

LEARNING SUPPORT HUB

Policy & Guidance

This should be viewed in the context of the School Behaviour Policy and Physical Intervention Policy.

1. Introduction

This policy and guidance sets out the requirements for the use of the Marland School Learning Support Hub (LSH) facilities and strategies. It is accessible through the school website and in both school prospectuses.

The LSH is an area for a student to safely de-escalate, regain control, recover and get back on track and prepare to meet expectations to return to class or care environment. The LSH is to be used in conjunction with a behavioural intervention plan in which a student can choose to go or is removed to a supervised area in order to facilitate self-control or to stabilise a potentially dangerous situation.

The role of the LSH is multifunctional but includes:

- providing a relaxing space that students can choose to go to in their free time for quieter activities such as chatting, reading, computer gaming, internet surfing, social media networking, etc.
- facilitating emotional recovery time and space away from a negative situation that may not be the student's fault.
- in the event of unwanted negative / unsafe behaviour, providing a safe and calm space away from the antecedent / audience until the student is able to re-gain composure and control over their emotions enough to re-engage in their lesson or activity in a calm, safe and appropriate manner.
- providing an alternative space to engage in formal supported learning either on a catch up basis or where a student is struggling to settle on task in a lesson.
- deploying staff to accompany a student to another location for a short period of time to help stabilise an escalating negative situation, help the student to calm and re-engage with their learning.

4. The LSH must:

- be risk assessed in relation to student and staff safety.
- be conducive to de-escalating inappropriate behaviour.
- **not be locked, latched or secured in any way** that would, in case of an emergency, prevent staff or the student from exiting the room.
- be supervised at all times.
- have adequate space (personal, working and de-escalation space), for students and staff.
- always allow arrangements for the student to have lunch and toilet breaks when appropriate if withdrawal occurs across these periods.

Use of the LSH will always be preceded by an explanation of why it is being used and followed by a dialogue between the student and staff to discuss the incident and reach positive resolution.

Wherever practically possible, time to recover should be implemented as part of a structured behaviour support plan. The aim is to help the students to recover, get back on track, to be able to re-engage in learning as quickly as practically possible. This should be used alongside other behaviour interventions in the [residential] students' 'Placement Plans', or in the [day] students' Individual Behaviour Management Plans (IBMP's) and or 'Individual Positive Handling Plans'.

Learning Support Hub – Policy & Guidance**2. General Principles**

Except for unanticipated situations that pose an immediate concern for the physical safety of a student or others, the following key factors should always be considered:

- The LSH should be seen as an extension of the classroom or other learning environment.
- There is an agreed understanding that withdrawal lies within a continuum of behavioural interventions that assist the student to self-regulate and/or control their behaviour. **Importantly, the implementation of ‘withdrawal’ is not contingent on them being placed in a specific room.** Withdrawal strategies could include location in the student’s classroom, another teacher’s room or with a member of the senior leadership / management team or, at the most restrictive end of the continuum, the use of a dedicated withdrawal room.
- A student must **never be locked in an area.**
- Use of the LSH area must be for relatively short, time limited periods relevant to age and risk.
- **Withdrawal should never be used as a punishment, to threaten students, to humiliate them or make them feel afraid.**
- Staff must be assigned to continuously monitor the student whilst in the LSH. A student must **not** be in an area where they cannot be continuously observed and supervised.
- An understanding that withdrawal may not be effective for all of our students. Each young person is unique and may require alternative strategies to deal with inappropriate behaviours.
- A student, particularly those who are vulnerable, should not be placed away from direct adult supervision as part of any behaviour management strategy.

‘We do all we can within our school to manage behaviour positively. However, there are times when we may need to use the LSH to keep students safe, either themselves or others, or to maintain good order within the school’

Withdrawal strategies

1. Withdrawal strategies should not to be used as punishment or as a means of removing students indefinitely from the classroom. Withdrawal may be staff directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.

2. **Withdrawal** should only be used as part of an agreed behaviour management plan to facilitate appropriate de-escalation, reintegration / re-engagement with learning. It should only be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to a learning or care environment.

3. Procedures for the use of withdrawal strategies are communicated to all students, parents, carers and school staff and reviewed regularly by Governors. This includes information for parents and carers about the process they can use if they would like to discuss the use of withdrawal as a strategy or have any concerns regarding the use of the policy.

4. Any use of a withdrawal strategy must take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of withdrawal strategy will depend upon:

- risk of harm to themselves or others
- the seriousness or frequency of the behaviour
- level of disruption.
- risk of damage to property.

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5. Procedures for the use of withdrawal strategies include clearly articulated steps to be followed if a student does not comply with the strategy, or if the use of the strategy has not been successful in managing the behaviour of the student.

6. **Team-Teach training** is used to equip staff with appropriate behaviour management skills to safely resolve situations where they may be confronted with anxious, hostile or violent behaviour.

Dedicated ‘Withdrawal Room’

1. The use of this room will only be implemented within the context of the school’s behaviour policy and in consultation with the school community.
2. Good practice will always be concerned with assessing and minimising risk to students, staff and others and ensure intervention is in the best interests of the young person.
3. This room should only be used with a Student after less intrusive interventions, which have been implemented and documented, have not been successful in managing the behaviour and the student is at risk of significant harm to themselves or others.
4. A record of the use of this room with each individual student and for each occasion is maintained. This involves keeping accurate records of:
 - frequency of use.
 - antecedent events leading up to the behaviour.
 - the behaviour itself that led to the use of the designated room.
 - duration of time the student was placed in the room.
5. Withdrawal as a strategy should only be used as part of the agreed individual student ‘Placement Plans’, ‘Individual Behaviour Management Plans’ and/or their ‘Individual Positive Handling Plans’. This involves removing the student from a situation which causes anxiety or distress, to a location where they can be continually supported / observed until they are ready to resume their usual activities. The paramount consideration is that the action is taken in the best interest of the student and that it reduces, rather than increases, risk to themselves or others.

The use of the time out area must ensure that **safeguarding and welfare of the student is of paramount importance at all times.**

6. A small minority of students may require increased access to the LSH, in particular the ‘Withdrawal Room’. In such cases the school will undertake appropriate risk assessments, including consulting with colleagues from any associated support agencies (e.g. EPS, CAMHS, Social Services, Police, YOT, etc.). The aim of this will be to seek advice and ensure a shared understanding of the use of withdrawal and positive handling / restrictive physical intervention procedures required to prevent inappropriate incidences arising.

Use of ‘Withdrawal Room’ - Recording Pro-forma

Date	Name	Self admission or staff Escort	Length of time	Comments: Antecedents / Behaviour