

Promoting Positive Behaviour (15)

Aim

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

Topics covered

- Defining challenging behaviour
- Planning for positive behaviour; principles and strategies
- Responding to challenging behaviour
- Additional help and support for challenging behaviour

Change of role

Revalidation of this module is required when changing sections or changing from a Supporter role to a Leader role.

Check your knowledge

These questions are designed to help you establish what you already know and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Defining challenging behaviour	Can I identify some of the challenging behaviours young people in my section might present?	
Planning for positive behaviour; principles and strategies	Do I know what sort of approach is important in managing behaviour in the section and why?	
	Can I identify some of the principles of promoting positive behaviour in the section?	
	Do I know who in my section is responsible for setting and implementing acceptable behaviour (e.g. a Code of Conduct)?	
	Can I identify who should follow the section Code of Conduct?	
	Do I know what a good Code of Conduct should	

	look like?	
	Do I know where a Code of Conduct be kept and how should it be used?	
Responding to challenging behaviour	Do I know what causes challenging behaviour?	
	Can I identify what to focus on in managing a situation involving challenging behaviour?	
	Do I know what to consider in the language I use around challenging behaviour?	
	Do I know what to do after an incident of challenging behaviour?	
Additional help and support for challenging behaviour	Can I identify who can provide further support with managing behaviour in my section?	
	Do I know where to find procedures related to suspensions and dismissals?	

Delivery methods

- Course
- One to one
- Small Group
- Workbook

Validation criteria

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

- Work in partnership with young people to develop or review a Code of Conduct for the section
Evidence you could use may include one or more of the following: copy of the section Code of Conduct; notes from a meeting with the young people in the section to develop/review a section code of conduct; a sectional visit to the learner; a verbal or written statement from an observer describing the learner's role in developing/reviewing a Code of Conduct
- Outline strategies used to promote positive behaviour in your section
Evidence you could use may include one or more of the following: discussion with the learner including specific examples of appropriate strategies; a written report about promoting positive behaviour in the section including specific examples of appropriate strategies
- Plan and run a game or activity that explores acceptable and unacceptable behaviour with the young people of your section
Evidence you could use may include one or more of the following: a sectional visit; notes from a game or activity run with the young people from the learner's section, a verbal or written statement from an observer describing a game or activity the learner has run with the young people in the section, discussion with the learner, this should focus on a game or activity they have run with the young people in the section and be accompanied by another form of evidence.

And also complete one of the following:

- Show evidence of de-escalating an incident of challenging behaviour appropriately
Evidence you could use may include one or more of the following: a verbal or written statement from an observer describing the learner's role in dealing with an incident of challenging behaviour; discussion with the learner focusing on responding to an incident of challenging behaviour

- 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 **Evidence you could use may include one or more of the following:** an action plan for managing challenging behaviour in the section; notes from a meeting with a parent/carer to discuss a young people's behaviour and plan support strategies; discussion with the learner focusing on the learner's role in developing an action plan
- Any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.