Marland Residential School

Prospectus



2026/2027

SENTIENTRUST
inspire • empower • enable

Marland School

Devon County Council

web site: www.marland.devon.sch.uk
email: admin@marland.devon.sch.uk

Executive Headteacher
Carole Austin

We're a Thrive School

This prospectus is for our Residential School site at Peters Marland near Great Torrington. It has been constructed to provide you with up to date information about our school and we hope that it will help to provide answers to any questions that you may have.

Marland School is a successful Devon Local Authority maintained Foundation Trust single site day and residential special school for Year 4 - Year 11 students with SEMH. The school has a very good reputation within its specialised SEMH field and is part of the county wide Co-op SENtient Foundation Trust in partnership with 7 other maintained special schools in Devon, Devon Local Authority and a range of other associate partners.

The school provides a highly structured, caring environment in which our children & young people, all of whom experience social, emotional & behavioural difficulties are encouraged and enabled to achieve success. Our aim is to work in partnership with you as parents and carers to help your child / our student to manage their life more successfully. We endeavour to help all of our students to develop into happy, independent, well-educated and socially competent young adults.

In order to take their place in society and build successful relationships, young people need to develop a respect for themselves and for others. They also need to acquire skills and knowledge to enable them to exercise rational choice in a democratic society. For that reason, all students are expected to try their best, to work hard, to make good progress and to achieve their full potential during their time at Marland.

In doing this we hope they will become more successfully integrated into the school, their own families, communities and society at large.

Welcome to Marland.

Yours sincerely

Carole Austin & Matt Tithecott

Executive Headteacher & Headteacher

Marland Residential School
Peters Marland
Torrington
EX38 8QQ
Tel. 01805 601324

Marland Secondary School
Springfield Court, Brannam Crescent
Roundswell, Barnstaple
EX31 3TD
Tel. 01271 335500

Marland Primary School
Chanters Road
Bideford
EX39 2QN
Tel. 01237 876300

Marland Secondary School (Bideford)
Alverdiscott Road
East of the Water Bideford
EX39 4PL
Tel. 01237 273150

Marland Governing Body

Chairman (Co-opted Governor / Trustee)	**Mrs Faith Butler**
Vice Chair / Chair of T & L (Parent Governor)	**Mrs Kathy Martin**
Chair of Finance (Co-opted)	**Mr Phil Spencer**
Staff Governor - Executive Principal (Trustee)	**Mr Keith Bennett**
Parent Governor	**Mr Gavin Lilley**
Parent Governor	**Vacancy**
Foundation Governor	**Vacancy**
LA Governor	**Vacancy**
Co-opted Governor	**Mrs Andrea Honey**
Staff Governor	**Mrs Chloe Catling**
Clerk to the Governors	**Mrs Susie Nightingale-Jones**

Marland Staff

Young people have a consistent view about what they expect from staff:

Staff who can establish and maintain order

Staff who are organised and prepared

Staff who have a sense of humour

Staff who enjoy their work

Staff who are fair

Staff who care

We try our best...

MARLAND RESIDENTIAL SCHOOL TERM DATES 2026/2027

AUTUMN TERM

Staff Training Days **(School Closed)**	*Thursday 3rd September 2026* *Friday 4th September 2026* *Monday 5th October 2026*
Start of Term	**Monday 7th September 2026**
Half Term Holiday	Monday 26th October 2026 until Friday 30th October 2026
Staff Occasional Days **(School Closed)**	*Friday 27th November 2026* *Monday 30th November 2026*
End of Term	**Friday 18th December 2026**

SPRING TERM

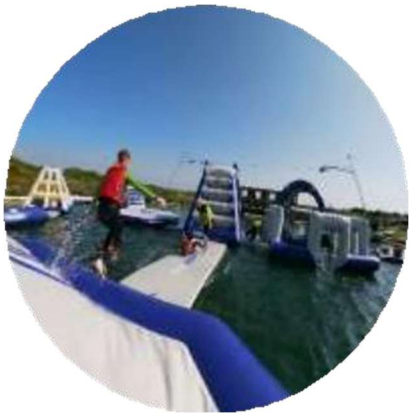
Staff Training Day **(School closed)**	*Monday 4th January 2027*
Start of Term	**Tuesday 5th January 2027**
Half Term Holiday	*Monday 15th February 2027 until Friday 29th February 2027*
End of Pupil Term	**Thursday 25th March 2027**
Bank Holiday **(School closed)**	*Friday 26th March 2027* *Monday 29th March 2027*

SUMMER TERM

Start of Term	**Monday 12th April 2027**
Bank Holiday **(School Closed)**	*Monday 3rd May 2027* *Monday 31st May 2027*
Half Term Holiday	Tuesday 1st June May 2027 until Friday 4th June 2027
End of Term	**Friday 23rd July 2027**

Ethos / Statement of Purpose / Our Vision

"Our students are an untapped resource of positive potential. Our aim, in partnership with parents/carers and support professionals, is to fully meet the individual social, emotional, behavioural and learning needs of each and every young person. To personalise our predominately positive based approaches to enable each and every one to flourish and develop into happy, independent, emotionally literate, well educated, socially confident and productive members of society"



Marland School (Peters Marland) is a 5day/4night weekly residential Devon LA maintained Co-op Foundation 'SENtient' Trust special school for up to 40 boys who experience social and emotional or mental health difficulties and resultant behaviours (SEMH). Many students also have a range of additional, and in certain cases complex, special needs. The school is designated boys only ranging from 8 to 16 years in age (Y4Y-11). The ethos of the school is centered around the needs of the individual, the overall aim being to provide each student with the highest level of teaching, learning and care. Within our educational community much emphasis is placed upon warmth, security, support, consistency, honesty, respect, guidance and encouragement. It is our intention that the students. in our care will benefit from the positive relationships we can offer through the role models they are provided with.

The main priorities of our staff are to consistently meet the educational, social, emotional and physical needs of each student. We aim to prepare and equip these young people with the appropriate educational, social and practical skills that are essential for success in the future.

Marland School will, through personalisation across the 24-hour curriculum, meet the social, emotional and learning needs of our students. We will ensure students achieve a range of qualifications, increasing their aspirations. These life changing goals will ensure Marland students make appropriate life choices and become successful citizens of the 21st century.



On an on-going, frequently reviewed basis, we will:

1. Identify the individual needs of each and every student (personalisation).
2. Develop staff expertise and skills to meet these needs (empowerment).
3. Engage and utilise multi-agency support as need dictates (through partnership).
4. Consistently plan and deploy appropriate strategies, approaches and resources to fully meet such need (leading to aspirations and achievement).
5. Use technology to aid engagement in learning and then develop the technological skills needed to meet the demands of 21st century life (innovation), including the safe use of AI.
6. Ensure our students stay safe, healthy, enjoy and achieve and make a positive contribution to society, and leave us with the skills to achieve economic well-being.

Due to the complexity and severity of our student cohort's special educational needs (SEMH), it is essential that we continue to develop and maximise the social and emotional development of each and every individual student.

These elements of their needs are in the vast majority of cases the primary causal factors in their at times extreme behaviour, with all of these needs preventing them from successfully accessing and succeeding with their [personalised] formal learning.

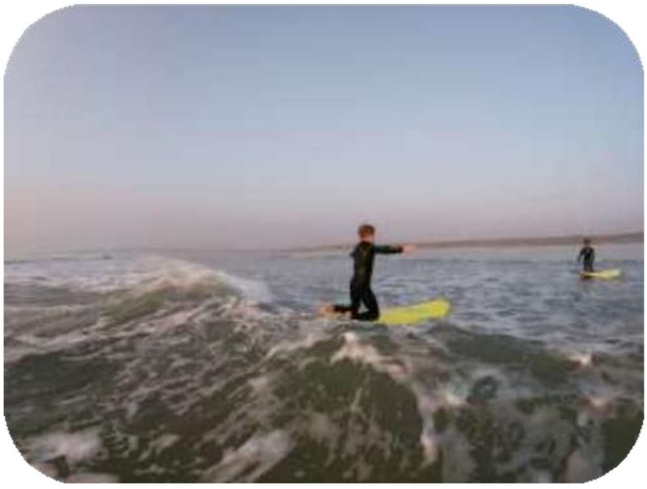


The consistent and effective delivery of PSHE/RSE and utilisation of strategies such as 'THRIVE' are key to developing these essential social and emotional needs, stabilising behaviour and opening up access to appropriate and challenging high-quality learning opportunities for each and every student.

At Marland we provide an extensive and varied activity program. Our staff team are equipped with training and qualifications in a range of outdoor learning opportunities and physical activities (canoeing, cycling, moor walking, climbing, surfing, lifesaving, swimming, etc.). Such active outdoor pursuits provide our students with the chance to experience new and innovative challenges.

It also gives the opportunity for enhancing the social skills of discipline, team work, patience and tolerance in preparation for future life.





We recognise that each young person is an individual and as such has individual needs. Our activity programme reflects this, responding to the knowledge that not all wish to take part in such strenuous pursuits, and as such a broad range of alternative less physical activities are also offered (board games, fishing, computing, reading, cooking, art & crafts, films, lego, scalectrix, gardening, motorbikes, etc.)

The school takes part in the annual Ten Tors event. We use the school woods as the base for these outdoor activities.







Curriculum

All Students follow the National Curriculum or are designated as Foundation Learners, all aiming towards external exams at key stage 4. Recent results show that our students achieve well from where they start with us, when benchmarked against the national average (Progression Guidance). All of our school leavers gain a very good range of academic, vocational and 'life-skills' qualifications (GCSEs, Entry Level Certificates, Functional Skills, BTEC's & Vocational Awards).

Arrangements for Students with Specific Needs

All students at Marland should have a Statement/EHC Plan detailing their special educational needs. Although the primary need, many students have a range of associated learning challenges. Teaching Assistants work alongside the Teachers and Instructors to give additional learning support for individual students. Students are encouraged to access the curriculum through the use of information technology, including video, audio and information processing. Support staff help students to produce quality work by offering personalised support. Staff also help students promote their work through quality display and storage in personal portfolios.

RSHE Policy

Relationships, Sex Education forms part of the wider personal and social curriculum and is taught in the context of caring human relationships. Questions are answered honestly according to the age and understanding of the student in question. Some aspects of sex and relationships education are also addressed as part of the human biology course and also within PHSE/Tutorial sessions. The new RSHE Policy is available on the School Website. A copy of the RSHE programme is available on request.

Bullying

Instances of bullying in the school are consistently very low. Most children know how bad it feels to be bullied. It can only keep on happening when everybody keeps quiet about it. To reduce bullying students are asked to report anything they know. They can mention it to staff, to other students, or give a note to a senior member of staff. The school follows the "No Blame" approaches to confront instances of bullying. We will aim to resolve any issues following the principles of restorative justice.

The school has a policy for 'Anti-Bullying' which is available for viewing on request.

Careers Advice and Work Experience

The school has a specialist careers area where students have access to a range of information. Careers education is timetabled in conjunction with RHSE and Tutorial sessions for all students. Work experience is available if appropriate to students in their final two years of compulsory schooling. The Careers South West Personal Adviser visits the school on a regular basis for both group and individual sessions with KS3 & KS4 students. He is involved in the planning for the transition to work or further education at sixteen and as such takes part in the Annual EHCP Reviews for all students after their 14th birthday.

General Complaints Procedure

If parents wish to discuss any aspect of the school they are welcome to contact the school to make an appointment to see a Senior Member of staff. The school has a formal 'General Complaints' policy and procedure documents which are available on request. The first stage is to contact your child's keyworker or teacher to explain the problem. If the matter cannot be resolved by this less formal approach then a formal complaint may be made in writing to the Principal, who will then respond to you and deal with it as a priority. If, after discussion, parents are not satisfied they may make representations to the school governors through the Clerk to the Governors, Mrs Susie Nightingale-Jones, who can be contacted at school. if the matter still cannot be resolved parents may make representations direct to Devon L.A. or directly to Ofsted: -

Piccadilly Gate

Store Street enquiries@ofsted.gov.uk

Manchester

M1 2WD

Telephone: 0300 123 1231 www.gov.uk/government/organisations/ofsted



Safeguarding Procedures

All staff have clear responsibility to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of any child at the school to the school's '*Designated Leads for Safeguarding'* (Mrs Annette Lee & Mr Gareth MacIver) or in her absence, the '*Safeguarding Deputies',* Ms Sally Race or Mr Andy McCauley (based at Marland Secondary School), or Mr Alan Lawrence, Mrs Nightingale-Jones and Mr Chopra (based at Marland Primary School) Mr Jamie Sanders & Ms Rebecca Webber (based at Marland Secondary School Bideford) or in their combined absence, to a member of the Senior Staff Team.

Annette Lee and Gareth MacIver have overall responsibility for child protection/safeguarding matters these staff have received specialist training in this field and act as a source of advice and support to other school staff. All school staff in contact with students receive regular awareness training in child protection/safeguarding matters.

It is the policy of the school to inform all students of their rights to be free from harm and encourage them to talk to staff or outside agencies if they have any concerns. The School has a Safeguarding Policy which is available for viewing on request.

Security & Safety

In order to assist staff with their 'Duty of Care' for students and colleagues, CCTV cameras are in use inside communal / public designated areas of the school's buildings. No cameras are located in, or can intrude into, personal areas. The school has a CCTV policy, fully compliant with GDPR and data protection principles and legislation.

Contact with Parents and Carers

Contacting Parents and Carers

Parents and carers are encouraged to visit the school. To arrange a meeting with staff, please contact the school during normal office hours at 01805 601324. Staff are also available to conduct home visits.

We also hold an annual Open Day event for parents, carers, relatives and friends. This is usually held before May half term and is an informal chance for children to share their learning and learning environment with those closest to them.

Students have access to phones within the school building, and personal mobile phones can be used outside of school hours (9:00 AM - 3:40 PM). Students are required to hand their phones to tutors in the morning and may collect them during Tutor time in the afternoon. If a student needs to contact home, or if families need to reach students, we will facilitate this as quickly as possible.

Academic reports for parents and carers are issued three times a year, at the end of each term. This includes two progress reports and a more formal written report before the annual EHCp review. Additionally, a final review will be prepared for Year 11 students as they graduate in June.

Non– Returners Protocol

If a student fails to return at the designated time the school will make contact with parents/carers as soon as possible to establish the reason why. The school will make every effort to facilitate the students return; this could be by assisting with transport, if practically possible.

Unauthorised Absence

Parents/Carers will be notified of any concerns about a child's attendance by the Head of Teaching & Learning. On-going concerns that cannot be resolved satisfactorily in this manner will discussed with the school's link Attendance Improvement Officer (AIO) for further action. It is acknowledged that an early response of patterns of absence is most effective, as is a co-ordinated multi agency approach to tackling the issue.

Holidays in Term Time

Holidays should be taken within the school holiday periods. Authorisation of term time leave can only be given in exceptional circumstances. Parents/Carers will be made aware of the importance of trying not to take holidays during term time, especially exam periods (i.e. May / June for Yr11 exams – refer directly to school diary for exact annual dates).

Monitoring Procedure

The Head of Teaching & Learning (Deputy Principal) has responsibility for monitoring the Attendance Registers. Any concerns will be reported to the DCC Attendance Improvement Officer (AIO), who visits the school on a regular basis to monitor the registers and take action where attendance issues are indicated. Attendance figures are reported to the Local Authority.

Young People missing from School Flow Chart in Accordance with Statutory Guidance on Children who run away and go missing from Home or Care.

1. Senior staff will make an assessment as to whether this incident may be boundary-testing and conduct a preliminary search of the premises and the local area before reporting the YP to the police as missing. The YP may have gone missing when off site on an activity. Staff will make enquires to locate the missing person with relatives/friends. This should include searches of the local area. Staff will try to ascertain the circumstances under which the YP has gone missing, including their state of mind and who they may be with. Details of clothing worn and anything taken with them should be recorded by staff as this information will be required by the police. The staff will provide this information to enable the police to complete a risk assessment.

2. Staff will report to police, carers, parents, (CIC children – Social worker or 'Out of Hours' team). A missing persons form will be completed with a photocopy given to the police. Staff will inform the senior member of staff who is on call. Parents/carers will be kept informed.

3. If a missing YP is found after 8pm, arrangements for the parent or guardian to collect the YP will be made by the police or they will be taken to the nominated address. It will then be the responsibility of the parent or guardian to return the YP to school the following day after 9am.

4. Staff will be positive and be non-judgemental when students return. The police will conduct a Safe and Well check soon as possible after the missing person has returned. Its purpose is to check for any indications that a young person has suffered harm, where they have been and who with; and to give them an opportunity to disclose any offence against them.

5. Return Home/School Interview. Regardless of whether a police check has been carried out, when a young person in our care returns from a missing episode it will be very important that they are offered a Return Interview. The purpose of the Return Home Interview is to understand why the young person went missing and discover what happened to them whilst they were missing. This may not always be apparent and it may take some time to ascertain the reasons. The aim is to support the young person and ensure that action is taken to prevent another missing episode. Government guidance states that return Interviews are usually best carried out by an independent person who has been trained to conduct them, and it is good practice for these interviews to take place within 72 hours of the young person being located or returning.

Information Sharing: School Staff will inform Parents in all circumstances as soon as is practicably possible. Parents have the option of informing the police themselves if they so choose.

School Code of Conduct

At Marland all of our rules are fair, justifiable and understandable. All rules are there for a reason and will be explained to you accordingly. All of our rules can be covered by this simple *Code of Conduct:*

Make sure that <u>you</u> are in:

the **RIGHT PLACE**

at the **RIGHT TIME**

doing the **RIGHT THING**

School Dress Code

Following extensive consultation with students, parents/carers, governors and staff the requirement to wear school uniform was removed in October 2015.

ALL students' clothing / footwear **must**:

· look presentable

· be safe *(no dangerous parts, i.e. steel toecaps, etc.)*

· be clean

· fit well

· be age appropriate

· be appropriately functional for the weather / season

Clothing / footwear **must not**:

· be inappropriate for the time of day *(i.e. no pyjamas / 'onesies' / nightwear / slippers to be worn around school during the school day, etc.)*

· be revealing / indecent / have any potential sexual connotations *(whether intentional or not)*

· display inappropriate pictures / logos / messages *(i.e. drugs, extremist viewpoints, sexual comments, swear words, etc.)*

· be unsafe

Charging Policy

Many trips are subsidised by the school but parents may be asked to make a contribution. No child will be prevented from joining an educational visit through inability to contribute.

Students causing deliberate damage to the fabric of the building and school equipment will be expected to pay a contribution towards repair and / or replacement, whichever is the most cost effective. A letter to request a contribution will be sent to the parents/carers giving a full account of the circumstances and stating the full amount of the repair / replacement.

Learning Support Hub (LSH)

The LSH is an area for students to safely de-escalate, regain self-control, recover and get back on track and prepare to meet expectations to return to class or care environment.

The LSH is to be used in conjunction with a behavioural intervention plan in which a student can choose to go or is removed to a supervised area to facilitate self-control or to stabilise a potentially dangerous situation. For further detail please refer to the appropriate more detailed policies on the Marland School website or available from the school.

Attendance

Some older students are referred to Marland after lengthy periods out of school. We also cater for students who have been identified as Emotional Based School Avoidance (EDSA). To encourage these students to improve their attendance we work to provide a non-threatening environment with emphasis on personal responsibility. Transport may be provided to support parents in their efforts to get their children to attend school, and the school works closely with the Inclusion Partner, Mim White, to encourage regular attendance.

School Council

The School Council and Residential Backchat Meetings allow students to take part in decisions concerning the management of the school and the spending of their allocated budget. Every student who wants to take part will be given an opportunity at some time during his school career. A Chairman and Vice Chairman are elected by the students themselves each year to lead their Student Council.



Ethos, Values & Equal Opportunities

The school has an important role to play in the whole development of each individual student and is committed to equal opportunities for all. At Marland we aim to be sensitive to the religious, spiritual, moral, social, racial and cultural background and beliefs of all students. In the search for an individual identity student will be exposed to conflicting values and beliefs

At school we try to be consistent in upholding some basic values:

Take personal responsibility for our own actions

Help those less fortunate and less powerful

Respect the rights and property of others

Respect each person's individuality

Learn self-control

Act considerately

Keep promises

Tell the truth

Promoting the Development of These Values

These ideas are reinforced through the curriculum, personal relationships, group work and collective assemblies. Throughout the whole '24-hour curriculum' we focus on personal responsibility for behaviour and the effect it may have on others. This involves considering behaviour towards others in the class, in common areas, at mealtimes and at play. These less structured periods pose difficulties for some children. Staff do not just supervise students at these times - they engage with, interact and teach by being good role-models.

Individual achievement is celebrated in assemblies and meetings, where examples of positive behaviour that uphold the values of the school are highlighted.

Pastoral Care/Relational Practice

Great importance is placed on the social and emotional development of our young people. All the students have experienced difficulties within the mainstream educational system and may not have coped well with aspects of the curriculum. Many students have difficulties in the management of their relationships with adults, other children and in the acceptance of authority. The school provides help by assisting students to learn new ways of coping with these problems and to help to facilitate this, all students are allocated a Key Worker and Tutor from both the care and teaching teams. Relational practice is the forefront of the school's practice.

The school is fortunate to have a broad range of staff with extensive experience in pastoral care, in addition to excellent links with external support agencies including Social Services and CAMHS.

The school has a policy for 'Health & Pastoral Care' which is available for viewing on request.

Behaviour Management

The main obstacle to learning for our students is often their own behaviour. All staff are responsible for maintaining high expectations and responding to negative/poor behaviour. The students themselves are involved in the formulation of agreed expectations and in monitoring their success. We do not just react to poor behaviour we are proactive in trying to prevent it. An important part of our approach is to teach students alternative and positive ways of behaving.

Staff need to become significant figures in the lives of students before their expectations and values can be influential. Professional relationships are intended to be effective in bringing about change.

There are various rewards and acknowledgements for good behaviour. There is also a 'Relational Behaviour Policy' which is available.

Student Complaints

The school has a formal complaint procedure. The first stage is to contact any member of staff you choose, with a friend if you prefer, and explain the problem. If the matter cannot be resolved a complaint may be made in writing to a member of SLT. There will be a reply or an opportunity to meet within three working days.

The school has a policy for 'General Complaints' which is available for viewing on request.

School Meals

All students are provided with five meals per day (breakfast, break time snacks, lunch, dinner & supper) included within their placement costs. Parents are not currently requested to contribute towards these meals.

Admission Arrangements

In accordance with LA policy, all students admitted to Marland Residential School will have a 'Education Health Care Plan (EHCP)' following a multi-professional assessment. All potential student referrals are made through the Devon Statutory SEND Team commissioners after discussion by a multi-professional panel to establish what form of provision is required. Following this process, an information pack on the prospective student is sent to the school by the commissioners as a consult for potential placement. Based on this, the Leadership Team at Marland make an initial decision as to whether it is considered likely that they can meet the student's specific needs within the school's resourced level. Where the school feels that they can potentially meet them, parents/carers, the student and any other involved professionals are invited to visit the school for a formal interview (prior informal visits can be facilitated if requested). Senior Marland staff may also arrange a pre-visit to the student's existing school and/or home prior to the offer of a formal interview to gather additional relevant information if deemed necessary. Following this complete process, the school will inform the commissioners whether they feel that they can meet the student's needs and indicate a provisional starting date where appropriate (usually within 2 school weeks of interview). The Statutory SEN Team commissioners will then contact the prospective student's parents/carers offering a place at Marland School and detailing arrangements for transport.

Example of our Complaints Leaflet if Students are unhappy

We want to help you if you are unhappy with anything at school. Please tell someone you like or

trust: - Keyworker

Tutor

Natalie Gough – Supportive Listener

Governor

Anyone who works here OR fill in this form and hand it in to any member of staff. We will send you a written reply.

Tick the following and give a reason if you're not happy about…….

A member of staff ☐	
Another student ☐	
My room ☐	
The food ☐	
Any other reason ☐	

If you are still unhappy and would like to speak to someone not from the school. You could contact:

Mary Penning (Devon Careers) - mary.penning@devon.gov.uk

Childline – 0800 1111

Office of the Children's commissioner – 0800 528 0731

Ofsted - 0300 123 4666

Childline -0800 1111

Maggie Pitts – NYAS – 08088 081 001 – help@nyas.net

Hayley Baddick – Independent Visitor – hayington@googlemail.com

Residential Provision

All students board on a weekly basis in order that the identified educational and social needs of the young person can be met. The primary role of the residential facility is to provide a safe, rewarding, and positive environment that will help develop academic and social progress, both in and outside of school. This is achieved through the provision of enjoyable structured activities, the development of social skills and by developing and maintaining positive relationships with students and their parents/carers.

Each resident student will be given care targets to help them succeed. Progress in any area will be acknowledged and rewarded through a range of age-appropriate personalised incentives.

In March 2018 we opened a brand new 26 bedded residential unit with all single en-suite bedrooms, and a number of social spaces. The existing residential areas were then refurbished to provide a further 14 single bedrooms in the lower building again with a number of social spaces. There are social spaces with games, toys, music, video and television and a further computer gaming room. Students have supervised access to a wide range of school and local community-based leisure facilities.

There is access to a phone at all times in the school building and regular contact with families is actively encouraged. Telephone number: 01805 601324.

Prior to a student starting in residence at Marland School, an allocated member of staff will discuss with parents' issues such as pocket money, clothing lists and medical care. The school has a medical lead who will liaise with parents/carers around medical appointments, student medication or dental and optical care.

The Care Team aim to make staying at the school a fun experience that enables students to thrive and reach their full potential, both as young people and as students.

Any questions concerning residential care should be addressed in the first instance to the joint Residential Care Managers, Ashley Barraball or Dave Craker. Gareth MacIver (Head of Pastoral Care) is the lead for the residential site.

De-escalation & Positive Handling / Restraint

We consider physical intervention our final action in the event of a student presenting a risk to himself, another student or adult or causing significant damage to property. All staff have received appropriate training in de-escalation and positive handling techniques (PIPS). Positive handling, or restraint, is only used as an absolute last resort when all other de-escalation strategies have been exhausted and/or no other safe alternatives are left. Such actions will also always only ever be deployed with the minimum force for the minimum time required to safely de-escalate such a situation.

Our ultimate aim is that the necessity for positive handling or restraint is removed from our school community.

Circumstances when Positive Handling / Restraint might be Appropriate as a Last Resort:

When a student is-

"causing personal **INJURY** to any person (including themselves)"

"causing serious **DAMAGE** to the property of any person (including their own)"

"leaving the school's premises where this may lead to the child injuring themselves or others"

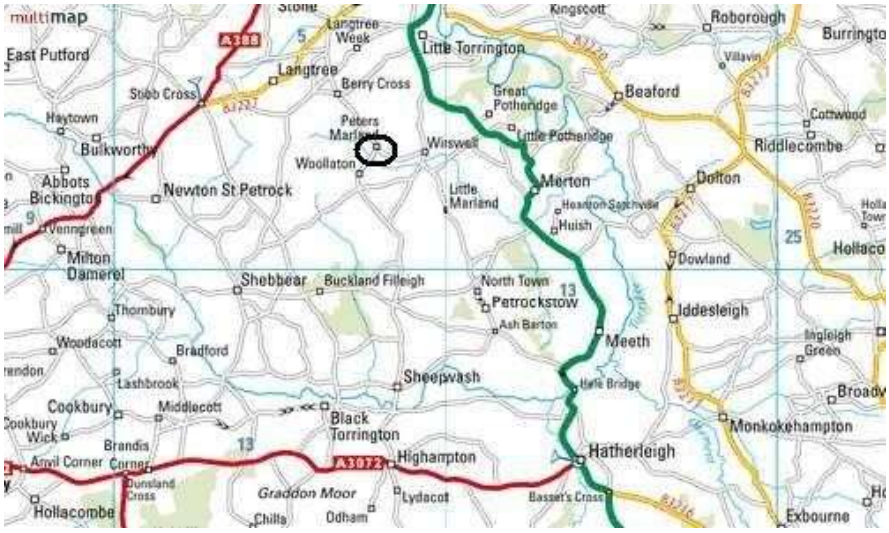
(2006 Education Act / Feb. 2014 DfE Guidance & R.S.S. N.M.S. September 2022- Standard 20)

Whenever possible parents/carers will be informed immediately of a restraint by phone and this will be followed up in writing outlining the circumstances why their child has had to be positively held/restrained. Comprehensive records are securely kept for all such incidents, including antecedents, incident details, parties informed and student and staff debriefs. The information gained will be used/update a standard risk assessment and positive behaviour support plan with the aim to refer the likelihood of a hold log necessary in the future.

Year 11 Student Achievement

Year 11 Student Qualifications / Attainment Headlines 2026: 9 Students (inc. GCSE / BTEC / Functional Skills / Vocational / Other + Destinations)	
Total Number of qualifications achieved	39
Average No. of Externally Accredited Qualifications achieved per student	4.3
4 or more overall Externally Accredited Qualifications	5/9 (56%)
Level 1 or higher: 1 or more qualifications	6/9 (67%)
Level 1 or higher: 4 or more qualifications	1/9 (11%)
Level 2: 1 or more qualifications	6/9 (67%)
Level 2: 2 or more qualifications	3/9 (33%)
ENGLISH GCSE & FUNCTIONAL SKILLS QUALIFICATIONS	
English Language Functional Skills Entry Level 3 qualifications	0/9 (0%)
English Language GCSE &/or Functional Skills Level 1 or 2 qualifications	3/9 (33%)
MATHS GCSE & FUNCTIONAL SKILLS QUALIFICATIONS	
Maths Functional Skills Entry Level 3 qualifications	1/9 (11%)
Maths GCSE &/or Functional Skills Level 1 or 2 qualifications	4/9 (44%)
ENGLISH & MATHS GCSE COMBINED QUALIFICATIONS	
English & Maths GCSE &/or Functional Skills Level 1 or 2 qualifications	3/9 (33%)
OTHER GCSE QUALIFICATIONS	
Art GCSE qualifications	2/9 (22%)
Biology GCSE qualifications	5/9 (56%)
OTHER ACADEMIC / VOCATIONAL QUALIFICATIONS	
BTEC Level 1 Award: Construction	0/9 (0%)
BTEC Level 1 Award: Engineering	4/9 (44%)
BTEC Level 2 Award: Home Cooking Skills	6/9 (67%)
BTEC Sweet Subsidiary Level 1 Award: Personal Growth & Wellbeing	1/9 (11%)
BTEC Sweet Level 1 Award: Personal Growth & Wellbeing	1/9 (11%)
BTEC Entry Level 3, Level 1 Award: Work Skills	3/9 (33%)
BTEC Level 2 Award: Work Skills	1/9 (11%)
OTHER AWARDS	
Food Hygiene for Catering - L2 Award in Food Safety	3/9 (33%)
September 2026 Post 16 Destinations	
July 2026: Year 11 Students planned Post 16 Employment, Education &/or Training Destinations established for Sept. 2026:	7/9 (78%)
Mid-Sept. 2026: Ex-Year 11 Students engaging with these placements:	7/9 (78%)

Directions to Marland School





From Great Torrington – A386 Okehampton road for three miles. Turn right signposted Peters Marland. Continue for one and a half miles past the Tarka Trail. Turn right, again signposted Peters Marland. The School is next to the church in one mile.

From Exeter – Take A377 through Copplestone. Take B3220 on left signposted Winkleigh. Continue to the bottom of Torrington hill. Turn left over the bridge onto A386. Then as directed from Torrington (see above).

From South Devon – Take A380 to Exeter. Left onto the A30 to Okehampton. In the centre of Okehampton turn right at the traffic lights sign posted Hatherleigh. After 3 miles turn right onto the A386. Continue on this road for19 miles passing through Folly Gate, Hatherleigh, Meath and Merton. Four miles from Merton turn left signposted Peters Marland. Then as directed from Torrington (see above).