

# MODULE 15

Promoting Positive Behaviour  
(Trainer's notes)



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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 Promoting Positive Behaviour for?

This module is aimed at all Section Leaders and other adults supporting young people in Scouting. It supports volunteers to understand the principles and strategies of promoting positive behaviour in their sections. It also equips volunteers with the knowledge, confidence and skills to manage challenging behaviour in their section.

## What does this module contain?

The module contains approximately 2 hours 30 minutes of content.

While using this module you will see the following symbols:



**Trainer input:** guidance on what to deliver to the participants, to help you structure the training sessions.



**Trainer note:** background notes for your reference on task design and aims of tasks and ideas for running activity sessions.



**Task:** activities or discussions for participants to undertake.



**Whole group discussion:** a discussion or collective brainstorm with all of the participants.



**Report back:** participants providing feedback to the whole group on the activity or discussion they have been undertaking. This is usually facilitator-led.



**Time:** time allocated for each activity.

## What information is provided?

The objectives, suggested methods of training, content and further reading are provided.

The module is divided into sessions, with each session having a series of learning objectives, key messages and additional resources to support further learning.

The learning objectives align to the knowledge required to support the learner to achieve the validation criteria. Key messages are also included to offer the trainer a detailed breakdown of what information each learner should gain.

All Adult Training Scheme modules include objectives, learning and validation criteria. Once the participant has completed the learning, they are required to apply their learning practically to their role in order for it to be validated.

## How is this module validated?

Validation is based upon the individual's ability to meet the validation criteria outlined in the Adult's Personal File and Training Adviser's Guide. More information on the specific validation criteria can be found in these documents, which are available at [scouts.org.uk](https://www.scouts.org.uk) or to order from Scout Shops.

## Session details

- 1 Introduction (20 minutes)
- 2 Planning for positive behaviour (60 minutes)
- 3 Responding to challenging behaviour (60 minutes)
- 4 Additional help and support (10 minutes)

Depending upon the number and experience of participants, trainers and facilitators, these timings may need to be flexible.

## Planning considerations

Learners for this module will have varying roles and different levels of experience within Scouting. In order to help you to assess the participants different levels of existing knowledge and plan your sessions, it may be advisable to consider a pre-course session or survey to identify their needs.

For some activities, it may be beneficial to group participants according to the section they support. During registration, you may wish to give a coloured sticky dot to participants, depending on the section they support, such as blue for Beaver Scouts. This will allow you to easily group participants into same section or mixed groups, for group work within this course. Mixed groups can be particularly beneficial in enabling participants to gain a wider perspective.

When planning the delivery of this learning, ensure you offer an inclusive environment and that the course is accessible to all. Additionally, if you are running all sessions back to back, we would advise planning a break.

## Topic content

Trainers should be knowledgeable and competent in this area. They need to possess a clear understanding of how to promote positive behaviour, and manage challenging behaviour in young people, using a proactive approach. Where a trainer has experience of working in the education system, while this experience is highly valuable, it is important to ensure they are able to recognise the differing context of Scouting. This should also be noted in reference to learners. You may wish to consider sourcing local expertise within Scouting to support delivery of the course.

Trainers should be mindful that challenging behaviour can be an emotive subject, and that learners may have differing experiences, tolerances and views.

The **Young People First: Code of Practice (Yellow Card)** should be embedded within this module and referred to throughout.

# Aim

To enable adult volunteers to proactively promote positive behaviour and appropriately manage challenging behaviour in their section.

## Objectives

By the end of the course learners 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.

## Training methods

This module can be delivered in a variety of ways. Trainers should take into account the nature of the location, number of participants, and the needs of learners when considering the delivery methods. If you have a large number of participants it is recommended that facilitators are used to offer greater support in smaller group work.

Learners can access Module 15: Promoting Positive Behaviour via the following training methods. As this module is designed for group delivery, we would recommend encouraging all learners to engage in discussion and informal learning opportunities with other more experienced volunteers.

### Group training session(s)

This module may be delivered as group training sessions in a variety of time settings. It could be run during an evening, as part of a day's provision, or as a series of individual sessions. The timings and methods are designed for group delivery.

### One-to-one training

This module may be delivered on a one-to-one basis by a trainer, or someone with sufficient experience to coach a candidate through the subject areas. In this case, the timings and methods will need to be reviewed and revised to suit the learner.

### Small group

A facilitator or trainer with sufficient experience to lead a group through the subject areas may deliver this module on a small group basis, as a series of small group discussions and individual work.

### Workbook

Trainers should note that there is also a workbook available for learners to use as facilitated self-study, if they choose to complete the learning in this way. It contains exercises that match some of the tasks from the trainer's notes. Trainers may wish to use the workbook for delivering small group training.

## Resources

Resources are summarised at the start of each set of trainer's notes for each session. To deliver this training module in its entirety, you will need the following resources:

### Appendices

- copies of Appendix 1: Card sort
- copies of Appendix 2: Techniques and principles (optional)
- copies of Appendix 3: Example Codes of Conduct
- copies of Appendix 4: Case studies
- copy of Appendix 5: Analogy
- copy of Appendix 6: Physical intervention
- copies of Appendix 7: Using positive language
- copies of Appendix 8: Case studies: suggested responses

### Handouts

- copies of Handout A: Assertive communication (optional)
- copies of Handout B: Behaviour support plan format (optional)
- copies of Handout C: Summary sheet

### Other resources

- flip-chart paper, pens
- A4 blank or lined paper
- post-it notes
- pencils or pens (enough for each participant)
- can or bottle of fizzy drink
- **Young People First: Code of Practice (Yellow Card)** (plus optional copies for participants)

## Associated reading

To support you in delivering this training and responding to questions from learners, you may wish to refer to the following guidance and resources:

- 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)
- 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) 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)

# Session 1 - Introduction (20 minutes)

## Objectives and key messages

Objectives	Key messages
Explain what is meant by challenging behaviour in a Scouting context.	Scouting should be an enjoyable and safe experience for all. Challenging behaviour means different things to different people. It is important to have positive but realistic expectations.

## Resources

To support delivery of this session you may wish to use:

- paper and pens (enough for each participant)
- flipchart and pens (optional)



## Trainer input

### Introduction

Cover domestic arrangements such as fire exits, toilets, phones, tea and coffee and so on. Introduce the trainers and facilitators. It may be helpful to outline the skills and experiences they have in relation to managing behaviour and supporting young people.

Introduce the course to the participants by explaining that the module has a proactive and positive focus. Participants will explore how to promote positive behaviour in their section, providing a foundation for the running of the section and reducing the likelihood of challenging behaviour occurring. Reassure participants that the module will also cover how to respond to and manage any challenging behaviour that may occur.

Explain to participants that this module will build on the knowledge they have developed in Module 3: Tools for the Role (Section Leaders).



## Task

Divide participants into small groups. You may wish to divide participants based on the sections they support, to draw out any similarities and differences between sections.

Ask participants to discuss the types of behaviours they find challenging in Scouting, or they have witnessed that others find challenging. Write a list of these behaviours.





## Report back

Ask the groups to share their examples. You may wish to record ideas on a flipchart. Pick out any similarities or differences between the sections. Draw out the following points:

- behaviour we can find challenging is wide ranging, for example, from constant talking or not following instructions, to verbal/physical aggression, to withdrawal
- behaviour can be challenging if it is persistent or if it is severe, for example, physical behaviours
- what might be seen as challenging in older sections, may be typical behaviour in younger sections, for example, Beavers having difficulty sitting still



## Trainer input

### Defining challenging behaviour

There are a lot of different definitions of challenging behaviour. In a Scouting context, we'll 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.

Challenging behaviour can mean different things to different people, therefore it is important that acceptable standards are created and agreed.



## Trainer input

### Challenging behaviour is not new

Display either or both of the quotes below, initially without the name(s) and date(s), and ask participants to guess the date. This will demonstrate that challenging behaviour is not new.

“What is happening to our young people? They disrespect their elders, they disobey their parents. They ignore the law. They riot in the streets, inflamed with wild notions. Their morals are decaying. What is to become of them?”

Plato (philosopher) 4th Century BC

“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.”

Peter the Hermit, AD 1050 –1115

Explain that displaying challenging behaviour is a natural process of growing up and testing boundaries, as young people learn more sophisticated ways to communicate and express themselves. It may be useful to encourage participants to relate to themselves as young people.

Encourage participants to have positive but realistic expectations. It is important to acknowledge that every young person at some point will probably behave in a challenging way. Adults in Scouting 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

## (60 minutes)

### Objectives and key messages

Objectives	Key messages
Explain the principles and strategies of promoting positive behaviour in the section.	<p>A proactive, assertive and positive approach is essential.</p> <p>It is important to establish an open and positive relationship with parents, especially for young people with behavioural difficulties.</p> <p>Praising and rewarding appropriate/positive behaviour is more effective in the long term, than focusing on inappropriate behaviour.</p> <p>It is important to consider the impact of the language and behaviour of adults in relation to managing behaviour.</p> <p>It is important to review how activities/meetings are planned, organised and delivered.</p>
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.	<p>Everyone is responsible for setting acceptable standards of behaviour and implementing them.</p> <p>Young people should be actively involved in forming and agreeing acceptable standards of behaviour.</p> <p>Differentiation may be needed for young people with additional needs/disabilities</p> <p>It is important to have positive but realistic expectations.</p> <p>It is important to lead by example.</p>

### Resources

To support delivery of this session you may wish to use:

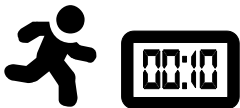
- post-it notes and pens (optional)
- copies of Appendix 1: Card sort
- copies of Appendix 2: Techniques and principles (optional)
- copies of Appendix 3: Example Codes of Conduct
- copies of Handout A: Assertive communication (optional)



## Trainer input

### Principles and strategies

Scouting should be an enjoyable and safe experience for all. Explain that positive behaviour needs to be planned for, modelled, taught and acknowledged; it does not happen by accident.



## Task

This activity explores techniques to promote positive behaviour and the key principles involved.

Divide the participants into small groups. It may be beneficial to group participants by the section they support. Select one of the following options, depending on the experience and characteristics of the group. A more experienced group may be better suited to Option A and a less experienced group to Option B.

**Option A:** Invite the participants to write techniques they use or have seen used successfully in their sections, on post-it notes. Then, working in small groups or pairs, ask them to sort the post-it notes, matching the techniques to a key principle, as listed below:

- 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

**Option B:** Use the card sort activity (Appendix 1), with participants matching techniques to key principles.



## Trainer note

For Option B, the card sort activity, you may need to explain to participants that some of the example strategies will involve more than one principle, and the activity is just to get them thinking about the different principles and strategies.



## Report back

Through feedback, ensure that participants gain an understanding of the key principles, and a range of techniques, for promoting positive behaviour, as in Appendix 1.

Ensure that participants understand the value of praise and reward. Explain that evidence shows that rewarding appropriate behaviour is more effective in the long term than focusing on inappropriate behaviour. However, 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. Suggest participants 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. It may be beneficial to discuss age differences at this point.

You may wish to provide participants with a copy of Appendix 2: Techniques and principles.



## Trainer input

Reiterate that 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. Explain that 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.



## Whole group discussion

### Assertive communication

Explain that good communication and assertiveness is essential to the smooth running of the section. Ask participants what they think assertiveness means.

Ensure participants understand that in a Scouting context, this 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.

Ask participants if they have any assertive communication tips to share in giving instructions to young people in the section. You may wish to provide participants with a copy of Handout A: Assertive communication.



## Trainer note

There may be activities within this module which lead to questions or debate about shouting. Shouting is not a positive strategy and is often ineffective. Encourage participants to recognise this, by asking some rhetorical questions such as:

- how does shouting affect the atmosphere of the meeting?
- what does being shouted at feel like?
- what does hearing adults shouting teach young people, considering that leaders are important role models?
- how might young people or visitors perceive a leader who is shouting?
- If shouting is used regularly, how effective will it be as a method of gaining attention in an emergency or dangerous situation?

Questions may also arise about the use of a whistle. Using a whistle can be an effective way to gain a group's attention, for example, during an energetic game or wide game. However it should be used with caution as it may appear aggressive or trigger inappropriate behaviour. It may be useful to explore this issue, using similar questions as above.



## Trainer input

Remind participants to adapt their 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**. You may wish to have some copies available to provide to participants.



## Trainer input

### Setting acceptable standards

Ask participants 'Who is responsible for setting acceptable standards of behaviour and enforcing them within the section?' Ensure that participants understand that the answer is in fact everyone; young people and the adult leadership team.

Introduce a Code of Conduct as a useful tool for promoting positive behaviour.



## Task

This task explores positive practise with regard to a Code of Conduct. Depending upon the experience of the participants and time available, you may wish to use activity A or B, or both. A more experienced group may be better suited to Option A, and a less experienced group, Option B. You may wish to complete this task with the whole group, or divide participants into groups, which could be based on the section they support.

Option A: In small groups, invite participants to share information about any Code of Conduct in their section and identify some key points to consider.

Option B: In small groups, invite participants to comment on two examples of a Code of Conduct, as in Appendix 3. One is a positive example of a Code of Conduct and one is a poor example. Encourage participants to draw out the points as in Appendix 3.



## Report back

Draw out the following points in this activity.

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** or Law; 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 [scouts.org.uk/pol](https://scouts.org.uk/pol) to explore behaviour with young people.

The Code of Conduct should:

- 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



## Trainer note

Participants may ask whether consequences of the breaking the Code of Conduct should be stated on the document itself. Explain that 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.



## Whole group discussion

### Using the Code of Conduct

Ask participants where they think the Code of Conduct should be stored. Explain that it 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

Invite participants to discuss how the Code of Conduct should be used effectively. The Code of Conduct should be:

- 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 understand 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?

Note that differentiation may be needed for young people with additional needs or disabilities, who may have a separate plan to manage their behaviour. Signpost participants 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.

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.





### Trainer note

Be aware that to avoid confusion, the terms 'suspension' and 'dismissal' should only be used when following **POR Chapter 15 – Suspensions and Dismissals**. The formal suspension or dismissal of a young person should only be used as a last resort; where they have been accused of a serious criminal offence or of behaviour that put adults or young people at serious risk of harm.



### Trainer input

Remind participants that it's important to have realistic expectations. Successful leaders manage the behaviour of most of the young people, most of the time. Establishing clear boundaries, demonstrating positive communication and role modelling positive behaviours consistently, all contribute to minimising challenging behaviour within Scouting.

# Session 3 - Responding to challenging behaviour (60 minutes)

## Objectives and key messages

Objectives	Key messages
<p>Recognise possible causes and triggers of challenging behaviour.</p>	<p>It is important to see each young person as an individual, with different needs, feelings and experiences.</p> <p>There is always a reason behind challenging behaviour and don't be quick to make assumptions.</p> <p>Some causes or triggers may be linked to a young person's additional needs or disabilities, so it is important to have background information.</p> <p>It can be beneficial to consider what a young person may be communicating through their behaviour.</p>
<p>Identify methods of de-escalating and managing situations involving challenging behaviour.</p>	<p>Support young people to manage their own behaviour and make the right choices.</p> <p>It is important to focus on de-escalation in effectively managing situations involving challenging behaviour.</p> <p>It is important to be aware of any warning signs and seek to respond before a situation escalates.</p> <p>The language and behaviour of adults can have a significant effect on young people's behaviour.</p>
<p>Describe what actions to take following acceptable standards of behaviour being challenged</p>	<p>It is important to take time to reflect and review with the leadership team.</p> <p>It is important to reflect and review with the young person, and support the young person to manage their own behaviour.</p> <p>It is important to prioritise and focus on one thing at a time.</p> <p>It is important to establish an open and positive relationship with parents, especially for young people with behavioural difficulties.</p>

## Resources

To support delivery of this session you may wish to use:

- flipchart and markers (optional)
- blank/lined paper
- can or bottle of fizzy drink
- copies of **Young People First: Code of Practice (Yellow Card)**
- copies of Appendix 4: Case studies
- copy of Appendix 5: Analogy
- copy of Appendix 6: Physical intervention
- copies of Appendix 7: Using positive language
- copies of Appendix 8: Case studies: suggested responses
- copies of Handout B: Behaviour support plan format (optional)



## Trainer input

### Causes of challenging 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. It is important to avoid jumping to conclusions and not to take challenging behaviour personally.



## Task

Divide the participants into small groups. Provide each group with a different case study of young people behaving in a challenging way, as in Appendix 4.

Ask participants to unfold one section at a time. Each statement will give the participants a greater insight into the potential cause or trigger of the behaviour.



## Report back

Invite groups to feedback to the whole group about their discussions and the suggested causes or triggers of the behaviour. Suggestions for each case study are provided within Appendix 4.

Ensure that participants gain an understanding of the following causes.

- 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

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.

Explain to participants that this activity has demonstrated the value of finding out further information following an incident. It is important to take time to reflect and review, with should be with the leadership team, and the young person involved.



### Trainer note

Participants may list attention seeking as a cause of challenging behaviour. Discourage participants from judging behaviours in this way. It's natural to want and need attention from others, but usually this is done in a positive way. Encourage participants to think about the underlying reason. Why is the young person 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?



### Trainer input

Use 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. Suggestions are provided in Appendix 5. Each time you describe something stressful or something that has gone wrong in the young person's day, shake the fizzy drink.

Following this, summarise that there is always a reason behind challenging behaviour. It can be useful to view behaviour as a form of communication.



## Trainer input

### Responding to incidents of challenging behaviour

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. Reference the fizzy drink analogy at this point, asking participants how they would approach the task of opening it.

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.



## Whole group discussion

### De-escalation strategies

Ask participants how they would de-escalate a situation involving challenging behaviour. You may wish to record ideas on a flipchart. Draw out the following 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 with participants 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 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.

Explain that 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.

Signpost leaders to further guidance when dealing with arguments or disputes between young people at [scouts.org.uk/behaviour](https://www.scouts.org.uk/behaviour).



### Trainer note

To demonstrate the importance of personal space it may be useful to, with a participant's permission, stand over them with an intimidating expression, and ask how it makes them feel.



### Trainer note

During this topic, questions around physical intervention may arise (participants may use the outdated term 'restraint'). Physical intervention refers to any method of responding to challenging behaviour which involves some degree of direct physical force to limit or restrict movement or mobility. Inform participants that physical intervention should only be used as a last resort in an emergency situation and should be as minimal as possible. Please refer to Appendix 6 for guidance.



### Task

#### Positive language

Introduce the activity by explaining the power of language in preventing and de-escalating incidents of challenging behaviour.

This task can be completed individually, in small groups or in pairs, or in a whole group if time is tight. If using groups, it may be beneficial to group participants by the section they support, as the language used will be dependent on age or level of understanding.

Provide each individual, group or pair with the list of sentences in Appendix 7. Ask participants to reword some of these sentences using positive language. You may wish to get participants to start in different points to ensure all are covered.



### Report back

Provide participants with some suggested positive wordings, as in Appendix 7. Explain that what is appropriate will depend on the context and on the age or level of understanding of the young person. The task is designed to get participants into the practise of using positive communication.

Ensure the following points are referenced:

- 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'
- 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'



### Trainer note

It may be useful to use an example to illustrate that is more effective to give instructions on what someone should do, rather than what they should not do. For example, instructing participants 'don't think about a pink elephant' and then asking them what they are thinking about. This approach can be compared to teaching a skill, where you wouldn't tell someone how not to do a task.



### Trainer input

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).



### Whole group discussion

#### Putting support in place

Using the case study examples from Appendix 4, invite participants to share ideas about what additional support they could put in place. Appropriate suggestions can be found in Appendix 8.

Explain that the focus should be on enabling the young person to manage their own behaviour or emotions, and ensure the following strategies are covered:

- 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

Explain that 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

Ensure the following additional points are covered:

- you may wish to create a behaviour plan, which would preferably tie in with any strategies already used at home and/or school; an example format can be found in Handout B
- it can be useful to keep a record of incidents, to support reflection and review
- everyone involved, including the young person, should understand what support will be put in place
- 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)



### Trainer input

Reiterate 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'.

Participants can use the knowledge and skills they have learnt on this course, to promote positive behaviour in their sections 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.



# Session 4 - Additional help and support (10 minutes)

## Objectives and key messages

Objectives	Key messages
Identify The Scout Association's procedures related to suspensions and dismissals of young people, and when these should be used.	The procedures are there to support and protect you.  Suspension and dismissal of young people should be the last resort.
List where to obtain additional help and support.	Support is available and it is important that you seek support where needed.  Seeking a different perspective and sharing experiences can be beneficial.

## Resources

To support delivery of this session you may wish to use:

- POR Chapter 15: Suspensions and Dismissals at [scouts.org.uk/por](https://scouts.org.uk/por)
- copies of Handout C: Summary sheet



## Trainer input

### Procedures related to suspensions and dismissals

Explain that 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.

Ensure participants understand that 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 volunteers, 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

Explain that it is important for participants to seek support where needed. You are not expected to be an expert and it 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.

Provide participants with Handout C, as a summary of the content within the module and additional information and sources available.



### Trainer input

#### Close

Close the session by reminding participants that to complete the module they must validate the learning with their Training Adviser. The validation criteria for Module 15 can be found within the Adult's Personal File and Training Adviser's Guide.

Remind participants that The Scout Association has **Promoting Positive Behaviour guidance** at **[scouts.org.uk/behaviour](https://scouts.org.uk/behaviour)** that they can refer back to, as well as guidance on supporting young people with additional needs/disabilities at **[scouts.org.uk/diversity](https://scouts.org.uk/diversity)**.

# Appendix 1 - Card sort

Cut out the cards below, allowing enough for one full set per group. Ask participants to match the techniques (in lower case) to the principles of promoting positive behaviour (in upper case).

## KNOW THE YOUNG PEOPLE AND PARENTS OR CARERS IN YOUR SECTION

Collect information on any additional needs or disabilities.

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. You could use 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.

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, and have a routine closing ceremony.

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 short 'time out', for example, two minutes, rather than excluding a young person completely from a game.

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 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.

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**

Include co-operative games and activities in your Programme; try to avoid knock-out or elimination games.

Maximise youth involvement in Programme planning.

## **LEAD BY EXAMPLE**

As role models, adults in the section are expected to follow the same rules as the young people.

Display calm, consistent behaviours within clear boundaries, informed by the Values of Scouting.

# 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 - Example Codes of Conduct

Review each of the example Codes of Conduct provided below, identifying positive and negative aspects.



## 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.



EXPLORERS

# ANYTOWN EXPLORER

## SCOUTS



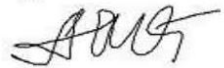


### Code of Conduct

#### 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)

## Reviewing Codes of Conduct

Below are some suggested positive and negative points about the example Codes of Conduct, to be used in feedback for this activity.

### 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>

### 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 4 - Case studies

Print out each case study and starting from the bottom, fold over each section, until only the title is visible. Provide each group one of the case studies, already folded. Ask groups to unfold one statement at time and discuss possible causes of the behaviour. Each statement provides further context.

## Case study 1

1. 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.
2. You've noticed this most often happens during the Grand Howl.
3. 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 2

1. 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.
2. You led the Scouts on a trip last week, and experienced no problems with their behaviour.
3. These behaviours happen more often when a particular member of the leadership team is planning and leading activities.

### Case study 3

1. 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.

2. Tyreese enjoys Scouting and previously got on well with the other Explorers and volunteers.

3. One of the other Explorers told you that Tyreese is struggling at school.

## Case study 4

1. You are volunteering in the Scout section for the first time this evening. One of the Scouts, Callum, will not participate in an activity you are leading.
2. 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.
3. 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”.

## Possible causes/triggers

### Case study 1:

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 2

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 3

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.

### Case study 4

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



# Appendix 5 - Analogy

Use a bottle or can of a fizzy drink to illustrate to participants how various events during the young person's day could lead to them displaying challenging behaviour at Scouting. A worked example is below.

Explain that the drink represents an Explorer Scout called Sam. Describe each of the events in Sam's day as below, shaking the drink after each event.

**Sam had to help his younger brother get ready for school this morning, as his mother was still in bed.**

**He missed his bus to school.**

**Sam was late to school again and was given a detention.**

**At lunchtime, other pupils teased him about not having a girlfriend.**

**There was a mock Science test in the afternoon.**

**Sam had to stay late after school for detention.**

**Sam went straight to Explorers after school. It's a distance away from the school, so he didn't have time to have any dinner.**

Ask participants what will happen if they open the 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.

As a result, a small event that occurs at Explorers may result in the young person displaying challenging behaviour. They may also feel more able to express themselves at Explorers, but may not necessarily have the skills to do so appropriately.

# Appendix 6 - Physical intervention

'Physical intervention' refers to any method of responding to challenging behaviour which involves some degree of direct physical force to limit or restrict movement or mobility.

Physical intervention should only be used as a last resort in an emergency situation and should always be as minimal as possible.

For example:

- when there is an immediate danger of serious injury to others or the individual
- after you have tried everything to keep the situation safe, including de-escalation, removing others from the situation, and any planned strategies

When managing an incident, guidance on the **Yellow Card** should be followed, including informing other leaders what you are doing, and having at least one additional adult volunteer present (minimum of 2 adults). Whilst ensuring the safety of young people in your care, it is important to keep yourself safe. Remember to report any physical interventions immediately following The Scout Association reporting procedures for Child Protection concerns.

Following an incident involving physical intervention, parents and line managers (GSL/DC) should be informed immediately. Where possible, the Leader and young person involved should not continue with any further Scouting activities until advised to do so.

After the incident management process has concluded, the leadership team should have time for reflection and planning, to prevent the situation occurring again. Risk must be assessed and a planned response put in place, in the event of a future situation escalating. This should be agreed with the parent or carer, following discussion. It is recommended that any agreements are written and signed by parent or carer, and a date set for review.

## **Q: What if I need to break up a physical fight between young people?**

**A:** The focus should be on being aware of warning signs and de-escalating the situation before it gets to this point. However, if young people do get into a physical fight, it is important that the Leadership team respond quickly.

If the young people involved do not respond to firm instructions to stop, consider if you can stand between the young people and get them apart without force. This action should be accompanied with calm, firm verbal communications to de-escalate and make it clear to all involved that you are protecting them from harm.

If you physically intervene as a last resort when there is risk of immediate harm, this should be reported as above.

## **Q: What about if I need to escort a young person away from an escalating situation?**

**A:** Preferably, this would be without using physical contact. If physical contact is used, such as guiding by the arm or hand, it should be appropriate. If any force has been used, this should be reported as above

# Appendix 7 - Using positive language

Rephrase the statements below into positive language.

Negative	Positive
1 Don't speak to me like that!	
2 You've left your equipment out again!	
3 How dare you argue with me!	
4 You really are annoying me by interrupting.	
5 What do you think you're doing?	
6 I'll deal with you later.	
7 Stop wandering round the room and get on with your task	
8 Stop running around the room.	
9 Why are you doing that?	
10 Stop messing around and listen to the instructions!	

## Using positive language: suggested answers

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 How dare you argue with me!	I understand you're upset but I need you to listen to me, thank you.
4 You really are annoying me by interrupting.	Wait your turn to speak, thank you.
5 What do you think you're doing?	Put that away and get started on the activity, thank you.
6 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.
7 Stop wandering round the room and get on with your task	John, back in your seat, thanks.
8 Stop running around the room.	Walk please, thank you.
9 Why are you doing that?	What are you doing? What should you be doing?
10 Stop messing around and listen to the instructions!	When everyone is listening, we can start the activity.

# Appendix 8 - Case studies: suggested responses

## Case study 1

- 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 2

- 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 3

- 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

## Case study 4

- 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

# Handout A – Assertive communication

## Tips for assertive communication

### What you say

- speak with confidence 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

# Handout B – Behaviour support plan format

This is a tool to help you in working in partnership with a parent/carer, to plan additional support strategies for a young person displaying challenging behaviour in Scouting. It may be useful to seek support from a volunteer in an inclusion role or who has experience in this area. Before you look at specific strategies for an individual young person, review how positive behaviour is encouraged and challenging behaviour responded to throughout the section, to ensure a good foundation. Remember, praising and rewarding appropriate behaviour is more effective in the long term, so use systems to acknowledge and reward appropriate or positive behaviour within the section. See Module 15: Promoting Positive Behaviour, [scouts.org.uk/behaviour](https://scouts.org.uk/behaviour) or contact [diversity.inclusion@scouts.org.uk](mailto:diversity.inclusion@scouts.org.uk) for guidance.

Name: ..... Section/group: .....

<b>Description of behaviour(s)</b>
<b>Known triggers</b> - What immediate events are likely to lead to the behaviour? For example, loud noise, change of activity or teasing.
<b>Proactive strategies</b> - For example, plans to support communication, teaching coping skills, changes to the environment or activities, or rewards for appropriate behaviour.
<b>Warning signs</b> - Signs that the young person is become angry or frustrated, or may display challenging behaviour.
<b>Planned response to warning signs</b> - How to prevent the behaviour occurring and support the young person to make positive choices. For example, distraction, verbal instructions or redirection to another task.
<b>Planned response to behaviour(s)</b> - How to de-escalate the situation and support the young person to stop their behaviour.
<b>Planned consequences of behaviour</b> – For example, sit out of activity for x minutes.
<b>Planned support following incident</b> - How to support the young person to recover and learn from the incident.

Planned review date with parent or carer: .....

# Handout C – Summary sheet

We have a responsibility to make Scouting an enjoyable and safe experience for all. Therefore, a positive and proactive approach is essential in promoting positive behaviour and also supports the running of the section. The key principles are:

**Know the young people and parents or carers in your section:** See each young person as an individual and establish an open and positive relationship with parents or carers.

**Good programme planning:** Plan activities that are age-appropriate, well organised and that young people have been involved in planning.

**Establish good routines and systems:** Review how activities and meetings are planned, organised and delivered.

**Set the standards with the young people:** Actively involve young people in creating a Code of Conduct for the section. Refer back to this regularly and review.

**Agree on plan for if standards are not met:** A shared understanding between the leadership team, young people and parent or carers of consequences. Be consistent.

**Use positive language and communication:** Be assertive in your communication. When talking about challenging behaviour, focus on the behaviour not the young person.

**Offer praise and recognition:** Praising and rewarding appropriate behaviour is more effective in the long term, than focusing on inappropriate behaviour.

**Lead by example:** You are an influential role model for young people.

## Tips in responding to challenging behaviour

Be positive but realistic. It is likely that every young person at some point will show challenging behaviour. These tips can support you in responding effectively to incidents:

- remain or appear calm
- focus on de-escalating the situation.
- don't take it personally and don't be quick to make assumptions
- remember, challenging behaviour always has a cause; it can be beneficial to consider what a young person may be communicating through their behaviour
- following incidents, reflect, review and plan ahead
- support young people to manage their own behaviour and make positive choices
- be aware of any warning signs and seek to respond before a situation escalates
- don't try to fix everything at once; prioritise and focus on the one issue at a time
- use the principles of promoting positive behaviour.
- seeking a different perspective and sharing experiences can be beneficial.
- support is available; seek help when you need it. If in doubt, always speak to your line manager and ask for help



## Further information

- 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)

## Sources of 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