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Description

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

This means:

- ❖ Defining challenging behaviour
- ❖ Planning for positive behaviour; principles and strategies
- ❖ Responding to challenging behaviour
- ❖ Knowing where to get additional help and support for challenging behaviour

Test yourself questions

1. Can you identify some of the challenging behaviours young people in your section might present?

2. What sort of approach is important in managing behaviour in the section and why?

3. Can you identify some of the principles of promoting positive behaviour in the section?

4. Who in your section is responsible for setting and implementing acceptable behaviour (e.g. a Code of Conduct)?

5. What should a good Code of Conduct look like, contain and how should it be used?

6. What causes challenging behaviour?

7. What should you do before, during and after managing an incident of Challenging behaviour?

8. As a last resort, a young person may need to be suspended or dismissed from Scouting. Do you know where to find the relevant procedures?

Date completed		Signed by TA	
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Details of my experience:

Enter here the details of any recent experience you have gained on this topic. For example, if you attended a course, who ran the course? Where? When? What qualification (if any) did you get?

How is this module validated?

To validate this module you will need to complete **one** of the following:

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

And also complete **one** of the following:

1. Show evidence of de-escalating an incident of challenging behaviour appropriately
2. 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
3. Any other ideas, subject to agreement with your Training Adviser.

I have chosen the following tasks:

Task 1 -

Task 1 completed

Signed by TA

Task 2 -

Task 2 completed

Signed by TA