# Managing Classroom Behaviour

## Persistent and intentional verbal disruptions

### The aim

To provide an excellent learning environment for all students.

### The problem

A part-time male student who thought it appropriate to continually challenge the lecturer’s point of view. This was accompanied by continual chatter with his ‘buddies’.

Initially this could have been viewed as good student interaction but it soon became clear that the student was not prepared to hear any other views on most subjects. The rest of the class were becoming frustrated by his approach and the disruption this caused.

### The approach

To start with, a reminder of appropriate behaviour was given to the class but this proved unsuccessful in subduing his behaviour. I tried to speak with him at the end of the session but he wasn’t interested in listening to me. The following week he brought more disruption to the class.

### The outcome

I then had to resort to confronting him by saying that I accepted that we would never agree over these points of view. I added that if he could not behave more appropriately I would have to suggest that he leave the class. To my surprise he did just that and never returned.

### Underlying circumstances (if appropriate)

The situation may have been aggravated by the mix of FT and PT students. All PT work in the industry and have a level of understanding already but the FT need to be given more in-depth explanations.

### Conditions

<table>
<thead>
<tr>
<th>Condition</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room Type: Classroom</td>
<td>Classroom</td>
</tr>
<tr>
<td>Size of cohort:</td>
<td>160</td>
</tr>
<tr>
<td>Year of study:</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; FT, 3&lt;sup&gt;rd&lt;/sup&gt; PT</td>
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### Recommendations

We advise anyone interested in this approach to:

- Be confident in your approach to these disruptive students. They are in the wrong, not you.

Relevant expectations from the Student Charter and/or Rules, Regulations and Procedures for Students