



Parent and Pupil Placement Information

Welcome

Welcome to The Rosewood School. We are delighted to have you as part of our community. Our pupils are at the heart of everything we do, and we are committed to providing a supportive, nurturing environment where every child can thrive.

We work closely with families and professionals to support pupils with a health need, helping them achieve their full potential academically, socially, and emotionally.

At The Rosewood School, we encourage every pupil to “**Aim High, Be Kind.**” We celebrate achievement, support progress regardless of starting point, and build positive, respectful relationships across our whole school community.

Our core values — **Confidence, Acceptance and Perseverance** — were chosen by our pupils, parents and staff. These values guide how we learn, grow and support one another every day.

We look forward to working in partnership with you to support your child’s learning and wellbeing.

Attendance

1. Purpose & Commitment

- TRS promotes **full attendance as a core part of pupils' education**, linked to rights under the UN Convention on the Rights of the Child.
- The school expects pupils to attend **full-time unless medical professionals advise otherwise**
- We have an ethos of '**high support, high challenge**'.

2. Responsibilities

Parents / Carers

- Must **notify the school every day** their child is absent.
- Provide reasons and evidence (e.g. medical) where appropriate.
- Encourage full attendance and avoid term-time holidays.

Pupils

- Expected to **attend school and on time**.
- Must catch up on missed learning.
- Should not be in public when marked absent.

3. Celebrating & Encouraging Attendance

- Attendance is recognised at termly assemblies.
- TRS emphasises supporting pupils to overcome barriers to attendance.

4. Safeguarding & 'Missing Education'

- All absences are treated as **potential safeguarding concerns**.
- If contact cannot be made and welfare is uncertain, TRS may contact social services or request a police welfare check.
- Procedures are in place for pupils who are missing from education, including Local Authority guidance.

Our full policy can be found here - <https://trs.kent.sch.uk/media/iy3a0ckj/trs-attendance-policy-2026-27.pdf>

Behaviour

Positive Expectations

- TRS expects every pupil to show **respect, dignity, and kindness** to others.
- There's a strong focus on celebrating **good behaviour, effort, and achievements** through praise, awards, and recognition.

Internal Inclusion & Suspensions

- For more serious concerns, pupils may be placed in **internal inclusion** (supervised withdrawal from lessons).
- **Fixed term suspension** (a temporary exclusion) may be used after investigation for persistent or serious issues.
- A **reintegration meeting following a suspension** will be with school leaders and parents/carers is held before returning.

Permanent Exclusion

- For the **most serious one-off offences** (e.g., violence, possession of a weapon, drug supply) or **persistent defiant misbehaviour**, the school may permanently exclude a pupil.

Mobile Phone Rules

- Pupils may *bring* phones to school but must **hand them in each day**.
- Exceptions are made only for **medical needs** (e.g., a health device).

Parents' Role

- Parents/carers are expected to **support school behaviour expectations and sanctions**.
- The school will communicate with parents about behaviour concerns and work with them to support improvement.

Our full policy can be found here - <https://trs.kent.sch.uk/media/o1sdoc2l/trs-behaviour-policy-2026-27-1.pdf>

Uniform

Uniform Requirements

Mandatory items include:

- Black/navy trousers, skirt, joggers or leggings
- A TRS polo shirt - provided
- A TRS sweatshirt - provided
- Comfortable trainers or shoes/boots (not UGGs) suitable for daily activity

Clothing & Appearance Rules

- Jeans, denim, knee-high socks, and branded streetwear with concealed pockets are *not* allowed.
- Hair must be a natural colour and styles should not be extreme.
- Make-up should be minimal; acrylic/unnatural nails and false eyelashes are not permitted.

Jewellery & Accessories

On safety grounds, jewellery is not allowed except:

- Simple ear-ring studs
- Discreet retainers for facial piercings
- Small religious and medical items are permitted

Non-Compliance

- If a pupil's clothing does not meet the rules, the school *may* ask them to correct it at home. Continued non-compliance may be recorded as unauthorised absence.

Our full policy can be found here -

<https://trs.kent.sch.uk/media/rs5bxpd0/the-rosewood-school-uniform-policy.pdf>

Careers

The school website contains full details of how careers education is delivered at TRS. When joining TRS, parents are asked to sign an agreement giving consent for their child to fully participate in the **Beyond the Classroom Careers Programme. Participation is compulsory as it forms part of the school curriculum.**

Parents are asked to support all activities offered, including attendance at external placements.

Beyond the Classroom (BTC) is a programme through which TRS ensures that pupils take part in employer focused events and activities outside normal lessons. Activities include:

- Learning aspects of a trade e.g. decorating
- Selling craft items at a market
- Theatrical make-up
- Creating school promotional videos

Work Experience

Work experience may take place:

- In the in-house Bulunga Café and with external employers
- Placements may be one day a week over five weeks, or a full week block placement
- If a pupil cannot attend a placement, they are expected to attend school lessons instead.

Dress Code and Expectations

Beyond the Classroom Activities

- Full school uniform must be worn.

Work Experience Placements

- Pupils may wear their own clothes or school uniform if preferred
- Clothing must be appropriate for the workplace.
- For health and safety reasons, pupils should not wear:
 - Crop tops, strappy tops, low-cut tops or shorts
 - Open-toe shoes

Pupils must also:

- Tie back long hair
- Remove jewellery and not wear nail varnish during placements

Attendance and Preparation for the Future

TRS recognises that many pupils find the transition from school to college, sixth form, or work challenging. The TRS Careers Programme includes activities to help:

- Build self-confidence
- Develop independence
- Learn coping strategies
- Understand expectations beyond school

TRS will be asked to confirm attendance when a pupil applies to a post-16 destination in Year 11. Colleges often have strict attendance expectations and may refuse a place initially, or withdraw a place if attendance falls below 85–90%.

Further information about the careers programme can be found at:

<https://trs.kent.sch.uk/personal-development/careers/>

A Day at The Rosewood School

Our school day is from 8.30am until 2.45pm.

Screening process

On arrival to the school a member of staff will greet you. You will hand in your phone and place your coat/bag in to the cloakroom. A member of staff will use a metal detecting search wand.

Breakfast Club

8.30am – 9am - During Breakfast Club, we discuss key topics from the RSE statutory guidance, RE and Rights Respecting. Pupils have the opportunity to have breakfast with their peers and staff. During this time, we support communication and interaction, developing confidence and self-esteem in a social setting.

Reading

At The Rosewood School we have 4 sessions per week to encourage students to find a love for reading, we do this through reciprocal reading.

Pupil Voice

At The Rosewood School we value student feedback and views, therefore each week a pupil voice session is held.

Lunch

All students will have lunch with their peers and staff, this is an opportunity for students to develop communication skills and enjoy lunch.

Timetable

There are five lessons per day, 55 minutes long. Class sizes are small (10 students per class) with a higher ratio of staff available.

See example timetables on the next page

Careers

Careers is embedded into our curriculum. More information can be found here:- <https://trs.kent.sch.uk/personal-development/careers/beyond-the-classroom/>

YEAR 11	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 08:30-09:00	Breakfast Club				
P1 09:00-09:55	Science	Maths	Maths	English	English
P2 09:55-10:50	Finance	Science	Citizenship	Options	Options
Break 10:50-11:05	Break Time				
Reading 11:05-11:20	Reading				
P3 11:20-12:15	PE	Health & Fitness	Health & Fitness	Maths	Art
P4 12:15-13.10	PE	Maths	Citizenship	English	Art
Lunch 13:10-13:45	Lunch				
P5 13:45-14:40	PSHE	Science	Beyond the Classroom	Science	English
Registration 14:40-14:45	Registration				

KS3/YEAR 10	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 08:30-09:00	Breakfast Club				
P1 09:00-09:55	English	PE	PSHE	DT	Criminology
P2 09:55-10:50	Maths	PE	Science	Maths	Finance
Break 10:50-11:05	Break Time				
Reading 11:05-11:20	Reading				
P3 11:20-12:15	Science	Art	Classics	English	Maths
P4 12:15-13.10	Citizenship	Maths	Music	ICT	English
Lunch 13:10-13:45	Lunch				
P5 13:45-14:40	Art	RE	Beyond the Classroom	English	Reintegration
Registration 14:40-14:45	Registration				

Reintegration

Process for students in KS3, Y10 and those returning to their mainstream school

Pre-admission meeting with The Rosewood School



2 week phone call from the Inclusion Team



4 week pupil review meeting

- TRS, school, parents and pupil to attend.
- Review of pupil's time so far at TRS.
- Reintegration plan discussed and actions decided.



8 week pupil review meeting

- TRS, school, parents and pupil to attend.
- Review of reintegration plan set from previous meeting.
- Additional actions for the reintegration plan discussed and decided.



12 week placement completed

Reintegration intervention

An evolving 12-week reintegration intervention is timetabled for students in Years 7–10, continuously adapting to meet the changing needs of each cohort. Centered on developing social skills and emotional regulation, the programme provides a structured and supportive environment that prepares students for a successful return to their home school or transition to their next educational setting. At The Rosewood School, our aim is for students to reintegrate back to their home school, or transition to their next education setting successfully by giving them the strategies they need.

Parent support

Parents play a vital role in supporting their child's successful reintegration by providing consistent encouragement, reassurance, and structure at home. By maintaining open communication with the school, reinforcing routines, and celebrating small successes, parents can help build their child's confidence and sense of safety. Offering patience and understanding during this process allows the child to feel supported.

Review Meetings

Review meetings will take place at week 4 and week 8 of the student's placement at The Rosewood School. These meetings will involve the parents, the pupil, and representatives from both the home school and The Rosewood School. The purpose of the reviews is to monitor progress, share feedback, and agree on a plan for reintegration to ensure success.

On the next page is an example of ***possible*** reintegration pathways and what they may look like.

	Pathway 1	Pathway 2	Pathway 3	Pathway 4	Pathway 5
1-4 weeks	TRS full time	TRS full time	TRS full time	TRS full time Meetings with school/new setting	TRS full time Meet with trusted adults at school/new setting Visits to school/new setting.
4-8 weeks	TRS Full time Meetings with school/new setting	TRS Full time Meetings with school/new setting Visits to school/new setting	TRS Full time Meetings with school/new setting Visits to school/new setting. Attend a small selection of lessons.	TRS Full time Meet with trusted adults at school/new setting Visits to school/new setting. Attend a social time and/or 1-3 lessons per week.	Week 5-6 Attend a social time and/or 1-3 lessons per week. Week 7-8 Attend 5-8 lessons per week and more social times. Continue contact with school/new setting. E.g. phone calls/TEAMS meetings
8-12 weeks	TRS full time Meetings with school/new setting	Attend days at school or new setting, whilst still accessing TRS on the other days. Week 10-11 will be attending more time at school/new setting compared to TRS days.	Attend days at school or new setting, whilst still accessing TRS on the other days. Week 10-11 will be attending more time at school/new setting compared to TRS days.	Attend days at school or new setting, whilst still accessing TRS on the other days. Week 10-11 will be attending more time at school/new setting compared to TRS days.	Week 8 - 9 Attend a minimum of 1 whole day at school or new setting. Week 10-12 Attend a minimum of 3 whole days at school or new setting
End of placement	Return to school or transition to new setting	Return to school or transition to new setting	Return to school or transition to new setting	Return to school or transition to new setting	Return to school or transition to new setting