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Devon County Council

We're a Thrive School

Marland Primary School



Prospectus











2026-2027

Marland Primary School

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

Executive Headteacher
Carole Austin

Dear Parent / Carer

This prospectus is for our Primary School site in Central Bideford, Devon. 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 Primary School is a successful Devon Local Authority maintained Foundation Trust day special school for Year 1 - Year 7 pupils with Social, Emotional &/or Mental Health related needs (SEMH). It is open Monday – Friday, term time only (closed at weekends and during standard school holidays). The school is part of the Marland group of 4 SEMH special schools (3 day and 1 residential) based across North Devon. It has a very good reputation within its specialised field and is also an integral member of the county wide Co-op SENtient Foundation Trust of Devon Local Authority maintained special schools. In addition it works closely with all other Devon maintained special schools / academies and alternative provisions across the county.

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 pupil to manage their life more successfully. We endeavour to help all of our pupils 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 pupils 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.

We would like to take this opportunity to warmly welcome you to Marland.

With kind regards

Ross Davage — Marland Primary Headteacher

Carole Austin — Marland Executive Headteacher

Marland Residential School
Peters Marland
Torrington
EX38 8QQ

Marland Secondary School
Springfield Court
Brannam Crescent
Roundswell
Barnstaple
EX31 3TD

Marland Secondary School
(Bideford)
Alverdiscott Road
East-the-Water
Bideford
EX39 4PL

Marland Primary School
Chanters Road
Bideford
EX39 2QN

Marland Governing Body

Chairman (Co-opted Governor / Trustee)	**Mrs Faith Butler**
Vice Chair / Chair of T & L / DSL / Foundation	**Mrs Kathy Martin**
Chair of Finance (Co-opted)	**Mr Phil Spencer**
Staff Governor - Executive Headteacher (Trustee)	**Mrs Carole Austin**
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 constant 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…

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 Pupil 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 Pupil Term	**Friday 18th December 2026**

SPRING TERM

Staff Training Day **(School closed)**	*Monday 4th January 2027*
Start of Pupil 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 Pupil 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 Pupil Term	**Friday 23rd July 2027**

Ethos / Statement of Purpose / Our Vision

"Our pupils 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 predominantly 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 Primary School is a 38-week, Devon LA maintained Co-op Foundation 'SENtient' Trust day special school for up to 42 pupils with Social, Emotional and Mental Health needs [SEMH]. Many pupils also have a range of additional, and in certain cases complex, special needs. The school is designated for pupils ranging from 6 - 12 years in age (Yr1 – Y7). The ethos of the school is centred around the needs of the individual, the overall aim being to provide each pupil with the highest quality 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 pupils 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 pupil. We aim to prepare and equip these young people with the appropriate educational, social and practical skills that are essential for success within mainstream society.

School Awards System

There are LOTS of opportunities for pupils to gain awards throughout the school day by meeting their personal targets, completing their learning and engaging positively with the adults and peers around them. These awards include:

- Shopping trips and treats from their class teacher.
- Opportunity for pupils to purchase a prize of their own choice (providing they have earned enough awards.)
- Reading rewards and prizes given out termly.
- Half-Termly "Most Improved" and "Top Student" achievement awards with Trophy and Certificate.



Also, pupils' weekly targets count towards school trips, during Golden Time and at the end of term. The more awards they have, the better chance they have of attending one of the more exciting activities such as visiting the North Devon Wake Park or The Milky Way!

Marland Primary School will, through **personalisation** across the curriculum, **meet the social, emotional and learning needs** of our pupils.

We will ensure pupils **have access to** a range of learning opportunities, increasing their **aspirations.** These **lifechanging** goals will ensure Marland pupils make appropriate **life choices** and become successful citizens of the 21st century.

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

- Identify the individual needs of each and every pupil (personalisation).
- Develop staff expertise and skills to meet these needs (empowerment).
- Engage and utilise multi-agency support as need dictates (through partnership).
- Consistently plan and deploy appropriate strategies, approaches and resources to fully meet such need (leading to aspirations and achievement).
- Use technology to aid engagement in learning and then develop the technological skills needed to meet the demands of 21st century life (innovation).
- Ensure our pupils stay safe, healthy, enjoy and achieve, 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 pupil 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 pupil.

These elements of their needs are in the vast majority of cases the primary causal factors in their extreme behaviour, with all three of these SEMH needs preventing them from successfully accessing and succeeding with their (personalised) formal learning.

The consistent and effective 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 individual pupil.



All pupils at Marland Primary School have the opportunity to access learning off-site throughout the week; whether that be through Forest School at our own school woods, down at the beach, swimming or surfing with our qualified lifeguard and surf instructor or visiting a range of beauty spots around North Devon. It gives the opportunity for enhancing the social skills of discipline, team work, patience and tolerance, as well as a range of crucial life skills, in preparation for future life.

Pupils also participate in projects which increase their awareness of the environment and its impact through activities such as beach combing and raft building with washed up materials. Previously, pupils have saved plastic bottles to make improvised crafts, taken part in litter picks around the local area and followed local trails/geocaches around North Devon's towns and villages.

We recognise that each young person is an individual and as such, having a wide range of activities on offer means we can meet each pupil's personal needs and preferences.





All pupils follow the National Curriculum differentiated to meet learner need, all aiming towards external qualifications when they eventually reach Years 10 & 11. Recent results show that our pupils achieve well from where they start with us, when benchmarked against the national average. Last year in our sister Marland secondary schools, all school leavers gained a good range of academic, vocational and 'life-skills qualifications (GCSEs, Entry Level Certificates, Functional Skills, BTECs & Vocational Awards).

SCHOOL POLICIES

All school policies are either published on the school website or available on request.

ARRANGEMENTS FOR PUPILS WITH SPECIFIC NEEDS

All pupils at Marland Primary School should have an EHC Plan detailing their special educational needs. Although the primary need concerns behavioural, emotional and/or social difficulties, many pupils have a range of associated learning challenges. Teaching Assistants are available to work alongside the Teachers to give additional learning support for individual pupils. Pupils are encouraged to access the curriculum through the use of multi-media information technology, including video, audio and information processing. Support staff help pupils to produce quality work by offering assistance where required. Staff also help pupils promote their work through quality displays and presentation in their books.

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Relationship Education is compulsory for all pupils in primary schools and Sex Education compulsory for those receiving Secondary Education. All aspects of RSE are taught using the Jigsaw Programme, a mindful, whole-school approach to PSHE and RSE. It is taught using a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

Some aspects of RSE may also be addressed as part of the Science curriculum, delivered when appropriate. The full RSE policy is available online and 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, pupils are asked to report anything they know. They can mention it to staff, to other pupils, or give a note to a senior member of staff.

The school always takes bullying seriously and reacts promptly and proportionately in accordance with its 'Anti-Bullying Policy' which is ALSO available on the school website.

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 the Headteacher, Ross Davage. The school has a formal 'General Complaints' policy which is available on request. The first stage is to contact your child's 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 Headteacher, who will then respond to you and deal with it as a priority. If you are still not happy then there is a further appeals procedure outlined in the 'General Complaints' policy and procedure documents.

SAFEGUARDING PROCEDURES

All school staff have a responsibility to provide a safe environment in which children can learn, and should report any concerns about a child's welfare immediately. Staff should follow the school's Child Protection Policy and speak to the Designated Safeguarding Lead (DSL), Allan Lawrence, or the Deputy DSL Susie Nightingale-Jones. In their absence, Annette Lee or Gareth MacIver (Residential School DSLs) and Andy McAuley or Liane Thomas (Secondary School DSLs) can be contacted. If this is not possible then a member of the Senior Leadership Team should be informed.

Annette Lee has overall responsibility for child protection / safeguarding matters though all of the above 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 pupils receive regular awareness training in child protection / safeguarding matters.

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

https://www.marland-school.co.uk/

SECURITY & SAFETY

In order to assist staff with their 'Duty of Care' for pupils 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.

ADMISSION ARRANGEMENTS

In accordance with LA policy, all pupils admitted to Marland Primary School will have an 'Education Health Care Plan (EHCP)' following a multi-professional assessment.

All potential student referrals are made through the Devon LA SEND Statutory Team (SST) 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 referral 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 pupil 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 pupil'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 pupil's needs and indicate a provisional starting date where appropriate (usually within 2 school weeks of interview). The SST Commissioners will then contact the prospective student's parents/carers offering a place at Marland School and detailing arrangements for transport.

CONTACT WITH PARENTS

Most parents sign up to Class Dojo with their child's teacher. This allows for daily communication between school and home, including any updates, requests or is simply an easy way to inform of absences/issues. If this is not an appropriate form of communication for some, then other methods can be arranged with school. Parents/carers are welcome to visit the school or make appointments to meet staff, this can be undertaken by contacting the school during normal office hours on **01237 876300**.

Pupil Reports to parents/carers are given out at the Annual Review meeting held each year for every child. These will take place across the school's academic year (September to July).

We also hold termly Open Days for parents, carers, relatives and friends. These are held during the final week of each term and are an informal chance for children to share their learning and learning environment with those closest to them.

ABSCONDING / MISSING

In the event of a pupil leaving the site without permission staff will in the first instance, whenever practically possible, attempt to engage that pupil in dialogue to persuade them to return. If a pupil has not returned to the site but is in view of staff, parents/carers will be contacted after a period of 15 minutes. If parents/carers are not available then they will be contacted later. If a pupil has left the site and his/her whereabouts are unknown or they are judged to be placing themselves at risk, the school has a duty of care to respond in the pupil's interests. If parents/carers are unavailable then the decision may be taken to call the police to report the pupil as a missing person.

Each decision is taken on an individual basis and is based on an assessment of the risk involved.



ATTENDANCE

Some pupils are referred to Marland Primary School after lengthy periods out of school. We also cater for pupils who have been identified as school phobic. To encourage these pupils to improve their attendance we work to provide a non-threatening environment with emphasis on personal responsibility.
Transport is provided to support parents in their efforts to get their children to attend school, and the school works closely with the Local Authority (LA) Attendance Improvement Service to encourage regular attendance.

UNAUTHORISED ABSENCE

Parents/carers will be notified of any concerns about a child's attendance by the Headteacher of Marland Primary School. On-going concerns that cannot be resolved satisfactorily in this manner will be referred to the school's link LA Inclusion Officer for further action. It is acknowledged that an early response to patterns of absence is most effective, as is a coordinated multi-agency approach to tackling the issue.

HOLIDAYS IN TERM TIME

Holidays should be taken within the school holidays. Authorisation of term time leave can only be given in exceptional circumstances. Parents/carers will be made aware of the importance of not taking holidays during term time – refer directly to school diary for exact annual dates).

MONITORING PROCEDURE

The Head Teacher monitors the Attendance Registers. Any concerns will be reported to the link LA Inclusion Officer, who visits the school every term to monitor the registers. Attendance figures will be reported to the Local Authority as required.

TECHNOLOGY FROM HOME

We do not encourage children to bring in technology from home, but understand that this can be a useful tool for those who travel in by taxi. Any technology should be handed in to the front office to be stored safety and securely, until they are collected again at home time.





SCHOOL CODE OF CONDUCT

At Marland Primary School 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:

t*he* **RIGHT PLACE**

at the **RIGHT TIME**

doing the **RIGHT THING**

SCHOOL DRESS CODE

Pupils should come to school dressed in smart casuals or appropriately dressed for their Off Site learning activities. Offensive and inappropriate slogans and graphics on clothing are not acceptable.

JEWELLERY

The following are **NOT** allowed to be worn during the school day on Health & Safety grounds:

Finger rings ***Necklaces / chains*** ***Bracelets / chains***

Ringed or dangling piercings (ear, nose, nipple, etc.)

Small / smooth ear studs or sleeper ear-rings are acceptable if:

- they are unlikely to snag or tear skin,
- they are only worn in the ear/s, or
- they are removed before taking part in any sports activities.

CHARGING POLICY

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

Pupils causing deliberate damage to the fabric of the building and school equipment will be expected to pay a contribution towards repair and/or replacement, which ever 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.

SCHOOL COUNCIL

The School Council Meetings allow pupils to take part in decisions concerning the management of the school and the spending of their allocated budget.

Every pupil who wants to take part will be given an opportunity at some time during his school career. This is done on a voting basis by each school year group for a representative on the Council.

ETHOS, VALUES & EQUAL OPPORTUNITIES

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

However, 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 '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 particular difficulties for some children. Staff do not just supervise pupils at these times - they intervene, interact and teach by being good role models.

Individual achievement is celebrated regularly with the award of trophies, prizes and certificates where examples of positive behaviour that uphold the values of the school are highlighted. These celebrations are also shared on school displays and in our termly newsletters.

PASTORAL CARE

Great importance is placed on the social and emotional development of our young people. All the pupils have experienced difficulties within the mainstream educational system and may not have coped well with aspects of the curriculum. Many pupils have particular difficulties in the management of their relationships with adults, other children and in the acceptance of authority.

The school provides help by assisting pupils to learn new ways of coping with these problems and to help to facilitate this, all pupils are supported by the Teachers, Teaching Assistants, Senior Teaching Assistants and Learning Support Manager.

The school is fortunate to have a broad range of staff with extensive experience in pastoral care, in addition to strong 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.

SCHOOL MEALS

Breakfast is available between 9.00 a.m. and 9.20am for any child who wants it (free of charge). This includes a range of cereals and toast options.

We also offer all pupils a range of options for lunch, all of which carry a small charge of £2.50 per day. Free School Meals are provided for those who are entitled and pupils can bring their own healthy packed lunch if they choose to do so.

BEHAVIOUR MANAGEMENT

Expectations for positive behaviour are underpinned by strong relationships and a therapeutic, relational approach that supports pupils to understand and manage their emotions.
Learning environments are generally calm and disruptions supported quickly by experienced staff who understand the presenting needs of Pupils and can personalise the provision.
Rules and routines are visible, understood, and respected by the vast majority of pupils.
Staff act as positive role models and work consistently to reinforce routines, boundaries and expectations. This creates an environment in which pupils feel safe, valued and increasingly able to engage successfully in learning.
Inspectors have previously recognised the quality of relationships between pupils and staff as a significant strength of the school.
Using a relational approach in our environment enables all adults and students to model positive behaviour and, therefore, creates more opportunities for positive learning through a restorative approach.

The School operates an Awards system that monitors and rewards efforts at improving behaviour and engagement in learning.
The school has a 'Behaviour Policy' which is available for viewing on the school website or on request.

PUPIL COMPLAINTS

The school has a formal complaint procedure.

The first stage is to talk to 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 the Headteacher using the **'Pupil Complaints Form'.

↓

There will be a reply or an opportunity to meet within three working days.

↓

If still not satisfied, a formal appeal may then be made to the Executive Principal, the Governing Body or the Local Authority.

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

A copy of the **'Pupil Complaints Form' is shown overpage.

Example of our complaints leaflet if pupils are unhappy...

I am not happy about... **We want to help you if you are unhappy.**

Name:





Tick the box! → → →

Tell someone you like or trust:

- **Mr Davage**
- **Key Adult**
- **Teacher**
- **Friend**
- **Anyone who works here**
- **Governor**
- **Play Therapist**

OR fill in this form and hand it in at the front office.

The food. ☐
Why?

A member of staff. ☐
Why?

Another pupil. ☐
Why?

Another reason. ☐
Why?

If you are still unhappy, you can speak to:

CSW Ltd (Careers Southwest) - 0800 97 55 111

Children's Commissioner for England - 020 7783 8330

Ofsted - 0300 123 1231

Childline - 0800 1111

SANCTIONS

Aims

- **To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community.**

- **To support the code of conduct.**

Current practice

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to a member of the school Leadership and Management Team where appropriate.

Effective Sanctions are about COMPLIANCE *not* RETRIBUTION.

Examples of sanctions available:

1. Supervised break times.
2. 'Paying back time' (during break or lunch time).
3. Sanctions 'to fit the crime' e.g. clearing up litter or removing graffiti.
4. Informing parents / carers of behaviour.
5. Arranging meetings with parents / carers.
6. Involving the Police where a criminal matter has taken place (damage/assault/ weapon/drugs/ theft/etc).

1. Fixed Term Suspension (Headteacher agreed by Executive Headteacher)
2. Permanent exclusion (Executive Headteacher).

DE-ESCALATION & POSITIVE HANDLING / RESTRAINT

We consider physical intervention our final action in the event of a pupil presenting a risk to themself, another pupil or adult or causing significant damage to property. All staff have received appropriate training in de-escalation and positive handling techniques (PIPS).

Positive handling, restrictive physical intervention (RPI) 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 or viable. 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 <u>might</u> be appropriate as a last resort:

Where action is necessary and there is an **immediate risk of injury / harm to a person and all other non-physical staff actions and verbal instructions to stop have been exhausted,** e.g.

- a pupil is at serious risk of harming himself / or placing himself or others in danger.
- a pupil is attacking another person.

Where there is a developing risk of injury or significant damage to property and **all other non-physical staff actions and verbal instructions to stop have been exhausted,** e.g.

- a vulnerable pupil is attempting to abscond and it is risk assessed that this will place them in danger.

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 pupil and staff debriefs.





Marland Primary School

Marland Primary School

Chanters Road

Bideford

EX39 2QN

01237 876300



