

INTENT	At Belmont School we aim to	<i>'Be the best that we can be'</i>										
	Core Values	Relationships			Kindness			High Aspirations				
		Community Belonging Love & Connection Diversity			Empathy Compassion Care Understanding			Challenge Love for learning Growth Making a difference				
	Vision	An inclusive learning and therapeutic community that is committed to ensuring pupils are safe, happy, enthusiastic and purposeful learners. We believe that every pupil must be provided with opportunities to develop socially, emotionally, academically to achieve the best they can achieve. The curriculum is successfully planned sequentially and managed to ensure all pupils gain knowledge and skills to ensure they are well prepared for the next stage in the education, training and employment. On leaving school, our pupils have the social skills, education and confidence to thrive in the adult world and an understanding they are able to make a positive contribution to the world around them. Learning is an integral part of our day and takes place throughout the day in all areas.										
	Relational & Restorative School (Behavioural Values & principles)	ACE Aware	Trauma Informed	Restorative Practice	Thrive Approach & Interception curriculum	Wide range of Interventions	Exceptional Pastoral Care	Personalised Curriculum to support needs of the pupils				
Rules	Be Ready			Be Safe		Be Respectful			Be Kind			
Great Teaching is purposeful ensuring that pupils are....	Creative Inspirational Fun Innovative Well resourced	Aspirational Consistent Engaging Child led Curious	Active learning Calm Motivating Safe environment Differentiated	Relevant Whole child Holistic Sequential Colourful	Skills based Playful Practical Interactive Exciting	Inclusive Positive Healthy challenge Engaging Brave						
Great Learning	Playing and Exploring			Active Learning			Creating and thinking critically					
	Independence		Perseverance		Questioning		Reflection	Resilience		Informed Risk taking		Confident in applying their learning and experiences
Breadth & Balance (Subjects)	English Mathematics Entry Level Certificates & GCSE & Functional Skills	PSHE & RE (Personal, Social and Health Education & Religious Studies) Social, Moral, Spiritual, Cultural Protected Characteristics		Life Skills Interception Relational practice through Circles, Restorative conversations		The Arts (Music, Drama & Art) Our Futures (Careers and Work related learning; D&T and Citizenship)		Our World (History, Geography & Science) Computing		Our Bodies (Active Skills, Yoga & Meditation; Interception; Forest Skills / School)		
Inspiring Context	Memorable, meaningful, cross curricular themes	Enrichment Days and weeks and Friday afternoons	Passionate and inspiring teachers supported by a robust and extension CPD programme	Inspiring Learning Environment	Exciting extra curriculum opportunities through trip and visits	Learning outdoors	Cultural and Social Capital					
The Whole Child School Council, T&OL conversations; Parent views	Inclusion, equity and aspiration at the heart of all we do	Celebration of individual achievement and success	Timely interventions and reasonable adjustment	Emotionally aware/intelligent. Able to recognise understand and regulate their own emotions	Equipped for the future and next steps in transition	Physical development Self-occupancy, aspirations, interest and hobbies	Understanding self and others (Emotional Intelligence)					
Safeguarding (Including attendance, personal and psychological safety)	Drug/Alcohol Education	Sex, Relationship Education (SRE)	Online Safety (National Online Safety)	Anti-bullying & Anti-racism & Diversity		PREVENT training	Health, Mental health & first aid	FGM and Peer on peer abuse	Keeping safe at home, at school and out			
Great Reading	Skills for Reading Systematic, Synthetic Phonics – Read, Write Inc Whole Word Reading – POPS reading scheme Comprehension resources – Language for Thinking, Colourful Semantics.					Reading for Pleasure, Purpose Functional Reading Library Lessons & authors visiting Book corners & Reading buddies & Bedtime stories & World Book Days						
IMPACT	Great Outcomes from pupils stating points	Emotional Personal Development is outstanding which ensures: Personalised targeted interventions ensure development and progress Children are happy and enjoy coming to school and thrive. Parents and carers are happy with the school and an extremely high proportion would recommend Belmont School.			Social Behaviour and attitudes are outstanding ensures: Children demonstrate our vision and values in their learning and in their behaviour in an around school. Children learn to make the right choices for their safety.			Academic The quality of Teaching and Learning is outstanding which ensures: Assessment is integral to inform next steps, learning (knowledge and skills) is relevant and sustainable for next steps. Children achieve the best possible outcomes from their starting points. Pupils make at least the expected progress over time. Differentiation and targeted interventions ensure progress of all. All accreditations prepare pupils well for their next stage.				
	Evaluation Well embedded policies/protocols underpinned by effective monitoring and governance	Internal school self-evaluation and assessment of pupil progress Monitoring and moderation by all school leaders			Tracking pupils progress in reading and listening to the reading		Regular Teaching and Learning progress meetings with teachers and SLT			External validation of judgements through SIP visits, Ofsted, parent evaluations, external moderation and peer reviews through SANDMAT		

