



## How it Works: When things go wrong for students

To ensure the students of Ainslie School enjoy a happy and safe environment the expectations of kindness, honesty, respect, consideration and responsibility are communicated, modelled and rewarded across the school at every opportunity.

We recognise that things will go wrong for young people from time to time and that every problem presents a learning opportunity. The ACT Education Directorate's *Safe and Supportive Schools Policy* and *Engaging Schools Framework* underpin Ainslie's differentiated practices. These documents are available at [www.education.act.gov.au/publications\\_and\\_policies](http://www.education.act.gov.au/publications_and_policies)

### Problem Solving Approach

The problems our young people encounter may be small, medium or big, depending on the learner's age and experience, along with the relationships between the people involved. We know that problems, however large or small, present opportunities for learning.

As problem solvers, our students are supported to

- identify, clarify and analyse perspectives,
- build empathy, and
- mend relationships and, at times, property.

### What does this look like?

The Problem Solving Circle is key to the management of problems affecting young learners at Ainslie. These solution focused meetings are guided by the education team, with the aim of

- highlighting the impact of the situation on the people involved,
- reinforcing positive behaviour and
- empowering students.

Students take turns to talk about what happened.

Key points of agreement become the focus.

Each student identifies the actions that changed the nature of the problem, increasing or decreasing the problem size.

Each student identifies the actions they were responsible for, and their impact.

Students consider

- what needs to be mended for them and
- what mending they need to do

Students mend the problem and/or engage in the consequences determined through the conversation.

Depending on the outcome of the investigation and the context and climate of the incident, the most appropriate selection of the following strategies may be undertaken.

- Student/s can be removed from normal learning programs including playground situations until there are indications that the student/s understands the severity and affects of their actions
- Student support plans can be put in place to assist all parties involved
- Parent support can be requested including their time to assist student inclusion, management of behaviours, and to engender positive learning
- Students may be temporarily excluded from activities or situations in which the risk of non compliance or dangerous behaviour is obvious
- Suspension from school may be used to
  - interrupt a cycle of behaviour
  - reinforce the requirements of the school
  - reinforce individual student plans
  - signal to the student the severity of their actions.

When considering the appropriateness of interventions the school considers the wellbeing of all participants, including staff, students and members of the public.

The education team is encouraged to debrief with the school leadership team in the interests of supporting student success. The perspective that parents bring, along with their support in monitoring the impact of interventions are critical success factors.