

Marland Residential School

Prospectus



2024/2025

Dear Parent / Carer

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 Residential School is a successful Devon Local Authority maintained Foundation Trust weekly residential special school for Year 4 - Year 11 students 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 (1 residential and 3 day) 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 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 to 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

Matthew Tithcott

Residential Headteacher

Gareth MacIver

Head of Pastoral Care

Keith Bennett

Marland Schools Executive Principal

Marland Secondary School)
Springfield Court
Brannam Crescent
Roundswell Business Park
Barnstaple
EX31 3TD
Telephone: 01271 335500

Marland Residential School
Peters Marland
Torrington
Devon
EX38 8QQ
Telephone: 01805 601324

Marland Secondary School
Alverdiscott Road
East the Water
Bideford
EX39 4PL
Telephone 01237 273150

Marland Primary School
Chanters Road
Bideford
Devon
EX39 2QN
Telephone: 01237 876300

Marland Governing Body

Chair (Co-opted Governor/Trustee)	Mrs Faith Butler
Lead Governor of T & L (Parent Governor)	Mrs Kathy Martin
Lead Governor Finance (Co-opted)	Mr Phil Spencer
Staff Governor - Executive Principal (Trustee)	Mr Keith Bennett
Parent Governor	Mr Tim Schlapfer
Foundation Governor	Mrs Becky Rollinson
Foundation Governor	Councillor Linda Hellyer
LA Governor	Mr Martin Bevan
Co-opted Governor	Mrs Andrea Honey
Staff Governor	Mrs Charlayne Howard
Clerk to the Governors	Mrs Bridget Larkworthy

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 positive sense of humour

Staff who enjoy their work

Staff who are fair

Staff who care

We try our best...

MARLAND RESIDENTIAL SCHOOL TERM DATES 2024/2025

AUTUMN TERM

<i>Staff Training Days</i>	<i>Tuesday 3rd September 2024</i> <i>Monday 4th November 2024</i>
Start of Pupil Term	Wednesday 4th September 2024
Half Term Holiday	28th October 2024 until 1st November 2024
<i>Staff Occasional Days (School Closed)</i>	<i>Friday 29th November 2025</i> <i>Monday 2nd December 2025</i>
End of Pupil Term	Friday 20th December 2024

SPRING TERM

<i>Staff Training Day</i>	<i>Monday 6th January 2025</i>
Start of Pupil Term	Tuesday 7th January 2025
Half Term Holiday	17th February 2025 until 21st February 2025
End of Pupil Term	Friday 4th April 2025

SUMMER TERM

Start of Pupil Term	Tuesday 22nd April 2025
<i>Bank Holiday (School Closed)</i>	<i>Monday 5th May 2025</i>
Half Term Holiday	26th May 2025 until 30th May 2025
End of Pupil Term	Wednesday 23rd July 2025

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 (Y4 to 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 standards 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 within mainstream society.

At Marland we provide an extensive and varied activity programme. Our staff team are equipped with training and qualifications in a range of outdoor pursuits, including surfing, canoeing, archery, climbing, coasteering, 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 self-discipline, teamwork, patience, empathy and tolerance in preparation for a positive future life.

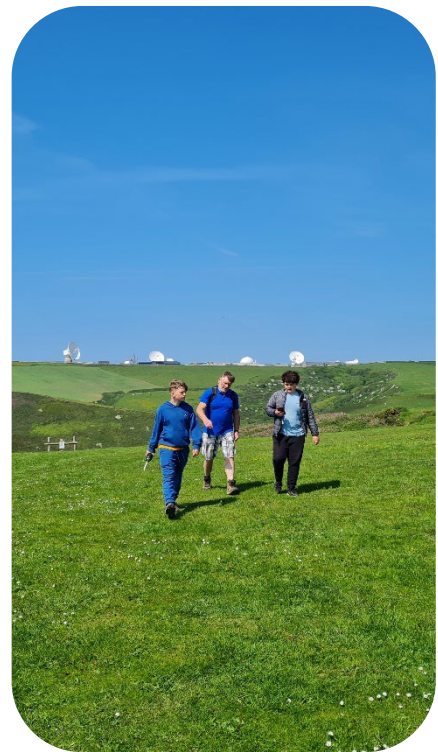
We recognise that each young person is an individual and as such has individual interests, rights and needs. Our activity programme reflects this, responding to the knowledge that not all wish to take part in such strenuous pursuits and a range of suitable alternatives are always available.



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:

- 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 (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 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 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.

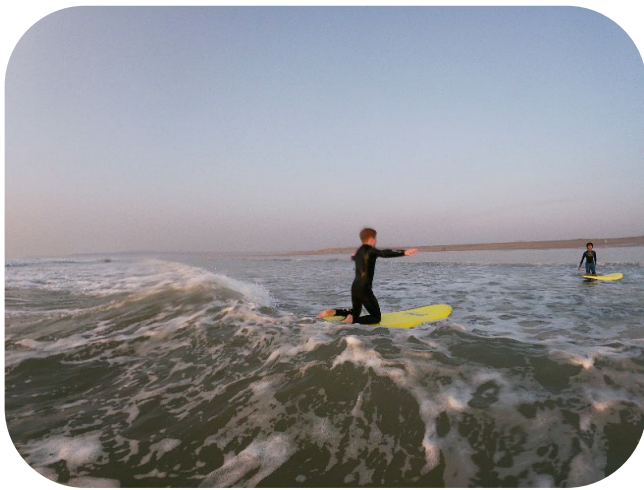
These elements of their needs are in the vast majority of cases the primary causal factors in their extreme behaviour, with all of these needs preventing them from successfully accessing and succeeding with their [personalised] formal learning.

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 pursuits and physical activities (swimming, coasteering, canoeing, cycling, moor walking, hiking, climbing, surfing, lifesaving, 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, teamwork, patience and tolerance in preparation for future life.



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

The school also successfully operates the 'Duke of Edinburgh's Award' scheme for any interested / eligible students. In addition, a team also takes part in the annual

Ten Tors event, with the school woods providing a perfect base / starting point for these outdoor activities.



Curriculum

All Students follow the National Curriculum or are designated as Foundation Learners depending on their assessed learning stages, with all aiming towards undertaking ability appropriate external exams at Years 10 & 11. Recent results show that our students achieve well from where they start with us. Last year each of our school leavers gained a good ability and effort appropriate range of academic, vocational and 'life-skills' qualifications (GCSEs, Entry Level Certificates, Functional Skills, BTEC's & Vocational Awards).

The school has a policy for 'Complaints about Curriculum and Collective Worship' which is available for viewing on request.

Arrangements for Students with Specific Needs

All students at Marland should have an Education Health Care Plan (EHCP) detailing their special educational and other associated needs. Although the primary need is based around SEMH (Social, Emotional &/or Mental Health) with associated behavioural issues, many students also have a range of additional needs and/or learning challenges. Teaching Assistants are available to work alongside the Teachers and Instructors to give extra learning support for individual students where such need is identified. Students are encouraged to access the curriculum using multi-media information technology, including video, audio and information processing. Staff help students to produce quality work by offering direct support where required, in addition to also helping them to positively present their work through quality display and storage in personal portfolios.

PSHE / RSE Policy

Relationships, Sex & Health 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 latest PSHE and RSE Policy is available on the School Website.

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

The school has a specialist careers area where students have access to a range of information. Careers education is timetabled in conjunction with PHSE and Tutorial sessions for all students. Work experience is encouraged for all students where their needs permit, in their final two years of compulsory schooling. The Careers Southwest 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 Headteacher or Head of Pastoral Care (or where this is not possible, direct to the Executive 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 Bridget Larkworthy, who can be contacted at school. If the matter still cannot be resolved parents may make representations direct to Devon Local Authority Send Statutory Team on **01392 380434** or to Ofsted:

Piccadilly Gate
Store Street
Manchester
M1 2WD
Telephone: 0300 123 4666
Email: enquiries@ofsted.gov.uk
www.gov.uk/government/organisations/ofsted

SAFEGUARDING



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 their absence, the '*Safeguarding Deputies*', Mrs Liane Thomas or Mr Andy McAuley (based at Marland Secondary School - Roundswell), or Mr Allan Lawrence, Mr Dev Chopra & Mrs Nightingale-Jones (based at Marland Primary School-Bideford), Mr Jamie Sanders & Mrs Rachel Webber (based at Marland Secondary School-Bideford), or in their combined absence, to a member of the Senior Staff Team.

Under the direction of the Executive Principal Keith Bennett, Annette Lee and Gareth MacIver have overall lead responsibilities for all child protection / safeguarding matters. All 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 policy, fully compliant with GDPR and data protection principles and legislation.

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 **01805 601324**. Staff also make home visits. Students have access to phones within the school building (students' own personal mobile phones are also permitted to be used (appropriately) during specified hours during the day and evening).

Reports to parents/carers are sent out before the EHCP Review meeting held for each individual student at school. These are scheduled to take place across the school's first two terms of each academic year (i.e. September - April) but where extraordinary need dictates these can be undertaken during the summer term if required. A progress report is sent out during the summer term. A Final Review also takes place for Year 11 students in March/April.

Non- Returners Protocol

If a student fails to return to school at their designated time, then staff 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 where available resources permit.

Unauthorised Absence

Parents/carers will be notified of any concerns about a child's attendance by the Headteacher. On-going concerns that cannot be resolved satisfactorily in this manner will be referred to the school's link Devon LA Attendance Inclusion officer 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

Family holidays should always 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 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 has responsibility for monitoring the Attendance Registers. Any concerns will be reported to the DCC Attendance Inclusion Officer 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 Devon Local Authority.

ATTENDANCE

Some students are referred to Marland School after lengthy periods out of school. The school also caters for students who have been identified as school phobic. To encourage these children to improve their attendance staff work hard to offer a non-threatening environment with emphasis on personal responsibility. Transport at the start and end of each school week is provided to support parents/carers in their efforts to get their child to attend school, and the school works closely with the Devon LA Attendance Inclusion Officer to encourage regular attendance.

UNAUTHORISED ABSENCE

The Headteacher will notify parents/carers of any concerns about a child's attendance. Ongoing concerns that cannot be resolved satisfactorily in this manner will be referred to the school's link Attendance Inclusion officer for further support. 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.

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 young person (YP) to the police as missing. The YP may have gone missing when off site on an activity, in such an instance, staff will search the local area to locate the missing person and/or make further enquires which may include contacting relatives/friends. 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 will be recorded by staff as this information will be required by the police to enable them to complete an accurate risk assessment.
2. Staff will report such missing instances to police, carers, parents, (CIC children – Social worker or 'Out of Hours' team) as appropriate. A missing persons form will be completed with a photocopy given to the police. Marland duty 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 Marland's care returns from a missing episode a 'Return Interview' will be prioritised. The purpose of the 'Return 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/carers in all circumstances as soon as is practicably possible. Parents/carers 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 you are in:

the RIGHT PLACE

at the RIGHT TIME

doing the RIGHT THING

School Dress Code

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 views, sexual comments, swear words, etc.*)
- be unsafe

Charging Policy

Most trips are either fully paid for or subsidised by the school, but parents may be asked to make a contribution on rare occasions. 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 / get back on track and prepare to meet expectations to return to class or care environment.

The LSH is 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 website or available from the school.



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 individual identity, students 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 can pose difficulties for some children. Staff do not just supervise students at these times - they interact with, participate, intervene 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 students have experienced difficulties within the mainstream educational system and may not have coped well with aspects of the curriculum offered. Many students have difficulties managing their relationships with adults, other children and with the acceptance of authority. Marland 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.

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 Care and Health Services.

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 breaches in discipline. Students themselves are involved in the formulation of agreed expectations and monitoring of their own success. Staff do not just react to misbehaviour; they are proactive in trying to prevent it. An important part of our 'proactive' approach is to teach students alternative and positive ways of behaving.

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

There are various rewards and acknowledgements for good behaviour. Marland operates an 'Awards' system that monitors and rewards effort towards improving own behaviour. There is also a 'Relational Behaviour & Exclusion Policy' which is available via the school.

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 Devon 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 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 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 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). Devon LA SEND Statutory Team will then contact the prospective student's parents/carers offering a place at Marland School and detailing arrangements for transport.

Student Complaints

The school has a formal complaint procedure for students. The first stage is for the student to contact any member of staff they choose, with a friend if they prefer, to explain the problem. If the matter cannot be resolved at this early stage, then a follow up complaint may be made in writing to the Headteacher (Matt Tithecott) or Head of Pastoral Care (Gareth MacIver), or in their absence direct to the Executive Principal (Keith Bennett). 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 Governing Body or the Local Authority.

Further information is available on our website: <https://www.marland-school.co.uk/complaints/>

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**
- **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.....

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

Careers South West – 0800 97 55111

Childline – 0800 1111

Children's Commissioner for England – 020 7783 8330

Ofsted - 0300 123 4666

Childline -0800 1111

National Youth Advocacy Service (NYAS) – 0808 808 1001 – help@nyas.net

A member of staff	<input type="checkbox"/>	
Another student	<input type="checkbox"/>	
My room	<input type="checkbox"/>	
The food	<input type="checkbox"/>	
Any other reason	<input type="checkbox"/>	

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 across the 24-hour weekday. The primary role of the residential facility is to provide a safe, rewarding, fun and positive environment that will help develop emotional, social and academic progress, both in and outside of school. This is achieved through the provision of enjoyable structured activities focussed on the holistic development of emotional resilience, social skills, and through developing positive ongoing maintainable relationships with students and their parents/carers.

Each residential 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.

There is a modern, purpose designed 26 bedded residential unit with all single en-suite bedrooms and a generous range of well-equipped social spaces. The existing residential areas were also refurbished to provide a further 17 single bedrooms in the lower building again with similar social spaces. Facilities include three comfortable living rooms with games, toys, music, video and television and a further computer gaming room. In addition, students have supervised access to a wide range of age appropriate 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. It is recommended that students remain registered with their own doctor but we also have good links with a local surgery near the school where we can take students in emergencies. Due to the current national crisis in dental care provision, we would also recommend staying with your own dentist. Staff can facilitate optician visits if necessary.

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** and **Dave Craker**.

SANCTIONS

Statement

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

Sanctions will only be used where more positive 'Incentives' are not appropriate or have failed. An appropriate sanction is one that is proportionate, and which is designed to put matters right and encourage better behaviour in future. Thus, it is inappropriate to punish whole groups for the misdemeanours 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:

1. Delaying and / or removing privileges (choice of activities, access to equipment, etc.)
2. Supervised break times
3. 'Paying back time' (during break or lunch time)
4. Sanctions 'to fit the crime' e.g. clearing up litter & removing graffiti
5. Referral to a member of the senior staff team
6. Informing parents / carers of behaviour
7. Arranging meetings with parents / carers
8. Involving the Police where a criminal matter has taken place (damage / assault / weapon / drugs / theft / etc.)
9. Fixed Term Suspension (Headteacher agreed by Executive Principal)
10. Permanent Exclusion (Executive Principal)

Year 11 Student Qualifications / Attainment Headlines 2024: 5 Students

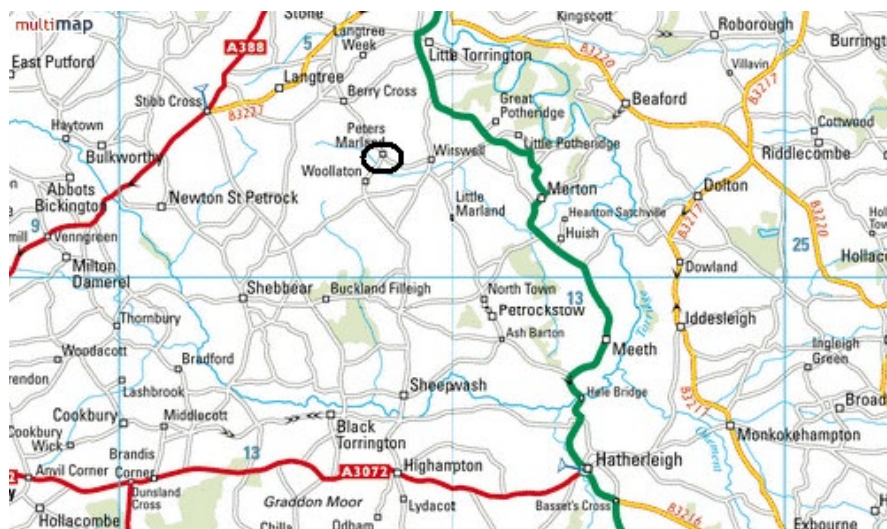
(inc. GCSE / BTEC / Functional Skills / Vocational / Other + Destinations)

Total Number of qualifications achieved	34
Average No. of Externally Accredited Qualifications achieved per student	6.8
5 or more overall Externally Accredited Qualifications	4/5 (80%)
8 or more overall Externally Accredited Qualifications	3/5 (60%)
Level 1 or higher: 1 or more qualifications	5/5 (100%)
Level 1 or higher: 5 or more qualifications	4/5 (80%)
Level 2: 2 or more qualifications	4/5 (80%)
ENGLISH GCSE & FUNCTIONAL SKILLS QUALIFICATIONS	
English Language Functional Skills Entry Level 1 or better qualifications	4/5 (80%)
English Language GCSE &/or Functional Skills Level 1 or better qualifications	3/5 (60%)
MATHS GCSE & FUNCTIONAL SKILLS QUALIFICATIONS	
Maths Functional Skills Entry Level 1 or better qualifications	5/5 (100%)
Maths GCSE &/or Functional Skills Level 1 or better qualifications	3/5 (60%)
ENGLISH & MATHS GCSE COMBINED QUALIFICATIONS	
English & Maths GCSE &/or Functional Skills Level 1 or better qualifications	3/5 (60%)
OTHER GCSE QUALIFICATIONS	
Biology GCSE &/or Functional Skills Level 1 or better qualifications	4/5 (80%)
Biology GCSE Grade 4 or better qualifications	
OTHER ACADEMIC / VOCATIONAL QUALIFICATIONS	
BTEC Level 1 Award / Certificate: Construction	4/5 (80%)
BTEC Level 1 Award: Engineering / Vocational Engineering	2/5 (40%)
BTEC Level 2 Award: Home Cooking Skills	4/5 (80%)
BTEC Subsidiary Sweet Level 1 Award: Personal Growth & Wellbeing	3/5 (60%)
OTHER AWARDS	
Food Hygiene for Catering - L2 Award in Food Safety	4/5 (80%)
John Muir Environmental Award	1/5 (20%)
September 2024 Post 16 Destinations	
Positive Post 16 Employment, Education &/or Training Destinations Sept. 2024:	3/5 (60%)

Directions to:

**Marland Residential School
Peters Marland
Torrington
Devon
EX38 8QQ**

Telephone: 01805 601324



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 for 19 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).