

# MODULE 15

Promoting Positive Behaviour  
(Workbook)



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**Note:** Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organized into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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## Who is this workbook for?

This module is aimed at all Section Leaders and other adults supporting young people in Scouting. The aim is to enable you to proactively promote positive behaviour and appropriately manage challenging behaviour in your section(s).

## What does this workbook include?

This workbook is one method of completing the learning needed for Module 15: Promoting Positive Behaviour. By the end of this workbook, you should be able to:

1. Explain what is meant by challenging behaviour in a Scouting context.
2. Explain the principles and strategies of promoting positive behaviour in the section.
3. Work in partnership with young people, to define and agree acceptable standards of behaviour, to be followed by young people and adults in the section.
4. Recognise possible causes and triggers of challenging behaviour.
5. Identify methods of de-escalating and managing situations involving challenging behaviour.
6. Describe what actions to take following acceptable standards of behaviour being challenged.
7. Identify The Scout Association's procedures related to suspensions and dismissals of young people, and when these should be used.
8. List where to obtain additional help and support.

**While using the workbook you will see the following symbol:**



**Task:** activities, discussions or reflections for learners to undertake

Throughout this workbook you will be undertaking practical activities, making notes and considering relevant case studies or examples. We hope that the workbook and the notes you make provide you with a useful reference point in your role in Scouting.

The workbook will also provide a structure for the validation discussions you will have with your Training Adviser at a later date. Therefore, we would encourage you to make notes throughout this workbook and record your thoughts and ideas fully.

## How to complete this workbook

Start at the front and complete as many sessions as you can. If you are unsure of a session, leave it and arrange to discuss the content with another person who has an understanding of this training material. Then go back and complete the workbook.

This workbook is a self-contained learning method and can be completed either on your own or as part of a small group. However, we would encourage you to engage in discussion and informal learning opportunities with other more experienced volunteers, and to share good practice and ideas. This will help to support your learning and understanding of your role.

## What resources do I need to accompany this workbook?

- **Young People First: Code of Practice (Yellow Card)**
- POR Chapter 15: Suspensions and Dismissals at [scouts.org.uk/por](https://scouts.org.uk/por)

## Associated reading

The following resources are available from the Member Resources section of [scouts.org.uk](https://scouts.org.uk):

- guidance on promoting positive behaviour at [scouts.org.uk/behaviour](https://scouts.org.uk/behaviour)
- POR Chapter 2: Equal Opportunities Policy at [scouts.org.uk/por](https://scouts.org.uk/por)
- anti-bullying guidance and resources at [scouts.org.uk/bullying](https://scouts.org.uk/bullying) and available from Scout Shops
- guidance on additional needs at [scouts.org.uk/diversity](https://scouts.org.uk/diversity)
- **Scouting Speaks to All**: A Leaders Guide to Speech, Language and Communication Needs
- activities about behaviour on Programmes Online at [scouts.org.uk/pol](https://scouts.org.uk/pol)

## What happens once I have completed this workbook?

Once you have completed this workbook you will need to validate your learning. Validation is the process of demonstrating that you can put the learning into practice within your role and is usually achieved with your Training Adviser.

## Validation

To validate this module you will need to show evidence of both promoting positive behaviour and responding effectively to challenging behaviour in your section.

You will need to complete the validation criteria as in the Adults Personal File, a copy of which can be downloaded from [scouts.org.uk/training](https://scouts.org.uk/training)

# Session 1 - Introduction

This module has a proactive and positive focus, and builds on the knowledge you will have developed in Module 3: Tools for the Role (Section Leaders). Through this workbook, you will explore how to promote positive behaviour in your section, providing a foundation for the running of the section and reducing the chance of challenging behaviour occurring. You will also explore how to respond to and manage any challenging behaviour that may occur.

In this session, we will look at what we mean by challenging behaviour in Scouting.



## Task: Behaviours

Think about the section(s) you support. In the space below, write a list of young people's behaviours that you find challenging, or that you have seen that others find challenging.

Reflect on each of these behaviours. Are there any situations where this behaviour would be acceptable? Would the behaviour still be challenging if displayed in a younger section? Are there some behaviours that other volunteers find challenging, but you do not, or vice versa?

Behaviours we may come across in Scouting are wide ranging, for example, from constant talking or not following instructions, to verbal or physical aggression, to withdrawal.

One person may find a particular behaviour challenging, whereas another person might not. Some behaviours are acceptable in some settings and not in others. What might be seen as challenging in older sections, may be typical behaviour in younger sections, for example, Beavers having difficulty sitting still. Therefore it is important that acceptable standards are created and agreed in the section.



## Task: Defining challenging behaviour

Think about the behaviours you listed above. What is it that makes these behaviours challenging? Think about how you would define challenging behaviour and write a definition in the space below.

Compare your definition to the definition provided in Appendix 1.

## Challenging behaviour over time

Read the following quote about challenging behaviour.

**“The young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint ... As for the girls, they are forward, immodest and unladylike in speech, behaviour and dress.”**

You may be surprised about the date of this quote, which was by Peter the Hermit between the years AD 1050 and AD 1115. This helps to show that challenging behaviour is not a new phenomenon. Displaying challenging behaviour is just a natural process of growing up and testing boundaries, as young people learn more sophisticated ways to communicate and express themselves.

It is important to have positive but realistic expectations, and to remember that every young person at some point will probably behave in a challenging way. You have an important role in supporting young people to manage their own behaviour and make positive choices.

Scouting is an ideal place to expect positive behaviour, with the Scouting Purpose and Method being based upon personal development, learning by doing and enjoyment.

# Session 2 - Planning for positive behaviour

Now that you've considered what we mean by challenging behaviour, this session focuses on the key principles and strategies for promoting positive behaviour and therefore reducing the chance of challenging behaviour occurring. Scouting should be an enjoyable and safe experience for all. Positive behaviour does not happen by accident; it needs to be planned for, modelled, taught and acknowledged.



## Task: Strategies to promote positive behaviour

Think about techniques you use or have seen used successfully in your section to promote positive behaviour – things that are done to encourage or support young people to behave appropriately. If you are new to Scouting, speak to a more experienced volunteer about what strategies they use in their section.

Record each of your ideas next to the most relevant key principle of promoting positive behaviour.

Key principles of promoting positive behaviour	Strategies to use in section
Know the young people and parents/carers in your section	
Good programme planning	
Establish good routines and systems	
Set the standards with the young people	
Agree on a plan if standards are not met	
Use positive language and communication	
Offer praise and recognition	
Lead by example	



Compare your suggested strategies to those in Appendix 2. Note that some strategies will involve more than one principle.

Scouting is an ideal place to expect positive behaviour, with the Scouting Purpose and Method being based on personal development, learning by doing and enjoyment. Initially, you will have to teach and practise some of these techniques with the young people. In time, they will become embedded into the culture of the section.

## Praise and reward

Praise and reward are really important in promoting positive behaviour. Evidence shows that rewarding appropriate behaviour is more effective in the long term than focusing on inappropriate behaviour.

Think about a young person in your section who displays more challenging behaviour than others in the section. Do they receive praise or reward when they show positive behaviour? Positive behaviour can often pass unnoticed and unacknowledged, particularly for young people who have a tendency to display challenging behaviour.

Rewarding positive behaviour can be as simple as acknowledging it. Try to get into the practise of providing encouragement by saying 'well done' and 'good' as activities are progressing or completed.

Praise should be appropriate, not overused and without showing favouritism. It is most effective when it's specific and genuine. Remember that what may be easy for some young people, may be a huge achievement for others.



## Task: Communication

Good communication and assertiveness is essential to the smooth running of the section. Consider the following questions and tick your response.

- 1 What wording should be used to get your section sitting down to listen to instructions for the next activity?**
  - a. "Sit down!"
  - b. "If you'll just all sit down, we can..."
  - c. "Everyone, sit down please, thank you"
  - d. "Can everyone sit down?"
  - e. "When you are all sitting down, we can..."
  - f. "Yes, that's great sitting everyone" (sarcasm)
- 2 Which of the following statements do you agree with?**
  - a. young people should respond to an instruction immediately
  - b. young people may need time to process and respond to an instruction
  - c. young people will follow an instruction eventually, it's best just to wait
- 3 Which of the following statements do you agree with?**
  - a. shouting is necessary in order to manage behaviour in the section
  - b. shouting should never be used
  - c. shouting should only be used when absolutely necessary

- 4 Which of the following statements do you agree with? When giving an instruction:**
- a. body language should be open and show confidence
  - b. body language should give young people a clear message that you are in charge of the section
  - c. it doesn't matter what your body language is - young people don't pay attention to body language
  - d. body language should be laid back and relaxed
- 5 Good communication is about communicating with each young person in the section in the same way. True or false?**
- a. true
  - b. false

Now, review and reflect on your answers, using Appendix 3. Think about what you've learnt in this activity.

Good communication in a Scouting context is about being confident, calm, in control, firm and consistent. It's not about volume or power, but about effectively combining non-verbal and verbal communication skills, to set clear expectations. Think about what is being shown by the way you say something, your body language and facial expression. For tips for assertive communication, refer to Appendix 4.

## Setting acceptable standards

Who do you think is responsible for setting acceptable standards of behaviour and enforcing them within the section? The answer is in fact everyone; young people and the adult leadership team.

A Code of Conduct is a useful tool in setting acceptable standards and promoting positive behaviour.



## Reviewing Codes of Conduct

Review each of the example Codes of Conduct provided in Appendix 5. List some positive aspects and some negative aspects of each Code of Conduct. Think about what is included, the language that is used and the appearance.

	Positives	Negatives
<b>Example 1:</b> Beavers Code of Conduct		

<b>Example 2:</b> Anytown Explorer Scouts Code of Conduct		
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When you have finished, compare your points to those in Appendix 6.

## Code of Conduct: good practise

Good practise in a Code of Conduct is as follows:

- be worded positively
- not contain too many rules
- contain language appropriate to the level of understanding of the young people
- be relevant to all circumstances
- adhere to the **Yellow Card** and reflects the **Values** of Scouting

A Code of Conduct should be created in partnership with young people, and mutually agreed by the young people together with the adult leadership team. This ensures shared ownership and understanding, and means that it is more likely to be remembered and followed.

In preparation, it is useful for the leadership team to have a rough idea of the essential aspects that need to be included in the Code of Conduct; primarily those to ensure health, wellbeing and safety.

This process provides a great opportunity to review and explore the **Promise** and **Law** and the **Values** of Scouting. It is also worth exploring the benefits of having set standards of behaviour with young people, for example, activities can be better run and be more enjoyable. There are activities available on Programmes Online at **scouts.org.uk/pol** to explore behaviour with young people.



## Task: Your section's Code of Conduct

Does your section have a Code of Conduct? If you're not sure, speak to the Section Leader or Group Scout Leader. Answer or find out the answer to the questions below.

- how was it developed?
- where is it stored or displayed?
- how is it communicated to young people?
- is it communicated to parents/carers?
- how is it used in the section?
- how often is it reviewed?

Review the good practise in using a Code of Conduct below. Think about anything you can implement in your section.

## Using a Code of Conduct

The Code of Conduct should be:

- effectively communicated to everyone, including new Members and parents or carers (at least for the Beaver, Cub and Scout sections)
- displayed prominently within the meeting place
- reviewed regularly
- referred to positively in praise and reward, rather than just as a tool for discipline
- followed by the adult leadership team at all times

Breaches of the Code of Conduct should be responded to consistently, including;

- ensuring the young person understands that their behaviour is in breach of the Code of Conduct and why
- an opportunity for the young person to correct their behaviour

Everyone involved, including the young people, leadership team and parents or carers, should be aware of the consequences of breaking the Code of Conduct. For example, what behaviour warrants a young person being asked to leave the weekly meeting or missing the next meeting?

### Additional needs

Young people with additional needs or disabilities, who may have a separate plan to manage their behaviour. Refer to guidance on **Including Scouts with Additional Needs** within **[scouts.org.uk/diversity](https://scouts.org.uk/diversity)**. The other young people in the section may need support in understanding their difficulties and how you are managing their behaviour.

### Different or new activities

In addition to reviewing and referring to the Code of Conduct regularly, it is important that appropriate behaviour at events such as nights away or trips is specifically discussed with young people. Don't assume they will know what is expected of them or what is not appropriate.

**Remember that successful leaders manage the behaviour of most of the young people, most of the time. It is important to have realistic expectations**

# Session 3 - Responding to challenging behaviour

So far in this workbook, we have explored principles and strategies to promote positive behaviour in the section. In this session, you will explore responding to incidents of challenging behaviour. You will explore possible causes/triggers of challenging behaviour, identify methods of de-escalating situations, and identify actions to take after an incident.



## Task: Case studies – causes of behaviour

Understanding what has caused or triggered an incident of challenging behaviour is important to prevent it occurring again and put appropriate support in place.

Below are some case studies of young people behaving in a challenging way. Each sentence will give you a greater insight into the potential cause or trigger of the behaviour.

Select the case study for the section you support, and one other case study. Write down what you think the cause of the behaviour may be.

### Case study 1: Beavers

You are volunteering in the Beaver section for the first time this evening. One of the Beavers, Callum, will not participate in an activity you are leading.

You find out that Callum is not participating in any activities at Scouts. He sits at the side of the hall and watches the other children.

When volunteers ensure that he understands the instructions and try to encourage him, his response is always “I don’t want to” or “I don’t like it”.

### Case study 2: Cubs

Rebecca, one of your Cubs, sometimes pushes other young people in the Group. There doesn’t seem to be any reason for this. As a result, she is often sent to sit outside the room for five minutes.

You’ve noticed this most often happens during the Grand Howl.

Rebecca has Asperger Syndrome, which is on the autism spectrum. The autism spectrum involves difficulties with communication, social interaction, flexibility of thought and can include sensory differences.

### Case study 3: Scouts

You notice that a number of your Scouts are not listening and constantly talk during some activities. Some of these Scouts wander around the HQ, interfering with what the others are doing.

You led the Scouts on a trip last week, and experienced no problems with their behaviour.

These behaviours happen more often when a particular member of the leadership team is planning and leading activities.

### Case study 4: Explorers

- Tyreese was verbally aggressive and swore at the Explorer Leader during an activity. Last week, he got into an argument with some of the other Explorers.
- Tyreese enjoys Scouting and previously got on well with the other Explorers and volunteers.
- One of the other Explorers told you that Tyreese is struggling at school.

Once you have finished, read the suggested causes or triggers, as in Appendix 7. Is there anything you did not consider?

## Causes of behaviour

It is easy to jump to conclusions so it is important to ensure that all the information is gathered. It is important to take time to reflect and review, with should be with the leadership team, and the young person involved.

Possible causes of challenging behaviour are as follows:

- lack of understanding of appropriate behaviour, which may be due to:
  - standards of behaviour not being established
  - new or different situations, such as nights away
  - difficulties associated with an additional need or disability
- boredom, which may be due to a lack of understanding of instructions or lack of appropriate activities
- emotions such as frustration, fear or anxiety, which may be linked to:
  - experiences outside of Scouting, for example, bullying at school, bereavement or family circumstances
  - experiences at Scouting, for example, struggling to understand instructions or worrying about being able to complete an activity
  - changes in adolescence and puberty, as covered in Module 14
  - difficulties associated with an additional need or disability
- learnt behaviour to serve a function for the young person, for example, getting needs met or gaining interaction from others

### Attention seeking

Challenging behaviour is often judged as being 'attention seeking', but this is not helpful. It's natural to want and need attention from others, but usually this is done in a positive way. It's important to think about why a young person might be seeking attention? Are they receiving enough positive attention from adults? Is there something important they are struggling to communicate to you? Do they need any support with developing friendships in the section?

### Change in behaviour

It is also important to be aware that a change in behaviour can be a sign of abuse. It is important to know the young person well and discuss their behaviour with them. Any concerns should be reported as per the **Yellow Card**. Young Leaders have the corresponding **Orange Card**, which instructs them to tell an adult leader if they have a concern about a young person.

### Analogy

It can be useful to imagine a young person as a bottle or can of fizzy drink, to illustrate how events during a young person's day could lead to them displaying challenging behaviour within Scouting. Each time you something stressful happens or something that has gone wrong in the young person's day, shake the fizzy drink.

A young person's emotions may build up during the day, in the same way as the pressure in the can or bottle. This is particularly relevant for young people. Adults may be more able to release this pressure during the day, by talking to others or using other coping mechanisms.

**There is always a reason behind challenging behaviour. It can be useful to view behaviour as a form of communication.**

### Responding to incidents of challenging

It is important to have a system of responding to behaviour, to be consistent, focus on de-escalation and reduce risks, and to follow the **Yellow Card** at all times.

Negative behaviour can easily escalate as a result of how adults respond to the original incident. Low level disruption can become a more severe issue, sometimes quite quickly. For a young person who has a lot of anger or frustration, your actions could either prevent or promote an incident.



### Task: De-escalation strategies

Think about what you would need to consider in de-escalating a situation involving challenging behaviour. Think about what you would do and how you would act. Record your ideas in the space below.

Compare your ideas against the positive practise in de-escalating challenging behaviour, in Appendix 8.

It is also important to recognise that after an incident, it will take the young person some time to return to their baseline or natural state, and there will be a risk of behaviour escalating again.

Further guidance when dealing with arguments or disputes between young people is available from [scouts.org.uk/behaviour](https://scouts.org.uk/behaviour).



### Task: Positive language

Language is important in preventing and de-escalating incidents of challenging behaviour. Select at least 3 of the statements and rewrite into positive language.

Negative	Positive
1 Don't speak to me like that!	
2 You've left your equipment out again!	
3 What do you think you're doing?	
4 I'll deal with you later.	
5 Stop running around the room.	

Compare your answers to the suggested positive wordings in Appendix 9. What is appropriate will depend on the context and on the age or level of understanding of the young person, but the task is designed to get you into the practise of using positive communication. Good practise in communication when dealing with challenging behaviour is as follows:

- ask 'what' someone is doing, rather than 'why' and ask them to explain what they should be doing
- acknowledge feelings, for example, 'I can see you're upset/angry'
- give instructions on what to do; not what not to do, for example, 'walk' rather than 'stop running'
  - think about this in the same way as teaching a skill - you wouldn't tell someone how not to do a task.



- focus on the behaviour, not the young person, as negative labelling is harmful
  - for example, say 'your behaviour was unacceptable' rather than 'you were naughty'
- explain clearly and briefly what you would like the young person to do; give them a clear choice
  - for example, 'If you continue to swear you will have to sit out, or you can use appropriate words and enjoy the game'

## Responding to an incident

Remind participants that the young person should be given a chance to correct their behaviour (a warning), unless the young person is putting themselves or others at risk of harm. Don't make the assumption that the young person understands or remembers that their behaviour is not appropriate.

Agreed consequences should be in proportion to the behaviour, and related if possible. For example, if something is damaged or disordered, the young person should be involved in repairing or tidying.



## Task: Putting support in place

Using one of the two case studies you used on pages 13 to 14, consider what additional support could put in place. Write your ideas below.

Compare your suggestions against those in Appendix 10.

When responding to challenging behaviour, the focus should be on enabling the young person to manage their own behaviour or emotions. Below are some examples of some specific strategies to consider:

- a 'break card' or 'timeout card': a card or signal that young people can use to request some time out of the session
- having a quiet area that young people can use when they need some space, within line-of-sight of volunteers

Involving the parent or carer may be appropriate, depending on the age and level of understanding of the young person, and the severity of the behaviour. Scouting is not a statutory provision like the education system, and working in partnership with parents or carers can provide you with useful support. It is important to keep conversations factual, discussing what behaviours have occurred and how you can support the young person.

You may wish to create a behaviour plan to support a specific young person, which would preferably tie in with any strategies already used at home and/or school. Everyone involved, including the young person, should understand what support will be put in place. It can be useful to keep a record of incidents, to support reflection and review.

Further guidance can be found at [scouts.org.uk/behaviour](https://scouts.org.uk/behaviour) or if behaviour constitutes bullying, [scouts.org.uk/bullying](https://scouts.org.uk/bullying).

# Session 4 - Additional help and support

It is important for you to seek support where needed. You are not expected to be an expert and seeking help does not mean you are doing something wrong. If in doubt, always speak to your line manager and ask for help. You are encouraged not to act alone in responding to challenging behaviour, and seeking a different perspective and sharing experiences can be really beneficial.

## Suspensions and dismissals

Unfortunately, there are some very rare instances where the suspension or dismissal of a young person is necessary, but this should be the last resort. Section Leaders should always seek support from their Group Scout Leader in managing situations which may warrant suspension or dismissal. Decision making should always be shared and an impartial viewpoint sought.

A clear process should be followed in conjunction with the relevant Commissioner, which must be clearly communicated to the parent or carer. Procedures are available to support and guide you in **POR Chapter 15: Suspensions and Dismissals**.

Further guidance should be sought where a young person has an additional need or disability, as there is a duty to make reasonable adjustments to enable the young person to access Scouting and Scouting activities.

## Additional help and support

Each case will be different, but examples of sources of support are:

- your line manager
- Group Scout Leader
- previous Section Leader - if a young person has moved up from the section below
- Assistant District Commissioner (Section)
- Assistant District Commissioner or District Adviser (Special Needs/Inclusion)
- Assistant County Commissioner or County Adviser (Special Needs/Inclusion)
- The Scout Association Headquarters
- parents or carers



## Task: Sources of support

Find out about local sources of support related to challenging behaviour in the section. Record names/roles and contact details on the following page.

Name	Role	Contact details

## Further information

There is further information and guidance available to support you related to challenging behaviour in the section. Some useful links are provided below for your reference.

- guidance on behaviour at [scouts.org.uk/behaviour](https://scouts.org.uk/behaviour)
- POR Chapter 15: Suspensions and Dismissals at [scouts.org.uk/por](https://scouts.org.uk/por)
- anti-Bullying guidance and resources at [scouts.org.uk/bullying](https://scouts.org.uk/bullying) or from [Scout Shops](#)
- guidance on additional needs at [scouts.org.uk/diversity](https://scouts.org.uk/diversity)
- activities about behaviour on Programmes Online at [scouts.org.uk/pol](https://scouts.org.uk/pol)

## And finally

Remember that Scouting is an ideal place to expect positive behaviour, with the Scouting Purpose and Method of Scouting being based on personal development, learning by doing and enjoyment. It is important to maintain positive expectations for the young person and allow them a chance to start afresh, with a 'clean slate'.

You can use the knowledge and skills you have learnt on this course, to promote positive behaviour in your section(s) and respond to any challenging behaviour effectively. This will help young people to get the most out of Scouting and will support the effective running of the section.

# Appendix 1 - Definition of challenging behaviour

## Definition

There are a lot of different definitions of challenging behaviour. In a Scouting context, we define it as behaviour that is inappropriate or socially unacceptable for the time or place, and affects the enjoyment or rights of others. This can also include behaviour that puts the individual or others at risk of harm.

Behaviour can be challenging if it is persistent or if it is severe, for example, physical behaviours.

# Appendix 2 - Techniques and principles

## Know the young people and parents or carers in your section:

- collect information on any additional needs or disabilities, ideally before a young person joins the section and ensure to ask about any communication or behavioural needs
- speak to parents or carers at the start of the evening; have another leader perform a gathering activity

## Offer praise and recognition:

- use an appropriate points system; which could be a round of applause for the Lodge/Six/Patrol with the most points at the end of the evening, and a small prize at the end of term for the winning team
- have a Scout of the Month award or certificates for specific behaviour, which can be given according to whatever focus of behaviour is required, such as attendance or punctuality
- praise positive behaviour, regardless of who shows it

## Establish good routines and systems:

- have a structure to the evening, so everyone knows what's going to happen and can focus on the activity
- use shared signals to give instructions. For example, if an adult puts their hand in the air, everyone, including other adults, must stop what they are doing
- have a clear plan for the start of meetings when everyone is arriving, including a plan of how to respond to late arrivals
- have a routine closing ceremony, with clear practiced expected behaviour
- before every activity, sit everyone down in small groups to listen to instructions

## Set the standards with the young people:

- develop a Code of Conduct in partnership with young people
- have a discussion with young people about appropriate behaviour

## Agree on a plan if standards are not met:

- use a red, amber and green card system. For example, amber means the young person needs to correct their behaviour; green means behaviour has improved; red means behaviour has continued and that the young person has to sit out for five minutes
- use a short 'time out', for example, two minutes, rather than excluding a young person completely from a game, which can lead to further negative behaviours or additional supervision being needed

## Use positive language and communication:

- tell the young people what you do want them to do, not what you don't want them to do
- give clear and simple instructions for activities and games, making sure you have everyone's attention and everyone has understood
- give time for young people to process and complete an instruction, for example, the Leader counts down from five, folding fingers down with the countdown

## Good Programme planning:

- use co-operative games and activities in your Programme, including those that require listening or silence to build on these skills
- try to avoid knock-out and elimination games and if they are used:
  - review the number you are using
  - make sure young people who are out of the game have something to do
  - check that it's not always the same young people out first
- maximise youth involvement in Programme planning, to better engage young people and respond to different motivations for joining Scouting

## Lead by example:

- as role models, adults in the section are expected to follow the same rules as the young people
- show appreciation and thank the other adults within the team consistently, which will support the young people to understand and learn positive behaviours themselves
- display calm, consistent behaviours within clear boundaries, informed by the Values of Scouting

# Appendix 3 - Assertive communication

## Points to consider

- 1 Options C and E are likely to be the most effective instructions, as they convey confidence that the young people will follow the instruction. Option C does this via the use of the words “thank you” and option E via the use of “when” rather than “if”. Option A is more of a command and does not reflect Scouting values. Option B and D are not assertive and do not convey confidence that the young people will follow the instruction. Option F uses sarcasm, which is not positive practise.
- 2 It is important to give young people time to process and respond to an instruction, particularly in the younger sections. Instructions may need to be repeated, or individual young people’s names used to gain attention. Remember, the Scouting method centres around enjoyment and fun.
- 3 Shouting is not a positive strategy and is often ineffective. Think about how it might affect the atmosphere or the group and what it might feel like for the young person. What does shouting teach a young person? How might a leader who is shouting be perceived by others? If shouting is used regularly, how effective will it be as a method of gaining attention in an emergency or dangerous situation?
- 4 Body language is an important part of your communication with young people and to be aware of what your body language may be saying. Your body language and facial expression should be open and convey confidence and a positive attitude. Consider from the young person’s perspective.
- 5 Remember to adapt your communication to individual needs. Guidance on additional needs, such as autism and hearing impairment, can be found in **Scouting Speaks to All** and within guidance at **[scouts.org.uk/diversity](https://scouts.org.uk/diversity)**. You may wish to have some copies available to provide to participants.

# Appendix 4 - Tips for assertive communication

## Tips for assertive communication

### What you say:

- speak with confidence so that the young people will follow your instruction. Use 'when' not 'if', for example, 'when you are all sitting down, we will...'
- a countdown can be useful, to give young people chance to follow an instruction; this could be verbal (i.e. 5 4 3 2 1) and supported by signals, or using a timer
- use the words 'thank you' to show trust that the young people will follow the instruction, for example, 'quiet please, thank you'
- stop the activity and repeat the rules or instructions if necessary; break down the instruction rather than rephrasing, which can cause further confusion
- say what you mean; avoid jokes, sarcasm or sayings, as not everyone will understand these
- using young people's names can be useful to gain and maintain attention

### How you say it:

- project your voice, but do not shout. Where necessary, speak firmly without shouting
- pause if someone interrupts or starts to chat
- once you've got everyone's attention, speak more quietly, so young people will have to concentrate on listening

### Body language:

- use open, positive and confident body language, and facial expression
- use eye contact appropriately



# Appendix 5 - Example Codes of Conduct



## CODE OF CONDUCT

- ✘ We will not interrupt when someone else is talking
- ✘ We will not fight with each other
- ✘ We will not be late to meetings
- ✘ We will be dressed appropriately
- ✘ We will not insult each other
- ✘ We will make sure we participate in all activities
- ✘ We will not cheat when we play games

### ***Violation of the Code of Conduct:***

FIRST OFFENCE: Sitting out of activity at the discretion of the Activity Leader.

SECOND OFFENCE: Sitting out of rest of meeting at the discretion of the Activity Leader.

THIRD OFFENCE: Dismissal from meeting and missing next week's Beavers.



## ANYTOWN EXPLORER

### SCOUTS

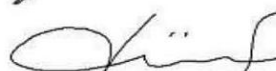


#### Code of Conduct

##### ***AT ALL TIMES, WE WILL...***

- Listen and follow instructions given by activity leaders (adult or otherwise)
- Turn up on time so that we can start and finish on time
- Be intolerant of bullying, swearing and not do it ourselves
- Be honest and say what we think – but provided it is appropriate and not hurtful to others
- Turn our mobiles off or keep them silent
- Turn up in full smart uniform unless told otherwise by a leader
- Be able to be trusted and to trust others
- Be a considerate friend to others
- Be respectful of other people's property as well as our own
- Treat each other and leaders with respect
- Commit to attending each week or advising the leaders beforehand
- Leave the meeting place or other facilities as we find them

This Code of Conduct was created by Anytown Explorer Unit.

Reviewed.....(date)

# Appendix 6 - Reviewing Codes of Conduct

Below are some suggested positive and negative points about the example Codes of Conduct...

## Example 1: Beaver Scouts Code of Conduct

Positive	Negative
<ul style="list-style-type: none"><li>■ concise</li><li>■ some age appropriate language</li></ul>	<ul style="list-style-type: none"><li>■ negative language, a list of what members should not do and negative consequences</li><li>■ we do not know whether it has been created with or agreed by young people</li><li>■ some language is not age-appropriate, it is too complex</li><li>■ no ownership, doesn't name a particular Group or Section</li><li>■ no indication that it is reviewed</li></ul>

Whilst it is important that the consequences of breaking the Code of Conduct are open and transparent, and understood by all, it doesn't necessarily send a positive message by being included in the Code of Conduct itself.

## Example 2: Anytown Explorer Scouts

Positive	Negative
<ul style="list-style-type: none"><li>■ positive language, focussing on what members should do, rather than what they should not</li><li>■ created and agreed by the young people</li><li>■ relatively concise and accessible</li><li>■ age appropriate language.</li><li>■ planned to be reviewed</li></ul>	

# Appendix 7 - Case studies: causes and triggers

## Possible causes and triggers

### Case study 1: Beavers

There can be a number of reasons for non-participation in activities, which may not be immediately obvious. For example:

- low self esteem or confidence; worrying about or lack of belief in their ability to do the activity
- illness, injury or disability
- not seeing the benefits or purpose of the activity
- lack of interest in activity
- difficulties in understanding communication

### Case study 2: Cubs

Rebecca may be displaying challenging behaviour due to difficulties related to her autism. She may find loud noise or shouting difficult to cope with, due to sensory differences, and have difficulties communicating this. She also may not understand the Grand Howl, and what is expected. She may have learnt that if she pushes other young people, she gets sent out of the room, and can be away from the noise or the activity.

### Case study 3: Scouts

It may be that young people are struggling to understand the instructions of the activities, or the activity is not appropriate to the age range or understanding of the young people.

As the behaviours seem to occur more frequently when a particular volunteer is leading activities, there may be issues with the way the volunteer is communicating with the young people, or in the activities they are planning.

### Case study 4: Explorers

Tyreese may be struggling with managing his emotions related to his experiences outside Scouting. He may be struggling academically at school or being bullied. In Scouting, he may be trying to assert himself within his peer group. It is important to speak to Tyreese to try to find out what is causing his behaviour.

# Appendix 8 - De-escalation

## De-escalation tips

The following are examples of positive practise in de-escalating challenging behaviour:

- calm yourself or at least appear calm
- avoid invading personal space
- lower the volume and pitch of your voice, speak softly and more slowly than you would normally
- reduce the amount of words you use, particularly if the young person is angry or emotional
- give the young person time to correct their behaviour
- using tactical ignoring may sometimes be appropriate
- using distraction may sometimes be appropriate

A good analogy to use is 'don't pick up the rope'. You can't have a tug of war with someone if you don't pick up the rope. Recognise when young people are seeking a reaction or argument from you. Use tactical ignoring if the behaviour is not causing anyone any harm and focus instead on another young person who is displaying appropriate behaviour. Alternatively, ask another adult to take over.

Remember to look for any reasons behind this behaviour and ensure the young person receives positive attention when they are displaying positive behaviour.

# Appendix 9 - Using positive language

Negative	Positive
1 Don't speak to me like that!	Speak to me politely as I do to you, thank you.
2 You've left your equipment out again!	Please put your equipment away, thank you.
3 What do you think you're doing?	Put that away and get started on the activity, thank you.
4 I'll deal with you later.	I'd like to sort this out now but the rest are waiting, we'll talk after the meeting.
5 Stop running around the room.	Walk please, thank you.

# Appendix 10 - Case studies: suggested responses

## Case study 1: Beavers

- talk to Callum about why he doesn't participate in activities
- ask another young person in the Section to encourage Callum
- find out or observe what interests Callum, and use this to encourage him
- support understanding of the benefits of participation
- increase involvement by supporting Callum to be involved in creating or improving activities
- if you feel that Callum may have some additional needs or communication difficulties, have a sensitive conversation with the parent or carer to seek advice

## Case study 2: Cubs

- talk to the parent or carer about how to support Rebecca; ask about any strategies used at school and consider creating a behaviour plan to support the leadership team to manage her behaviour consistently
- introduce a 'break card' with Rebecca which she can hand to a member of the leadership team, when she needs a break from the session
- have a quiet, calm area that young people can go when are feeling overwhelmed or angry
- reduce the level of noise in the section
- find another task for Rebecca to do during the grand howl, or discuss if she could wear earphones to reduce the noise level

## Case study 3: Scouts

- review how the Programme is being delivered, including ensuring that activities are age appropriate, engaging and young people play a central role in the planning
- review how the leadership team are communicating with all the young people in the section

## Case study 4: Explorers

- monitor the situation and Tyreese's wellbeing
- talk to Tyreese about what happened at Explorers and what he can do differently next time
- support Tyreese to express his feelings in more appropriate ways