


# Washington Middle School

## Disciplinary Procedures




```
graph LR; Misbehavior[Misbehavior] --- Major[Major Infraction]; Misbehavior --- Minor[Minor Infraction];
```

Misbehavior


Major Infraction

Minor Infraction



# Washington Middle School

## Disciplinary Procedures



```
graph TD; Major[Major Infractions] --- Critical[Critical Infractions]; Major --- Zero[Zero Tolerance]; Critical --- Referral[Referral and Sent to the Office]; Zero --- Remove[Remove Student Immediately];
```

Major Infractions

Critical Infractions

Zero Tolerance

Referral and Sent to the Office

Remove Student Immediately



**En USA**



- ¿Qué es un “**Buddy Room**”?
  - Es un aula cercana a la nuestra a la que podremos enviar a aquellos alumnos cuyo comportamiento así lo requiera.
  - Nos permite a nosotros desactivar ciertos comportamientos del alumno y prevenir que se agraven.
  - Le da al alumno la oportunidad de reflexionar sobre su comportamiento, por escrito, y regresar a su aula con una actitud renovada.
  - El “Buddy Room” es una herramienta alternativa para tratar de ayudar al alumno a calmarse y corregir su comportamiento. No funciona en todos los casos.




## En USA


- **¿Quiénes son mis “Buddy Rooms”?**
  - *Cada profesor debe buscarse 2 “Buddy Rooms” para cada uno de sus períodos lectivos.*
  - *Los “Buddy Rooms” estarán próximos a nuestra aula, a ser posible, y no es necesario que sean del mismo curso.*
- **¿Por qué necesito un “Buddy Room”?**
  - *A veces, el alumno necesita un “tiempo muerto” para pensar y volver al trabajo en el aula.*
  - *El “Buddy Room” le ofrece la oportunidad de calmarse y reflexionar sin que nos veamos obligados a ponerle un parte y “expulsarlo” del aula.*

[+ Info](#)





## En el I.E.S. Los Molinos


- **El Aula Amiga**
  - *Es Hay ocasiones en las que los alumnos difícilmente van a recuperar la compostura en la misma clase en la que el problema ha surgido.*
  - *Por ello, puede resultar muy aconsejable cambiar al alumno de escenario, ofreciéndole así la oportunidad de calmarse y de recuperar su autocontrol.*




## En el I.E.S. Los Molinos



- **El Aula Amiga**
  - *Es muy importante que en estas situaciones el profesor mantenga la calma, usando un tono neutro en su lenguaje y especificando claramente cuál es el comportamiento deseado.*
  - *El objetivo es, no lo olvidemos, que el alumno corrija su comportamiento, además de evitar una escalada en su actitud. En este sentido, cuanto más calmado se muestre el profesor, mayores serán las garantías de éxito.*





## En el I.E.S. Los Molinos





- **Protocolo de Implementación del Aula Amiga**
  - *Cada profesor debe ponerse de acuerdo con un compañero para que se convierta en su Aula Amiga.*
  - *No es necesario que exista reciprocidad. Es decir, si B es el Aula Amiga para A, A no tiene que ser necesariamente el Aula Amiga de B. Puede serlo un tercero.*
  - *Es muy recomendable, por motivos obvios, que el Aula Amiga esté localizada en las proximidades de la nuestra, además de resultar efectivo desubicar al alumno enviándolo a un grupo muy diferente al de su procedencia (de primer ciclo de ESO a Bachillerato o, llegado el caso, viceversa).*



## En el I.E.S. Los Molinos

- **Protocolo de Implementación del Aula Amiga**
  - *Es necesario que tengamos, al menos, un Aula Amiga para cada uno de los períodos lectivos potencialmente conflictivos.*
  - *No es recomendable enviar a más de dos alumnos a la misma Aula Amiga. Si tenemos un grupo difícil, es mejor llegar a acuerdos con más compañeros y tener dos o más Aulas Amigas.*
  - *Los alumnos serán enviados al Aula Amiga de forma individual, para evitar problemas en los pasillos.*

## En el I.E.S. Los Molinos

- **Protocolo de Implementación del Aula Amiga**
  - *Los alumnos enviados deberán llevar consigo la [Ficha del Alumno](#) adjunta, en la que se especifica el aula de la que procede, el aula a la que se dirige, la hora de salida, la tarea asignada, así como los materiales necesarios para llevar a cabo dicha tarea.*
  - *Todos los profesores receptores como Aula Amiga deberán tener pupitres reservados en su aula para la posible llegada de alumnos, así como diversas copias de la [Hoja de Reflexión](#) adjunta.*
  - *Poco antes de finalizar el correspondiente período lectivo, el alumno se reincorporará a su aula normal.*

## En el I.E.S. Los Molinos



### EL AULA AMIGA...

ES	NO ES
Una oportunidad para que los alumnos modifiquen su comportamiento.	Un castigo para el alumno.
Una manera de trabajar en equipo para mejorar la convivencia y el aprendizaje en el aula.	Una forma de librarse de los alumnos conflictivos, trasladando el problema a otro profesor.

**FICHA DEL ALUMNO**

Alumno: .....

Fecha: .....

Enviado por: .....

A: .....

Hora Salida: ..... Aula: .....

Hora de Llegada: ..... Aula: .....

Causa: .....

Tarea: .....

Firma del profesor emisor: .....

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Comportamiento en el Aula Amiga:

Aceptable

Inaceptable

Observaciones:

.....  
.....  
.....  
.....

Firma del profesor receptor: .....



## HOJA DE REFLEXIÓN

Nombre: .....

Grupo: ..... Fecha: .....

Lee atentamente y contesta las siguientes preguntas. Te ayudarán a reflexionar sobre lo ocurrido y a evitar futuros problemas.

1. Indica las razones por las que has sido enviado al Aula Amiga.

a. ¿Cuál ha sido el problema?

.....

b. ¿Con quién?

.....

c. ¿Cómo ha sido?

.....

d. ¿Por qué ha ocurrido?

.....

2. ¿Cuál ha sido el resultado?

.....

3. ¿Cómo deberías haber resuelto el problema?

.....

4. ¿Cómo podrías haber prevenido el problema?

.....

.....

5. ¿Qué harás en el futuro?

.....

.....

Firma del alumno: .....



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## The Buddy Room

### What is a buddy room?

A Buddy Room is a classroom that is nearby your classroom. This room will serve as a “time out” room when you are having difficulty with a student. Each teacher should have 2 different classrooms they can use as their buddy rooms.

### Who are my buddy rooms?

- Each teacher will choose two teachers whose rooms are nearby to be their buddy (i.e. same hallway, downstairs/upstairs).
- Your buddy teacher does not have to be in your same grade.
- You should agree with your team (and the teams in the area around you) who your buddies are. Make sure that your buddy teacher is aware that your class is their buddy, and if they are a lower or higher grade that it’s okay with them to be their buddy.

### Why do I need a buddy room?

- Sometimes, students need a break (and sometimes we need a break from too!), but don’t need to be referred to the behavior support specialists.
- When a student needs a place to calm down and collect their thoughts, the Buddy Room gives them a chance to be removed from the classroom so they can think, but not necessarily be “sent out”.

### When would I send a student to the buddy room?

- The behaviors set forth in the “Major vs. Minor” chart should be helpful in deciding when you should send a child out.
- Do NOT send a child to a buddy room for major offenses such as fighting, severe defiance, etc. These are serious matters and the child needs to know that they are serious by going beyond the Buddy Room.
- Some examples :
  - chronic disruption (won’t stop tapping pencil, calling out, banging chair)
  - chronic disrespect (talking back to teacher, talking back to other students)



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- arguing with another student
- horseplay (pushing and hitting, without malicious intent)
- trying to instigate a fight or an argument

## **Where should a student go once they are in the buddy room?**

- Each classroom should have a designated spot for when a “buddy student” needs to enter.
- This spot should be clearly identified to students.
- There should be a chair for them to sit in, a clipboard with “Fix It Plan” for them to work on (for 2nd and up), and plenty of sharpened pencils.
- They also can be given a small assignment (classwork) to do once they finish the “Fix It Plan”

## **What is a Fix-It Plan?**

- A “Fix It Plan” is a sheet for the students to work on when they get to the buddy room.
- The “Fix It Plans” are different for the different grade level students.
- When they are done, the students will use the “Fix It Plan” to re-enter their classroom and deliver their apology (on the bottom)
- The “Fix It Plans” will help to track behaviors and students reactions in PLC’s. You should keep all your “Fix It Plans” in a designated folder to reflect on later.

## **When does the student return from the Buddy Room?**

- If a student has completed the fix-it plan they can either:
  - Tell the Buddy Room teacher they are ready to return to class with their “Fix It Plan”
  - After about 15 minutes (max) , you can send a responsible student to the Buddy Room to see if that student is ready to return to class with their completed “Fix It Plan“
- When the student returns, you should immediately ask for the Fix-it plan and whatever apology or action steps the child has come up with in the plan need to



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be taken immediately or agreed upon to do at a time that works (i.e. “Ok, I like the apology you wrote here to X, why don’t we talk to him on our way to lunch?”)

- **IMPORTANT:** When a student returns, it is **NOT** a time to re-live the incident or to scold the child. It is extremely important that you are as open and welcoming to the child at that time as you are at the beginning of the day.

## **What if the Buddy Room doesn’t work?**

- The Buddy Room is just an alternate step to trying to help a child calm themselves and is not always going to work.
- When a student is having a hard time in the Buddy Room (or is more disruptive in the Buddy Room than they were in their own room), that’s when it’s time for someone else to step in.
- Most often, it would be helpful for the student to take their Fix It Plan to the next place they are sent (follow the chain of command) and review it
- If the student becomes even more disruptive, then it might be the time to call for some additional help.

## **How will my students know what to do?**

- From the first day of school, students should be aware of who their Buddy Rooms are, where they are, and where the designated area is in each.
- It should be clearly explained and presented to students.
- Students should be able to answer these questions:
  - Why do I need to go? (to calm yourself down so you’re ready for class)
  - Who is my Buddy Room Teacher? (tell them both)
  - Where do I go in their room? (show them the chair)
  - What do I do when I get in there? (show them a Fix It Plan)
  - What do I do when I’m not ready to come back from the Buddy Room? (talk with someone to calm down)