

Aims

- To ensure there is a school policy supported and followed by the whole school community, (children, parents, governors and all staff) based on our shared values.
- To ensure that children are safe and enjoy their learning in school, in order to allow them to achieve well.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a secure and happy environment.
- To expect the highest standard of behaviour from all pupils at all times.
- To treat problems when they occur in a caring and sympathetic manner in order to achieve an improvement in behaviour.
- To encourage good behaviour by providing acknowledgement and praise, rather than to just provide sanctions following bad behaviour.
- To promote responsible behaviour, encourage self- discipline and encourage in everyone, a respect for themselves, for other people and for property.
- To encourage a 'growth mind-set', to encourage a positive attitude to all aspects of learning, including behaviour.
- As a Pivotal School, to embed the 5 Pillars of Practice:
 1. **Consistent, calm, adult behaviour**
 2. **First attention for best conduct**
 3. **Relentless routines**
 4. **Scripting interventions**
 5. **Restorative follow-up**

Code of Conduct

The Firs Three Golden Rules: **READY, RESPECT, SAFE** should be embedded, followed and referred to when having conversations about behaviour.

All other rules fit under the umbrella of these overall rules. This is summarised below.

Ready: for learning, listening and using our growth mindset

Respect everyone, our school environment, our work and ourselves

Keep everyone **safe**

Some examples of the expectations of children's behaviour included in the Ready, Respect, Safe rules are listed below:

- Be caring and help each other to stay safe.
- Everyone in our community should respect each other.
- Show respect to adults by doing as they ask
- Talk respectfully and politely to everyone. Rude, abusive or racist language have no place in our community.
- Bullying is unacceptable see our anti-bullying policy.
- Physical violence is not acceptable, even in retaliation.
- Ask for help if you have a problem.
- Show respect for the school environment.
- Look after your own and other people's property.
- Always walk in school to keep you and others safe.
- Make sure you are a 'smart learner' before every learning opportunity.
- Use your magnet eyes and listening ears to show you are ready to learn.
- Respond to our Firs behaviour signals to show you are ready to learn.

This code of conduct has been formulated with the safety and wellbeing of the children in mind and to enable the school to function efficiently as a place of learning.

1. School Uniform

It is important that pupils wear their uniform correctly in line with details in the school prospectus. Pupils should be taught to take pride in their appearance and in all their work. Children will be reminded of the need to be 'Smart Learners'. (There is evidence showing that where uniform is enforced pupils have higher levels of achievement.)

2. General Procedures

All staff share the responsibility of maintaining good standards of behaviour throughout the school.

Minor breaches of discipline and general behavioural issues will be managed in a caring, supportive and fair manner, with some flexibility regarding the individual needs and age of the child, as far as sanctions are concerned.

- Each class will develop its own set of agreed rules, derived from 'Ready, Respect, Safe'. These rules will be displayed, along with the 'Ready, Respect Safe' phrase; current behaviour targets and a class recognition chart. Children can work towards achieving a tick on the class recognition chart to promote positive behaviour. This may or may not link to the class behaviour target.

To support our Golden Rules, the following class management approaches will be used across the school:

- *The phrase 'magnet eyes' is to be used to indicate to children that they need to look at and listen to the adult speaking.*
- *Clapping rhythm and hand in the air: all children to repeat the clapping and copy by putting their hand in the air. (Children to put pencils down and give 'magnet eyes').*
- *The 'stop' signal (adult hand up) is to be used in a more intimate setting to immediately stop the children talking and to capture their attention. Children are to stop and give the adult their 'magnet eyes' (the children do not copy this hand gesture)*
- *1,2,3 (silently holding up the correct number of fingers to indicate 1- stand, 2- walk, 3 sit) Children perform this in silence.*
- *My Turn, Your Turn (mtyt) –Adult's hand pointed to their chest indicates the adult's turn to speak; adult's open palm pointed towards children indicates it is their turn to speak.*
- *Turn to your partner (ttyp) – begin with palms open, facing each other and pivot hands towards chest, so that finger tips touch.*

- *At any point where children line up for learning time (including Assembly), it is expected that children will be reminded to tuck their shirts in, so that they will look like a 'Smart Learner'.*
- *When walking with a line of children, the adult will lead the line and the children will be stopped regularly, to allow the children to catch up and the adult to have the opportunity to deliver any necessary reminders about their behaviour.*

In managing behaviour related issues, the stages set out in Appendices A-C should generally be followed. The needs of the individual child should be taken into consideration however and professional judgement should be used in terms of the response made, especially for children with special needs.

3. Incentives

A major aim of the school policy is to encourage all children to practise good behaviour and to take a pride in our school, by operating a system of praise.

The Firs' approach is based on 'First Attention For Best Conduct'; which means that verbal praise is directed to children who are behaving well, in order to encourage other pupils to comply with our expectations.

All adults will have access to praise cards that should be given to children as an acknowledgement of good behaviour, effort and achievements (this could include demonstrating our values)

To particularly celebrate our values being modelled by children, teachers will record this on a 'values post it leaf', which will be attached to our 'Values tree' in our achievement Assembly each week.

Each week there will be a 'Merit Assembly', where children can be rewarded with a 'Merit certificate and badge' for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour.

Children's achievements in and out of school will be celebrated in a separate 'Achievement Assembly'. In addition, there is a 'Look What I Have Done At Home' section on the school website, to celebrate homework the children have completed.

Any reward given to a child, should not be taken back in relation to any negative behaviour, as these two aspects should be treated separately.

4. Strategies for the management of children's behaviour

- Give **first attention to best conduct**. (This may not be appropriate for some individuals, who will only respond to a direct addressing of their behaviour.)
- Use strategies such as take up time (tut); directed choice; scripted interventions (see appendix E)
- Refer to the School's Three Golden Rules: READY, RESPECT, SAFE

- Redirect the child to another activity
- Discussion in groups or whole class e.g. circle time
- Move the child from the group to work on his / her own
- The child misses social time or playtime/lunchtime(s) (N.B. children must be supervised and they are usually sent to have time out/or asked to walk with a member of staff on duty)
- Behaviour modification programmes – e.g. where targets can be set and changed as behaviour patterns are altered.
- The management of every recorded behaviour incident must include a restorative conversation.
- A daily report book which is shared with parents
- Use of 'Exit' System (stages 4-7)
- Speaking to the parent at the end of the day.
- Referral to the School Safeguarding team to request support from the school pastoral support assistant and or approach the school behaviour leader for advice and support.

6. Anti Bullying

(See Anti Bullying Policy)

7. Physical intervention

Physical intervention is only used as a last resort if a child is putting himself, herself, or anyone else at risk of harm. All physical interventions will follow our 'Physical Intervention Policy' and will be documented using the school recording form.

Members of staff who have current 'team-teach' training status may use associated restraint techniques to support them in responding to challenging behaviour. This is a positive behaviour approach, promoting de-escalation strategies, whilst providing controlled restraint measures where physical interventions are absolutely necessary.

8. How Parents can help:

- By recognising that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- By signing the home-school agreement and discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement.
- By attending parent consultation evenings.
- By working closely in partnership with staff in school.

Appendix A – Procedures for Classroom Issues

- **Stage 1 – Class behaviour systems** - The matter is dealt with by the class teacher initially who may apply a variety of agreed school strategies. For example, the child may be asked to think about their actions and their consequences, sit and work quietly at a table on their own, or the child may be required to spend part of his/her playtime completing work that should have been completed during the lesson. The class teacher may employ behaviour management systems such as reward charts etc. (N.B. children who misbehave should **not** be sent out of the classroom where they cannot be supervised.)
- **Stage 2 – Year group level** - The next Stage (for small breaches of the behaviour policy e.g. calling out repeatedly, minor disruptive behaviour etc.) will be to employ agreed year group approaches, such as the parallel teacher talking to the child, asking the child to work for a period of time in the parallel class etc. (This might not be appropriate in certain circumstances such as if the teacher is not present or perhaps an NQT new in post etc).
- **Stage 3 – Involvement of Key Stage Leader** - If the behaviour persists or for a more serious problem (e.g. refusing to comply with a teacher's reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see the Key Stage (KS) Leader in their key stage. The key stage leader will then speak to the child, for a restorative conversation which challenges the pupil to reflect seriously on the need to change their behaviour. The class teacher will contact the parents (preferably by phone call). **This will be logged** along with the consequence decided upon by the KS Leader on the school behaviour record sheet. If the KS leader is not in school then it is referred to an alternative member of the SLT. (If the child has particular needs recorded formally in school, a discussion between the class teacher / KS Leader and head or SEND-Co will determine an appropriate response / sanction.)
- **Stage 4 - An Exit – Involvement of Headteacher and Opposite Key Stage Leader** -The Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite the involvement of the KS Leader at stage 3). Following the class teacher's discussion with the KS Leaders / Headteacher, the child will be asked to see the Headteacher and the Opposite Key Stage Leader (generally in the head's office), who will talk briefly to the child about their behaviour. They will then spend the equivalent of a half or whole school day in the class of the Opposite Key Stage Leader. (playtime/lunchtime break times may also be suspended) (see 'Playtime Issues' section and 'Lunchtime Behaviour' policy). The child's class teacher will provide some unaided work for the child to do and they will miss normal lessons. The incident will be recorded in red as an exit in the 'actions' section of the behaviour record sheet

and given to the Headteacher. The parents will be informed by the Headteacher and may be invited to a meeting in school to discuss the issue.

- **Stage 5 – First formal review meeting** - If a child receives further Exits in the same year, then a meeting will be held in school between the head teacher, class teacher, parents, a Key Stage Leader and/or SEND-Co. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).
- **Stage 6 – Second formal review meeting** - If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called. The child's Pastoral Support Plan will be reviewed and outside agencies may be contacted for support.
- **Stage 7 – Exclusion process** – The formal exclusion process may be considered by the headteacher in the event of:
 - A serious incident for a child who has already had a number of exits in that academic year or;
 - *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or where;
 - *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school and more time is needed to plan for the child's safe re-inclusion.

If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines. This would initially involve a 'fixed term' exclusion, but could ultimately result in a 'permanent exclusion.' Outside agencies **will** be contacted for support and parents / the Chair of Governors will be kept fully informed. At this stage, the process will be managed by the Headteacher, (liaising closely with the class teacher, KS Leader and SEN-Co as appropriate.) Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Support Plan, designed to facilitate the process successfully and will be communicated to parents at a re-inclusion meeting.

An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

* A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with behaviour difficulties following a wide range of other strategies, which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

* *These statements are taken from DfE guidance.*

Appendix B - Procedures for Playtime Issues

- **Stage 1 – Discussion with pupil, managed by staff on duty** - The matter is dealt with by the member of staff on duty initially who may apply a variety of strategies. For example, the child may be asked to think about their actions and their consequences, asked to apologise where appropriate etc.
- **Stage 2 – Withdrawal of social time, managed by staff on duty / class teacher** – For repeated bad behaviour following intervention at stage 1 or a more serious incident (such as being unkind to another pupil) the child may be asked to Stand by / walk with the member of staff on duty, for a period of time, or for the rest of playtime. The class teacher should be informed at the end of playtime by the member of staff on duty.
- **Stage 3 – Involvement of Key Stage Leader** - If the behaviour persists or for a more serious problem (e.g. refusing to comply with the duty staff's reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see the Key Stage (KS) Leader in their key stage. The key stage leader will then speak to the child, issuing them with a warning about their behaviour. The class teacher will contact the parents (preferably by phone call). This will be logged along with the consequence decided upon by the KS Leader in the School Behaviour Record. If the KS leader is not in school then it is referred to an alternative member of the SLT. (If the child has particular needs recorded formally in school, a discussion between the class teacher / KS Leader and head or SEN-Co will determine an appropriate response / sanction.)
- **Stage 4 – A Playtime Exit – Involvement of Headteacher** - The playtime Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite the involvement of the KS Leader at stage 3). Following the class teacher's discussion with the Key Stage Leader / Headteacher, the child will be asked to see the Headteacher (generally in the head's office), who will talk briefly to the child about their behaviour with the class teacher and/or KS Leader. They will then spend an agreed number of playtimes 'exited' from the playground. These will be spent in the corridor area supervised by the office staff. The parents will be informed and may be invited to a meeting in school to discuss the issue. This will all be logged in red as a playtime exit on the behaviour record sheet.
- **Stage 5 – First formal review meeting** - If a child receives further Exits in the same year, then a meeting will be held in school between the head teacher, class teacher, parents, a Key Stage Leader and/or SEN-Co. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme). Outside agencies may be contacted for support.

- **Stage 6 – Second formal review meeting** - If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called. The child's Pastoral Support Plan will be reviewed and outside agencies may be contacted for support.
- **Stage 7 – Exclusion process** – The formal exclusion process may be considered by the headteacher in the event of:
 - A serious incident for a child who has already had a number of exits in that academic year or;
 - *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or where;
 - *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school and more time is needed to plan for the child's safe re-inclusion.

If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines. This would initially involve a 'fixed term' exclusion, but could ultimately result in a 'permanent exclusion.' Outside agencies **will** be contacted for support and parents / the Chair of Governors will be kept fully informed. At this stage, the process will be managed by the Headteacher, (liaising closely with the class teacher, KS Leader and SEN-Co as appropriate.) Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Support Plan, designed to facilitate the process successfully and will be communicated to parents at a re-inclusion meeting.

An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

* A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with behaviour difficulties following a wide range of other strategies, which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

* *These statements are taken from DfE guidance.*

Appendix C – Procedures for Lunchtime Issues

(See Lunchtime Behaviour Policy for further guidance on procedures for lunchtime)

- **Stage 1 – Discussion with pupil, managed by lunchtime supervisor** - The matter is dealt with by the supervisor on duty initially, who may apply a variety of agreed school strategies. For example, the child may be asked to think about their actions and their consequences. (See Lunchtime Behaviour Policy section E).
- **Stage 2 – Withdrawal of social time, managed by lunchtime supervisor / Senior Supervisor** – For a more serious incident (such as being unkind to another pupil) the child may be asked to stand by / walk with the member of staff on duty, for a period of time, for the rest of lunch time. The Senior Supervisor should be informed at the end of lunchtime (or during lunchtime if appropriate) by the lunchtime supervisor.
- **Stage 3 – Managed by Lunchtime Senior Supervisor and another member of the behaviour team. (See Rota)** - If the behaviour is repeated or more severe, the child will be sent to the Robin Room, where the matter will be assessed by the LSS and a member of the team on duty and if there is a behaviour issue, the restorative process set out on the behaviour record sheet will be followed. The behaviour record sheet will be given to the Headteacher. If the child has particular needs recorded formally in school, a discussion between the class teacher / KS leader and head or SEND-Co will determine an appropriate response / sanction.
- **Stage 4 – A Lunchtime Exit – Involvement of Headteacher** - The lunchtime Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite actions at stage 3). Following the LSS discussion with the Key Stage Leader / Headteacher, the child will be asked to see the Headteacher (generally in the head's office), who will talk briefly to the child about their behaviour with the LSS. They will then spend an agreed number of playtimes 'exited' from the playground. These will be spent in the corridor area supervised by the office staff. The parents will be informed (and may be invited to a meeting in school to discuss the issue). This will all be recorded on a school behaviour record sheet.
- **Stage 5 – First formal review meeting** - If a child receives further lunchtime Exits in the same year, then a meeting will be held in school between the head teacher, class teacher, parents, a Key Stage Leader and/or SEND-Co. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

- **Stage 6 – Second formal review meeting** - If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called. The child's Pastoral Support Plan will be reviewed and outside agencies may be contacted for support.
- **Stage 7 – Exclusion process** – The formal exclusion process may be considered by the headteacher in the event of:
 - A serious incident for a child who has already had a number of exits in that academic year or;
 - *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or;
 - *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school

If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines. This would initially involve either a 'lunchtime' or full day(s) 'fixed term exclusion', but could ultimately result in a 'permanent exclusion.' Outside agencies may be contacted for support and parents / the Chair of Governors will be kept fully informed. At this stage, the process will be managed by the Headteacher, (liaising closely with the Senior Supervisor, class teacher, KS Leader and SEND-Co as appropriate.) Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Support Plan, designed to facilitate the process successfully.

An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

- * A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.
- * *These statements are taken from DfE guidance.*

Appendix D - Protocols for responding to incidents

- All actions and discussions will take place as soon as possible after the incident i.e. on the first suitable time after the event on the same day. The only exception will be if the incident happens very late in the day and in those circumstances the child will be asked to speak to the appropriate member of staff first thing the next morning.
- KS Leaders will only take one 'Exit' child at a time into their class. If two children present themselves on the same day then the second child will talk to the KS Leader, then be sent to the parallel year group class.
- KS Leaders will use their discretion, there may be times when it is not appropriate for a child to join the moderator's class e.g. if a sibling is in the KS Leader's class or the class is involved in a special activity day.
- The period that a child on an 'Exit' spends with the KS Leader could be a half day or one full day (although the full day might for example from 11.00am one day to 11.00am next day).
- Where it is felt appropriate, a half or whole day 'Exit' may be applied following a playtime or lunchtime incident.
- If a child is absent on their 'Exit' day, then it will take place on their return to school.
- Serious incidents (and E safety Incidents) are reported to the Head teacher and entered in the 'Serious incident Log' (Used to record any incidents or matters of a serious nature)
- Any racist incidents will be treated very seriously and will be dealt with thoroughly and appropriately, in line with the Racist Incidents Policy. They will be logged using the on line behaviour management system and a paper copy filed in the 'Racist Incidents Log.' (Head's room)
- Any incidents of bullying will be treated very seriously and will be recorded on the online behaviour system. A paper copy will be inserted along with the appropriate form in the 'Anti Bullying Log'. (Head's room)

- At the end of the year the 'slate is wiped clean' and children are given a fresh start in their new class.

Appendix E – Behaviour Management Guidance

- Greet every child as they enter school.
- If they are in a very negative frame of mind, give them a 'job' to do to distract.
- No talking in / before start of Assembly (chn & adults!) if a child needs talking to during/ before Assembly, take them aside quietly (rather than disturbing the peace). Staff set example by not talking.
- Use 'thanks' as an expectation that it will be done rather than please, which could be seen as a request or pleading.
- Always give 'take up time' (TUT) (don't stand over child until completed request, but say thank you to assume it will be done, then walk away.)
- Primary Behaviour is the behaviour that you actually want to tackle. Address this using a brief descriptive cue. Then give TUT to give the child a chance to correct what they are doing. Then if necessary, give a brief directional cue, i.e. 'put it on the desk or in your tray, thanks.' Give Take up time. Don't get into a power struggle. It is their responsibility to make a choice.
- Whatever you are addressing, make it clear that it is a class / school rule, rather than just something you are personally asking them to do. 'The school rule is.....'
- Avoid direct interventions in front of the class where possible e.g. 'I have told you already, put that pencil down now!' and approach situations calmly quoting the rules e.g. bob down at the side of a pupil and say quietly 'The rules are clear, we need to be **ready** to listen and I can't help noticing that you still have your pencil in your hands, put it down... thanks' (walk away and give TUT.)
- Give directed choice e.g. you need to put it on my table or in your tray (rather than give me.../put it here...)
- Tactically ignore the secondary behaviour, i.e. eyes rolling, sulking, huffing, swearing, puffing, slamming etc. Deal with the primary behaviour only (at this stage) Swearing etc. can be addressed 1:1 at a separate time.

30 Second Script

The Restorative Five

What happened?

Who has been affected?

How have they been affected?

What can we do to put things right?

What can we do differently in

I noticed you are...
It was the rule about...
You have chosen to ...
Do you remember last week when you...
That is who I need to see today...
Thank you for listening...

Directed choice with Assertive structures

- **Assumed close** – ‘Thank you for’ ...listening straight away
- **Take up time** - ‘I expect’...to see all of the tools left neatly on the table
- **Choice** (implied rather than explicit) – ‘I know you will’...help Johnny to clean up water
- **Assertive sentence starters-** ‘I need to see’... you following the routine
- **Closed requests** - ‘You need to’.... Speak to me at the side of the room
- **Unreserved enthusiasm** - ‘We will’... try again tomorrow

Reaffirm your commitment to building a trusting relationship

Fogging techniques

These are often used by a child to argue their point when a behaviour is addressed. It's often an attempt to cloud, distract or fog the behaviour being discussed. The scripted response from the adult helps to quickly focus back on the behaviour, without triggering an argumentative response from the child.

Child

‘It wasn't me’

‘But they were doing the same thing’

‘I was only...’

‘You are not being fair’

‘It's boring’

You are a ... (name calling)

Adult

‘I hear what you are saying...’

‘I understand...’

‘Maybe you were...and yet...’

‘Yes sometimes I may appear unfair...’

‘Be that as it may...’

‘I am sorry that you are having a bad day’

30 Second Scripted Intervention (drive by- subtly during class session)

Principles

- ◆ No judgement. Resist accusing children and use the ‘I've noticed...’ statement
- ◆ Non-personal – separate the behaviour from the child. (I don't like your behaviour, but I like you)

- ◆ Use previous positive behaviour to land the sanction softly—discourage the child by confronting you by giving a really clear example of when they did the right thing.
- ◆ Walk away when you've finished speaking (don't hover)
- ◆ Give the child take-up time. If not complied, return after a while to give another scripted intervention.

The purpose is not to control the child but to help them to gradually develop ownership of personal discipline.

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room, with a view to catching somebody following the rules.

Resist endless discussions around behaviour and spend our energy returning learners to their learning.