



BELMONT SCHOOL





The first thing most people notice when they step through the doors at Belmont School is how calm the atmosphere is here. Our aim is to help our boys achieve their potential, so our incredible team work hard to develop and sustain a unique environment where they can do just that.

All the boys who attend Belmont have complex social, emotional and mental health needs and some also have additional learning and communication difficulties. Many will have struggled to feel included in mainstream education and often have a very negative attitude toward school. As a team, we come alongside them, take an interest in their lives and slowly work to engage them in learning.

Our staff have a relentless determination to help every child who comes through the doors to succeed. We know each child well enough to be able to set ambitious, realistic targets and put in place a structure of support to ensure they achieve them. Success looks very, very different for each child, so we take time to build personal plans and celebrate the progress they make.

When they leave Belmont at the age of 16, we want every child to have the confidence and skills to pursue further education and to have developed the social and emotional capacity to navigate life's challenges.

We are delighted that 100 per cent of boys who study with us to the age of 16 go on to further education, apprenticeships or training, with many exceeding their own expectations. Due to this tremendous success and the ongoing hard work of our team, we are proud to have been recognised as an Outstanding school by Ofsted.

Whilst this accolade is testament to the hard work of our team, our greatest satisfaction comes from seeing our boys develop into thoughtful and successful young men. It's tremendously encouraging to get letters, phone calls and emails from former students who are now pursuing their dreams and playing an active role in society. We even have a couple of former pupils on the staff.

We hope this brochure will give you an overview of the care and educational support offered at Belmont. If you'd like to know more about the opportunities we provide and our unique way of working, please get in touch.

**Mark Fletcher** – Head Teacher of Belmont Primary School

**Andy McGoldrick** – Head Teacher of Belmont Secondary School



### ***Building Trusting Relationships***

Many of the children who come to Belmont have had negative experiences of education, so the first challenge we face is simply getting them to attend. To overcome this, we spend a considerable amount of time getting to know each child, visiting them at home and working with them and their parents or carers to overcome the barriers that prevent them from getting to school. The relationships our staff build with the children are crucial to their success. Whilst we wrap support around each child, we maintain clear structure and a consistent approach to learning so children have the stability they need to grow and learn.

### ***Involving Parents and Carers***

Many of the parents and carers of our children have had negative experiences of the education system themselves. We have three Pupil and Family Welfare Officers who liaise extensively with parents, listening to their concerns and addressing any issues they may have. Parents know we are here for them, and we frequently speak on the phone and even make impromptu home visits to gain their confidence and help ensure consistency of care of our boys. Parents are always invited to join us for special school activities such as Christmas lunch, end of year assemblies and sporting events.

### ***Commitment to Each Child***

We proudly say that we never give up on our children. Our clear and consistent approach to managing behaviour means that children understand what is expected of them and the consequences of their actions. At the same time, we appreciate that each child comes with their own unique, and often challenging, circumstances, so it's important we have the flexibility to nurture them individually. With classes of just eight pupils supported by a class teacher and teaching assistant, we have the capacity to creatively tailor the learning to meet the needs of each child. We also have specialist intervention workers for Literacy and SEN, Thrive practitioners, a large pastoral team and a Barnardo's school counsellor. We also have an on site Speech and Language practitioner and access to a highly experienced Educational Psychologist.

### ***Participation in School Life***

We encourage all our boys to participate in school life at Belmont. We respect them, we take time to listen to them and give them the space and freedom to express their opinions. They work with our chefs to plan the weekly menus; decide together what activities they'd like as a reward on Friday afternoons; and, as part of the School Council, they can share their ideas on broader school issues. On a day-to-day basis, there is plenty of opportunity for informal interaction between staff and the pupils as they share breakfast in the classrooms and join together as a whole school for lunch.



### **Thrive**

Our young people have extremely complex, deep-rooted issues, which have been formed over many years. We have qualified Thrive practitioners on the team who assess the gaps in our children's social and emotional development and create action plans to help them build the resilience they need to be healthy and happy. All our staff take part in Thrive training, so we can deliver consistent care for all our children.

### **Working with Parents and Carers**

For many of our children, an unsettled home life is one of the greatest barriers that prevents them thriving in school. Class teachers encourage the boys to share concerns they may have and to talk about what's going on at home, so we can provide additional support. Our teachers play a crucial role in building relationships with a child's parents or carers and offer that extra layer of support. Extending help outside the classroom is vital for our children, because we know that when life at home is stable, children do much better in school. Parents know that they can contact the school at any time of day or night if there is something is troubling them.

### **Building Care Around Each Child**

Ideally, we like to work with children as soon as their needs have been identified, so we can put in place a clear plan to help them progress. We work closely with an educational psychologist, psychotherapist and speech and language therapist in order to establish an Education, Health and Care Plan that will help our boys to progress emotionally, socially and educationally. Our teachers play an active role in Team Around the Child or Team Around the Family meetings and liaise with other agencies and authorities that are involved in the lives of our children.

### **Therapies**

We work with a whole range of therapists including a speech and language therapist, psychologist and psychotherapist, who come into the school on a weekly basis to work with individual children. The therapists work very closely with the teaching staff to help devise personalised plans for each child. Within both the primary and secondary sites, we also have sensory rooms where children can take time out, too.



### **Identifying Triggers**

Our staff know our children really, really well, so they can anticipate when a child may be feeling anxious or upset. Recognising the trigger signs early means we intervene and de-escalate any tension. For many children, coping with their aggression is a challenge that takes time to manage – but we persist. Our team meet twice a day, in the morning and the afternoon, so we are all aware of any specific issues or challenges that individual children are coping with. We pool our experience so we can offer the very best support to each and every child.

### **Communication**

Communication is absolutely key in managing our children's behaviour. We have clear guidelines for behaviour, and children are given verbal prompts and then a warning if their behaviour is inappropriate. If they continue to be disruptive, children will either lose some of their break time or be removed from the classroom. We have a number of quiet rooms where children can take time out to calm down. When they are ready, staff come alongside them and help them understand why their behaviour was inappropriate and what they can do to manage it.

### **Never Give Up**

We understand the complexity of issues our children are dealing with and so we make sure to draw a line under each incident when it has been dealt with, so children can get on with learning. Our aim is to keep the boys in school, engaged in learning – the last thing we want to do is send them home. Within this consistent framework, we encourage children to improve on their behaviour from week to week.

### **Celebrate Achievement**

We love to celebrate the progress our children make. Each week we take time during assembly to recognise those who have shown kindness to their friends, performed well in class and achieved full attendance. Children who meet their behaviour targets each week also have the opportunity to participate in a variety of fun activities on a Friday afternoon. At the start of the week the children decide on the activities they'd like to participate in, which include: trampolining, swimming, playing computer games and going to the park or a soft play centre. Our secondary school pupils have the additional options of visiting the market in Bury or undertaking activities such as go karting or visits to the Soccer dome.



## Making Learning Fun

We believe that learning can be fun for every child. The classrooms our children learn in are bright, welcoming and well resourced. Our children learn in a hands on practical way and we bring their topics to life by taking them on trips, involving outside speakers and engaging children creatively in the classroom. We use national events such as, World Book Day, St George's Day and Chinese New Year as a platform to discuss broader social and cultural themes. With horticultural areas, a gym, playing fields and our very own vocational workshops, children have every opportunity to develop their own interests, skills and talents.

## Class Sizes

Each class has no more than eight children supported by a teacher and teaching assistant, so children get very personalised support. We encourage individual learning, group work and plenty of outdoor education to help children gain a whole variety of skills as they progress academically. Some of our children really struggle to focus within a classroom and we have a number of individual learning areas where these children can get focused one-to-one support.

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## Primary Education

For Key Stages 1 and 2, we develop individual educational plans for each child, using the National Curriculum for English, maths, science, computer science, history, geography, personal, social and health education (PSCHE), religious education, PE, art and design and technology. Every child's plan will be completely unique and we'll set targets and review progress on a regular basis. We run a Fun Club afterschool for children who need that added support with their academic studies.

Alongside the National Curriculum subjects, we also schedule life skills, plenty of outdoor learning and get children involved in extracurricular activities including a school choir and sports clubs.

## Secondary School Education

As children progress, they'll continue to work through the core curriculum whilst pursuing their individual talents and interests. Alongside their academic studies, our students will still take part in PE, life skills, outdoor learning, and PSHE. When children reach Year 9 they have the opportunity to develop their vocational skills by trying a range of options including horticulture, building and construction, wood work and motor vehicle studies. In our fully equipped vocational workshop, they get hands on experience in a variety of trades.

Our team works closely with the boys to recognise their skills and interests so we can help them focus on subjects that will help them progress into a fulfilling career. The boys can study toward GCSEs, BTEC qualifications and City and Guilds certificates and diplomas.



### **Further Education**

Our careers counsellor works closely with each pupil to help them make plans for the future. We are delighted that 100 per cent of our boys go on to further education, be it to study a vocational subject, A-levels or to start an apprenticeship scheme. We have exceptionally good links with a variety of local colleges in the area, which helps to smooth the transition for our children. As they approach the end of their time at Belmont, we help the boys develop their independence and take responsibility for themselves and their learning. To give them a glimpse of working life, all Year 11 pupils complete a two-week work experience placement in the local community.

### **Life Skills**

We care deeply about the future of our children and will do our utmost to help them participate fully in society when they leave Belmont. We want our children to be independent and self-sufficient, and we help them to make their own decisions about the future. Through our life skills classes, they learn their skills they'll need to live independently, such as budgeting, cooking, ironing and taking care of themselves and their home.

### **Building Confidence**

Life isn't just about work, so we encourage our boys to develop broader skills and interests that build their self-esteem and help them engage with society. Each summer we offer a two-week programme of outdoor activities including abseiling, rock climbing and canoeing. We regularly build school trips into the calendar and even take some of our secondary students on residential trips as a reward for their effort and achievement.

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### **Meals**

Our experienced chefs prepare freshly cooked food on a daily basis and our kitchens on both the primary and secondary sites have been awarded Flagship status by the "Food for Life" association. Much of the produce comes from the school's garden and the children love eating the vegetables they've grown themselves. The menus are developed in collaboration with the children, and there are always nutritional salads, sandwiches and jacket potatoes on offer in addition to our hot meals.

### **Extra-Curricular Activities**

Like boys all over the country, pupils at Belmont love playing football. We arrange regular football matches with mainstream schools and special educational needs schools in the area. Our boys feel a great sense of pride, when they wear the school kit and hear their teachers, parents and carers cheering them on. We've recently started a school choir and offer ukulele lessons to the children; it's been wonderful to see the boys' confidence and creativity grow as they develop new skills and interests.

### **Playtime**

At playtime the boys have the freedom to choose the activities they'd like to take part in. We have quiet games available in the classrooms, and plenty of space for them to burn off energy on the playground or fields outside the school. Our secondary pupils have the additional options of playing football on our all-weather playing surface, or enjoying the games room in the basement of the school, which is furnished with a pool table, gym area and music room.

### **Outdoor Learning**

Our outdoor learning areas on both sites are extremely popular. On the primary school we have a sizable vegetable patch where children can learn practically about science, nature and the environment. On our secondary site, we have a larger area devoted to horticulture, complete with a sensory garden, poly tunnels, a chicken coop, bee hives and a log cabin classroom heated by a wood burner. Whether they choose to pursue horticulture to qualification level or not, all the boys love the outdoor space and take great pride in seeing the vegetables they have grown on their dinner plates.





**Mark Fletcher**

**Head Teacher Belmont Primary School**

Mark joined the team at Belmont in 2012, bringing with him a wealth of experience from within mainstream and special educational settings.

The calm welcoming atmosphere at Belmont Primary School is really driven by Mark's enthusiasm and determination to provide a learning environment that is fun and engaging. Mark really leads by example, taking time to get to know the children and their families to understand the specific needs of each child.

Mark is never short of praise for his students and is always looking for new ways to help them develop their skills and broaden their life experiences.



**Andy McGoldrick**

**Head Teacher Belmont Secondary School**

Andy has been at Belmont for more than 20 years. During this time, he's built up a wealth of experience and is widely respected for his positive and pragmatic approach to education.

Andy is ambitious for all the boys who attend Belmont and his office walls are adorned with letters, photographs and messages from former pupils who are now thriving. His relentless commitment is certainly infectious and many of the staff on Andy's team have been at the school nearly as long as he has, providing a consistent framework of support that the boys need to prosper.

Andy has been instrumental in driving through the development of the vocational training unit, as part of his determination to give his boys every opportunity to develop the skills, interests and knowledge they need to succeed in life.



**How old are the children at Belmont?**

We support children from 5-16 years of age.

**How long are the school terms?**

We follow the regular 38-week school calendar.

**What special needs do children at Belmont have?**

The school supports children who have a wide range of complex social, emotional and mental health issues. Many of the children we support have additional learning difficulties.

**How far do children travel to attend?**

Our catchment area includes: East Bradford, Rochdale, Oldham, Manchester, Stockport, Salford, Bury and Warrington.

**What extra support is provided?**

The work of our highly-skilled classroom teachers is supplemented by a wider team including a psychologist, speech and language therapist, psychotherapist and care and welfare officers, who work on an individual basis to support the children.

**What facilities are available onsite?**

Belmont is split across three sites: Belmont Primary School, Belmont Secondary School and Vocational Training Facility. Our Primary School is bright and welcoming with sensory rooms, a library and plenty of space for children to play both inside and out. Our secondary site includes an all-weather sports surface, a large horticultural garden, a dedicated music room, gym and games room. Our Vocational Training Facility is a unique purpose-built space where our boys can learn skills in construction and motor mechanics.

**How to get in touch.**

If you are interested in visiting Belmont, or finding out more about the support we provide, please contact:

**Belmont Primary School.**

01706 222 609,  
email [primary.admin@belmont-school.co.uk](mailto:primary.admin@belmont-school.co.uk)

**Belmont Secondary School**

01706 221 043  
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**ACORN**  
Better days, Better lives



## Belmont School

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### **Belmont Secondary School**

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