

# *Marland School*

## **LEARNING SUPPORT HUB POLICY & GUIDANCE**

**Review Date:** 5<sup>th</sup> February 2025

**To be reviewed:** February 2027

## Introduction

This policy and guidance set out the requirements for the use of the Learning Support Hub (LSH) facilities and strategies on both secondary school sites (*physical facilities / environments on each site vary but the principles are the same*). Information is also available through the school website and in both school prospectuses.

The LSH is a safe area where a student can de-escalate, re-regulate and recover whilst preparing for and being supported to meet the expectations of re-engagement in the classroom, social time or wider school environment. The LSH is to be used in conjunction with an Individual Behaviour Management Plan in which a student can choose to go or is instructed to go 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:

- 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.

The LSH must:

- be risk assessed in relation to student and staff safety.
- be conducive to de-escalating inappropriate behaviour.
- NEVER 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 whilst students are present.
- 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 support strategy. 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'.

## General Principals

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 indeed an outside location if more suited to the student and/or circumstances.
- 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.
- A young person is unique and may require alternative strategies to deal with inappropriate behaviours.
- Understanding that withdrawal may not be effective for all of our students.
- 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 and/or others.'***

## 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 student selected or staff directed, both 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 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.

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.