



BELMONT PRIMARY SCHOOL PROSPECTUS

2022 - 2023

As Chair of Governors at Belmont Primary School, it is my pleasure and privilege, to introduce the School's Prospectus on behalf of the Governing Body.

Belmont is a good school with strong leadership and dedicated staff. The School aims to provide every child with the opportunity to develop to their full potential. Belmont offers a full, broad and balanced curriculum which accommodates a range of capabilities. There are also many opportunities for children to participate in extra-curricular activities. Behaviour and the attitude to learning is outstanding at Belmont and the School's values are understood and upheld by all. The School provides a safe and caring learning environment, which prioritises the well-being of children. The importance of the relationship between School, parents and the wider community is embraced. Children learn about the world around them, their place within it and how they can contribute to being good citizens.

The School's key aims are to:-

- ensure that children are equipped with appropriate life skills, both academic and otherwise;
- inspire children to develop a lifelong enthusiasm for learning;
- enable children to become confident learners, developing a sense of pride and self-respect;
- ensure that all children are treated as individuals, receiving any support or guidance they may specifically need;
- value the importance of partnerships, including those with parents and carers as well as within the local community;
- provide extensive opportunities for children to engage in other activities, such as music and sport;
- appreciate the diversity of cultures and beliefs in the world around us in order that children can contribute to a respectful society within which we live;
- motivate all learners, ensuring they aspire to be the best they can be in all that they do and achieve to the very best of their ability.

Belmont has a strong Governing Body with diverse skills. Its role is to support, challenge and hold to account the School's leadership, as appropriate. Governors are responsible for ensuring that the School's objectives are met, that the curriculum and performance is regularly reviewed, together with ensuring that the School continuously seeks to improve. The Governing Body has a strategic role in the management and effective use of its resources: - finance; people; and premises. Governors are committed to achieving high standards of education and effective levels of safeguarding.

The School appreciates the value of feedback and consults with parents on a regular basis. In addition parents are welcome to contact Governors via the school office in person or by e-mail with any comments or questions they may have.

Mike Bloomfield
Chair of Governors, Belmont Primary School.
September, 2022.
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Contents

CONTACT US	4
ABOUT THE SCHOOL.....	4
OFSTED INSPECTION.....	4
ADMISSIONS.....	4
SCHOOL ORGANISATION.....	5
School Times	5
Nursery	5
Reception Classes.....	5
Key Stage 1 (Years 1 and 2)	5
Key Stage 2 (Years 3, 4, 5 and 6)	5
TEACHING AND LEARNING.....	6
THE CURRICULUM.....	7
English and Maths	7
Science and Technology	7
Geography and History	7
Physical Education	7
Music and arts subjects, including art and drama	8
Computing	8
Foreign Languages	8
Religious Education	8
Sex and Relationships Education.....	8
BEHAVIOUR	9
SPECIAL EDUCATIONAL NEEDS, ACCESS AND INCLUSION.....	10
Accessibility and meeting the needs of school users with a disability	10
ASSESSMENT AND REPORTING TO PARENTS / CARERS	11
HOMEWORK POLICY	11
EXTRA CURRICULAR ACTIVITIES	12
Educational Visits	12
Friends of Belmont - FOB.....	12
HEALTH and FIRST AID.....	12
SMOKING POLICY	13
UNIFORM.....	13
Jewellery	14
Appendices.....	17
The Governing Body	17
Staffing List	17
School Meals.....	17
Privacy Notice	17
Forms (separate to prospectus).....	17
Registration Form.....	17
Administration of Medicines	17
Home / School Agreement.....	17
Term Dates	17
eSafety Rules / Agreement	17
THE STAFF.....	19
SCHOOL MEALS	20
PRIVACY NOTICE - FOR CHILDREN YOUNGER THAN 11 YRS.....	21

CONTACT US

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ABOUT THE SCHOOL

Belmont Primary is a Redcar and Cleveland community school for girls and boys between the ages of 3 and 11. There are currently 343 children on roll full time in classes from Reception to Year Six. In addition, our nursery has places for 39 children aged three to four years to attend in the morning, and a further 39 in the afternoon.

The school comprises two separate buildings, set in what may well be the most attractive school grounds in the area. We have lawns and shrub beds to the front, lots of trees, wildlife and gardening areas, three playground areas and a large playing field, with views up onto the Cleveland hills.

In this lovely setting we strive to make Belmont Primary School a place where pupils, staff, parents/carers and the community work together to achieve the full potential of all individuals in a happy, safe and purposeful learning environment.

OFSTED INSPECTION

The school was last inspected on 14th & 15th November 2017. The report identified that Belmont Primary is a good school with some teaching and pupil progress that is outstanding.

A copy of the schools' latest report can be can be obtained from the school office or the full report can be viewed via the Ofsted internet site: www.ofsted.gov.uk
The areas for development identified in the report as 'What the school should do to improve further' have been incorporated into the school's annual improvement plan.

ADMISSIONS

Belmont Primary School is a Foundation school. This means that the Governing body is the admissions authority for the school. However, the school has adopted in full the Local Authority's criteria for admissions and all admissions are still co-ordinated through the Local Authority. A full copy of the Local Authority school admissions policy, along with procedures and guidance can be viewed at: www.redcar-cleveland.gov.uk in the 'learning' section. Go to 'schools' then 'admissions'.

Prospective parents/carers of pupils up to eleven years old are welcome to visit the school and should contact the school office to arrange a suitable time to meet staff and sample the working atmosphere prior to applying. The number of pupils we may admit to any year group is determined by the Local Authority.

The Local Authority is the admitting authority for all children entering our school at the start of their Reception Year, currently the school year in which the child has their fifth birthday. All parent/carers wishing their child to join Belmont School at the start of their Reception Year must complete a local authority admissions form. Attendance at Belmont School nursery does not confer any rights to a place in the Reception Class.

SCHOOL ORGANISATION

There are currently fourteen classes in the main school and a Nursery. These classes are organised into four teams; Foundation Stage (Nursery and Reception), Key Stage One (Years 1 and 2), Lower Key Stage Two (Years 3 and 4) and Upper Key Stage Two (Years 5 and 6). All classes are of mixed ability, although for specific aspects of work children may be set in ability groups. As in many primary schools, some classes are mixed age due to fluctuations in year group numbers from year to year. Whatever the ages of the children in any class, all are given work appropriate to their age and their learning needs.

School Times

Nursery

We operate two classes; both operate a system of a staggered start and finish. From September 2010 the entitlement to free nursery provision rose to 15 hours per week. This is provided over the following sessions:

The Morning class	8:30- 11:30
The Afternoon class	12:30 – 3:30

Reception Classes

Doors open at	8.35am
The morning session begins at	8.40 am
Morning Break	9.50am to 10.05am
The morning session ends at	11:55am
The afternoon session begins at	13:00pm
Afternoon Break	2.05pm to 2.15pm
The afternoon teaching session ends at	3.05pm
To allow the children to leave at the building at	3.10pm

Key Stage 1 (Years 1 and 2)

Doors open at	8.35am
The morning session begins at	8.40 am
Morning Break	9.50am to 10.05am
The morning session ends at	12.00am
The afternoon session begins at	1.00pm
Afternoon Break	2.05pm to 2.15pm
The afternoon teaching session ends at	3.05pm
To allow the children to leave at the building at	3.10pm

The time committed to teaching National Curriculum subjects, religious education, other curricular provision and movement amounts to 22 hours. These figures exclude break times, dinnertime and assembly time.

Key Stage 2 (Years 3, 4, 5 and 6)

Doors open at	8:35 am
The morning session begins at	8.40am
Morning Break	9.50am to 10.05am
The morning session ends at	12.00pm
The afternoon session begins at	1.00pm
The afternoon session ends at	3.10pm

Children in Key Stages 1 and 2 should not normally arrive on the school premises before 8.30am at the earliest.

The time committed to teaching National Curriculum subjects, religious education, other curricular provision and movement amounts to 24 hours 45 minutes. These figures exclude break times, dinnertime and assembly time.

Parents/carers are responsible for their child immediately before the start of the school day and at the end of the school day. Parent/carers and other responsible adults bringing children to school and collecting them are encouraged to come on to the school site and at the end of the day, receive children in the playground, direct from the classroom areas

Please remind your child, that if the person collecting him/her at the end of the day is not present, the child should return to their class teacher or report to the school office. We will repeat this important message in school regularly.

If your child arrives late or needs to leave school mid-session will you please make sure that you, and they, report to the school office so that our records can be amended.

TEACHING AND LEARNING

At Belmont Primary School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

At Belmont we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values and beliefs;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

Role of Parent/carers

We believe that parent/carers have a fundamental role to play in helping their children to learn. We work hard to inform and support parents/carers in how they can help further their children's learning and confidence at school by:

- ◆ Induction meetings for new starters
- ◆ Information meetings at the beginning of the Reception Year and Year 1
- ◆ Team newsletters which contain information about work to be covered and homework expectations
- ◆ A written report annually for pupils from Nursery to Year 6
- ◆ Termly progress reports from Reception to Year 6
- ◆ Termly parent/carer/teacher consultation meetings to discuss progress and strategies for improvement

THE CURRICULUM

The touchstone of an excellent curriculum is that it instils in children a love of learning for its own sake” Sir Jim Rose, Independent Review of the Primary Curriculum 2009

Our Nursery and Reception classes (known as the Foundation Stage) follow the statutory requirements of the Early Years Foundation Stage (EYFS) revised in September 2012. Children in both groups do much of their learning through play-based activities. A summary of the EYFS framework can be found on :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Children in years one to six follow a curriculum that is planned to incorporate the statutory requirements of the National Curriculum 2014 details of which can be found at: <https://www.gov.uk/government/publications/national-curriculum-and-assessment-information-for-schools> We also follow the Redcar and Cleveland Agreed Syllabus for Religious Education.. Within these frameworks we aim to provide a broad and balanced curriculum which engages and enthuses all children. We keep our school curriculum under review to ensure it remains relevant and interesting.

English and Maths

Our curriculum is designed to meet all of the requirements of the National Curriculum (see above). Competence and confidence in all aspects of English and maths are essential for learning and for success in life. We ensure that, as well as teaching the key skills in dedicated English and maths lessons, meaningful opportunities are created for children to use and apply their skills across the curriculum and in school life generally.

Science and Technology

Through the study of science, and the related opportunities provided by learning about and designing their own technological solutions to problems, children are encouraged to understand how the world works. We provide practical opportunities for experimentation and the testing of hypotheses whenever possible and children are progressively taught the skills needed to evaluate and make sense of their findings.

Geography and History

Where possible links are made between subjects to create themes or topics through which the core skills can be taught alongside the subject content. Links are also made to the core subjects of English, maths and science as it helps children to develop their basic English and mathematical skills when they are put into a meaningful context. Where appropriate, we look to organise visits to support the studies in these areas and offer enrichment opportunities.

Physical Education

Physical activity is the basis of future good health and contributes to happiness. Our PE curriculum provides children with the opportunity to develop physical skills progressively. We aim to practise and perform skills in movement, dance and sports, with opportunities for individual activity, team games, competitive and cooperative games. Swimming is part of the National Curriculum. Children from year one upwards are transported on a rota basis to

Guisborough Swimming Pool for lessons. All children take part in a minimum of two hours PE per week. We aim to provide children with the knowledge and decision making skills which empower them to make wise choices on many matters, which may affect their physical and emotional health and well being.

Music and arts subjects, including art and drama

The school has a strong tradition of providing a wide range of high quality music experience and education for all children during their time at the school. We aim to develop the understanding and enjoyment of music through activities that bring together the skills of performing and composing, listening and appraising where possible. All children in years three and four have an opportunity to learn an instrument as part of an ensemble and children in Year five are taught to play a stringed instrument as part of a year group strings orchestra. Art and design and drama further develop children's creativity and help them to gain insight into different viewpoints, cultures and traditions.

Computing

The use of computers and other information technology is an integral part of the modern world and increasingly plays a significant role in teaching and learning. The new National Curriculum places a strong emphasis on coding and programming skills. The number of iPads and laptops available is steadily increasing to enable children to develop their ICT skills across the whole curriculum. E-safety and keeping safe on the internet are embedded within the curriculum.

Foreign Languages

French is taught to all pupils from year three upwards using a fun 'real life' approach and interactive materials wherever possible. The emphasis is on developing skills in both spoken and written communication as well as developing knowledge of the country and culture.

Religious Education

Religious Education is provided within the framework of the Redcar and Cleveland Agreed Syllabus for Religious Education. We aim to develop in the children a foundation of understanding of world religions, so that they are sympathetic to and knowledgeable about the spiritual part of human life and experience. Due respect is shown to all faiths. Parents/carers can, by prior arrangement with the school, withdraw their children from all or part of the Religious Education offered.

Collective worship is carried out daily and is broadly Christian in nature, taking into account age and experience. Stories from different religions and cultures are also introduced. Visitors such as local clergy and representatives from charities, also lead assemblies periodically throughout the year. Parents/carers have the right to withdraw their child from attendance at collective worship. Where this is requested, the class teacher makes alternative provision.

Sex and Relationships Education

Sex and relationships education has strong links with other curriculum areas, especially Science and PE. Many aspects of physical and emotional development are taught progressively as part of these and related subjects, from Nursery to Year 6.

Sex and Relationship Education in Year 5/6 consists of a number of elements, which include;

- How puberty begins
- Physical changes during puberty
- Emotional changes during puberty

- Fertilisation, development of the foetus and birth

The style of Sex Education teaching and learning varies according to the element being taught, the cohort of children and individual needs. A range of teaching and learning strategies are employed.

The school consults with parents/carers on the content and resources used, especially when changes are planned. In addition, before the Year Five module, Parents/carers are provided with an opportunity to view the resources to be used and ask any questions they may have.

Parents/carers have the right to withdraw their child from all or part of the sex education provided, except that which is required as part of the Science National Curriculum. A copy of the Governing Body's Sex Education Policy is available from the school office.

BEHAVIOUR

Each adult working with children in the school shares the responsibility for providing care, guidance and support to the pupils, as well as maintaining the good behaviour that is a notable feature of the school. Each class teacher has the primary responsibility for the children on her/his register. Should you have a particular concern please make an appointment to see the appropriate class teacher in the first instance.

In the interest of the safety and well-being of all in school, the policy for behaviour and discipline is based upon developing positive attitudes of responsibility and respect. We believe that the maintenance of good discipline is dependent on a whole range of activities.

Relationships between teacher and child, school and home are very important. We aim to make pupils aware of what is expected from them and promote high expectations for them. We encourage appropriate behaviour and give praise as often as possible. When things do go wrong, we try to deal with the problem immediately, aiming to be firm but fair.

Belmont Golden Guidelines

At Belmont, we want everybody to feel happy and safe. To help achieve this, we have the 'Golden Guidelines':

- 1) Treat everybody with respect. Speak to people and treat people kindly and in the same way you would like to be spoken to and treated.**
- 2) Ensure you look after equipment so it does not get damaged.**
- 3) Work hard and always try the very best you can.**
- 4) Move safely around school to try to prevent accidents happening.**
- 5) Always be honest. Sometimes things go wrong but if you tell people what happened, they will respect you for it!**
- 6) TRY TO ENJOY EVERY DAY AND MAKE THE MOST OUT OF EVERY OPPORTUNITY YOU HAVE!**

Individual class teachers use these “Golden Guidelines” as a basis for discussion with their classes to formulate class rules.

If any in-school situation deteriorates we consult with parents/carer(s) at an early stage so that parent/carers and school staff can work together to resolve the problem.

If there should be a serious incident or a series of repeated instances of poor behaviour the Head Teacher may exclude the child from school.

ANTI-BULLYING POLICY

What is Bullying?

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful (including physical and verbal aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Instances of bullying are unusual at this school but we take any reports of bullying or racial abuse very seriously and they are always investigated, recorded and action taken as required. Please inform us if you become aware of this happening as this sort of behaviour can be difficult to detect. Evidence of the of the school’s commitment to anti-bullying strategies is provided by our achievement the national Anti-bullying Charter Mark in 2010.

Copies of the school’s full behaviour and anti-bullying policies can be obtained from the school office.

SPECIAL EDUCATIONAL NEEDS, ACCESS AND INCLUSION

All children participate in all areas of the curriculum whenever possible. A small proportion of pupils may however have difficulty accessing or making progress through the curriculum as a result of special educational needs. Children who are failing to make the expected progress or who have identified additional needs, are carefully monitored and assessed.

Where modifications to teaching and learning, within the normal expectations of classroom teaching, are not sufficient to resolve the difficulties, the class teacher may consult with parents/carers about placing the child on the school’s Special Educational Needs (SEN) register. In such cases the school will, in consultation with parents/carers and the child where appropriate, draw up an individual plan showing targets and any support or interventions to be provided. This plan will be reviewed regularly throughout the year. The school will seek specialist advice and support where appropriate.

Exceptionally, where children have substantial additional needs, they may have a statement of special needs. These were replaced from September 2014 with Education, Health and Care plans (EHCs) which will involve joint planning for provision from education, health services and social care.

Accessibility and meeting the needs of school users with a disability

In addition to the above provision for SEN, the school makes every reasonable effort to be fully inclusive as an educator, employer and local authority service provider.

Ramps have been installed providing access to both buildings for people with mobility difficulties. The main entrance to the school is via an automatic electrically operated door and assistance is provided to enable progress beyond the security doors. There are toilets for disabled users in both buildings. Recent changes to the decor have taken into account the need to provide visual contrast for people with visual impairment. Individual needs are met through adaptations to teaching and learning methods, the curriculum and the resources used and the provision of support.

A full copy of the Accessibility Plan can be obtained from the school office and the school equalities information and action plan are displayed in the school entrance and on the website.

ASSESSMENT AND REPORTING TO PARENTS / CARERS

For children/parents/carers in years Reception to Year 6, we hold parent/carer/teacher consultations termly. In Years 1 to 6, you will receive a written annual progress report, prior to the Summer Term consultation. At the end of the year, you will be given an opportunity to view your child's work and to consult with the teacher, should you feel this to be necessary. Interim progress reports are also provided termly.

At the end of the year (July), you will be sent assessment information about your child's achievements. Children in the reception year will receive the results of the Early Years Foundation Stage Profile at this stage and children in years two and six will receive the results of their SATs tests and tasks. Year One children will have completed a phonics screening test and parents will be given the results of this in the summer

It is school policy to contact parents/carers at an early stage, if we feel that a child is not progressing as well as we had hoped. Subsequently, after you have been consulted and other strategies have been tried, it may be necessary to contact other support services and seek further advice. Similarly, if you have concerns, please contact the class teacher, team leader or Head Teacher to arrange an appointment to discuss your concerns.

HOMEWORK POLICY

The school day is very demanding and the children need to be fit and fresh to make the best of each day. However, there is a need for the children to consolidate some work at home and we request your support. The homework given to children varies in its form according to their age and ability. All children from Reception to Year 6 will receive regular homework; further details are given in year group termly letters.

Reading is of such importance and so demanding of teacher time, that we encourage all children to take books home to read. We would encourage parents/carers to spend a few minutes sharing a book and talking with their children about the books they are reading. As children become independent readers, they still need your support and encouragement to progress further.

Children may also bring multiplication tables and lists of spelling patterns home to learn. Parents/carers help with these tasks is very much appreciated. Sometimes children may be asked to carry out small tasks relevant to their topic, (for example asking some simple questions). We appreciate the help and support you may give in these tasks.

If your child is experiencing difficulties with homework tasks, please do not let any frustration occur; simply write a short note to the teacher indicating the problem.

EXTRA CURRICULAR ACTIVITIES

At the present time the school offers a wide range of extra-curricular activities including;

- Music / ukulele
- Key Stage Discos
- Running
- Art
- Football
- Netball
- Library Club
- Sports Leaders
- Homework Club
- Multi Sports
- Residential (Y5)

Depending on the activity, there may be a small charge. Where clubs are run by teachers in their own time we do not usually make any charge.

Educational Visits

To enrich the learning experience and to provide first hand experiences for the children we provide many school 'trips' to museums, sports facilities, the countryside, theatres, galleries and the locality. We also arrange for visitors such as theatre groups, music ensembles and representatives of different professions, cultures or faiths to visit school.

Each year we arrange a residential visit for Year 5 pupils who wish to participate. It has proved very popular and the children have gained a great deal, in terms of new experiences, skills development and social interaction.

Friends of Belmont - FOB

The Friends of Belmont was founded in September 1993 to assist relationships between the staff, parents/carers, the local community and others connected with the school; also to organise events to support the school with social activities and fund-raising. Parents or carers of children attending the school, members of staff and certain other people with an interest in the welfare of the school are members.

We hope you will become an active Friend of Belmont and enjoy the social activities and support fund-raising to the benefit of the children of Belmont Primary School.

HEALTH and FIRST AID

Many members of the school's support staff have received paediatric first aid training and emergency first aid training. These staff members deal with any **minor accidents** during the school day. Mrs Brown, who is an additionally trained first aider, is available should the situation demand.

In matters of general health concerns the school nurse may be contacted:

School Nurse*

Belmont House,
Rectory Lane
Guisborough TS14 7FD
Tel: 01642 444011/01287 619611

NB. We try not to, but may on occasion, use plasters when children cut themselves. If your child is allergic to these please let us know without delay.

We are often asked to **administer medication** to pupils and understand that there are occasions when this is necessary. We ask, where possible, for the medication to be given at home or by a parents/carer coming into school. Where this is not possible **we are only allowed to administer medication prescribed by a doctor**. It should be lodged at the school office

along with written authorisation, including information about the dosage required and timings. Parents may come into school during the day to administer medication.

When a child needs to leave school during a session, for medical or dental treatment, please notify the class teacher in writing and on the day in question, call at the office as you collect and return your child.

If your child suffers from asthma, peanut allergy, diabetes or similar disorders will you please inform the School Office immediately.

Increasingly these days we are asked to make arrangements to support children in school who suffer an **allergic (anaphylactic) reaction to nuts**. This type of reaction can result in death. As a consequence you will be asked for confirmation of the allergy from a paediatrician and then you will be asked to complete an agreed protocol with us.

HEALTH & SAFETY ISSUES

Road Safety

In the interests of the safety of all children, we ask you not to park on the yellow zigzag lines when collecting or leaving children: this will enable children to have a clear view of the traffic. Please do not obstruct the drives of local residents or drive into the school car park to collect or leave children as this can provide an additional hazard. Please do not block the pedestrian entrance and the footpath near to the gate.

The Road Safety Officer has suggested that pupils who have to walk towards Belmangate should cross the road where a crossing patrol has been provided at the junction of Lauderdale and Eglinton on the school side of Lauderdale Drive.

We request that young children, who are waiting with you, remain under close supervision on the playground area and that dogs (apart from guide dogs) are not brought onto the school site.

Play equipment in the school grounds must not be used except under the supervision of school staff. Please ensure waiting children do not climb onto play equipment.

When you visit school, for whatever reason, please will you always report to the school office. This request is made in the interest of the safety of all the children.

Sweets

Children may not bring sweets, including chewing gum, to school.

Photographs

Please note that unless we are informed, in writing, that you specifically do not wish your child to be photographed, we will allow photographs to be taken for use in school and externally, in the local press for example. If photographs are to be published outside of school we will not allow surnames to accompany the photograph without obtaining parent/carer consent. We permit the taking of photographs and video footage at most school open events.

SMOKING POLICY

This school, and school site, is a totally 'NO SMOKING' premises. This includes the use of e-cigarettes.

UNIFORM

The school strongly promotes the wearing of school uniform as it combines practicality with the reinforcement of a sense of belonging and pride in the school. Our most recent survey of

parent/carer opinion showed one hundred percent of those who responded supported the school uniform, and virtually all pupils wear uniform every day.

For ease and economy we do not insist that jumpers, sweatshirts and cardigans are a particular style or embroidered with the school logo. However these, plus fleece jackets, shower-proof jackets and polo shirts with the school logo are available. Elizabeth's Embroidery operates a service where these items can be ordered online at: www.elizabethsembroidery.com and items can also be obtained from Boyes and Bambini in Guisborough and Quickastitch in Redcar.

The school colour for jumpers, cardigans and sweatshirts is maroon. To go with these we prefer white tee shirts, shirts or polo shirts, trousers and skirts in grey. **Please no jeans or tracksuit bottoms.** Shoes must be suitable for school, no 'flip flop' styles, high heels or other styles that restrict movement or present a risk to safety.

For PE children need a change of clothing: leotard or black shorts and a white tee shirt, plimsolls or trainers for indoor PE and trainers for outdoor activities. A sweatshirt and 'jogging' bottoms or similar is also needed when children are taking part in games outside. Older children may sometimes need limited specialist equipment, usually if they are selected for a team, for example football boots and shin pads. Long hair must be tied back for PE. Children need a suitable bag to contain their PE kit and hang up on a coat peg.

Each child should have his/her name clearly marked on all items of personal property.

Any items of **lost property** found in school and not claimed by the end of the day will be placed in the lost property boxes situated in each of the Key Stage 1 and Key Stage 2 buildings. These boxes are regularly emptied and stored for a further two weeks before they are disposed of.

Children should not bring any items of value to school. We regret that we cannot take responsibility for the loss or damage of such items. Mobile phones needed for before/after school must be handed in to the school office for safe keeping during the school day.

Jewellery

In the interest of safety and in accordance with guidelines issued to schools, children should not wear jewellery, apart from small stud earrings, at school. Staff are not permitted to remove earrings so we ask that where children cannot remove them themselves, these are removed at home on PE / swimming days. **All earrings must be removed for swimming.**

CHARGING FOR ACTIVITIES

(A copy of the school's charging and remissions policy can be obtained from the school office and is published on the website.)

When educational visits are organised to take place wholly or mainly in school time we may ask for a voluntary contribution from parents/carers. A letter will be sent out inviting contributions. We will not ask for contributions over and above the actual costs to be incurred. It will be made clear that without substantial support visits may not take place. Where school visits receive substantial support, no individual will be excluded from a visit through non-payment. School visits which do not receive this support may be cancelled. Please note that once a decision has been made to book the visit no refunds can be made.

The School and Governors would not wish to exclude any child from participating in any activity because of financial circumstances at home. If you have a problem please contact the Head Teacher, in confidence, who will help if at all possible.

If a child should maliciously destroy or damage an item of school equipment or property he/she may be asked to make good the loss.

In the Nursery and Reception we operate Nursery/Reception Funds. This money helps us to purchase items such as baking ingredients, fruit and vegetables, plants, seeds etc. Contributions are voluntary.

Charges are made for certain activities such as out of hour's events and visits and musical tuition which is provided outside the normal music curriculum. These charges are not voluntary but arrangements may be made to assist in cases of financial hardship.

ABSENCES FROM SCHOOL

Children have a legal right to be educated and the school has a responsibility to monitor attendance and timekeeping carefully. In the event of an unavoidable absence from school please telephone the school office to give the reason for absence. Should there be no reason given, or where the reason given is not acceptable, the absence is termed 'unauthorised'. We are now obliged to report both 'authorised' and 'unauthorised' absences.

The school registers are monitored regularly by the Attendance and Welfare Officer. In certain circumstances, where there is concern about non-attendance or late arrival, she may take the opportunity to visit you at home.

CAN I TAKE MY CHILD ON HOLIDAY IN TERM TIME ?

"Headteachers have the discretion to grant leave, but they should only do so in exceptional circumstances. If a headteacher grants a leave request, it will be for them to determine the length of time that the child can be away from school. This leave is unlikely, however, to be granted for the purposes of a family holiday. Parents can be fined for taking their child on holiday during term time without consent from the school."

Department for Education 24/07/2013

In exceptional circumstances, to request an absence please contact the school office for a 'Leave of Absence Request' form.

TRANSFER TO SECONDARY SCHOOLS

A system of parent/carer preference operates in Redcar and Cleveland, full details of which can be found in the Local Authority's booklet "Secondary Education in Redcar and Cleveland" and at www.redcar-cleveland.gov.uk. The majority of pupils from Belmont normally transfer to Laurence Jackson School. Other local secondary schools are available and this school works with each school to ensure a smooth transition.

COMPLAINTS

We operate an open door policy at the school and like to think that most issues and problems can be resolved informally through direct contact with the child's class teacher or a member of the leadership team. However, where issues remain unresolved a more formal complaints procedure is available. All complaints should be directed to the complaints co-ordinator, Mrs Linda Allen, via the school office in the first instance, she will determine the appropriate person to deal with the complaint and make any arrangements for a follow up meeting. The full complaints policy can be obtained from school.

CHILD CARE

Belmont Primary School works in partnership with local childminders and an after school care group.

Childminders drop off and collect children from school. For more information about childminders or to find a place for your child please contact Redcar and Cleveland Families information service on 0800 073 8800. Both childminders and Kiddiwinks are registered with Ofsted and offer quality, flexible childcare for children of all ages.

Kiddiwinks Day Care now operates on each school day: before and after school hours and now offers a service for pre-school age children during the day. During holidays they provide all day cover. For more information please ring Janet or Tina on 07954 228162.

SAFEGUARDING CHILDREN - INFORMATION FOR PARENTS AND CARERS

Parents and carers should be aware that the school has a legal duty to take reasonable action to ensure the welfare and safety of its pupils. In cases where school staff has cause to be concerned that a pupil is at risk, staff will follow the school's policy and guidelines for safeguarding children. This may result in a referral to social services or in some instances to the police. Except where it is believed that to do so might place the child in danger of harm, parents/carers will be consulted prior to any referral.

All adults working in the school, including volunteers, are required to have a current enhanced Disclosure and Barring Check. A full copy of the Safeguarding Children policy can be viewed on line or purchased at the school office for a small charge.

The designated senior lead for Safeguarding and Child Protection is Mr C Gibson (Head teacher) Deputy Designated officers are: Dr S Noble (Deputy Head), Mrs L Allen (School Business Manager), Miss C Sunderland (Lower KS2 Lead), Mrs N Lynas (EYFS lead), Miss R Moscrop (Upper KS2 Lead), Mrs T Spears (Y4) and Mr Mark Hewitt (Safeguarding Governor)

FINALLY

We feel that the time spent in the Primary School is a very important period and provides the basis for future learning. It is necessary for the children to be happy and relaxed in this situation and, therefore, the home/school partnership is very important.

If any problems do arise please do not hesitate to come into school and discuss them with us. Your child's happiness and security as well as their educational progress are of paramount importance to us.

WE LOOK FORWARD TO WELCOMING YOUR CHILD TO BELMONT PRIMARY SCHOOL.

PLEASE NOTE:

The information in this School Prospectus was prepared and published in the academic year 2022/2023 and the particulars contained are correct at the time. It must not be assumed that there will be no changes affecting the relevant arrangements or certain matters before the start of or during the 2022/2023 academic year or in respect of subsequent school years e.g. from variations in Government Policy for Education.

If you require the information contained in this prospectus in a different format or language please contact the school office.

Further information about the school, including recent national test results can be viewed at: <http://schoolsfinder.direct.gov.uk/8072365/school-profile>

Appendices

1. The Governing Body
2. Staffing List
3. School Meals
4. Privacy Notice

Forms (separate to prospectus)

1. Registration Form
2. Administration of Medicines
3. Home / School Agreement
4. Term Dates
5. eSafety Rules / Agreement

THE GOVERNING BODY

The details of which are as follows: -

LA GOVERNOR		Term of Office	
Mr Mike Bloomfield (Chair)		01/08/2020	31/07/2024
HEADTEACHER			
Mr Christopher Gibson		01/09/2014	
STAFF			
Mrs Samantha Noble		22/10/2021	21/10/2025
CO-OPTED STAFF			
Mrs Linda Allen		14/11/2021	13/11/2025
PARENT			
Mr Stuart Raynor		15/10/2018	14/10/2022
Mr Paul Worthy		14/11/2018	13/11/2022
Mrs Rebecca Naylor		04/11/2019	03/11/2023
Mr Mark Hewitt		15/08/2018	14/10/2022
FOUNDATION			
Mr Andrew Cooper		14/11/2021	13/11/2025
Mrs Sue Harrison		14/11/2021	13/11/2025
CO-OPTED			
Mr Ian Cook (Vice Chair)		14/11/2021	13/11/2025
Mr Jeffrey Grainger		25/02/2019	24/02/2023
Mr Mark Hewitt		27/08/2018	26/08/2022

The Chair of Governors can be contacted care of the school and the Clerk to the Governing Body, Mrs Angela Livingstone, C/O Education Department, Kirkleatham Street, Redcar.

The Full Governing Body normally meets once each term and more often when the situation demands. In addition there are regular meetings of two main committees; Resources and Raising Standards, once or twice per term. The minutes of these meetings are kept at school and are available for you to inspect.

THE STAFF

Head Teacher: Mr Christopher Gibson

Deputy Head Teacher Mrs Samantha Noble

Assistant Head Teacher Miss Catherine Sunderland

Teachers

Miss Samantha Mallett, Mrs Natalie Lynas, Mrs Sophie Hugill, Miss Bethany Keatley, Mrs Nicola Hawthorne, Mrs Zoe Leather, Mrs Laura Chipchase, Miss Amy Schumm, Miss Rachel Cook, Miss Catherine Sunderland, Mrs Sarah Fawkes, Mrs Tracey Spears, Mr Carl Wood, Mrs Katie Russell, Mr Christopher Duffy, Mr Luke Harper, Miss Rebecca Moscrop

Teaching Assistants

Mrs Jayne Jones, Mrs Dawn Biles, Mrs H Tebble, Mrs Nicola Flint (HLTA's)
Mrs Sarah Lofthouse, Miss Ellie Randall, Mrs Emma Simpson, Mrs Phillipa Cooper, Mrs Karen Worthy, Mrs Claire Duncan, Mrs Gail Raynor, Mrs Sarah Swales, Mrs Emma Stevenson, Miss Stacey Blackett, Miss Gemma Jackson, Mrs Ruth Smith.

Business Manager

Mrs Linda Allen

Administration Staff

Mrs Ann Brown, Miss Abi Court, Mrs Jillian Simpson

Premises Manager

Mr Steven Magor

Cleaning Staff

Mrs Sandra Edwards, Ms Stacey Robson, Ms Julie Askew, Mrs Yvonne Smithies

Lunchtime Supervisory Staff

Mrs Anne-Marie Cook, Mrs Emma Simpson, Mrs Jillian Simpson, Miss Gemma Jackson, Mrs Gail Raynor, Miss Stacey Blackett, Mrs Ruth Smith, Mrs Emma Stevenson, Mrs Alexis Scaife, Mrs Nicola Passmore

SCHOOL MEALS

A school meal can be provided at a cost of £2.30 per day, £11.50 per week. Dinner money should be paid in advance of the meals using ParentPay.

From September 2014 all children in reception, year one and year two are entitled to a free school lunch.

The School Cook orders food up to six weeks in advance therefore we ask you to maintain dinner arrangements for at least half a term period. If you should wish to change, please contact the School Office at least one week beforehand, or the week before a half term holiday.

A free meal is supplied to children whose parents are in receipt of earnings based Job Seekers Allowance, Income Based or Income Support. If you think your child may be entitled to free meals, please use the following link to register and apply.

<https://www.redcar-cleveland.gov.uk /Free-School-Meals.aspx>

Please register your child(ren) for free meals if you are in receipt of:

Universal Credit with an annual net earned income of no more than £7,400 (as assessed by earnings from up to three of your most recent assessment periods)

- **Income Support**
- **Income Based Jobseekers Allowance** (Income Based)
- **The Guaranteed Element of Pension Credit** (Guaranteed Credit)
- **Income Related Employment and Support Allowance** (Income Related)
- **Support under part VI of the Immigration and Asylum act 1999**
- **Child Tax Credit** with a joint annual gross income of no more than £16,190
(Providing you are not entitled to Working Tax Credit on a regular basis)
- **A 'Run-On' of Working Tax Credit** (Paid for 4 weeks after you stop qualifying for Working Tax Credit)

It should be noted that if you or your partner are entitled to Working Tax Credit on a regular basis **you will not qualify** for free school meals.

By doing this you, your child(ren) and this school will benefit.

- **YOU will be saving over £400 per year for each child who takes a free meal.**
- **YOUR child(ren) is/are entitled to a warm and filling meal at lunchtime.**
- **THIS school will be given extra funding to spend.** (This is the extra sum of money, which the Government gives to school for every pupil on free meals). Some of this funding is used by the school to subsidise after school clubs, residential trips and school visits for eligible children.

If your child(ren) qualifies for a free school meal, it will still benefit our school, and you if you apply for free meals even if you wish your child to bring a packed lunch. Please apply if you are eligible, even if your child is already receiving the free infant lunch as you will then be able to benefit from the subsidies that the school provides using the additional government funding.

Our School Cook provides an excellent choice of meal each day. If, for medical reasons, a child requires a special diet, this can be catered for but you should consult with the Head Teacher in the first instance. The meals are served on flight trays, allowing us to operate a cafeteria system. Water is provided on each table for the children to drink. If you decide to provide your child with a packed lunch, please ensure that it is packed in a suitably sealed container, which your child can open. No sweets or fizzy drinks are allowed.

Parents may come into school and see for themselves the meals produced and if they wish may eat a meal with their child. If you would like to make use of this offer could you please contact the school office on the day you wish to eat the meal, preferably by 10 am. There is a charge at the moment of £2.52 for this sample meal; unfortunately this offer can only be made available once per parent per year.

PRIVACY NOTICE - FOR CHILDREN YOUNGER THAN 11 YRS

To be issued to children in Primary, Special, Early Years, AP and PRU Settings

Privacy Notice - Data Protection Act 1998

We Belmont Primary School are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Mrs Linda Allen, the School Business Manager.

If you require more information about how the LA and/or DfE store and use this data please go to the following websites:

- <http://www.redcar-cleveland.gov.uk/> and <http://www.teachernet.gov.uk/>

If you are unable to access these websites, please contact the LA or the DfE as follows:

- Children & Young People Team
Redcar & Cleveland Borough Council
Kirkleatham Street, Redcar, TS10 1YA
Website: www.redcar-cleveland.gov.uk
Email: CYPTeam@redcar-cleveland.gov.uk
Tel: 01642 771161
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street, London, SW1P 3BT
website: www.education.gov.uk
tel: 0870 000 2288.