Buddy Class Referral Policy

Rationale

Building quality relationships is a whole school responsibility and there may be times when a students’ behaviour has an impact on the classroom teaching and learning. It is unreasonable to expect that all students will develop the ability to make well-reasoned judgements about behaviour at all times – some will take much longer than others. The Buddy Class Referral System offers an opportunity for the teacher to ensure quality teaching and learning occurs by removing the offending student to a buddy class, allowing the student time and space to consider their choices.

Purpose

The purpose of this document is to clearly outline the Buddy Class Referral Policy.

Relevance to Related Legislation and Department of Education Policy

LEGISLATION
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006

RELEVANT POLICY
- SMS-PR-021: Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Every Student Succeeding — State Schools Strategy 2018–2022 (PDF, 408KB).
- https://education.qld.gov.au

Operation of the Policy

Buddy System Background
This is a purposeful system that will be negotiated at the beginning of each school semester with the Head of Department Support 4 Students and teachers. Each teacher identifies a ‘buddy class/es’ that students may be referred to if classroom strategies are not effective.

Buddy System Process
The guidelines for using the buddy system are as follows –

1. Junior students (Year 7-9) and Year 10 students are usually to be buddied to a senior class. The classroom strategies applied before students are sent to a buddy class, should include the following:
   - Seating Plan for all students.
   - Clear classroom expectations and routines. (Taught, Practiced and Reinforced)
   - Clear redirection to the learning task.
   - Apply Essential Skills for Classroom Management and Essential Classroom Practices
   - A sincere private discussion with the student outside of class, questioning to ascertain their welfare and to offer appropriate choices for their behaviour. Some examples are:
     - Are you okay?
     - Can I help you?
     - Do you know who you can talk to here at school for help, like the Student Support Services Team?
     - Do you need to change your seating plan, there may be something distracting you there? Should we try a different seat for today?
     - Will you be able to return to class and follow the Classroom Expectations?
     - You can come back in class and follow our classroom expectations. Make sure you ask me if you need help with these. Or you can go to buddy class if you choose.
     - Would love you to stay in class, but if you are still distracted it may be best for you to work in buddy class, come back at lunch to talk and then I’ll call home to make sure all is okay.
2. If the above strategies are not effective the classroom teacher may refer the student to a buddy class as a break for the student, teacher and other students in the class as follows:
   - Provide a “Buddy Class Referral/Restorative Question Worksheet” to and relevant class work to complete.
   - Remind the student to return for a discussion at lunch regarding expectations and routines.
   - Use ID attend to record that the student was referred to buddy class.
   - Check the student arrived at buddy class.
   - Phone call home to parent/carer
   - Complete Oneschool contact record.
   - Have professional discussions with colleagues regarding student’s progress.
   - If student does not come for discussion at lunch then the matter can be referred as a failure to attend detention to the Head of Department Curriculum via OneSchool procedures.
   - If the Head of Department Curriculum decides that the issue warrants the Head of Department Support 4 Students attention the curriculum Head of Department Curriculum can refer it on

3. If the student refuses to go to buddy class the teacher can remind the student of their options to talk with Student Support Services Team.

4. The teacher in the buddy class receiving the student:
   - is required to greet the student and ensure the student is okay to enter the class calmly.
   - set them up in the classroom, for the required amount of time, attempting any work set by the classroom teacher.
   - is not required to issue further consequences to the student
   - refers the student to Head of Department Support 4 Students if unacceptable behaviour continues or the student becomes agitated.
   - reminds the student of the need for re-entry with their class teacher at the next available lunch break.
   - The buddy teacher is to instruct the student to return for re-entry with their class teacher at the next available lunch break.

5. The student is to return to the classroom teacher for re-entry discussion with their class teacher, at the next available lunch break.

6. On return to class after time in a buddy class the classroom teacher needs to develop their relationship with the student before the next lesson to ensure successful reentry to class. The teacher:
   - Ensure the student that they are welcome in the class it is the behavior that is not welcome.
   - Attempts to identify the antecedent to the observed behaviour, e.g How are you? Do you remember what happened? Can you tell me why that happened?
   - Set expectations for success eg. What can we do next time this happens? How can I help you to make a better choice? Do you want to change your seating plan?
   - Can review what work was completed and offer time to assist with completing the work.

7. The class teacher should record the student’s behaviour on Oneschool. This documentation will help others when attempting to help the student in the future.

**Documentation**

- 2019-2022 Woree State High School Responsible Behaviour Plan for Students
- FLOWCHART – Buddy Class Referral Version 2
- FORM- Buddy Class Referral & Restorative Questions
# BUDDY CLASS REFERRAL FORM

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATE</th>
<th>LESSON: 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFERRING TEACHER</td>
<td>ROOM</td>
<td>TIME SENT</td>
</tr>
<tr>
<td>BUDDY TEACHER</td>
<td>ROOM</td>
<td>WORK PROVIDED</td>
</tr>
</tbody>
</table>

### REASON FOR REFERRAL

- [ ] Respect ........................................
- [ ] Safety ...........................................
- [ ] Self-Responsibility.........................
- [ ] Effort ...........................................

### BEHAVE IN A WAY TO MAKE THIS SITUATION BETTER.

Move directly and respectfully to your buddy class.

Use this referral as reflection time. Think:

- Is your behaviour disrupting the teaching and learning of fellow classmates?
- Have you correctly followed the “Woree 4”?

What happens next:

- ✓ You are to work quietly in the Buddy Class.
- ✓ A OneSchool Report will be completed.

You will then:

1. Report back to the classroom teacher or the Head of Department Support 4 Students in the next available lunch break.
2. APOLOGISE.

### NOTE:
Supervision Teacher, please return this document to the classroom teacher.

### BUDDY TEACHER’S COMMENTS

- [ ] not disruptive in my class
- [ ] disruptive to my class’s learning environment, referred to SSS team.
- [ ] referred to .................................

### Teacher FOLLOW UP

- [ ] OneSchool – record Incident
- [ ] OneSchool – parent contact
- [ ] OneSchool – Referral to Head of Department Curriculum – Yes / No
- [ ] Buddy Class Referral – Restorative Questions work sheet – give to S4S T/A (then placed in Student File in strong room)

WSHS Use ONLY: Record of Action taken regarding this incident

<table>
<thead>
<tr>
<th>Referring Teacher Follow Up</th>
<th>DATE</th>
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<tbody>
<tr>
<td>OneSchool Incident report</td>
<td>Yes</td>
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<tr>
<td>OneSchool Parent contact</td>
<td>Yes</td>
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<tr>
<td>OneSchool HOD Referral</td>
<td>Yes</td>
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<tr>
<td>Student worksheet provided - S4S T/A</td>
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<tr>
<th>S4S Teacher Aide</th>
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<tbody>
<tr>
<td>Paper copy placed in student file in strong room</td>
<td>Yes</td>
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</table>
STUDENT FORM - “RESTORATIVE QUESTIONS”

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<tr>
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<th>LESSON:</th>
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<table>
<thead>
<tr>
<th>REFERRING TEACHER</th>
<th>ROOM</th>
<th>SUBJECT</th>
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What were YOU doing?

What should YOU have been doing?

Place a tick (✓) in the box that best describes why YOU did not have a positive learning attitude today.

☐ I was tired
☐ I was upset
☐ I was bored
☐ I was hungry
☐ I did not understand the work / task
☐ I did not have the right resources
☐ I was not prepared for learning (Attitude)
☐ I am having a friendship conflict
☐ I am having personal issues
☐ There was an issue in my last class
☐ There was a dispute on my way to this class
☐ There was an issue before school/ first break/ second break that upset me
☐ Other, please explain .........................................................

☐ Respect
☐ Effort
☐ Safety
☐ Self Responsibility

Place a tick (✓) the School Value that YOU need to focus on in order to participate in learning.

List three (3) ways YOU can improve YOUR chances of success in the classroom. (ie: have breakfast before I come to school, follow my teacher’s instructions, etc.)

1. 
2. 
3. 

What were YOU thinking at the time?

What have YOU thought about since?

Who has been affected by what YOU have done? How?

What could YOU do to make things right?

Signed: .................................................................
Accept the opportunity of a lifetime at a great Cairns school where “every student counts”