Marland Secondary School Bideford



Photo by Year 11

Prospectus 2026-27

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

Dear Parents/Carers,

This prospectus is for our Secondary Day School site at Alverdiscott Road, East of the Water, Bideford. 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 dual 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 the other 8 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 SEMH needs, 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 our students develop into happy, independent, well-educated and socially competent young adults.

For young people to take their place in society and build positive, successful relationships, they need to develop a good respect for themselves and others. They also need to acquire skills and knowledge to enable them to exercise rational choice in a democratic society. Due to this, with the guidance and support of staff, all students are expected to try their best, work hard, make good progress, and achieve their full potential at Marland. By doing this we hope that each student will become more successfully integrated within the school, their own families, communities, and society at large.

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

With kind regards

Sally Hague
Headteacher

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 Secondary School - Bideford



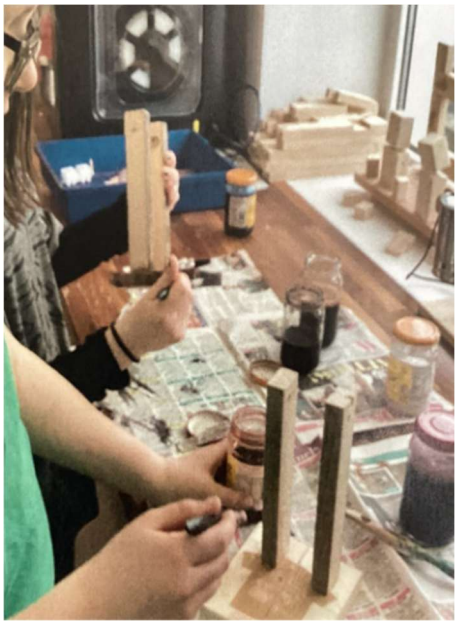
Marland Secondary School, Bideford, is the latest school within the established Marland School group: Marland Residential (Peters Marland), Marland Primary (Central Bideford) and Marland Secondary (Roundswell, Barnstaple). Our newest school has a slightly different remit to the other sites as it focusses on both secondary age girls and boys with an Education Health Care Plan (EHCP) for SEMH needs who may require a more nurturing and sensory environment.



The school utilises person centred approaches and differentiation to deliver the National Curriculum that is accessible but appropriately challenging for each individual child. Students complete Thrive based activities during tutor time, and they use this time to regulate as well as focusing on life skills.
A wide range of subjects (including a strong focus on reading) are delivered over 6 lessons each day.

Class sizes are currently based on 7 students but can vary according to need or demand. Each class has a teacher and a teaching assistant to support each student's unique academic needs and development. Learning Intervention staff also support students' education and personal development on a needs led basis through small group work and/or 1:1 sessions. For some who need more space and support, there is a Learning Sup-port Manager and a Learning Support Worker who are able to occasionally work 1:1 or in small groups.

We have a lovely outside space at the school which encourages each student to have fun, learn, and prepare for their more formal class-based learning.



We are committed to further developing this large wrap around space with the students who have so far created fence murals, sensory and vegetable gardens, and recreational facilities. In addition, as part of the Marland group, we have access to a 5-acre Forest School that we use for outdoor learning and interventions, as well as regular trips to local beaches, moors and other local community facilities, utilising our 2 minibuses.

Each week the classes will have one day offsite Outdoor Learning and Life Skills classes which are integral to our broad / diverse special educational offer. Activities vary across each school year, but all are de-signed to meet the identified needs of each individual student and/or class group and are focused on maximizing growth, progress and achievement.

TERM DATES 2026/2027

AUTUMN TERM

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

SPRING TERM

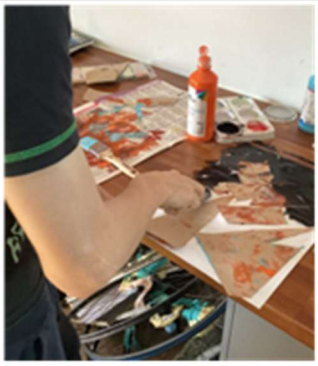
Staff Training Day (School closed)	*Monday 4th January 2027*
Start of Term	Tuesday 5th January 2027
Half Term Holiday	*Monday 15th February 2027 until Friday 19th February 2027*
End of Pupil Term	Thursday 25th March 2027

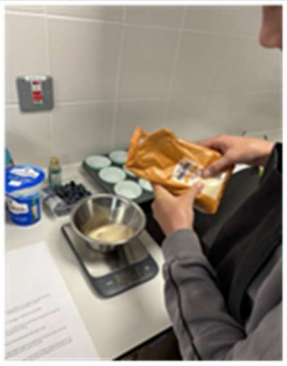
SUMMER TERM

Start of Term	Monday 12th April 2027
Bank Holiday (School Closed)	*Monday 3rd May 2027*
Half Term Holiday	Monday 31st 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 Secondary School–Bideford is a 38 week Devon LA maintained Co-op Foundation 'SENtient' Trust day special school for up to 40 students with Social, Emotional and Mental Health needs [SEMH]. Many students also have a range of additional, and in certain cases complex, special need. The school is designated for students ranging from 11-16 years in age (Yr7 – Y11). The ethos of the school is centred around the needs of the individual, the overall aim being to provide each student 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 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 pre-pare and equip these young people with the ap-propriate educational, social and practical skills that are essential for success within mainstream society.

School Awards System

Our system promotes opportunities to gain awards throughout the school day by reaching their incentive targets and their personal goal for co-operation and learning. These awards currently range from:

Choice of golden time activities
Small monetary rewards
Tutor group reward trips

Also students weekly targets count towards end of term school trips.







At Marland, we aim through our **person centred** approaches, to meet the **individual social, emotional and learning needs** of each student. We do our utmost to ensure that each student **achieves** a range of qualifications appropriate to their respective ability, interests and needs, all aimed at meet-ing their personal **aspirations.** These **life changing** goals will support our students to make **appropriate life choices** as they progress towards adult-hood and become successful citizens of the 21st century.

As a school we:
⇒ Identify the individual needs of each and every student (**Personalisation**).
⇒ Develop staff expertise and skills to meet these needs (**Empowerment**).
⇒ Engage and utilise multi-agency support as need dictates (**Partnership**).
⇒ Consistently / dynamically plan and deploy appropriate strategies, approaches and resources to fully meet such need (leading to **Aspirations & 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 students **Stay Safe, Healthy, Enjoy & 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 SEMH related special needs it is essential that we continue to develop and maximise the social and emotional development of each and every individual student and support / ad-dress any emergent mental health needs.
These elements are frequently primary causal factor/s in many instances of negative behaviour, with all of these S, E & MH needs often hindering access to and progress with a child's [personalised] formal learning.
The effective utilisation of strategies such as 'Supportive Listening', 'THRIVE' and other therapeutic approaches are key to addressing such complex SEMH needs, stabilising behaviour and opening up access to appropriate and challenging





Where appropriate, all students at our school have the opportunity to access learning off site through one block per week of off-site learning. This gives students the chance to enhance their social skills of discipline, team work, patience and tolerance in preparation for future life.

Students participate in projects which in-crease their awareness of the environment and its impact through activities such as beach combing and raft building. Students also use washed up materials to make improvised crafts.

Students also have the opportunity to gain qualifications and develop everyday life skill such as travel training, opening bank ac-counts, ordering in a restaurant, to name a few.

We recognise that each young person is an individual and as such has individual interests, opinions, rights and needs.





CURRICULUM

All Students follow the National Curriculum aiming towards external qualifications at Years 10 &/or 11. Most students thrive and progress well in relation to their baseline assessed starting points at Marland. Last year, our Year 11 school leavers gained a good range of aca-demic, vocational and 'life-skills' qualifications (GCSEs, Entry Level Certificates, Functional Skills, BTEC's & Vocational Awards) and went on to positive next steps with local providers.

SCHOOL POLICIES

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

ARRANGEMENTS FOR STUDENTS WITH SPECIFIC NEEDS

All students at Marland Secondary School have an Education Health Care Plan (EHCP) detailing their special educational needs. Many have a range of special need centred around SEMH but with associated learning challenges. Teaching Assistants are available to work alongside the Teachers and Instructors to give additional learning support for individuals requiring it. Students are encour-aged to access the curriculum through the use of multi-media information technology, including video, audio and information processing. Support staff help students to produce quality work by offering a range of individual assistance where needs require.

There is a strong focus on utilising Thrive based methodologies and activities to support students and help them to develop their resilience and ability to consistently access their learning. All stu-dents have a personal tool box that they use to manage their own regulation with staff support.

NO PHONES POLICY

In line with direction from the DFE, Marland Schools operate a no phones policy throughout with adaptations in place as appropriate. At our Bideford site, students can use a Wander Pouch to se-cure their phone for the day or alternatively, hand this in to the meet & greet team on arrival. Rea-sonable adjustments are considered in communication with parents/carers.

SEX EDUCATION POLICY

Sex education forms part of the wider personal and social curriculum and is taught in the context of caring human relationships. The curriculum is personalised and deliver in smaller or 1:1 groups linked to students understanding. 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 PSHE/Tutorial sessions.

BULLYING

Instances of bullying in the school are consistently 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 always takes bullying seriously and reacts promptly and proportionately in accordance with its 'Anti-Bullying Policy' which is also available on the school website.

CAREERS ADVICE AND WORK EXPERIENCE

Careers education is timetabled in conjunction with RSHE and Tutorial sessions for all students. Work experience is available for all students in their final two years of compulsory schooling. The Careers South West Personal Adviser visits the school on a regular basis to meet with Year 10 & 11 students. They are involved in planning for the transition to work or further education at age 16 and as such takes part in the Annual/ Transitional Person Centred Reviews for all students in Year 11.

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 member of the Senior Leadership Team.
The school has a formal 'General Complaints' policy which is available on request. The first stage is to contact your child's keyworker or teacher to explain the problem. If the matter can-not be resolved by this less formal approach then a formal complaint may be made in writing to the Head of Teaching & Learning, 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 Com-plaints' policy and procedure documents.

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 Marland School-Bideford's '*Designated Safeguarding Leads (DSLs)*' Mr Jamie Sanders & Mrs Rebecca Webber, or in their combined absence, to a member of the Senior Staff Team.
There are at least 2 trained DSLs at each of the 4 separate Marland sites: Mrs Annette Lee & Mr Gareth MacIver at Marland Residential School, Mrs Liane Thomas or Mr Andy McAuley (at Mar-land Secondary School - Roundswell) and Mr Allan Lawrence, Mr Dev Chopra & Mrs Susie Night-ingale-Jones (at Marland Primary School-Bideford).

Under the direction of the Executive Principal Carole Austin, Annette Lee and Gareth MacIver have overall lead responsibilities for all child protection / safeguarding matters across the Mar-land group of schools.

All of these named staff have received specialist Level 3 initial and regular top-up 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. In addition, the 4 senior Governors are also Level 3 trained.

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 written policy.

ADMISSION ARRANGEMENTS

In accordance with LA policy, all students admitted to Marland Secondary 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 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 com-missioners 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 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 (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.

Parents/carers are welcome to visit the school. Appointments to meet staff may be made by contacting the school during normal office hours on 01237 273150. Staff can also make home visits if required. Students' own personal mobile phones are permitted to be used during specified break times but not during lesson time.
Reports to parents/carers are sent out before the Person Centred Review meeting held for each individual student at school. These take place across the school's first two terms of each academic year (i.e. September - April). A Final Review also takes place for Year 11 students in March/April.
We also hold termly Open Days for parents, carers, relatives and friends. These are held during the final week of each term.

SCHOOL CODE OF CONDUCT

At Marland 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:

the RIGHT PLACE

at the RIGHT TIME

doing the RIGHT THING

SCHOOL DRESS CODE

Students 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, 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
they are only worn during social times (not in school time)
they are removed before taking part in any sports activities

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.

ABSCONDING / MISSING

In the event of a student leaving the site without permission staff will, in the first instance and whenever practically possible, attempt to engage that student in dialogue to persuade them to return. If a student 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 student 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 students best interests. If parents/carers are unavailable, then the decision may be taken to call the police to report the student as a missing person. Each decision is taken on an individual basis and is based on an assessment of the risk involved.

UNAUTHORISED ABSENCE.

Parents/carers will be notified of any concerns about a child's attendance by a senior member of school staff. On-going concerns that cannot be resolved satisfactorily in this manner will be referred to the school's link Local Authority (LA) 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 holidays. Authorisation of term time leave can only begiven in exceptional circumstances. Parents/carers will be made aware of the im-portance of not taking 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 Headteacher monitors the Attendance Registers. Any concerns will be reported to the AIO, who visits the school every term to monitor the registers. Attendance figures will be reported to the Local Authority as required.

ROLE OF THE LA ATTENDANCE IMPROVEMENT OFFICER (AIO)

The AIO operates within a legal framework on behalf of the LA in discharging its legal obligations. The AIO will ensure that the Education Act 1996 which relates to children receiving efficient full time education suitable to their age, ability and aptitude is complied with, in line with the LA values, policies and procedures. One of the main objectives is to maintain and improve school attendance and monitor school registers, hold regular consultation with the school staff responsible for attendance, and obtain referrals from school.

They may follow up referrals by:

- Communicating with parents/carers by letter or phone
- Arranging a number of home visits
- Liaising with other professionals/agencies.

The outcome of any intervention will be communicated back to school. Parents may wish to contact the AIO themselves to ask for help or information. The AIO can be contacted through Marland Secondary School.

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.

ATTENDANCE

Some students are referred to Marland Secondary School after lengthy periods out of school. We also cater for students who have been identified as school phobic. To encourage such students to improve their attendance, we maintain an inclusive environment with an emphasis on personal responsibility. Transport is provided to support parents in their efforts to get their child to attend school, and the school works closely with the Attendance Improvement Service to encourage regular attendance.

SCHOOL COUNCIL

The School Council 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 their school career. This is operated 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 stu-dent and is committed to equal opportunities for all. At Marland Secondary School 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 students 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 are reinforced through the curriculum, personal relationships, tutor programme 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 be-haviour 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 students at these times, they intervene, 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

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 particular difficulties with managing positive, appropriate relationships with adults, other children and with acceptance of authority.

The school provides help by assisting students to learn new ways of coping with these issues and to help to facilitate this, all students are supported by a Tutor and Key Stage pastoral team. 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.

BEHAVIOUR MANAGEMENT

The main obstacle to learning for our students is often their own behaviour and/or dysregulation. All staff are responsible for maintaining high expectations and responding to breaches in discipline. The students themselves are involved in the formulation of agreed expectations and in monitoring conformity. We do not just react to inappropriate 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 work hard to become significant figures in the lives of their students so that they can positively influence appropriate expectations and values. Professional relationships are intended to be effective in bringing about positive change. There are various rewards and acknowledgements for good behaviour.

The School operates an Awards system that monitors and rewards efforts at im-proving behaviour. The school has a policy for 'Behaviour & Discipline' which is available for viewing on request.

SCHOOL MEALS

Breakfast is provided for all students. Lunch is available for all students on a chargeable basis. Free School Meals are provided for those entitled.

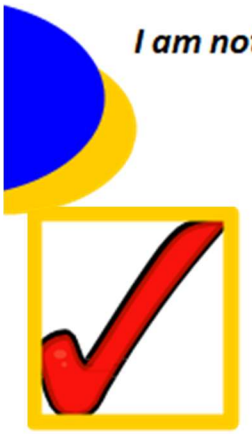
STUDENT COMPLAINTS

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 the Headteacher. There will be a reply or an opportunity to meet within three working days. If still not satisfied then a formal appeal may then be made to the Executive Principal, or the Governing Body, or the Local Authority.

A copy of the 'Student Complaints Form' is shown overpage.

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

Example of our complaints leaflet if students are unhappy



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



The food.
Why ? ☐

Another student.
Why ? ☐

Anything else?
Why ? ☐

Tell someone you like or trust.
The Head
Keyworker
Tutor
Friend
Anyone who works here
Governor
Careers SW
OR fill in this form and hand it at the front office.

If you are still unhappy, speak to:

Careers South West - 0800 97 55 111

Children's Commissioner for England - 020 7783 8330

Ofsted - 0300 123 4666

Childline - 0800 1111

SANCTIONS

Statement

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanors of a few, or to impose a sanction which is designed to humiliate a student or students.

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:

- Supervised break times
- 'Paying back time' (during break or lunch time)
- After school sessions to catch up on missed work
- Sanctions 'to fit the incident' e.g. clearing up litter & removing graffiti
- Informing parents / carers of behaviour
- Arranging meetings with parents / carers
- Involving the Police where a criminal matter has taken place (damage /assault / weapon /drugs / theft / etc.)
- Fixed Term Suspension (Headteacher agreed by Executive Principal)
- Permanent Exclusion (Executive Principal)

DE-ESCALATION & POSITIVE HANDLING / RESTRAINT

We consider physical intervention our final action in the event of a student presenting a risk to themselves, 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, 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 / RPI might 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 exhaust-ed,*** *e.g.*

a student is at serious risk of harming himself / or placing himself or others in danger.
a student is physically assaulting another person and/or causing injury.

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.

Year 11 Student Qualifications / Attainment Headlines 2026: 7 Students (inc. GCSE / BTEC / Functional Skills / Vocational / Other + Destinations)	
Total Number of qualifications achieved	63
Average No. of Externally Accredited Qualifications achieved per student	6.3
5 or more overall Externally Accredited Qualifications	10/10 (100%)
8 or more overall Externally Accredited Qualifications	8/10 (80%)
Level 1 or higher: 3 or more qualifications	8/10(80%)
Level 1 or higher: 5 or more qualifications	8/10 (80%)
Level 2: 1 or more qualifications	0/10 (0%)
ENGLISH GCSE & FUNCTIONAL SKILLS QUALIFICATIONS	
English Language GCSE &/or Functional Skills Level 1 or better qualifications	10/10 100%)
MATHS GCSE & FUNCTIONAL SKILLS QUALIFICATIONS	
Maths Functional Skills Entry Level 1 or better qualifications	9/10 (90%)
Maths GCSE &/or Functional Skills Level 1 or better qualifications	9/10 (90%)
Maths GCSE &/or Functional Skills Level 2 or better qualifications	0/10 (0%)
ENGLISH & MATHS GCSE COMBINED QUALIFICATIONS	
English & Maths GCSE &/or Functional Skills Level 1 or better qualifications	9/10 (90%)
OTHER GCSE QUALIFICATIONS	
Biology GCSE &/or Functional Skills Level 1 or better qualifications	9/10 (90%)
Biology GCSE Grade 4 or better qualifications	0/10 (0%)
OTHER ACADEMIC / VOCATIONAL QUALIFICATIONS	
Vocational Engineering: Level 2 Award or better qualifications	0/10 (0%)
BTEC Level 1 Award / Certificate: Construction	1/10 (10%)
BTEC Workskills Level 1 Award	0/10 (0%)
BTEC Subsidiary Sweet Level 1 Award: Personal Growth & Wellbeing	0/10 (0%)
OTHER AWARDS	
John Muir Environmental Award	0/10 (0%)
September 2026 Post 16 Destinations	
Positive Post 16 Employment, Education &/or Training Destinations Sept. 2026:	10/10 (100%)

MARLAND SECONDARY SCHOOL

BIDEFORD

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