

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