitted to Rosewood School where such an admission is compatible with our Statement of Purpose and following an assessment of their Special Educational Needs. Students admitted to the school will have a Statement of Special Educational Needs in terms of their emotional, social and behavioural difficulties. Only in exceptional circumstances will a child be admitted without a Statement.

Admissions Procedure

Once a placement has been agreed the following procedure will take place before an admission date is agreed:-

1. Parent/Carers and pupils are invited for a look around the school.
2. A meeting will be held with parents or other carers as appropriate in order to confirm the purpose of the placement, the strategies to be employed by the school to meet the student's needs and arrangements including any medical information and emergency contact details for liaison and review. At this meeting the parent/carer, child and representative of the school will sign a contract. This contract is intended as a promise from each intended party - a copy of this will be found in the appendix.
3. All student records, including National Curriculum records, should be received from their last school.

ANNUAL REVIEWS

Students' placements at Rosewood are reviewed on an annual basis. You will be informed of the date and time of the Annual Review well in advance. The meeting is usually held in the month in which the Statement was originally written. You will be asked if you would like to make any written comments to be included in the review.



A written report on your child's progress will be available in advance of the Review Meeting. You will always be invited to attend the meeting. After the meeting a summary will be sent to you outlining the recommendations of the Review.

The first Annual Review after a child's 14th birthday is a special one called a Transition Plan Review. This is organised by the LEA and gives special regard to post school provision.

Parents/carers have the right to request a review of their child's placement at any time. Requests to do so should be made in writing to the LEA.

HEALTH CARE

All students admitted to Rosewood will have had a full medical as part of the statementing procedure. Subsequent to that all students will be offered a medical in school annually.

Hearing and dental checks can take place in school by referral.

Our school nurse is always available for consultation and is in regular contact with the school.

If you have any concerns about your child's health please contact Ms Evans, HLTA with responsibility for medicals.

MEDICATION

Rosewood follows the LA policy on medication in school.

The LEA would normally expect any student who is ill to remain at home. However, if your child needs to take medication for short term or long term conditions in school time it is vital that permission is sought on the appropriate form which stipulates time and dosage of treatment. Only prescribed medication in a bottle/container marked with the child's name will be administered.

If your child is an asthma sufferer and needs periodic access to an inhaler this must be handed in to the Year Tutor. It will be kept in a locked cabinet and will be available when needed.

MEDICATION MUST BE BROUGHT TO SCHOOL BY PARENT/CARER - NEVER CHILDREN.



SCHOOL UNIFORM

Rosewood is a school and as such we expect our students to follow our code of conduct as well as wear appropriate dress, as would any child in any school. We feel that the wearing of Rosewood School uniform gives our students a sense of identity and collective well being. We also think it is a lot easier on parents/carers to organise rather than having an endless choice of clothes.

The school uniform is as follows:-

- School sweatshirt
- White shirt or school T-shirt (black or white)
- Black or grey school trousers
- Black school shoes or predominantly black "trainers."
- P E Kit - shorts or track bottoms, t-shirt and training shoes

Black sweatshirts can be purchased for £10 each. White and black T-shirts are £8 each. Both come with the school logo.

JEWELLERY

Jewellery must not be worn in school. This is in line with guidelines on Health and Safety from the Department for Education.

Please help us in this by ensuring that your child does not wear jewellery to school. If they do and we have to ask them to remove it there is always the danger that it will be lost and school is not responsible for this.

BANNED ITEMS

Any dangerous item is banned from school, e.g., all knives, including penknives, will be confiscated if found and kept until they are collected by parents/carers. The school will not be responsible for any loss of or damage to these items while they are on school premises. Mobile phones, personal stereos and electronic games must not be used and will be removed for safe keeping to be returned at the end of the school day. If a pupil fails to hand in a mobile phone this will be confiscated to be collected by parent/carers.

NB SMOKING IS NOT ALLOWED IN SCHOOL

All cigarettes and matches found will be destroyed.

Any lighters found will be confiscated and kept for one week only before being destroyed.

Please help us by ensuring that your child does not bring any of these things to school. The school is keen to assist families in re-educating their children about the dangers of smoking.

PIERCINGS



No facial or body piercing of any kind will be allowed in school.

EQUIPMENT

Although all equipment can be provided we feel that it is part of any child's education to become responsible for bringing in one's own pen and pencil. We would remind parents/carers that ink pens are banned.



SENIOR SCHOOL

Key Stage 3 and 4 curriculum

English

English in Key Stage 3 builds upon and develops the skills and knowledge students have learnt at Key Stage 2 and follows broadly the national curriculum.

At Key Stage 3 students are taught the key elements of the subject (speaking and listening, reading and writing) through a wide variety of sources. Students are encouraged to explore English via creative work, projects and formal writing. Through speaking and listening students are encouraged to extend their vocabulary and to evaluate the contribution of others. A wide range of text is used to support learning and extend knowledge and understanding, and to foster the discussion of social, cultural moral and historical contexts and issues.

For students working below their age appropriate levels, additional support is provided, focusing on phonics and progression in small steps. This may take place within lesson or during withdrawal sessions.

At Key Stage 4 students work towards external accreditation as suited to their needs.

Mathematics

Students are given a firm foundation in basic mathematical skills and are encouraged to extend these skills as far as possible. Differentiation allows for students to have individual programmes for learning within the themes being taught. This allows students to develop their mathematical skills such as number facts, problem solving and logical reasoning. Students are encouraged to explore the value of this subject across the curriculum and within the wider world.

Students follow the National Curriculum at Key Stage 3 and 4. Assessment is an essential element for measuring progress and to inform planning.

At Key Stage 4 students follow the OCR Entry Level and AQA GCSE external accreditation.



Information and Communication Technology

ICT is studied throughout the school either during ICT lessons in the network suite or through other lessons across the curriculum. The school has access to the Internet and pupils are taught and encouraged to use it wisely.

Students use word processing and Desk Top publishing in many subject areas along with spreadsheet and database software. Specialised subject specific applications are used to heighten the students' experience and increase motivation. A wide variety of software allows students to develop skills of investigation, data handling, word processing and presentation.

Science

Science at Rosewood aims to develop experimental and investigative abilities. We aim for students to develop their knowledge and understanding of scientific ideas and activities and we draw on a wide range of resources to support this. The curriculum provides opportunity for students to explore the subject through theoretical and practical activities. We have a well resourced laboratory and prep room.

Pupils follow all the units in the Science specification, Biology, Physics and Chemistry at Key Stage 4 for external accreditation.

Art and Design

Art and Design is taught throughout the school in a purpose built Art room, where students can develop their two and three dimensional art skills. Students are encouraged to develop their own creativity in a supportive and well resourced environment. We think our Art work is second to none. At Key Stage 4 GCSE Art is offered for appropriate levels of work.

Design and Technology

Studying DT at Rosewood School gives students the opportunity to work with wood, metal and plastic. New students begin by creating copper leaves and bird boxes and are able to progress to quite complicated designs for their full course GCSE. The workshop is equipped to bend and vacuum form plastic and there is also access to a wood lathe and an aluminium casting furnace.

DT gives students a sense of achievement and increased self-esteem from seeing their designs progress from drawings to actual objects. It also provides essential practical life skills and is a great groundwork for all kinds of jobs when students leave school.

History

In Key Stage 3 students follow a History course that is closely tied to the National Curriculum. They study a range and variety of units that develop historical skills and concepts.



In Year 7 students examine life in medieval times, the changing role of the monarchy, and the lives of ordinary people.

Year 8 sees students studying life in Elizabethan times and changing social and economic aspects of life in the C18th and C19th, and the black peoples of the Americas.

In Year 9 students examine a series of C20th issues including the changing role of women, the impact of World War I and the Holocaust. Throughout the course students are supported in building upon skills such as the analysis of source materials and concepts including cause and consequence and chronology.

During Key Stage 4 pupils are entered for the OCR Entry Level Certificate in History.

Geography

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It helps pupils make sense of their world and surroundings and educated them on sustainable living. Pupils study topics inline with the revised National Curriculum for Geography such as, the global fashion industry, world of sport, and coasts. In year 9 pupils work towards gaining the Entry level certificate in Geography. There are opportunities for fieldwork in each year.



Religious Education

All students have RE on a weekly basis. The Dudley Agreed Syllabus is taught and students are given the opportunity to learn about all forms of religion. All the major religions are studied in depth and we hope that a wider understanding of other's beliefs will give our pupils a greater understanding of the world and their place in it. At Key Stage 4 the OCR Entry Level Certificate in RE is followed. Parents/carers have the right to withdraw their child from RE lessons and alternative provision can be made.

Personal, Social and Health Education (Citizenship)

These two subjects are taught collectively and both complement each other. In PSHE students are given the opportunity to develop their sense of self and uses, and where they fit into the world. As part of the PSHE and Science programme the sex education programme will be taught.

We believe that sex education is part of the educational entitlement of all pupils. All young people, whatever their ability, develop physically and emotionally and need to be helped to understand their bodies and their feelings. Sex education helps pupils' overall development, confidence and self-esteem.

Sex education begins at the youngest level with personal body awareness and curiosity amongst younger pupils. They are encouraged to use acceptable terminology and discuss issues sensitively.

The Dudley LEA guidelines will be adhered to, which notes that the law says a compulsory programme of sex education, including the teaching about HIV and AIDS and other sexually transmitted diseases must be provided for all pupils of secondary age. It also gives parents the right to withdraw their children from sex education at any age, except those parts which are in the National Curriculum science syllabus.

Modern Foreign Languages

German/ Spanish/ International Studies is taught in Key Stage 3. A wide range of methods is employed to give our students a good understanding of our European neighbours.



Physical Education

Rosewood School aims to reflect the six areas of competence associated with being physically educated, e.g., the ability to:-

- Plan
- Perform
- Evaluate
- Apply health and fitness principles
- Apply safety principles
- To work independently and with others

PE at Rosewood is an integral part of the curriculum and each year group have a minimum of two lessons a week to participate in various activities. All National Curriculum areas are undertaken and all pupils encouraged to participate fully. Activities include games (indoor and outdoor), athletics, striking and fielding games, swimming, dance and outdoor education. The department is co-ordinated by a subject specialist and enhanced through staff with specialist interests and qualifications.

Throughout Key Stages 3 and 4 pupils will participate in a variety of movement activities allowing them to fulfil the aims of the PE curriculum.

Food Studies

Food Studies is one of the curriculum areas through which Design and Technology is delivered at Rosewood school. However we believe that Food Studies at Rosewood school also serves others functions. In a world where cultural or socio-economic factors have deskilled people in preparing and cooking quality food, it is a vital source of knowledge and practices, life-skills. It is also a creative and therapeutic time where practical tasks overtake academic imperatives.

Nutrition, healthy eating, home safety, healthy lifestyles, enjoyment and achievement, making a positive contribution and achieving economic well-being are all important areas that are addressed through food technology. The pupils are now able to gain an Entry Level qualification in the subject.

Learning to Learn

Lead by Mrs. Phipps this project based work will focus on English Skills across the curriculum.

Individual Learning Programme



The school also run an Individual Learning Programme under the co-ordination of the school 'SENCO'.

SPECIAL ARRANGEMENTS FOR STUDENTS WITH SPECIFIC NEEDS

Students at Rosewood will have a Statement detailing their special educational needs. This is a document issued by the LEA and it is reviewed annually. Although the priority need for our students will involve emotional, behavioural and/or social difficulties, many students have a range of associated learning difficulties. Teaching Assistants give additional support to individual students and there is a focus on improving literacy skills.

Students are encouraged to access the curriculum through the use of multi-media, information technology, including video, audio and information processing. Support staff, help students to produce quality work by offering secretarial and editing assistance. Staff also help students to promote their work through display and building portfolios.

EQUAL OPPORTUNITIES AND DIVERSITY

Rosewood School is committed to providing all staff and students an environment that values the contribution of all its' individuals. We encourage each student to fulfil their potential and we support their access to a broad and balanced curriculum.



CONTACT WITH PARENTS

Parents are welcome to visit Rosewood. Appointments to meet staff can be made by contacting the school office during normal school hours. Staff may also make home visits. Reports to parents are sent out each year. We look forward to parents/carers keeping us informed of developments outside school that may affect their child's education, by telephone, in the first instance.

BEHAVIOUR MANAGEMENT

For many of our students one of the main obstacles to learning is their own behaviour. Behaviour management at Rosewood is based on the premise that a student's behaviour can improve by creating an environment where student success is celebrated. Underpinning this environment is a structure that support student learning and provides very clear systems of rewards and sanctions. All staff are responsible for maintaining high expectations and responding to breaches in discipline. We will encourage the students to contribute to agreed expectations intended for all individuals in the school. These are presented clearly in classrooms and around the school.

- Treat staff and students with respect
- Speak politely to staff and each other
- Treat school equipment properly.
- Stay on task.

While breeches of our school expectations are challenged by staff, behaviour management at Rosewood centres on positive behaviour management strategies. Staff will acknowledge students immediately for making the right choices regarding their behaviour and celebrate success. Certificates of Merit, medals and letters home are examples of how we promote good behaviour. There are many opportunities to share these successes and remind students of our expectations, these include assembly time, PHSE lessons and group discussion.

THE REWARD SYSTEM

Our reward system is currently under review and parents/ carers will be informed once the new system is in place.



OPERATION OF THE SYSTEM

1. Form Tutor/Assistant Form tutors completes cover of booklet during PSE session on a Monday morning.
2. Student and Year Tutor jointly complete box "My target for this week is..." The single negotiated target should be specific to that pupil. The target should be something tangible and achievable as well as being measurable and should relate at the behavioural targets on the IEP summary. Always use positive language.
3. Weekly targets are recorded electronically.
4. Students can earn up to eight credits for appropriate behaviour and remaining on task and engagement.
5. Students earn bonus credits for effort made at achieving their target for the week (as noted on cover of booklet).
6. It is important to be rigorous in the awarding of credits as over generosity will devalue the whole system. To maintain consistency all staff must use the criteria in 4 and 5 above.
7. Students can earn up to 5 credits for being properly equipped for school with pen, pencil and ruler, etc., and for wearing full school uniform. These are given by the Year Tutor during registration.
8. Students can earn 15 credits for appropriate behaviour at lunchtime. These credits are given at the discretion of the Year Tutor.
9. Staff should total credits for the lesson in the upper box and initial in the lower box.
10. At the end of each day Year Tutors shall total and record daily totals in the booklet and on the appropriate record sheets
11. A minimum daily target must be set for each pupil. Failure to reach this target will result in automatic break time detention the following day. The target figure must be relative to our expectation of every pupil and must be achievable but at the same time appropriately challenging.
12. Staff must respect that credits are owned by pupils and can never be deducted once given.
13. Lost/destroyed booklets should be replaced without penalty to the child, but credits for previous day(s) should not be given. Strike through boxes which are not applicable.
14. Curriculum merits should be given for good performance in a subject. This is noted and initialled in the appropriate box in the credit book. E.g. when 10 curriculum merits are achieved a bronze award is given, when 15 cm achieved a silver award, when 20 cm achieved a gold award, there are also the platinum and Headteacher awards - these are presented in assembly.
15. The person with the most credits in each year group each week will be rewarded with a "Rosy" badge and certificate presented in assembly.



SANCTIONS

Students are given opportunities within the school day to make up for work missed or if they have not met the school's expectations. A range of interventions are available and staff take a proactive approach to resolving difficulties. We try to involve parents/carers at an early stage. At times students may be asked to work away from peers or catch up at the end of the day at an after school detention. For more serious offences the school will consider fixed term exclusion and in exceptional circumstances permanent exclusion. We value the support from parents and carers in helping us to help our students manage their behaviour. Letters outlining any sanctions will be sent to parents/carers.

PHYSICAL INTERVENTIONS

Rosewood School upholds the right of all staff and pupils to work and be education in an environment safe and secure from both violence and aggression and the threat of violence and aggression.

It is recognised that in all schools there may be occasions when physical intervention by staff will be required. Students with emotional, behavioural and social difficulties often lack self-control and can be aggressive to their peers and others. The responsibilities of ensuring the safety and well being of pupils, staff and others may require that physical intervention take place.

A pupil may be "held" if they are:

- Injuring themselves or other
- Committing a criminal offence
- Causing damage to property
- Disrupting the good order of the school

Rosewood School has a policy on Physical Intervention which includes risk assessment, techniques, reporting, monitoring, reviewing incidents and complaints procedure. All staff are highly trained by external accreditors. Any one wishing more information on the school's Physical Intervention Policy should contact the school.



CHILD PROTECTION ISSUES

Rosewood has a clear commitment to the care and welfare of our students and Child Protection is given a high priority. There is a legal mandate for this. The protection of students from abuse is the responsibility of all staff within school and this issue takes precedence over all other considerations.

There is a legal requirement for us to liaise with other agencies especially Social Services, in matters related to Child Protection concerns.

The school's first priority, over and above all other responsibilities, is the welfare of the pupils. If staff are concerned about the welfare of any pupils, parents are usually the first to be contacted. If the concerns are sufficient to suggest that there is a possibility of abuse, then staff are legally obliged to contact the appropriate Child Protection agency, usually Social Services. Failure to do this could result in the school being held responsible for contributing to the problem.

The school is aware that this occasionally causes problems in relationships with parents, but if the school is concerned about a child there are set procedures which must be followed.

All matters of concern regarding the welfare of the children are recorded in the school files, and these are available to be seen by parents. In accordance with the Data Protection Act this information is completely confidential and cannot be shared with other professionals or agencies unless concerns have become sufficient to initiate a child protection referral under Section 47 of the Children Act 1989.

Our nominated Child Protection Co-ordinator is Mr A. Foxall; our Child Protection Governor is Mrs H Edwards.

COMPLAINTS

We hope that you will be happy with the education and care offered to your child while he is at Rosewood. The regular contact we maintain with parents will hopefully ensure that any difficulties or misunderstandings can be quickly dealt with.

Any complaints should initially be raised with the Head Teacher and will be dealt with seriously and be fully investigated. If, however, you have a problem or difficulty that you feel has not or cannot be resolved, whether to do with the school's curriculum or any other matter, please put your complaint in writing and address it to the Chair of Governors and it will be dealt with formally.

TRANSPORT TO SCHOOL

All students are provided with transport to and from school. This is usually on a taxi or minibus. School transport is arranged by the LEA and is not the responsibility of the school.



When a student is admitted to Rosewood parents will be informed which taxi company will be transporting their child and approximate pick-up times.

School transport should only pick up or drop students at their home address. Any request for an alteration in these arrangements should be made in writing to the school.

If you experience any difficulties or problems with transport please inform school and also contact the LEA, as below:-

Mr Tony Wells, Special Needs, Dudley Education Services
Telephone no. 01384 814301

Older students are encouraged to travel to school by public transport. This is always by agreement with parents/carers and a bus pass is provided. Continued use of a bus pass is subject to responsible behaviour while travelling to and from school, good attendance and punctuality.

If a bus pass is lost responsibility for replacement rests with the parents not the school.

If student wish to travel by bicycle this is only possible with prior arrangement with parents/carers. There are cycle racks at the front of the school but a lock must be provided. School is not responsible for any loss or damage which may occur to bicycles while on the premises. A letter from parents stating the cycle is roadworthy is essential.

CURRICULUM VISITS

Visits out of school are regular part of our curriculum in many subject areas. Most of these take place during school hours and do not involve hazardous activities. All staff have the necessary insurance to cover this. All staff who drive students in a minibus have passed the LEA driving test to allow them to do this. Pupils may be transported in staff cars in an emergency.

For any visits that will necessitate a late return to school, especially those that may involve a hazardous activity, e.g., rock climbing, you will be asked to sign a separate consent form.

RESIDENTIALS

All students will usually be offered the opportunity to take part in a residential during the summer term of each school year, subject to a risk assessment on health and safety grounds.

We consider these trips to be a very valuable part of school life, giving students the opportunity to learn to co-operate with each other for the common good in very practical circumstances.

HOLIDAYS IN SCHOOL TIME



Holidays will only be considered under exceptional circumstances with prior application consent from the Headteacher. If you decide to remove your child within term time without authorisation from the Headteacher the Education Investigation service will be notified of the holiday taken and a Penalty Notice will be issued.

CHARGING POLICY

The school does not charge for the following:-

- 1 Items made in practical sessions
- 2 Curriculum visits

Instead we ask parents/carers for a voluntary contribution towards the cost of materials, entrance fees, fuel, etc.

Mentor

The school has an independent mentor who sees students on an individual basis. Staff may refer a student to the Counsellor after discussion with the Head Teacher or students may request appointments.

Mentoring sessions are confidential unless they involve issues which fall within the Child Protection framework.

This is Rosewood School's Publication Scheme on information available under the Freedom of Information Act 2000

One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we must produce a publication scheme, setting out:

- *The classes of information which we publish or intend to publish;*



- *The manner in which the information will be published; and*
- *Whether the information is available free of charge or on payment.*

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is either available for you on our website to download and print off or available in paper form.

Some information which we hold may not be made public, for example personal information.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

Information Sharing

The school will also share information with other professionals such as Doctors, Social Workers, Education Welfare Officers, Youth Offending Service, Police and other stakeholders. This sharing of information will be in compliance with the Local Authority Policies and Practice and in most circumstances will be with the permission of the Pupil, Parents or Carers.

If you require the full policy or a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Contact details are set out below, or visit our website at www.rosewood.dudley.gov.uk.

Email: dkirk@rosewood.dudley.sch.uk

Tel: **01384 816800**

Fax: **01384 816801**



THE ROSEWOOD SCHOOL

APPENDIX

1. The Rosewood School Partnership Contract
2. General consent form
3. Photograph form



The Rosewood School Partnership Contract

The most effective education takes place when all parties involved - staff, parents and students share understanding of the student's needs and a commitment to do all in their power to meet those needs.

This home/school partnership contract defines this commitment.

The School's commitment:-

I promise on behalf of the staff that we will do our best to provide:-

- 1. suitable programmes of study*
- 2. regular reporting of progress*
- 3. a safe, secure and disciplined but stimulating environment*
- 4. effective communication between home and school*
- 5. an open invitation to visit the school, by appointment, at any time*

Signed: _____

Date: _____

The Parents commitment:-

I promise to:

- 1. ensure that my child attends school regularly*
- 2. contact school immediately in case of illness or other necessary absence*
- 3. encourage my child to work in the best of his ability*
- 4. maintain contact with school*
- 5. share information necessary to help staff understand my child*
- 6. support the school code of conduct*
- 7. ensure my child completes homework where necessary*

Signed: _____

Date: _____

The Student's commitment:-

I promise to:

- 1. come to school regularly*
- 2. work as hard as I can*
- 3. respect the school's code of conduct*
- 4. always share any problems with a member of staff*

Signed: _____

Date: _____



ANNUAL PARENTAL CONSENT (CAT1A Form)
(Category 1 – Low risk activities)

This form MUST be completed annually by parents/carers for every child whose parents/carers wish to give consent for their child to take part in low risk activities that will involve leaving the school premises. If the activity is low risk but further afield out of the Dudley borough explicit details will be provided to parents. Schools/Centres are expected to make a judgement on the nature of the risk involved and the level of consent/information required.

Name of child/young person:(Male/Female)

D.O.B: Age.....

Home Address:

.....Postcode:

I agree that my child (name)be allowed to take part in low risk activities without further consent from myself. I understand that there will be some activities e.g. sporting events, nature visits, local library visits which will take my child off the school/centre premises they may walk or go in a minibus or coach (public or private) transport, if the activity is low risk but involves travel further a field out of the Dudley borough e.g. theatre trips, theme parks etc explicit details will be provided. I understand that there may be occasions when my child may be taken by a member of staff in his/her car to hospital or home, or sporting fixtures and other activities. Children will normally be dismissed from the school/centre for events taking place at the end of or extending beyond the school day. Parents will be informed where different arrangements are made.

PLEASE NOTE

For activities involving an overnight stay or participation in outdoor adventurous activities, full details of that activity will be given and parent consent/medical details sought on an individual basis.

<p>Name of parent/guardian (please print):</p> <p>Signature of parent/guardian:</p>	<p>Address (if different from child):</p> <p>Postcode:</p>
<p>Tel No. for use in emergency:</p> <p>Name:</p> <p>Relationship:</p> <p>a) Home:</p> <p>b) Mobile:</p> <p>c) Alternative: <i>(Indicate times of day if relevant)</i></p>	<p>Alternative Tel No. for use in emergency:</p> <p>Name:</p> <p>Relationship:</p> <p>a) Home:</p> <p>b) Mobile:</p> <p>c) Alternative: <i>(Indicate times of day if relevant)</i></p>



Appendix A • Consent form for children and young people

Consent form for the use of photographs, video or web

Dudley Safeguarding Children Board and Dudley Children's Trust recognise the need to ensure the welfare and safety of all children and young people.

In accordance with Dudley Safeguarding Children Board and Dudley Children's Trust guideline, Photographs, videos or other images of children and young people will not be taken without the consent of the parents or carer.

Legal requirement

In order to comply with the Data Protection Act 1998 a lawful basis is required before capturing images of a child or young person. Obtaining consent from either the parent, guardian or legally appointed representative of the child or young person provides that lawful basis.

Please tick all relevant boxes I do I do not give consent for image capturing, either through photography or videoing, of my child

(Insert name)

For the purpose of :

Use by the press **For the purpose of :**

Use by the press General publicity Use in school and childcare setting
Including posters, leaflets, publications and website

Images made available to purchase via the internet (where applicable)

Safeguarding

As part of our commitment to safeguarding, consent is also required separately to name children and young people in material used by the press.

I do I do not give consent for my child/young person to be named in media coverage.

Relationship: Print Name

Signature: Date:

Dudley Safeguarding Children Board and Dudley Children's Trust will take all steps to ensure these images are used solely for the purposes they are intended. If you become aware that these images are being used inappropriately contact your local social care team to report these concerns or visit <http://safeguardingchildren.dudley.gov.uk/what-to-do-if>

.....

Please tear off

Consent is assumed indefinite, however, you do have the right to withdraw consent at any time. To withdraw consent written notification should be sent to:

Name of Officer

Department/directorate name

If not Dudley Council, name of partner organisation

Address

.....

Telephone no email



The information you provide on this form will be used to administer the event and assist in maintaining the health and safety of your child whilst under the supervision of the Directorate of Children's Services/School/Centre. Personal, and sensitive personal information, will only be disclosed to others if the need arises, for example: to a medical professional or a service provider to the school inline with their safeguarding policy e.g. level 2 school games. It will not be used for any other purpose and will not be retained by the Directorate/Centre beyond the events in question.