



PROSPECTUS
2026 2027

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For the latest policies, dates and detailed curriculum information, please visit www.belmont-primary.org.uk

A Welcome from our Chair of Governors

On behalf of the Governing Body, I am delighted to welcome you to Belmont Primary School.

Belmont is a happy, caring and ambitious school where children are encouraged to enjoy learning, develop confidence and make the very most of the opportunities available to them. We are fortunate to have dedicated staff, wonderful grounds and a strong sense of community, all of which contribute to making Belmont a very special place in which to learn and grow.

As governors, we work closely with the Headteacher and staff to support the school, provide appropriate challenge and ensure that Belmont continues to provide the best possible education and care for its children.

We greatly value the partnership between school and families and hope that this prospectus gives you a flavour of life at Belmont. Most importantly, we would encourage prospective families to come and see the school for themselves.

Mike Bloomfield
Chair of Governors

A Welcome from our Headteacher

Welcome to Belmont Primary School.

Choosing a school is an important decision and a prospectus can only tell you so much. What I hope these pages will do is give you a sense of the kind of school Belmont is, what matters to us and what your child can expect from their time here.

Above everything else, we want children to be happy, safe and successful. We have high expectations of both learning and behaviour, but we also believe primary school should be full of experiences that children enjoy and remember. Alongside strong teaching in the classroom, we want our pupils to explore, create, perform, compete, visit new places, spend time outdoors and discover things they did not know they were interested in.

Our extensive school grounds are an important part of this. We are continuing to develop opportunities for learning beyond the classroom, including our Forest School provision, so that children can learn from the environment around them as well as from the more traditional classroom experience.

Belmont is also very much a community. Good relationships between children, staff and families matter enormously to us and we want parents and carers to feel comfortable talking to us, asking questions and being involved in their child's education.

We are proud of our school, but the best way to find out whether Belmont feels right for your child is to come and visit us. You will be very welcome.

Chris Gibson
Headteacher

Contact Us

Belmont Primary School

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Website: www.belmont-primary.org.uk

Prospective families are very welcome to visit Belmont. Please contact the school office and we will be happy to arrange a suitable time for you to come in, meet us and have a look around.

About Belmont

Inspire • Motivate • Achieve

Belmont Primary School provides education for children from Nursery to Year 6, taking children from their first experiences of school through to the end of their primary education.

Our school is housed in two buildings within extensive and attractive grounds. We are fortunate to have large playing fields and playgrounds alongside established trees, wildlife and gardening areas, with views towards the Cleveland Hills.

We believe that our environment should be used as a place to learn as well as a place to play. We continue to develop opportunities for children to learn beyond the classroom, making greater use of our grounds and developing our Forest School provision alongside visits, visitors and experiences within the wider community.

At the heart of Belmont is a simple ambition: we want children to enjoy coming to school, feel safe and valued, be **inspired** by their experiences, **motivated** to do their best and proud of what they **achieve**.

We want our pupils to leave us as confident and considerate young people who are curious about the world around them, proud of what they have accomplished and well prepared for the next stage of their education.

Strong relationships are central to this. Children, staff, parents and carers all have a part to play, and we believe that children do best when school and home work positively together.

Admissions

We welcome enquiries from families who are considering Belmont Primary School for their child and encourage prospective parents and carers to visit us before applying. Please contact the school office and we will be happy to arrange a visit.

Nursery Admissions

Applications for a place in Belmont Nursery are made **directly to the school**, rather than through the Local Authority.

Parents and carers interested in a Nursery place should contact the school office, who will provide information about current availability, Nursery sessions and the application process.

A place in Belmont Nursery does not guarantee or give priority to a place in Reception. A separate application must be made for a Reception place.

Starting Reception

Applications for children starting Reception are coordinated through Redcar and Cleveland Borough Council as part of the Local Authority's admissions process.

Parents and carers should apply through the Local Authority by the published closing date. Full information about the application process, admission arrangements and important dates is available through Redcar and Cleveland Borough Council.

<https://www.redcar-cleveland.gov.uk/schools-and-education/school-admissions/starting-primary-education>

Joining Belmont at Another Time

Families wishing to apply for a place at Belmont during the school year, or for a child transferring from another school, should contact the school office in the first instance. We will be happy to explain the current admissions process and help you find the information you need. Again, this is managed through the Local Authority School Admissions Team:

<https://www.redcar-cleveland.gov.uk/schools-and-education/school-admissions/mid-year-applications>

Where a place is available, we will work with families and the child's previous school to make the move to Belmont as smooth as possible.

School Organisation and the School Day

School Organisation

Children at Belmont are organised across four phases:

- **Early Years Foundation Stage:** Nursery and Reception
- **Key Stage 1:** Years 1 and 2
- **Lower Key Stage 2:** Years 3 and 4
- **Upper Key Stage 2:** Years 5 and 6

Our classes include children with a wide range of abilities and needs. Occasionally, depending on the number of children within particular year groups, classes may include children from more than one year group. This, however, is highly unlikely!

Whatever the organisation of a class, teaching is planned to ensure that children are appropriately supported and challenged in their learning.

The School Day

We know that one of the most useful things for families is simply knowing where children need to be — and when! Our school day is organised as follows.

Nursery

Our Nursery offers morning and afternoon sessions:

Morning Nursery: 8.30am – 11.30am

Afternoon Nursery: 12.30pm – 3.30pm

We operate a staggered start and finish to help children arrive and leave Nursery calmly and safely. Further information about arrangements is shared with families when children join us.

Reception

School begins: 8.40am

Morning break: 9.50am – 10.05am

Lunch: 11.55am – 1.00pm

Afternoon break: 2.05pm – 2.15pm

Children leave: 3.10pm

Key Stage 1 — Years 1 and 2

School begins: 8.40am

Morning break: 9.50am – 10.05am

Lunch: 12.00pm – 1.00pm

Afternoon break: 2.05pm – 2.15pm

End of teaching day: 3.05pm

Children leave: 3.10pm

Key Stage 2 — Years 3 to 6

School begins: 8.40am

Morning break: 9.50am – 10.05am

Lunch: 12.00pm – 1.00pm

School finishes: 3.10pm

Children should not normally arrive on the school site before 8.30am (unless, of course, they are attending Breakfast Club!). Parents and carers remain responsible for their children before the start of the school day and once children have been collected at the end of the day.

Dropping Off and Collecting Children

Parents, carers and other authorised adults are welcome to come onto the school site when bringing children to school and collecting them at the end of the day.

Children are released from their classroom areas to their parent, carer or another authorised adult. If the person a child is expecting to collect them is not there, they know that they should return to their teacher or another member of staff and **must not leave the school site alone**.

If someone different will be collecting your child, please let us know in advance.

Arriving Late or Leaving During the School Day

If your child arrives after the school day has begun, please bring them to the school office so that we can make sure they are registered correctly.

Similarly, if your child needs to leave school during the day — for example, for an appointment — please report to the school office when collecting them.

Learning at Belmont

We want children at Belmont to enjoy learning, work hard and experience success. We believe that children learn best when teaching is purposeful and engaging, expectations are high and they feel confident enough to ask questions, make mistakes and try again.

Our curriculum provides children with the knowledge and skills they need while encouraging curiosity, independence and creativity. Strong foundations in reading, writing and mathematics are central to children's learning and enable them to access and enjoy the wider curriculum.

We also believe that some of the most memorable learning happens when children can see, experience and do things for themselves. Wherever appropriate, learning is enriched through practical activities, visitors, educational visits, performances, sport and opportunities to use our extensive school grounds and wider environment.

Throughout their time at Belmont, we want children to become increasingly confident in expressing their ideas. Speaking, listening and discussion are important parts of learning across the curriculum and help children to develop their thinking as well as the quality of their writing.

Our curriculum also provides opportunities for children to be creative, physically active and curious about the world around them. We want them to develop respect for other people, cultures and beliefs and to grow into responsible young people who understand that they have a part to play in their school and wider community.

Above all, we want children to develop positive attitudes to learning: to be **inspired** by the opportunities and experiences available to them, **motivated** to do their best, resilient when things are difficult and proud of what they **achieve**.

Our Curriculum

Children in Nursery and Reception follow the Early Years Foundation Stage (EYFS), where carefully planned adult-led and child-initiated learning helps children to develop the knowledge, skills and confidence they need as they begin their education.

From Year 1 to Year 6, children are taught the National Curriculum, including English, mathematics, science, computing, history, geography, art and design, design and technology, music, physical education and languages.

Religious Education is taught in accordance with the locally agreed syllabus.

We aim to provide a broad and balanced curriculum in which subjects are taught progressively, building children's knowledge and skills as they move through school. Where meaningful links can be made between subjects, we use these to help children make connections in their learning.

Alongside the statutory curriculum, we provide opportunities for children to develop personally, socially, creatively and physically. Learning is enriched through a range of experiences both within and beyond the classroom.

More detailed information about our curriculum, including what children learn within individual subjects and year groups, is available on the school website.

Personal Development

Children's personal development is an important part of life at Belmont. Alongside their academic learning, we want children to develop the confidence, knowledge and understanding they need to build positive relationships, make sensible choices, respect others and keep themselves safe.

Through our curriculum and wider school life, children learn about physical and emotional wellbeing, relationships, families, respect, responsibility and the wider world. This learning is planned carefully so that it is appropriate to children's age and stage of development.

Religious Education and Collective Worship

Religious education is taught in accordance with the locally agreed syllabus. Children learn about a range of religions and beliefs, helping them to develop their knowledge and understanding of the beliefs, traditions and values of others.

Collective worship takes place regularly and provides opportunities for children to come together, reflect on shared values and consider themes relevant to their lives and the wider world.

Parents and carers have the legal right to withdraw their child from religious education and/or collective worship. Any parent or carer considering this is encouraged to speak to the Headteacher so that the arrangements can be discussed.

Relationships, Health and Sex Education

Relationships, health and sex education (RSHE) is taught in an age-appropriate way as children progress through school. It supports children in understanding healthy relationships, physical and emotional wellbeing, growing and changing, and how to keep themselves and others safe.

Some aspects of this learning also form part of the statutory science curriculum.

We recognise that parents and carers play a vital role in children's learning about relationships and growing up. We provide information about our curriculum and, where appropriate, opportunities for parents and carers to see the resources that will be used.

Further information, including details of the curriculum and parents' rights in relation to withdrawal from sex education, can be found in the school's RSHE policy.

Behaviour and Relationships at Belmont

We want Belmont to be a happy, safe and respectful school where children can learn without disruption and where everyone is treated well.

We have high expectations of children's behaviour, but we also recognise that children are learning how to manage their emotions, relationships and choices. Good behaviour is encouraged through clear expectations, positive relationships, praise and recognition, alongside calm and consistent responses when things go wrong.

At the heart of our approach are our **Golden Guidelines**. These provide a simple set of expectations which children learn from the beginning of their time at Belmont and which apply throughout school:

Our Golden Guidelines

1. Be respectful, helpful and kind

Treat others as you would like to be treated.

2. Look after our school

Take care of equipment, resources and the environment around you.

3. Always try your best

Work hard, challenge yourself and be proud of your efforts.

4. Keep yourself and others safe

Move calmly and make safe choices around school.

5. Be honest and take responsibility

Everyone makes mistakes — we learn from them and put things right.

6. Enjoy every opportunity

Have a positive attitude, join in and make the most of every day.

These expectations apply everywhere: in classrooms, around school, at break and lunchtime, during visits and events, online and whenever children are representing Belmont.

When Things Go Wrong

Children, like adults, will sometimes get things wrong. When this happens, we aim to respond calmly, fairly and consistently. Children are helped to understand what has happened, take responsibility for their actions and, wherever possible, put things right.

Where behaviour concerns continue, our response becomes increasingly structured and parents and carers are involved so that school and home can work together to support improvement.

We recognise that behaviour can sometimes communicate an additional need. Individual circumstances, including SEND, are therefore considered and reasonable adjustments made where appropriate. This does not mean removing expectations; rather, it means providing the support a child may need to meet them successfully.

Bullying

We take concerns about bullying seriously and want children to feel confident that they can tell an adult if something is worrying them.

Bullying is behaviour which is intended to hurt another person, is repeated over time and involves an imbalance of power. It can take many forms, including physical, verbal or emotional behaviour, and can also happen online.

Children, like adults, sometimes fall out, disagree or behave towards one another in ways they later regret. These incidents are taken seriously and dealt with appropriately, but they do not necessarily constitute bullying. It is important that we understand what has happened so that we can respond in the right way.

Where bullying is reported or suspected, concerns are investigated and appropriate action is taken. We work with the children involved and, where appropriate, their parents and carers, both to address the behaviour and to support those affected.

We encourage children to speak to an adult if they experience or witness behaviour that concerns them. Similarly, we ask parents and carers to contact us promptly if they believe their child may be experiencing bullying so that we can investigate and respond.

Working Together

Positive relationships between school and home are particularly important in supporting children's behaviour and wellbeing. We aim to celebrate children's successes as well as communicating openly with parents and carers when concerns arise.

If parents or carers have concerns about their child's behaviour, relationships or experiences in school, we encourage them to speak to the class teacher at an early stage so that we can work together.

Our full Behaviour and Discipline Policy and Anti-Bullying Policy are available on the school website.

Inclusion and SEND

Belmont is an inclusive school and we want every child to feel that they belong, are valued and are able to take a full part in school life.

Children develop and learn in different ways and at different rates. Where a child is experiencing difficulty, we aim to identify their needs early and provide appropriate support. This may include adjustments within the classroom, additional teaching or intervention, pastoral support or, where appropriate, involvement from specialist professionals.

Our approach is based on working closely with children and their families. Parents and carers are involved in discussions about their child's needs, the support being provided and the progress they are making.

For children with special educational needs and disabilities (SEND), support is planned according to individual need and reviewed regularly. Reasonable adjustments are made where appropriate to help children access learning, participate in school life and meet the expectations we have for all our pupils.

Where a child has more complex needs, we work with families and other professionals to ensure that appropriate support is identified and coordinated.

Parents and carers who have concerns about their child's learning, development or additional needs are encouraged to speak initially to their child's class teacher. Our SENDCo, Miss Schumm, can provide further advice and support where required.

Further information about our approach to SEND and accessibility can be found in our SEND Policy and Accessibility Plan, available on the school website.

Assessment and Reporting

Teachers assess children's learning throughout the year so that they can recognise progress, identify where further support or challenge may be needed and plan appropriate next steps.

Parents and carers are kept informed about their child's progress through parent consultations and written reports. ***We encourage families to speak to their child's teacher at any point during the year if they have questions or concerns about their learning or progress.***

Homework

Homework is used where it can support and reinforce learning in school. Expectations vary according to children's age, but regular reading at home is particularly important and we greatly value parents' and carers' support with this.

Learning Beyond the Classroom

We believe that some of the most memorable and valuable learning takes place beyond the classroom.

Throughout their time at Belmont, children have opportunities to learn through educational visits, visitors and workshops, outdoor learning, sport, performances and experiences within the local community. These opportunities are planned to complement children's learning in school while also helping them to develop confidence, independence, resilience and teamwork.

Our extensive school grounds provide an excellent environment for outdoor learning. We continue to develop the ways in which these are used across the curriculum, including through our developing Forest School provision, giving children opportunities to explore, investigate and learn from the natural environment around them. Early Years also have their 'outdoor classrooms' which also aim to enrich and support learning opportunities.

Educational visits form an important part of our curriculum. Depending on their age and what they are learning, children may visit museums, galleries, theatres, places of historical or geographical interest, sporting venues and locations within our local area and further afield.

Children also benefit from people and experiences coming into school, including workshops, performances and visitors who can share their knowledge, skills and experiences.

A residential visit is offered to children in Year 5, providing opportunities for them to experience new activities, develop independence and confidence and enjoy time together beyond the usual school environment.

Clubs and Activities

A range of clubs and activities is offered throughout the school year. These vary according to the time of year, children's interests and the opportunities available, and may include sport, music, creative activities and other interests.

Details of current clubs and activities are shared with families during the year. Some activities may involve a charge; where this is the case, parents and carers will always be informed in advance.

Working with Families

We believe that children do best when school and home work positively together.

We aim to build open and supportive relationships with parents and carers from the beginning of their child's time at Belmont. We will share children's successes as well as any concerns and encourage families to contact us at an early stage if there is something they would like to discuss.

Throughout the year, parents and carers have opportunities to find out about their child's learning and progress, attend school events and performances and become involved in the wider life of the school. Information about these events will be shared in plenty of time to allow everybody to make any necessary arrangements!

Friends of Belmont

Friends of Belmont (FoB) is our active parent and friends group, supporting the school through fundraising, social events and activities for children and families.

The money raised by FoB helps to provide additional opportunities, experiences and resources for our children. Just as importantly, its events provide opportunities for families to come together and play an active part in the school community.

All parents and carers are welcome to become involved. Whether that means helping to organise an event, volunteering occasionally or simply coming along and supporting activities, every contribution is appreciated.

Health, Medical Needs and First Aid

We want children to be safe, well cared for and able to participate fully in school life.

Parents and carers should make the school aware of any medical condition, allergy or other health need that may affect their child in school. Where appropriate, we will work with families and healthcare professionals to agree the support a child requires.

We have trained first-aid staff across the school and appropriate arrangements for responding to illness, accidents and medical emergencies. Parents and carers will be contacted where necessary.

If a child requires prescribed medication during the school day, parents and carers should contact the school office so that appropriate arrangements can be made in accordance with our procedures. **As a general rule, the school does not administer non-prescribed medication.** Any exceptional arrangements will be considered in accordance with our Administration of Medicine Policy but this would usually only occur if children were out of school on a visit.

Full details can be found in our Supporting Pupils with Medical Conditions Policy, Administration of Medicine Policy and Health and Safety Policy, available on the school website.

Keeping Everyone Safe

The safety of children, families and visitors is important to us and we ask everyone using the school site to help us maintain a safe environment.

Parents and carers should park safely and considerately when bringing children to and collecting them from school. Please do not park on the yellow zigzag markings, obstruct neighbouring properties, block pedestrian access or use the school car park for routine drop-off and collection.

Children remain the responsibility of their parent or carer before the start and following the end of the school day. Younger children accompanying adults should therefore be supervised closely while on the school site and school play equipment should not be used outside school sessions without staff supervision.

Dogs should not normally be brought onto the school site, with the exception of assistance dogs.

All visitors to school should report to the school office on arrival.

Further information about our arrangements for keeping children and visitors safe can be found in our Health and Safety Policy and other relevant school policies on our website.

School Uniform

Belmont has a simple school uniform which is intended to be practical, affordable and suitable for everyday school life.

Our uniform is:

- grey or black trousers, skirt, shorts or pinafore dress;
- a white polo shirt;
- a burgundy sweatshirt, cardigan or jumper;
- black, grey or white socks or tights; and
- plain black sensible school shoes or plain black trainers.

During warmer weather, children may also wear a red and white gingham dress.

There is no requirement for any item of school uniform to carry the Belmont logo. Plain items can be purchased from any retailer. Optional clothing bearing the school logo is available for families who wish to purchase it, with current supplier details available on the school website.

PE Kit

For PE, children should wear a plain white T-shirt or polo shirt, plain black or navy shorts or leggings, suitable sports socks and plimsolls or trainers. Additional suitable clothing may be worn for outdoor PE during colder weather.

Children normally wear their PE kit to school on PE days. In EYFS, children change for PE as part of developing their independence and self-care skills.

Keeping Uniform Affordable

We want our uniform to remain as affordable as possible and deliberately do not require branded items. Good-quality second-hand uniform is also made available by Friends of Belmont (FoB) at various times throughout the school year.

Full details of our uniform requirements, including PE kit, footwear, jewellery and individual adjustments, can be found in our Uniform Policy on the school website.

Charges and Contributions

Most education and activities provided during the school day are free of charge. However, there are some circumstances in which we may ask families to make a voluntary contribution or where a charge may be made, for example for some educational visits, residential experiences, music tuition, clubs or activities outside normal school hours.

Where we ask for a voluntary contribution, it will always be made clear that the contribution is voluntary and children will not be treated differently because their family has not contributed. However, some activities may be unable to go ahead if insufficient contributions are received.

We do not want financial circumstances to prevent children from taking part in the opportunities available at Belmont. Parents and carers experiencing difficulty with the cost of an activity are encouraged to contact the Headteacher in confidence.

Full details are available in our Charging and Remissions Policy on the school website.

Attendance and Punctuality

Regular attendance and good punctuality are important. Children benefit from being in school consistently: learning alongside their classmates, taking part in the wider life of the school and maintaining the routines and relationships that help them to thrive.

We ask parents and carers to ensure that children attend school regularly and arrive on time. If your child is unable to attend, please contact the school as soon as possible on the first day of absence and tell us the reason.

Where attendance or punctuality begins to cause concern, we will contact families so that we can understand what may be affecting attendance and, wherever possible, work together to improve it. Where necessary, we also work with our Education Welfare Officer and the Local Authority.

Leave During Term Time

Parents and carers should avoid taking children out of school during term time. Headteachers may only authorise leave of absence where exceptional circumstances apply, and each request is considered individually.

Requests for leave should be made in advance using the school's Leave of Absence Request form. Unauthorised absence may result in further action in accordance with Local Authority and Department for Education requirements.

Full information about attendance, absence, punctuality and requests for leave can be found in our Attendance Policy on the school website.

Moving on to Secondary School

As children approach the end of Year 6, we work with families and local secondary schools to help make the transition to the next stage of education as smooth and positive as possible.

Parents and carers apply for secondary school places through the Local Authority admissions process and are able to express their preferences for the schools they would like their child to attend.

We liaise with receiving schools and provide opportunities for children to prepare for the move, with additional transition support arranged where this would be helpful for an individual child.

Breakfast Club

Belmont operates its own Breakfast Club each school day from **8.00am**, providing children from Reception up to Year Six with a supervised and welcoming start to the day before school begins.

Places can be booked through the school office. Parents and carers should contact the office for current information about availability, charges and booking arrangements.

Safeguarding Children

Safeguarding is everyone's responsibility. At Belmont, we are committed to providing a safe and caring environment in which children feel valued, listened to and able to thrive.

All staff have a responsibility to be alert to concerns about a child's welfare and to act promptly where concerns arise. Children are encouraged to speak to an adult they trust if something is worrying them and we want them to know that they will be listened to and taken seriously.

Our Designated Safeguarding Lead (DSL) is Mr Chris Gibson, Headteacher, supported by a team of trained Deputy Designated Safeguarding Leads.

We value our partnership with parents and carers and, wherever appropriate, will discuss concerns openly with families. However, our first responsibility must always be the safety and welfare of the child. There may therefore be circumstances in which information needs to be shared with Children's Social Care, the police or another appropriate agency, or where it would not be appropriate to discuss a concern with parents or carers before doing so.

Safeguarding at Belmont includes children's safety both in and beyond school, including online safety. Staff receive regular safeguarding training and the school works with other professionals and agencies where this is necessary to support or protect a child.

Our full Child Protection and Safeguarding Policy, together with other safeguarding information, is available on the school website. Parents and carers who have a safeguarding concern are encouraged to contact the school and ask to speak to the Designated Safeguarding Lead or one of the Deputy DSLs.

We Look Forward to Welcoming You

Choosing a school for your child is an important decision and we hope this prospectus has given you a sense of what life at Belmont is like.

We want every child's time with us to be happy, successful and full of experiences that they will remember. We want them to feel safe and valued, to enjoy learning, to develop confidence and independence and to leave Belmont proud of what they have achieved and ready for whatever comes next.

None of this happens through school alone. The relationship between children, families and staff is enormously important and we want parents and carers to feel that they can talk to us, ask questions, celebrate successes and raise concerns when they arise.

A prospectus, however, can only tell you so much.

The best way to get to know Belmont is to come and see us.

Prospective families are always welcome to visit, meet us and see the school in action. Please contact the school office and we will be very happy to arrange a suitable time.

We look forward to welcoming you to Belmont.

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Further Information

Further information about Belmont, including school policies, curriculum information, statutory information and our latest Ofsted report, is available on the school website.

Information in this prospectus is correct at the time of publication but may change during the school year. For the most up-to-date information, please visit the school website or contact the school office.

If you require information in a different format, please contact us and we will be happy to help.