Positive Language to Manage Behaviour

You should have a behaviour strategy in place for the group. These strategies should work alongside your behaviour strategy

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| Least to Most Intrusive to intervention | Leader Technique | Description | Example |
| Non-verbal messages | Gestures | The Look  Moving closure to the young person who is not behaving appropriately | Finger to lips  Touching ear to remind them to listen  Hand gestures to indicate and instruction- sit down |
| Planned Ignoring | Ignore for now | Choose not to notice a specific behaviour from a young person. You may or may not need to discuss this behaviour with them later | Young person tapping during a discussion.  Fidgeting when asked to stand still |
| Description of reality | Speak to the young person  Separate the behaviour from the child | A short description, without stating any blame, can be powerful when dealing with behaviour  What a scout does is NOT the same as who they are | “Bill, you are picking at the wall, you need to finish your painting.”  “You were great last week but today I am disappointed that you have not done as I asked”  **Be mindful of age of child as the language would need to be appropriate for their age.** |
| Direction | Behavioural Direction  When-then direction | Directs a group or individual by referring to the expected behaviour  Expresses a situation positively | “Bill, listen to the instruction… thank you”  It’s better to say “when you have finished……… then you can……..” |
| Reminder | Rule reminder  Proximity praise | Briefly reminds the group or individual about an agreed rule  Ignore the ‘target’ child but praise those around them. If the ‘target’ child’s behaviour changes, praise them. | “Bob, remember our rule about listening to each other”  “Well done, Bill, You remembered to put your hand up to answer the question.” |
| Question and feedback | Don’t ask why | Ask prompt questions, What, When, How | “What happened during the game?” |
| Blocking or assertive statements | Broken record technique  Take up time | A calm persistent approach. Repeat your instruction 2 or 3 times.  Give a short pause after an instruction to give the young person time to process the instruction. | “Bill, Get down for the tree. Bill get down”  “When I say go you are going to get into your patrols and number yourselves 1-6 (pause) Go” |
| Choices | Choice  Consequences | Giving choice can take away confrontation and conflict. Make sure the choice is between two things you are happy for them to do.  Removes the audience if you deal with the behaviour later | “Bill you can either do fire lighting now or cooking”  “If you choose to act this way then you are choosing ? sanction” |