



## POSITIVE BEHAVIOUR POLICY (R-07)

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## INTRODUCTION

CISV International promotes an inclusive learning culture that furthers CISV's mission to educate and inspire action for a more just and peaceful world. This includes creating positive learning environments wherever we meet or work together, as well as promoting behaviours that are in line with our values.

Our educational approach helps children and adults gain the attitudes, skills, and knowledge that contribute to becoming active global citizens with lasting cross-cultural relationships. To do this we must establish shared standards and expectations that govern our organization. Though we recognize that behaviour norms may vary across our members' cultures, everyone in CISV must recognise our mission and values and follow the standards, expectations and rules set out in this policy.

In line with The Universal Declaration of Human Rights and the Convention on the Rights of the Child, we believe in actively promoting and creating an inclusive learning culture where all people have the right to feel safe and included. Morally, and as a charity registered in the UK, we are expected to protect people who come in contact with us from harm. Harms include behaviours that we have identified as forbidden or inappropriate. People who come in contact with us include volunteers, staff and children.

Positive behaviours support the values of CISV:

**Friendship** - We find a common bond and we are kind to each other.

**Inclusiveness** - We are open, we accept and respect others.

**Cooperation** - We work together and support each other toward our common goal.

**Enthusiasm** - We bring energy and passion to everything we do.

**Engagement** - We show up, participate and learn with a positive attitude.

Further elaboration of these values, elements and behaviours may be found in Appendix A.

## SCOPE OF THE BEHAVIOUR POLICY

This policy and procedures apply to all parts of CISV local, national, regional, and international, including all programmes and events **and** day-to-day activities. This includes all interactions that CISVers, whether volunteer or staff have, in person, by phone, email and online.

### POLICY

CISV is committed to creating an organization that prioritises and values diversity, equity and inclusion. We strive to create an organization that reflects the communities we serve and where everyone feels empowered to bring their full, authentic selves into everything we do. CISV commits to taking all reasonable steps to creating a culture that reflects our values and where all members of our community feel safe and supported, have the right to be respected and have a responsibility to respect each other. We will actively work to identify and challenge discrimination and bias within our programmes and throughout our organization.

Everyone in CISV (children and adults) are always expected to demonstrate honesty and integrity, respect for others, and accountability for their personal behaviour (as outlined in the Codes of Behaviour) to support CISV's mission, values, educational goals and methods.

CISV commits to fostering a culture of safety and learning, in which all members feel responsible, safe and encouraged to speak up and report concerns in good faith without fear of negative consequences, exclusion, bullying or other oppressive behaviours. Reporting dangerous or illegal activity or any wrongdoing is referred to as whistleblowing.

#### **Principles that guide implementation of this policy:**

- We believe that the physical, social and emotional safety and well-being of ALL participants and their families, volunteers and staff must be a priority.
- We respect and value diversity and we actively challenge bias and discrimination in everything we do.
- Where there is a conflict between 'local customs' and our values, CISVers will observe the protections extended in the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

- While the aim is to enable all children to participate in CISV by meeting individual needs, there must be a balance between the rights of an individual to participate fully within CISV’s programmes or events and CISV’s obligation to protect the health or safety of all children placed in CISV’s care. The “balance” tips in favour of protecting the health or safety of all children placed in our care.
- If there are reasonable concerns for someone’s safety, that concern overrides data protection concerns – in other words, information must be shared with those who need to know in order to help protect the person(s). Every effort must always be made to make sure that confidentiality is maintained for everyone involved – we only share the concern with those who need to know in order to address it.
- Consequences should be fairly and equally applied without bias or discrimination (see definition at end of document).

## DEFINITIONS

**CODES OF BEHAVIOUR:** Documents which set out the positive expectations that CISV considers significant and fundamental to our values and mission. Codes of Behaviour are not an exact measure of behaviour. They do not define all circumstances and are not meant to be used to punish or constrain.

We have two separate Codes of Behaviour for [adults](#) and [children](#) (see the appendices at the end of this document).

**FORBIDDEN BEHAVIOUR** is conduct that has or could have a serious negative impact on the health or safety of CISV volunteers, participants or staff, and/or could cause reputational damage and is so contrary to the mission and values of CISV that it will lead to more serious consequences.

**Forbidden behaviours include (but are not limited to):**

- Any form of child abuse (as defined in the Child Safeguarding Policy)
- Emotional or physical abuse of volunteers or staff
- Violence
- Possession or use of weapons or the use of a non weapon in a violent way
- Encouraging others to hate an individual or group
- Bullying (*please review definition of bullying*)
- Harassment
- Intentional discrimination
- Possession or use of psychoactive drugs by adults without a medical prescription (**excluding** nicotine replacement therapies)

- Possession or use of psychoactive drugs by children without a medical prescription (**including** nicotine replacement therapies)
- Possession or use of alcohol by children, including Junior Counsellors
- Excessive consumption or abuse of alcohol by adults
- Illegal acts or the possession of illegal items or substances
- Helping someone to do any of the above

**INPPROPRIATE BEHAVIOUR** is conduct that is contrary to the mission and values of CISV, interferes with the operations of programmes or events and or has negative effects on volunteers, staff or participants, or the achievement of programme goals. These behaviours should be used as teachable moments—opportunities to learn how the behaviour impacts others negatively and to determine appropriate ways to deal with conflict and behave in the future.

**Inappropriate behaviours include (but are not limited to):**

- Failure to respect privacy (except in cases of suspected illegal activity, violation of policies, or when the person’s behaviour is a threat to health or safety) \*
- Failure to respect rules of host families or host sites
- Use of tobacco in front of children
- Possession or use of tobacco products by children, including Junior Counsellors
- Unnecessary nudity\*
- Sexual behaviour between adults in public without consideration of privacy \*
- Rudeness
- Cultural insensitivity
- Bias that is unintentionally hurtful to others
- Exclusionary behaviours
- Knowingly making false accusations
- The use of inappropriate or bad language especially around children
- Personal relationships between support staff (e.g kitchen staff) and participants

**Sexual Behaviour between children\*** – during CISV Programmes and events, sexual behaviour among children is inappropriate as it may have the unintended consequence of causing emotional or physical harm, and because the CISV event is a brief period of time where such activity would be a significant distraction from the purpose and aim of the CISV event. Bringing together young people from a range of different cultures requires all participants to be sensitive to the feelings of others and this can become very challenging if some participants are forming sexual relationships.

**Sexual behaviour between adults\*** – Adults should be aware that their primary role and responsibility is to the children for whom they are legally responsible. Romantic/sexual relationships between adults during a programme

can distract from the aim, purpose and focus of adult supervisors and should therefore be avoided. If a relationship is established, sexual activity should take place off site and not in any shared or communal location in camp.

**NB:** Behaviours marked as \* may be child protection or safeguarding concerns in which case the Child Safeguarding Policy and Procedures must be referred to and followed, as a more serious response may be necessary.

**You will find further definitions at the end of this document – please review them.**

## HOW WE MONITOR THIS POLICY

CISV International has a global network of risk managers and an internal certification system to make sure that they have the training and skills required for the role. Each National Association and Chapter must have a certified risk manager in place. This network of risk managers works to support the efforts of the organization and document all concerns regarding behaviour.

CISV International keeps a record of all incidents reported, inquiries made, and actions taken. We also summarise incidents anonymously and keep them in a database of issues.

Every year the International Office staff analyse all reported issues for the organization to identify learning, development potentials, and actions to be taken to improve CISV. This information then leads to any review or update to our policies and procedures if issues are identified.

CISV International’s Risk Management and Safeguarding Committee will review the policy and procedures at least every three years.

## PROCEDURES

### 1. Creating a respectful, safe and welcoming environment

Everyone in CISV	Every participant	Anyone in a Position of Organizational Responsibility, or a Position of Trust and Responsibility (including Junior Counsellors)
<ul style="list-style-type: none"> <li>You must follow the Codes of Behaviour and this policy.</li> </ul>	<ul style="list-style-type: none"> <li>Child participants must sign the Child Code of Behaviour.</li> <li>Adult participants must sign the Adult Code of Behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>You must work to model and promote positive behaviour that is in line with CISV values, the Codes of Behaviour and this policy</li> <li>You must sign the Adult Code of Behaviour</li> <li>If you are in a position or organizational responsibility you must promote and ensure this policy and the Codes of Behaviour are shared with local, national, regional and international volunteers</li> </ul>

The person in charge	The National or Chapter Board Chair
<ul style="list-style-type: none"> <li>You must work with everyone to respond appropriately and in line with this policy and procedures to behaviour that is contrary to CISV values, the Codes of Behaviour or this policy.</li> <li>You must make sure that all concerns are taken seriously and acted on appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>You must make sure that all members get a copy of the current CISV Child and Adult Codes of Behaviour when they become members.</li> <li>You must work with the people involved in your Chapter or National Association to respond to behaviour that is contrary to CISV values, the Codes of Behaviour and this policy.</li> <li>You must make sure that all concerns are taken seriously and acted on appropriately.</li> </ul>



## 2. Training

Everyone in CISV	The Person in Charge	The Chapter or National Risk Manager
<ul style="list-style-type: none"> <li>● You must attend and engage in the training required for your role in CISV – e.g. local or national training, eLearning modules.</li> <li>● You should engage in training and continuous learning and development in a positive and constructive way.</li> </ul>	<ul style="list-style-type: none"> <li>● You must make sure every person attending a CISV programme or event (that last more than 4 hours) has completed training on this policy and the Codes of Behaviour</li> <li>● At a minimum, during a programme or event, this training should include an interactive activity that covers the Codes of Behaviour, the definition and examples of behaviours considered forbidden and inappropriate, and the responsibility to report and act on concerns following this policy.</li> </ul>	<ul style="list-style-type: none"> <li>● You must make sure that everyone in a position of organizational leadership and those in a position of trust and responsibility in your chapter or National Association are trained on this policy, the Child Safeguarding Policy and the Codes of Behaviour. The training must cover the content of the eLearning module on Positive Behaviour at a minimum.</li> <li>● You must make sure that everyone in roles of trust and responsibility have the certifications required for their roles – see our <a href="#">M-01 Training Policy and Procedures</a>.</li> </ul>

### 3. Seeing and sharing concerns

There are many ways to share your concern, and many ways to become aware of concerns.

- You observe something that feels wrong or you know is wrong
- You are told something by a child (anyone under 18) or adult that feels wrong or you know is wrong
- You personally experience something that is wrong
- Someone else tells you that they have either heard or seen something that they feel is wrong or they know is wrong.

Everyone in CISV	Anyone in a position of trust and responsibility (including Junior Counsellors)
<ul style="list-style-type: none"> <li>● If as a volunteer, you experience inappropriate or forbidden behaviour at any time, you should report it to the person in charge of your chapter or NA, or your risk manager, follow their advice and work with them to submit an Incident Report Form</li> <li>● If you are International Office staff you should report it to the Secretary-General and follow their advice. If the complaint is regarding the Secretary-General the complaint should be reported to the Chair of the Board</li> <li>● If you see or hear of inappropriate or forbidden behaviour during a programme or event, you must report it immediately (within 6 hours) to the Person in Charge (on site) or their replacement if they are off site</li> <li>● If you are a participant in a programme or event – report to your leader or another adult in a position of trust and responsibility if you have a concern</li> <li>● If you want to share a concern about something that happened in a past programme or event, please report this to your Chapter or National Risk Manager, follow their advice and work with them to submit an Incident Report Form.</li> <li>● How to Report. <ul style="list-style-type: none"> <li>○ Ideally, reporting happens verbally, immediately and in-person followed by a written record to confirm</li> <li>○ Otherwise by e-mail as soon as possible.</li> </ul> </li> <li>● Anyone can submit a separate Incident Report Form directly at any time to document and report any issues or concerns.</li> <li>● If the issue is about the person you would report to, you should contact the Local, National or Regional Risk Manager instead.</li> </ul> <p>Anyone who raised a concern and is not satisfied with the response should contact their Chapter or National Risk Manager who will provide advice and guidance.</p>	<ul style="list-style-type: none"> <li>● You must also immediately record in writing what you've seen and or heard in detail. <ul style="list-style-type: none"> <li>○ State clearly what is fact, opinion, or rumour but do not make assumptions.</li> <li>○ Make clear whether or not you are expressing your own concerns or those of someone else.</li> <li>○ Be clear on the nature of the concern.</li> <li>○ Include dates, times and other relevant information – be as detailed as you can.</li> <li>○ If you are quoting someone else, quote exactly what they said, not your interpretation of it</li> </ul> </li> </ul>

The Person in Charge (on site)	The Chapter or National Risk Manager
<ul style="list-style-type: none"> <li>● You must support the person in reporting and documenting concerns.</li> <li>● When a concern is brought to your attention, you must follow procedure 4 below.</li> </ul>	<ul style="list-style-type: none"> <li>● You must support the individual with ensuring appropriate reporting and documentation. You must be available for support and consultation on issues and concerns as they come up. You should actively follow up to make sure they feel supported and have opportunities to bring up concerns or issues.</li> <li>● Review all reports from the Person in Charge and make sure that all issues are dealt with appropriately and in a timely manner, and that they are reported through an Incident Report Form to CISV International.</li> <li>● When a concern is brought to your attention, you must follow procedure 4 below.</li> </ul>

#### 4. Responding to reported concerns

**If the concern is a Child Safeguarding issue, consult and follow the Child Safeguarding Policy.**

Everyone in CISV	Anyone in a position of trust and responsibility (including Junior Counsellors)
<ul style="list-style-type: none"> <li>You must cooperate with any fact finding or inquiry</li> </ul>	<ul style="list-style-type: none"> <li>You must support the person in charge or the risk manager in handling the concern as required.</li> </ul>

##### STEP ONE: Determine level of seriousness

**NB - If the concern is about something in the past: Respond to any reports of a concern about something that may have happened in a past by taking it seriously and providing appropriate advice and guidance to the person. The National Risk Manager must report the concern in line with this procedure, as if it was a current new concern.**

The Person in Charge	<b>The Chapter or National Risk Manager</b>
<ul style="list-style-type: none"> <li>You must start documenting the concern and actions being taken in detail.</li> <li>Based on the information available to you, you must determine whether the concern is likely to be at the level of inappropriate behaviour, or whether it is forbidden behaviour or a serious issue (e.g. inappropriate behaviour that could be a child protection concern or inappropriate behaviour that is repeated or serious enough to warrant a more severe response).</li> <li>You must contact the Risk Manager (by phone, if possible) and CISV International (through an Incident Report Form) immediately for:             <ul style="list-style-type: none"> <li>forbidden behaviour,</li> <li>child protection or safeguarding concerns, and</li> <li>issues that require reporting to external authorities.</li> </ul> </li> <li>If in doubt, you <b>MUST</b> consult with the Risk Manager.</li> <li>You must follow the steps below according to the level of seriousness of the concern – either “Dealing with Inappropriate Behaviour” or “Dealing with Forbidden Behaviour or Serious Issues”.</li> </ul>	<ul style="list-style-type: none"> <li>You must support the Person in Charge and make sure this procedure is followed.</li> <li>You must be available to the Person in Charge for support and consultation on issues and concerns as they come up.</li> <li>If a concern has been brought directly to your attention by a volunteer, you must contact the Person in Charge of your chapter or NA (ie. Board Chair) to determine whether the concern is likely at the level of inappropriate behaviour or a serious issue and follow relevant procedure below as indicated</li> </ul>

##### STEP TWO: If Acting on Forbidden Behaviour or Serious Issues

The Person in Charge and Chapter or National Risk Manager	<b>The Chapter or National Risk Manager</b>
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<ul style="list-style-type: none"> <li>● You must take immediate steps to protect others if the behaviour places others at significant risk of harm.</li> <li>● If someone needs to be removed from the programme on TEMPORARY BASIS while you look into the concern, you must follow the <i>Procedure for Removing Someone from a Programme or Event (Info file R-15)</i></li> <li>● If the behaviour is against the law, you must contact the appropriate authorities if it is safe to do so. There are some “illegal acts” where reporting in certain countries can cause significant risk of harm. In such cases, CISV International will require a clear statement and evidence of risk and needs from the affected National Association and will conduct a full risk assessment.</li> <li>● Not all forbidden behaviours will result in permanent removal from a programme or event</li> <li>● You must contact CISV International safety inbox at <a href="mailto:safety@cisv.org">safety@cisv.org</a> within 12 hours and follow directions.</li> <li>● You must act as a team to coordinate looking into the concern. This includes, according to directions: <ul style="list-style-type: none"> <li>○ Speaking and listening to people to consider all relevant perspectives.</li> <li>○ Documenting all conversations and actions.</li> <li>○ Supporting and helping the complainant, witnesses, victims and the Subject of the Concern.</li> <li>○ Informing the Subject of Concern of the concerns, the process to look into them and any immediate actions (e.g. suspension, removal from the programme, further investigation)</li> </ul> </li> <li>● The leader must be involved when there are conversations with their delegation, unless the leader is the person the concern is about.</li> <li>● If this is likely to turn into a crisis situation, refer to and follow the guidance in the CISV Crisis Communications Guide.</li> <li>● If it is determined that the person must be removed from the Programme on a temporary or permanent basis you must follow the <i>Procedure for Removing Someone from a Programme or Event (Info file R-15)</i></li> <li>● If a child has to be temporarily removed while an investigation takes place, all appropriate safeguarding measures must be followed</li> </ul>	<ul style="list-style-type: none"> <li>● The Chapter Risk Manager must consult directly with the National Risk Manager or the National Risk Manager with the Regional Risk Manager or the IO. Together, you must also keep your Chapter and National Boards advised of any incidents.</li> </ul>
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<b>STEP TWO: If Dealing with Inappropriate Behaviour</b>	
The Person in Charge and Chapter or National Risk Manager	<b>The Chapter or National Risk Manager</b>

<ul style="list-style-type: none"> <li>● You must conduct fact-finding to gather relevant perspectives in an organized and structured way that displays appropriate intercultural sensitivity – e.g. by using the ODIS Approach and SOLVE Method (see definitions section) presented in the mandatory training in the Safeguarding Certificate. This includes: <ul style="list-style-type: none"> <li>○ Speaking and listening to people to consider all relevant perspectives.</li> <li>○ Documenting all conversations and actions.</li> <li>○ Supporting and helping those involved to feel safe and heard in a fair process.</li> <li>○ Seek to understand the underlying reasons for the inappropriate behaviour – consult the Health Form or other delegate information that may be found on myCISV to understand if there is a medical condition that may be contributing, or speak to parents to understand if this behaviour is seen at home and how they manage it.</li> </ul> </li> <li>● The leader must be involved when there are conversations with their delegation, unless the leader is the person the concern is about.</li> <li>● You must seek support and guidance from your Hosting Risk Manager and staff team as appropriate.</li> <li>● You must make sure an Incident Report Form is submitted within 24 hours of the concern being raised. This must be submitted as instructed in the form.</li> <li>● When you have finished your fact-finding and decided on appropriate action, you must explain to the person(s) concerned why the behaviour was inappropriate (unless you found no inappropriate behaviour).</li> <li>● You must take actions that are measured, proportionate and aim to teach, not punish. Positive discipline practices that promote conflict resolution skills, learning of self-control and responsibility should be used. The actions should protect those who were subjects of the inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>● If requested by the person in charge provide guidance to them on addressing inappropriate behaviours.</li> </ul>
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**NOTE:** If the inappropriate behaviour continues, OR if many different inappropriate behaviours occur or continue, then the consequences can become more serious, and you must immediately follow the “Acting on Forbidden Behaviour or Serious Issues” section above.

The Regional Risk Managers or International Risk Management and Safeguarding Lead

- You must provide guidance and instruction to the Person in Charge, the Chapter Risk Manager and the National Risk Manager.
- You must consult with the relevant people on how to best address the concerns and take appropriate actions – e.g. camp staff and leaders, programme director, Chapter officials, National Officials, external agencies and authorities.
- You must review all Incident Report Forms to make sure all concerns are responded to in a timely, appropriate and proportionate manner, and that cases are documented.
- You must assist the Person in Charge and Chapter Risk Manager in taking appropriate action, reporting to authorities, etc.
- You must provide reports, briefings and recommendations to the Secretary General and the Governing Board of CISV International as required.

## 5. Following up

The Person in Charge	The Chapter or National Risk Manager
<ul style="list-style-type: none"> <li>● You will submit updated versions of all Incident Report Forms documenting the investigation and actions taken within 14 days of the end of the programme, with full documentation to the Chapter or National Risk Manager and CISV International. This should include all actions taken and additional information that has come out after the initial Incident Report Form was submitted in line with procedure 4 above.</li> <li>● If the incident was not part of a programme or activity, you must submit an updated version of the IRF within 14 days of resolution of the incident, with full documentation to the chapter or national RM and CISV International.</li> </ul>	<ul style="list-style-type: none"> <li>● You must make sure your Chapter or National Association takes additional actions or sanctions as needed. Chapters can consult with Regional Risk Managers to develop an appropriate follow up mechanism. E.g.               <ul style="list-style-type: none"> <li>○ In the case of forbidden behaviour this may include temporary suspension or permanent loss of membership. In this case the ISRML must be advised.</li> <li>○ In the case of inappropriate behaviour follow up actions may include training or mentoring.</li> </ul> </li> </ul>

The Regional Risk Managers	The International Safeguarding and Risk Management Lead
<ul style="list-style-type: none"> <li>● You must follow up on reported issues as necessary, to guide Chapters and National Associations in taking appropriate action and ensuring proportionate follow-up.</li> <li>● You must assist National Associations and Chapters in enforcing consistent actions or sanctions across the organization. This is especially important with issues that involve multiple Chapters or National Associations, to make sure that consistent follow-up is done across everyone involved.</li> </ul>	<ul style="list-style-type: none"> <li>● You will oversee the outcomes and actions of all forbidden behaviour sanctions.</li> <li>● You will recommend to Chapters and National Associations when the most severe sanctions are appropriate.</li> <li>● You will inform the Secretary General and the Governing Board of CISV International when you hold a professional view that an individual should be banned from CISV because of forbidden or serious behaviour issues.</li> </ul>



## RELATED DEFINITIONS

**Adult:** anyone aged 18+.

**Bias:** A prejudice in favour of or against a thing, a person, or a group. Biases are often based on assumptions or unfounded beliefs. There are two main types of bias:

- *Conscious Biases* are prejudices known to the persons or groups who hold them.
- *Unconscious Biases* are underlying attitudes or stereotypes we assign to another individual or group that develop outside of our awareness. Everyone has unconscious biases. They are unconscious because we do not realize we hold them. And yet, they often negatively affect how we think about and interact with others.

**Behaviour Policy FAQ:** Questions and answers that help all CISVers understand how to implement the behaviour policy; available at [www.cisv.org](http://www.cisv.org), search for Behaviour Policy FAQ.

**Bullying** - Repeated behaviour that is intended or likely to cause a person to feel excluded, afraid or upset. A situation can involve more than one type of bullying. Be aware that pranks can easily go too far and become bullying.

There are 4 types of bullying:

- Physical - using your body or objects to hurt someone
- Verbal or Written - using words to hurt someone
- Social (relational) – using friends or relationships to hurt someone (e.g. by excluding them)
- Cyber - using communication technologies e.g. social networks, text or instant messaging, email, websites etc. to hurt someone.

Having a serious disagreement with one person at one time and then another disagreement with another person at another time is not bullying. Bullying should be distinguished from rudeness (inadvertently saying or doing something that hurts another person) or meanness (purposely saying or doing something to hurt someone else once or twice - any more than that is considered bullying).

Children can abuse other children and bullying can be considered child abuse. Please see the definition of Child Abuse in the Child Safeguarding Policy.

**Child:** anyone under the age of 18 (in line with the UN Convention on the Rights of the Child).

**Cultural Insensitivity** - is a lack of willingness to learn about and understand others whose cultural background, customs, and beliefs are different from one's own. Rather than communicating with and treating others with respect, culturally insensitive persons are not concerned with how what they say or what they do will affect others.

**Discrimination** – is the unfair treatment of someone because of who they are or because they have certain characteristics. Based on the Human Rights Convention from the UN and UK legislation, CISV International does not tolerate discrimination against anyone because of, for example:

- age
- disability
- gender reassignment
- gender
- gender identity
- gender expression
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality, ethnic or national origin)
- religion or belief
- sex
- sexual or romantic orientation

There are two types of discrimination:

- *Direct* – is when a person is treated differently based on a protected characteristic.
- *Indirect* – may be less obvious. It occurs when a rule or policy puts a person at a disadvantage compared to a person who does not have those characteristics.

**Excessive consumption or abuse of alcohol:** Use of alcohol to the point that an adult is negatively affected, interfering with their judgement and ability to perform their role. This usually means never drinking more than you'd still be legally allowed to drive a car ie. one drink.

**Harassment** – is unwanted behaviour between adults that has a negative impact on a person's psychological wellbeing. Unwanted behaviour can be verbal, physical or sexual and

is often motivated by an individual's characteristics (e.g. gender, age, sex) and could be considered discrimination.

**Nicotine Replacement Therapy (NRT):** A medically-approved way to take nicotine by means other than tobacco.

**ODIS Method:** The ODIS Method is a practical, four-step tool to help you be less likely to make automatic judgements and more likely to respond effectively and appropriately. ODIS stands for: **O**bserve, **D**escribe, generate **I**nterpretations, **S**uspend evaluation/judgement. The Method is introduced and explained in the CISV Basics eLearning module.

**Participant:** anyone who participates in a local, national, virtual, or international CISV activity or programme, who is not a 'person in a position of trust and responsibility'. Note that in some activities, participants are adults. Though not children, they have the same right to expect a safe environment and appropriate behaviour from other participants and persons in positions of trust and responsibility.

**Person in a position of trust and responsibility:** Any individual (staff, leader, Junior Counsellor, host family or other person) who has responsibility for any aspect of delivering a CISV programme or event.

**Person in Charge:** the person in charge of the Board (Chapter, National or International), OR the Secretary-General, OR the person with lead responsibility for the event or programme, as appropriate. The person with lead responsibility for the event or programme could be the Camp Director, Chapter President, Local Interchange Coordinator, a relevant Board member (e.g., JB Liaison) or other official of CISV.

**Person with Organizational Responsibility:** is any person within a chapter or NA/PA who has been elected or appointed to a formal position within the organization. For example, this could be a National Association Representative, board member, international volunteer, Governing Board trustee etc

**Psycho-active drugs:** Substances that can cause altered consciousness, mood or thought (e.g. Cannabis, heroin, opioids). We do not include caffeine, alcohol or tobacco products in this definition for the purposes of this policy.

**The SOLVE Method:** SOLVE is a problem-solving method that helps us deal with problems. We can use the same approach no matter how diverse the problems are. The five steps of SOLVE are short, easy to use and simple to remember. The steps are: **S**elect the problem; **O**bserve, organize and define the problem; **L**earn by questioning all parts of the problem; **V**isualize possible solutions, select one and refine it; **E**mploy the solution and monitor results. The SOLVE Method is introduced and explained in the CISV Risk Assessment and Tools eLearning module.

**Tobacco products:** Include cigars, cigarettes, smokeless tobacco (e.g. e-cigarettes, snuff or chewing tobacco), pipe tobacco or roll-your-own.

**Weapon:** Something that is designed or used to inflict bodily harm or physical damage to a person.

## Adult Code of Behaviour

This Code of Behaviour applies to all adults in CISV as well as to children in roles of trust and responsibility, e.g. Junior Counsellors and people in Junior Branch Leadership positions.

The Code applies at all levels and with all interactions that CISVers whether volunteers or staff have, in person, on telephone, email or online.

This Code helps CISV to provide a positive, inclusive and welcoming environment that reflects our values and where everyone feels safe, supported and respected.

### I WILL ALWAYS:

1. Put the safety and welfare of the children in CISV as my first priority.
2. Recognize that as adults we are role models at all times and we set the tone for what is acceptable
3. Recognize that my behaviour, both in person and online, affects the reputation of CISV
4. Challenge others on behaviour that I feel is against our Code of Behaviour and be open to be approached by others on my behaviour.
5. Model positive behaviours that reflect the values of CISV:

#### Friendship:

- Listen attentively, and respectfully to one another
- We give positive feedback to one another.
- Be caring and kind, and support others

#### Cooperation

- Focus on how I can help others to succeed
- Be accountable with my roles and responsibilities
- Respect and follow rules and guidelines especially the Positive Behaviour Policy and the Child Safeguarding Policy
- Work constructively with others, and be willing to compromise.

#### Enthusiasm

- Bring a positive and constructive attitude
- Practice self-care, and reach out to colleagues if I become overwhelmed.

- Be mindful to not over-commit.

Engagement

- Come prepared, and focus on the task
- Take time to get to know the people I am working and playing with

Inclusiveness:

- Work together to create a safe environment for all
- Give everyone a voice – especially encourage children to speak out and bring up any concerns they have

6. Use appropriate language and behaviour in all forms of communication.
7. Report all concerns about inappropriate or forbidden behaviours immediately to the Person in Charge or to a Person with Organizational Responsibility.
8. Avoid physical contact or displays of intimacy that could reasonably be perceived as inappropriate or an abuse of power or trust.
9. Recognize that my role may create a power imbalance where others may feel less able to express their concerns

I understand and agree to follow this Code of Behaviour at all times. I understand that violating this Code may result in serious consequences including temporary or permanent removal from an activity or a programme, and / or suspension or termination of my CISV membership.

Full Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_

## Child Code of Behaviour

This Code of Behaviour applies to every child in CISV. It applies at all activities – both in-person and online.

This Code helps CISV to provide a positive, inclusive and welcoming environment that reflects our values and where everyone feels safe, supported and respected.

This code should be shared and discussed at the beginning of any CISV activity or event.

As a child in CISV, **I WILL:**

- Be friendly, polite and helpful toward others.
- Respect everyone regardless of things like age, gender, sex, sexual orientation, ability, race, cultural background or religious beliefs.
- Respect the boundaries, privacy and property of others.
- Keep myself safe.
- Challenge and report the bullying or inappropriate behaviour of others.
- Contribute to a creating a safe space for everyone
- Be a good role model
- Openly share my opinions, needs and concerns
- Encourage others to share their ideas.
- Follow the rules.

**I have the right to**

- Be and feel safe
- Be listened to
- Be respected and treated fairly
- Be protected from abuse by other member or outside sources
- Participate on an equal basis, appropriate to my ability
- Be believed.
- Ask for and get help

**I WILL NOT:**

- Pick on or make fun of others
- Bully others
- Get involved in peer pressure or push others into something they do not want to do.
- Be mean
- Break the law

I understand that CISV programmes and activities are not the place for sexual behaviours or relationships.

I understand and agree to follow this Code of Behaviour.

I understand that if I don't follow this Code, there may be serious consequences: I may have to leave the CISV activity or programme and I might lose my CISV membership temporarily or forever.

Full name of Child: \_\_\_\_\_

Child Signature: \_\_\_\_\_

Full Name of Parent : \_\_\_\_\_

Parents signature : \_\_\_\_\_

Date: \_\_\_\_\_



## **APPENDIX A**

### **Values, Elements and Behavioural Descriptions**

#### **I. FRIENDSHIP:**

**R-07 Definition: We find a common bond and are kind to one another**

##### **Positive communication**

1. We listen attentively, and respectfully to one another.
2. We are open to constructive and respectful disagreement.
3. We give positive feedback to one another.
4. We are honest with one another.

##### **Empathy**

1. We assume that everyone has good intentions.
2. We are caring and kind, and support one another.
3. We are not judgemental.

##### **Openness to new perspectives**

1. We are open to new perspectives.
2. We are positive and open minded towards newcomers to the organization.
3. We avoid nepotism by actively expanding opportunities beyond our familiar peer group.

## II. COOPERATION

R-07: We work together and support each other toward a common goal

### Support

1. We check in with others to ensure they have the support that they need.
2. We focus on how we can help one another to succeed.
3. We encourage each other.

### Goal orientation

1. We invest the time to understand our task and what is required to achieve it.
2. We actively share information with the team and stakeholders.
3. We work constructively with one another, and are willing to compromise.

### Respecting contributions

1. We are aware of our own strengths and gaps, and are willing accept expertise from others.
2. We are flexible, and are open to others' opinions, expertise and experience.
3. We are positive: we acknowledge effort and contributions of each other.

### Accountability

1. We are responsive, available and follow through on our commitments.
2. We are accountable with our roles and responsibilities
3. We respect and follow the rules and guidelines.

## III. ENTHUSIASM

R-07: We bring energy and passion to everything we do

### Motivation

1. We are motivated to achieve the goals of the organization.

### Positive attitude

1. We are optimistic and see future possibilities as opportunities.
2. We bring a positive and constructive attitude.
3. We are genuinely interested in the work we do.
4. We don't let our personal passion become an excuse for poor behaviour.

## Self-care

1. We practice self-care, and reach out to colleagues when if we become overwhelmed.
2. We enjoy our work and take time to laugh.
3. We are mindful to not over-commit.

## Creativity

1. We are excited to have questions about the work we do.
2. We look for fun, new and useful ways to achieve results.

## IV. ENGAGEMENT

**R-07: We show up, participate and learn with a positive attitude.**

The elements of Engagement as a Value are: Commitment and Approachability

### Commitment

1. We come prepared and focus on the task.
2. We are open and honest with our colleagues about our ability and capacity to perform.

### Approachability

1. We are approachable; we listen carefully, attentively and respectfully.
2. We take time to get to know the people we are working or playing with.

## V. INCLUSIVENESS

**R-07 We are open, we accept and respect others**

The elements of Inclusiveness as a Value are: Safety, and Inclusive Behaviour

### Safety

1. We work together to create a safe environment for all.
2. We are aware of our own cultural lens, and practice intercultural competency in our experiences with others.
3. We are free to talk about issues or situations which have made us feel uncomfortable.
4. We recognize that mistakes will be made, and we are careful to reach out, repair and resolve disagreements.

### Inclusive behaviour

5. We actively seek diversity, and appreciate different perspectives.
6. We give everyone a voice.
7. We practice a genuine curiosity about other people, their ideas and their perspectives.