Module 15
Promoting Positive Behaviour
A Review of the Module

Module 15 enables volunteers to proactively promote positive behaviour and appropriately manage challenging behaviour in their section.

Key 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.

Resource Material

■ Young People First: Code of Practice (Yellow Card)
■ Module 15 Workbook (in Training/Learners/Resources/Mod.15)

The following resources are available from the Member Resources section of scouts.org.uk
■ guidance on promoting positive behaviour at scouts.org.uk/behaviour
■ POR Chapter 2: Equal Opportunities Policy at scouts.org.uk/por
■ anti-bullying guidance and resources at scouts.org.uk/bullying and available from Scout Shops
■ guidance on additional needs at 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
■ POR Chapter 15: Suspensions and Dismissals at scouts.org.uk/por

  Also, make a search of web resources, for example:
  http://enable.synthasite.com/challenging-behaviour-approaches.php

How to use this review sheet:

- This sheet is NOT an alternative to Module 15 training.

- It can be used by Training Advisers to help decide if training is required.

- It can be used as a review for those who have attended or completed Module 15 training.

March 2016

'Instead of responding to the person we typically react to the behaviour'

'Difficult behaviours are messages which can tell us important things about a person and the quality of his or her life'

To validate this module the learner will need to:

Complete one of the following:
1. Work in partnership with young people to develop or review a Code of Conduct for your section.
2. Outline strategies used to promote positive behaviour in your section.
3. Plan and run an activity that explores acceptable and unacceptable behaviour, with the young people of your section.

And also complete one of the following:
4. Show evidence of appropriate de-escalating an incident of challenging behaviour.
5. Show evidence of responding effectively, following an incident of challenging behaviour, reflecting and reviewing with the adult leadership team, the young person and, where appropriate, the parent.
6. Any other ideas subject to agreement with your Training Adviser.

Challenging or disruptive behaviour:	Potential causes of challenging or disruptive behaviour:

Challenging or disruptive behaviour:

- Lack of commitment
- Noise
- Lack of respect for others
- Attention seeking
- Overactivity
- Aggression towards others
- Opting out/withdrawing
- Bullying
- Stealing
- Poor timekeeping
- Lying
- Cheating in games
- Vandalism
- Bad manners/bad language.

Potential causes of challenging or disruptive behaviour:

Generally, outside the control of the leadership team:
- Some medical conditions (e.g. Asperger's, ADHD), reactions to food, additives/allergies, temporary illness
- Temporary upset at home i.e. illness, bereavement
- Different standards at home, e.g. hitting, swearing
- Problems brought from home e.g. lack of attention, no correction for bad behaviour, not knowing right from wrong

The Leadership team can take positive action to deal with:
- Poor example by peers or adults
- Inappropriate activities involving excessive physical contact
- Pressure to succeed
- Poor programme quality
- Inadequate supervision of the programme
- Verbal/physical bullying at school or in Scouting
- Poor self-esteem.

Negative labelling → Poor self-esteem → Low expectations → Fewer chances → Deteriorating skills → Reinforced stereotype → Negative labelling

Positive feedback → Improved self-image → High expectations → More opportunities → Improved performance → Reinforced positive self-image → Positive feedback

Promoting Positive Behaviour: Principles and Techniques

Know the young people and parents 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

"Value your young members"

Standards of behaviour – ensure your Section's 'code of conduct' is:

- mutually agreed and 'owned' by the young people and the adult leadership team following a discussion involving all as to what they see as acceptable/unacceptable behaviour
- regularly reviewed so that it changes to meet needs and new members of the Section who may not have been part of writing the original code also gain ownership
- adjusted to the circumstances of the individuals within the Group/Section
- understood by all
- clearly setting boundaries
- meeting the needs of everyone involved i.e. the young people and adults
- adhering to the code of conduct shown on the *Young People First* card.