



# POSITIVE BEHAVIOUR WORKSHOP

<b>Workshop Title</b>	Positive Behaviour Workshop
<b>Workshop Length</b>	90 minutes
<b>Target Audience</b>	Parents, spectators, club members, volunteers, officials, coaches, committee members
<b>Objective</b>	To raise awareness of the impact of negative behaviour of parents/spectators/volunteers/coaches on young people within sport.
<b>Presenter Criteria</b>	The ASA recommends that the workshop is delivered by a Club/County Welfare Officer supported by a young person aged 18-25.
<b>Equipment Required</b>	Laptop, projector, speakers, flipchart, pens, PowerPoint, delivery notes

Slide	Time	Content	Learner Activity	Resources	Objective
1	5	Positive Behaviour Workshop  Introduction <ul style="list-style-type: none"> <li>• Introduce presenter</li> <li>• Housekeeping</li> </ul>	Presenter to introduce themselves – background around their experience in this area.  Presenter to outline housekeeping rules: <ul style="list-style-type: none"> <li>• Procedure in case of emergency (fire alarms, emergency exits etc)</li> <li>• Toilet facilities</li> <li>• Mobile phones (turned off or on silent)</li> <li>• Inform participants that the workshop is not intended to target anyone taking part in the workshop. It is intended to raise awareness of these issues and to help all participants to understand what support is available. Safe environment.</li> </ul>	PPP	N/A



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			<ul style="list-style-type: none"> <li>Structure of the session</li> </ul>		
2			Workshop adapted from the NSPCC's Child Protection in Sport Unit's 'It's our game not yours' toolkit. Following this workshop if you would like more information on the toolkit or the CPSU, please visit <a href="http://www.thecpsu.org.uk">www.thecpsu.org.uk</a>	PPP	N/A
3		Aims & Objectives	Outline the aims & objectives of the workshop session – what do we want to have achieved from our time together?	PPP	N/A
4	10	Positive Contributions parents make.  Group Activity	Split the participants into groups. Allow 5 minutes for discussion.  Allocate one of the questions to each group. Each group should only discuss 1 question unless you have less than 8 participants in the workshop.  Discuss: <ol style="list-style-type: none"> <li>The range of positive contributions parents make to sports clubs.</li> <li>The ways in which parents can support, encourage and motivate young people to participate in sport.</li> </ol> Encourage the groups to feedback to one another. Record on a flip chart if available.	PPP Flipchart paper and pens (if available)	1
5	5	Positive contributions: Parents may....	Slide to support Question 1.  Compare list with that of the group.  NB: This is not an exhaustive list; there may be many other positive contributions that parents can make.	PPP	1
6		Support and motivate young	Slide to support Question 2.	PPP	1



		people: Parents may....	<p>Compare list with that of the group.</p> <p>NB: This is not an exhaustive list; there may be many other positive contributions that parents can make.</p>		
7	10	<p>Negative Parental/Spectator behaviour</p> <p>Group Activity</p>	<p>Split the participants into groups. Allow 5 minutes for discussion.</p> <p>1. Examples of negative parental/spectator behaviour</p> <p>Encourage the group to feedback. Record on flipchart if available.</p>	<p>PPP</p> <p>Flipchart paper and pens (if available)</p>	2
8, 9	5	Negative Parental/Spectator Behaviour – what can this look like?	<p>Slides to support Question 1.</p> <p>Compare these lists with those of the participants. Again this list is not exhaustive.</p>	PPP	2
10	3	My magical sports kit – ‘It’s our game, not yours’	<p>Now you will be shown a short video clip created by the CPSU, which demonstrates the impact of negative behaviour. Part of the ‘It’s our game not yours’ toolkit.</p> <p><i>Video will need to be linked to slide:</i></p> <ol style="list-style-type: none"> <li>2. Right click on image</li> <li>3. Hyperlink</li> <li>4. Select video from current folders</li> <li>5. OK</li> </ol>	<p>PPP</p> <p>CPSU Video Clip</p>	2
11	10	<p>The way in which poor behaviour can impact on children and young people.</p> <p>Group Activity</p>	<p>After having watched the Magical Sports Kit video, split the participants into groups. Allow 5 minutes discussion.</p> <p>1. The ways that poor behaviour can impact on children and young people within aquatics.</p> <p>Feedback to the group</p>	<p>PPP</p> <p>Flipchart paper and pens (if available)</p>	3



12		Impact of poor parental/spectator behaviour	<p>Poor behaviour could have any of the following negative effects on children and young people:</p> <ul style="list-style-type: none"> <li>• Fear</li> <li>• De-motivation</li> <li>• Anxiety</li> <li>• Confusion about team role</li> <li>• Loss of fun and enjoyment</li> <li>• Embarrassment</li> <li>• Sanctions imposed by club</li> <li>• Leaving the sport altogether</li> </ul> <p>Compare list to feedback from group discussion.</p>	PPP	3
13	10	It's not just young athletes who are affected	<p>Encourage the participants to take a moment to think about other groups who can be affected by negative behaviour.</p> <p>Split the participants into groups of 3-4. Allocate one bullet point to each group, depending on the number of groups you may need to give 2 to each group.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• How could negative behaviour impact upon these 6 groups.</li> </ul> <p><i>Reduces confidence, anxiety when performing role, anxiety when making decisions, loss of respect from athletes/other parents, tension amongst club members, no longer participating in this capacity, encourages stereotyping, intimidating etc.</i></p> <p>Feedback – group discussion.</p>	<p>PPP</p> <p>Flipchart paper and pens (if available)</p>	3
14, 15,	5	Sideline Bad Behaviour	The statistics are from the Children 1 <sup>st</sup> Survey which was	PPP	All



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16, 17		research	<p>conducted in 2012.</p> <p>For more information visit:</p> <p><a href="http://www.swimming.org/asa/clubs-and-members/safeguarding-children/">www.swimming.org/asa/clubs-and-members/safeguarding-children/</a></p>		
18, 19	10	Poolside Behaviour Scenarios	<p>Read the below scenario, inform all participants that this is a real scenario from which all personal details have been changed to protect those involved:</p> <p>Mr Smith is a parent in a small club of a female swimmer, aged 10.</p> <p>Mr Smith considered his daughter to be a potential Olympian of the future (and was often heard to say so) even though she was still very young. She had been at the club for 2 years and had been brought by her Mum initially. She enjoyed her swimming both the lessons and the fun and social contact. When she started to win mini races Dad became interested and overly involved speaking frequently to her teacher and giving his own advice on "what training she needed".</p> <p>At the age of 9 when she started to compete in some gala's her father would constantly harangue the coach if he did not pick her for what he viewed as sufficient swims, usually upwards of 4 swims in her age group and the age group above. After any competitive swim the daughter would look at her Dad who would do a "thumbs up/thumbs down" sign to show if he felt she had done well or badly. His demeanour to her after the event would be dependent on whether he felt she had swum well or not. In training</p>	PPP	3, 4



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			<p>Dad began hanging over the balcony shouting instructions to her like "get in front of him your faster" and if she got out for a toilet break Dad would run down to the communal changing rooms and tell her off her for stopping her training, often causing her to be in tears when she got back to the poolside.</p> <p>The clubs Chief Coach and Welfare Officer saw she had potential to be a very good club swimmer but she was losing interest and often looked sad and upset.</p> <p>Activity: 2 minute discussion – what do you think happened?</p> <p><u>Actions taken by the club</u></p> <p>The club held many meetings with Dad but could not change his behaviour so advice was sought from the ASA Safeguarding Team. After advice from the ASA they arranged a meeting with the mother and father. They told of their concerns over Mr Smith's behaviour and Mrs Smith was genuinely upset and concerned. The club did state that they felt it was borderline abusive and would look at referring to Children's Services for "advice" if they continued to be concerned.</p> <p><u>Outcome</u></p> <p>Following that meeting a significant change took place, Mum rather than Dad started to attend training with their daughter, Dad still attended training but only when Mum could not. The swimmer started to look happy and enjoy training again and was able to enjoy being a club member.</p>		
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			At this point the ASA closed their papers but to our knowledge no further concerns were raised and the improvement in Mr Smith's behaviour continued.		
20	5	Dealing with poor behaviour – who's responsibility is it?	<p>Activity: Discussion - Who's responsibility is it?</p> <p>It is important to understand that dealing and preventing with poor behaviour is not just the responsibility of the Welfare Officers.</p> <p>Reinforce the below message to participants:</p> <p><b>It's ultimately <u>everyone's</u> responsibility! Everyone has a part to play in preventing poor behaviour from becoming evident within our sport. If you see this behaviour taking place. Contact your club Welfare Officer, event staff or the ASA Safeguarding Team for advice.</b></p>	PPP	4
21	5	What can we do?	<p>Activity: Discussion - What can we as individuals or as a club do?</p> <p>Once brief discussions have taken place, bring up the slide list to provide examples.</p>	PPP	4
22	5	Who can we tell?	<p>If you are worried, concerned or unhappy about someone's behaviour towards you or towards someone else at your club please inform:</p> <ul style="list-style-type: none"> <li>• Your Club Welfare Officer</li> <li>• Other Club Officer</li> <li>• An adult you trust at your club</li> <li>• Your parent / carer</li> <li>• Once someone is told of your concern the club can</li> </ul>		4



			<p>help you.</p> <ul style="list-style-type: none"> <li>Your club may seek advice from the ASA to help them approach and deal with the concerns you have raised.</li> </ul> <p><b>Notes for the presenter</b></p> <p><i>Should a question arise in reference to taking formal action against a member for poor behaviour through the club rules, keep the answer brief. Formal action should only be considered when all positive approaches to dealing internally with the issue have been exhausted and the individual is still causing a concern.</i></p> <p><i>In these circumstances seek advice and support from the ASA Office of Judicial Administration (OJA) or an ASA Friend can be appointed to ensure that the correct procedures are followed.</i></p>		
23	5		<p>What next – What can the club do now?</p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>Parental/Spectator code of conduct – if one has not been already, should it be put into place?</li> <li>What do you/does your club need to do now to raise awareness with all parents, spectators and club members?</li> <li>How can the club work together with leisure providers to ensure non ASA members adhere to the same rules?</li> </ul> <p>Provide clubs with a copy of the example code of conduct for parents – found in Wavepower – this can be amended to suit the club.</p>	<p>PPP Code of Conduct</p>	4





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			<p><b>Please note - it is advised for clubs to only add to the code of conduct and not remove points.</b></p> <p>Within new swim21 requirements all clubs will have to have a parent's code of conduct in place. This workshop can be delivered to support this new legislation to ensure parents and spectators understand why the club will enforce this code of conduct.</p>		
24	2	Thank you for participating!	<p>Thank participants for their involvement in the workshop. Express the importance of what you have been through today.</p> <p>Working together to combat poor behaviour can make all the difference to young people in sport.</p>		N/A
25		End	<p>For more information, visit:</p> <p><a href="http://www.swimming.org/asa">www.swimming.org/asa</a></p> <p><a href="http://www.thecpsu.org.uk">www.thecpsu.org.uk</a></p>		N/A