

## 2<sup>nd</sup> Sandhurst Scout Group Behaviour Policy

### **1. Purpose**

This Behaviour Policy exists to provide a safe and respectful environment for all young people and adults within the Scout Group. Expectations and consequences are age-appropriate, supportive, and designed to help every member learn, grow, and thrive. This policy reflects the Scout values of Integrity, Respect, Care, Belief, and Cooperation.

### **2. Core Principles (All Sections)**

- 1. Be Kind** – treat others with respect.
- 2. Be Safe** – follow instructions and act responsibly.
- 3. Try Your Best** – engage positively and give things a go.
- 4. Respect the Space** – look after equipment, buildings, and nature.
- 5. Be Honest** – take responsibility for actions and learn from mistakes.

### **3. Behaviour Expectations by Section**

- 3.1 Squirrels
- 3.2 Beavers
- 3.3 Cubs
- 3.4 Scouts
- 3.5 Young Leaders

### 3.1 Squirrels (Ages 4–6)

#### 3.1.1 Expected Behaviours

- Listen when adults speak
- Keep hands and feet to themselves
- Stay with the group
- Use kind words
- Try new things with encouragement

#### 3.1.2 Natural Consequences

- Gentle reminder
- Redirection to another task
- Short supervised sit-out (1–3 minutes)
- Parents informed after the meeting if behaviour continues
- Parent, carer, or trained 1:1 required to attend future meetings for extra support if unacceptable behaviour continues
- Being removed from trips or camps
- Serious concerns will be escalated to the District Lead Volunteer who will make the decision (in consultation with the Group) whether to suspend, and potentially subsequently end the Young Person's Membership.

### **3.2 Beavers (Ages 6–8)**

The core principles and expectations from Squirrels, together with the section specific expectations below, apply to all Beavers.

#### **3.2.1 Expected Behaviours**

- Follow instructions the first time
- Take turns and share
- Use appropriate language
- Care for equipment and the environment

#### **3.2.2 Natural Consequences**

- Reminder of expectations
- Sitting out briefly (3–5 minutes)
- Helping make amends (tidying, fixing, apologising)
- Talk to parents after the meeting
- Sent home if behaviour becomes unsafe
- Missing a meeting for repeated or disruptive behaviour
- Parent, carer, or trained 1:1 required to attend future meetings for extra support if unacceptable behaviour continues
- Being removed from trips or camps
- Serious concerns will be escalated to the District Lead Volunteer who will make the decision (in consultation with the Group) whether to suspend, and potentially subsequently end the Young Person's Membership.

### 3.3 Cubs (Ages 8–10.5)

The core principles and expectations from Squirrels and Beavers, together with the section specific expectations below, apply to all Cubs.

#### 3.3.1 Expected Behaviours

- Work cooperatively as a team
- Show respect to others
- Make safe choices indoors and outdoors
- Speak appropriately to adults and peers
- Take responsibility for their actions

#### 3.3.2 Natural Consequences

- Reminder and discussion
- Removal from activity (5–10 minutes)
- Restorative action (fixing, tidying, apologising)
- Parents informed
- Sent home for unsafe or persistently disrespectful behaviour
- Missing a meeting for ongoing issues
- Parent, carer, or trained 1:1 required to attend future meetings for extra support if unacceptable behaviour continues
- Being removed from trips or camps
- Serious concerns will be escalated to the District Lead Volunteer who will make the decision (in consultation with the Group) whether to suspend, and potentially subsequently end the Young Person's Membership.

### **3.4 Scouts (Ages 10.5–14)**

The core principles and expectations from all previous sections, together with the section specific expectations below, apply to all Scouts.

#### **3.4.1 Expected Behaviours**

- Demonstrate maturity and leadership
- Respect others, including during disagreements
- Make safe, sensible decisions
- Look after kit and equipment
- Take responsibility for choices and consequences

#### **3.4.2 Natural Consequences**

- Verbal warning + reflection conversation
- Sitting out a full activity
- Apology or restitution (e.g., fixing damage)
- Removal of discretionary privileges
- Parent meeting after the session
- Being sent home for unsafe behaviour or serious misbehaviour
- Missing one or more meetings for persistent issues
- Parent, carer, or trained 1:1 required to attend future meetings for extra support if unacceptable behaviour continues
- Being removed from trips or camps
- Serious concerns will be escalated to the District Lead Volunteer who will make the decision (in consultation with the Group) whether to suspend, and potentially subsequently end the Young Person's Membership.

## 3.5 Young Leaders (Ages 14–17)

### 3.5.1 Expected Behaviours

- Act as role models for younger sections
- Uphold the section's rules
- Use calm, respectful communication
- Support adult leaders appropriately and safely
- Maintain appropriate boundaries
- Follow all safeguarding requirements
- Ask for help when unsure or struggling

### 3.5.2 Age-Appropriate Responsibilities

Young Leaders **can**:

- Support games and activities
- Help small groups under supervision
- Assist with setup and pack-down
- Demonstrate skills
- Encourage and include younger members

Young Leaders **must not**:

- Manage behaviour alone
- Supervise children without an adult
- Be responsible for confrontational situations
- Leave the group area without informing leaders

### 3.5.3 Natural Consequences

- Reminder of expectations
- Calm conversation with an adult leader
- Temporary removal from leading an activity
- Extra guidance or mentoring
- Discussion with parents/carers (especially under 16)
- Not attending a specific session if behaviour disrupts the group
- Temporary removal from Young Leader duties

**3.5.4 Serious infringements**, especially involving safety or safeguarding, may result in the Young Leader being:

- Sent home
- Temporarily suspended from duties
- Serious concerns will be escalated to the District Lead Volunteer who will make the decision (in consultation with the Group) whether to suspend, and potentially subsequently end the Young Person's Membership.

## 4. Behaviour Management Process (All Sections)

### **Step 1: Reminder**

Clear, calm explanation of expectations.

### **Step 2: Warning**

Young person is informed what will happen if behaviour continues.

### **Step 3: Natural Consequence**

Consequences may include:

- Sitting out
- Redirection
- Loss of activity privilege
- Restorative action

### **Step 4: Parent Involvement**

Parents informed at pickup or via message.

### **Step 5: Being Sent Home**

For unsafe or seriously disruptive behaviour.

### **Step 6: Missing a Meeting**

Used only when repeated efforts have failed to change behaviour.

### **Step 7: Review Meeting**

Young person, parents, and leaders agree on a plan for improvement.

## 5. Positive Behaviour Strategies

Leaders use:

- Praise and positive reinforcement
- Clear routines and expectations
- Choice-based instructions
- Calm-down spaces
- Opportunities for responsibility
- Fair and consistent boundaries
- Special support when needed

## 6. Serious Incidents

Immediate action will be taken for:

- Physical aggression
- Bullying or harassment
- Discriminatory language
- Intentionally unsafe behaviour
- Deliberate damage or vandalism
- Persistent disrespect after intervention

These may lead directly to being:

- Sent home
- Suspended from future meetings
- Removed from events or camps
- Referred to Safeguarding Officers
- Referred to District Lead Volunteer

## 7. Communication With Parents and Carers

Leaders will:

- Share concerns promptly
- Work jointly on support strategies
- Celebrate improvements and positive behaviour
- Communicate respectfully and clearly

## 8. Adult Leaders (18+) Behaviour Policy

### 8.1.1 Expected Behaviours

- Model the behaviour expected of young people
- Treat everyone fairly and respectfully
- Maintain clear boundaries and follow safeguarding guidance
- Stay calm and consistent when managing behaviour
- Prioritise safety
- Work collaboratively with parents and carers
- Creation of and compliance with risk assessments, including those of external providers, and communication of risk assessments with other leaders, YP and other parties as relevant

### 8.2 Recording and Communication

- Record all accidents and medical incidents in an accident record in OSM
- Record any behaviour incident that requires action beyond a simple reminder of expectations in an incident record in OSM
- Parents or carers to be informed of any incidents or accidents, and any actions taken, either at collection or as soon as reasonably practicable

### 8.3 Consequences for Leaders

If concerns arise:

- Verbal reminder or conversation
- Discussion with the Group Lead Volunteer
- Additional supervision or training
- Temporary removal from leadership responsibilities
- Escalation via safeguarding or disciplinary procedures

## 9. Parental and Carer Behaviour Policy

### 9.1 Purpose

Parents and carers play a vital role in supporting the safe, positive, and inclusive environment of the Scout Group. This policy sets out clear expectations for adult behaviour to ensure that all young people, volunteers, and families feel respected, supported, and safe.

This policy works alongside The Scout Association's safety and safeguarding policies.

### 9.2 Core Principles (Parents and Carers)

Parents and carers are expected to:

1. **Be Respectful** – treat all young people, leaders, volunteers, and other families with courtesy and kindness.
2. **Be Supportive** – reinforce the Group's values, rules, and behaviour expectations.
3. **Be Safe** – follow safeguarding guidance and safety instructions at all times.
4. **Be Collaborative** – work constructively with leaders to support children's development.
5. **Be Calm and Appropriate** – raise concerns in a measured, respectful way.

### 9.3 Expected Behaviours

Parents and carers should:

- Speak respectfully to leaders, volunteers, young people, and other parents
- Support leaders in managing behaviour rather than intervening directly, unless asked
- Follow instructions during meetings, trips, and events
- Respect decisions made by leaders
- Raise concerns privately and through appropriate channels
- Ensure children arrive and are collected on time
- Inform leaders of relevant medical, behavioural, or safeguarding information
- Model positive behaviour consistent with Scout values
- Parents and carers must inform the Group of all relevant medical or additional needs, or dietary requirements relating to their young person, and keep this information up to date to ensure appropriate support and safeguarding

#### **9.4 Behaviour Expectations at Meetings and Events**

Parents and carers must:

- Not challenge or undermine leaders in front of young people
- Not discipline or correct children other than their own during meetings
- Not enter activity areas unless invited or required
- Not use aggressive, abusive, discriminatory, or inappropriate language
- Not take photographs or videos without permission and in line with policy
- Follow camp, trip, and event guidance at all times

#### **9.5 Communication and Raising Concerns**

If a parent or carer has a concern:

1. Speak to the Section Leader **at an appropriate time**, not during activities
2. Arrange a private conversation or meeting if needed
3. Escalate concerns to the Group Lead Volunteer if unresolved
4. Use official Scout Association procedures for serious concerns

Concerns raised aggressively, publicly, or in front of young people will not be accepted.

#### **9.6 Supporting Behaviour Management**

Parents and carers are expected to:

- Support agreed behaviour strategies
- Attend meetings if requested to help support a young person
- Reinforce consequences applied by the Group
- Work collaboratively on improvement plans
- Accept that consequences may include being sent home or missing activities

#### **9.7 Unacceptable Behaviours**

The following behaviours will not be tolerated:

- Aggressive, threatening, or abusive behaviour
- Shouting at leaders, volunteers, or young people
- Discriminatory or offensive language
- Undermining leaders' authority
- Confronting young people directly about behaviour
- Harassment in person, by message, or online
- Refusal to follow safety or safeguarding instructions
- Sharing of private information accessed through the Group, such as phone numbers or email addresses of other parents or of leaders

## 9.8 Consequences for Parental Misconduct

If expectations are not met, actions may include:

### **Step 1: Reminder**

A calm reminder of expected behaviour.

### **Step 2: Formal Conversation**

Discussion with the Section Leader and/or Group Lead Volunteer.

### **Step 3: Written Warning**

Clear expectations set out in writing.

### **Step 4: Restricted Attendance**

Limiting attendance at meetings, trips, or events.

### **Step 5: Escalation**

Referral to District or Scout Association procedures if behaviour continues or is serious.

Serious incidents may result in immediate action, including being asked to leave the premises or event, or referred to the District Lead Volunteer for further action.

## 10. Additional needs statement

Behavioural expectations are the same across the board for all Young People in a section, but for those who have additional needs we will make reasonable adjustments to support those Young People to meet these expectations.

## 11. Review of Policy

This policy will be reviewed **annually**, or sooner if group needs change.

Review Date	Name	Changes made
December 2025	ZS, AB, MB, ET, KP	New Policy