

Leader's Training Guide.



Information for Sectional Leaders and Assistant Section Leaders working towards their Wood Badge in Cheshire

Version - 2.9

Revised - February 2022

Name _____

Role _____

Group _____



Additional Personal Information

NAME.....

ROLE.....

GROUP.....

DISTRICT.....

TRAINING ADVISOR.....

TRAINING ADVISOR CONTACT DETAILS.....

LOCAL TRAINING MANAGER.....

LOCAL TRAINING MANGER CONTACT DETAILS.....

Editors Notes

This booklet was designed by Cheshire Scout County using information from The Scout Association. If information in this booklet and The Adult's Personal File appears to differ, advice should be sought from your County Training Manager.

The information here reflects the full standard Wood Badge for a Section Leader or Assistant Section Leader. Other resources are available for other training requirements. Such as, manager and supporter schemes and changing sections.

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Adult Leader Training Team

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Planning your Learning

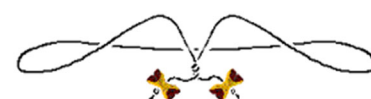
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Welcome to Training in Cheshire

The Scout Association's adult training scheme is an award winning, modular based scheme. It is designed to provide you with the skills, knowledge and understanding to be a successful leader in Scouting.

This booklet is designed for Section Leaders and Assistant Section Leaders to guide you through the training you need to complete for your role. It will provide you with an overview of the adult training scheme, tools for planning your learning, module overviews and validation criteria.

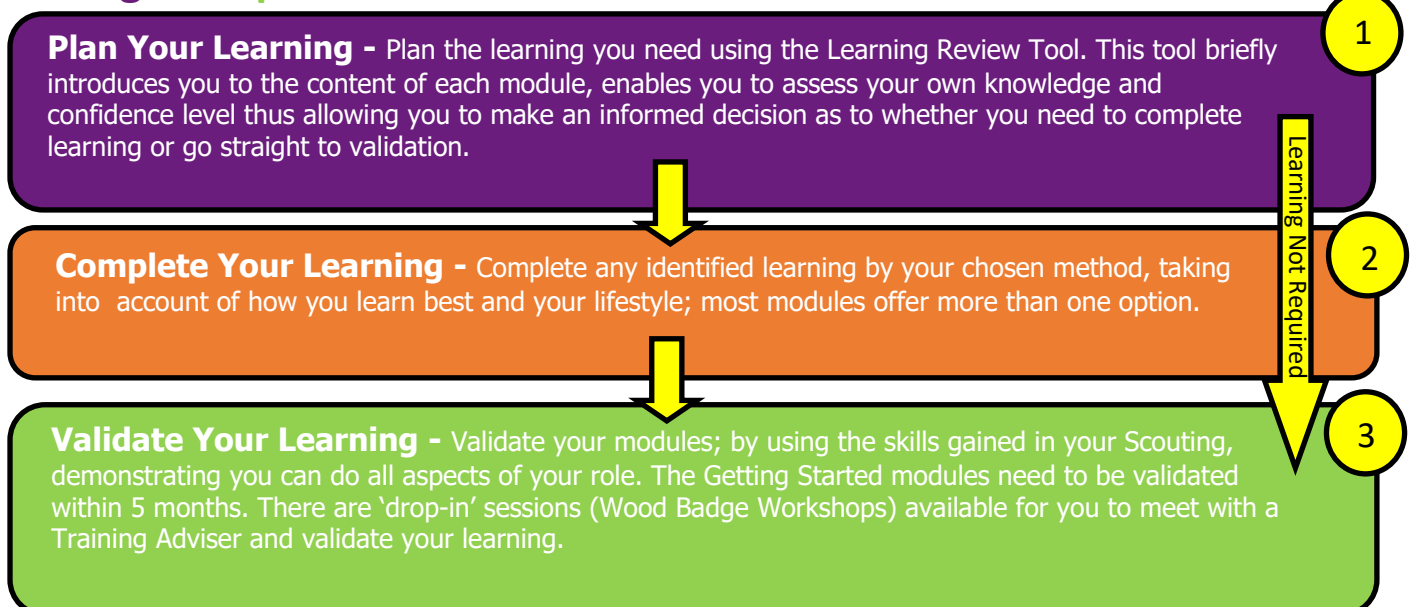
Other roles, such as Sectional Assistants, Executive Committee members, Supporters and Managers are supported elsewhere.

Other modules are available but are not essential to your role; they have been omitted from this guide.

You must complete your training within **3 years** and upon completion you will be awarded your Wood Badge.

<u>The Training Scheme – An Overview</u>	
Modules	Modular based training scheme, the number of modules required will depend upon your role in scouting.
Skills, Knowledge & Understanding	Modules are available ensure you have the skills, knowledge and understanding to be a successful leader in Scouting.
Previous Experience Recognised	The Scout Association's adult training scheme allows you to recognise your prior knowledge & experience from within and outside of Scouting when planning your learning.
Flexible Accessible Learning	Flexible & accessible learning opportunities are available.

Training 3-Step Process





Step : One (1) - Planning Your Learning - Go to Page 5

You may already have skills and knowledge that you have gained through your education, employment, life experiences or other voluntary roles which you can readily apply to Scouting. If you have the skills and abilities needed for a module there is no need to do extra learning. If you have some of the skills, or are unsure about some aspects, you may choose to complete learning for just those bits that you need.

The Learning Review Tool (page 5) will help you to decide if you need to undertake learning for each module. You will find it useful to complete this before you complete any further learning. You can then use the Learning Plan (page 8) to help plan your learning over a three-year period.

Step : Two (2) - Complete Learning -> Register Online



In Cheshire Scouts we use our own website for registering for learning. A list of available courses can be found by visiting:

<https://www.cheshirescouts.org.uk/adult-support/training>

As part of our support for section leaders we provide several key resources free of charge to those choosing to complete their learning through a course/module session.

Step : Three (3) - Validating Learning

Validation is essential for every module. It is the process where you show that you can put the knowledge skills and understanding into practice in your role in Scouting. **All modules** must be validated within **3 years**, with the **Getting Started Modules** required to be validated within **5 months**.



There are a number of different validation methods which you will be able to choose from. Guidance on what you can do to validate each module is given on the module pages in this guide. The validation activities should be something you are doing as part of your Scouting role.

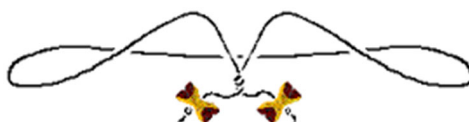
If you attend a Multi-Module Course in Cheshire, Validation of the modules is normally completed during the session, depending on availability of training advisors.

Validation of any module can be achieved at any time by Training Advisor or Local Training Manager. Please do not hesitate to contact them, if you would like a module validating.

Help, Support and Guidance

Your local leaders in your Group or District will be able to support you. Each Group has a manager called a Group Scout Leader who can help you.

Alternatively please contact your Training Advisor, Local Training Manager or County Training Manager. Please remember latest training dates can be found on the Cheshire Scouts Adult Training Website



Cheshire County Scout Adult Training - Learning Review Tool - v.0.3

Module	Module Content	What Experience do you already have?	Confident Not Confident <small>1 Not so Confident / 5 Very Confident</small>
GETTING STARTED - <u>Must be Validated</u> in First 5 Months			
Module 1 Essential Information (For All Roles)	Do you know the Scout Associations <i>Purpose, Values and Method</i> ? (i.e. The Fundamentals in Scouting) Do you know how to find the Policy Organisation and Rules and how to use it? Are you aware of the history of the Scout Movement ? Are you aware of the structure of Scouting? Are you aware of the support available to support you in your role? Do you understand the equal opportunities policy?		1 2 3 4 5
GDPR - General Data Protection Regulations	Are you aware of the General Data Protection Regulations ?		1 2 3 4 5
Safety Renewal Every 3 Years (For All Roles)	Are you aware of your responsibilities for keeping Scouting Safe? Have you read and understood the Scout Association Safety Policy? Do you know how to complete a risk assessment?		1 2 3 4 5
Safeguarding Renewal Every 3 Years (For All Roles)	Have you read and understood the Scout Association Child Protection Policy? Have you got a "Yellow Card" and know how to use it?		1 2 3 4 5
Module 2 Personal Learning Plan (For All Roles)	Do you have a valid and up to date Personal Learning Plan? Have you identified modules relevant to your role? Have you planned the learning method for each module? Have you identified Validation method for each module? Have you provide a timeframe to work to in order to complete modules?		1 2 3 4 5
Module 3 Tools for the Role (Sectional Leaders)	Do you know how your Section works? Do you know how the Section Leadership Team operates and know your responsibilities? Do you know where to find programme ideas? Can you run games and know there importance? Do you know how to run the key ceremonies for the section?		1 2 3 4 5

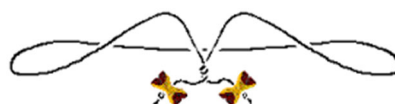
Cheshire County Scout Adult Training - Learning Review Tool - v.0.3

Module	Module Content	What Experience do you already have?	Confident Not Confident <small>1 Not so Confident / 5 Very Confident</small>
<u>Module 5</u> The Fundamentals of Scouting (All Appointments)	Do you know the values of Scouting and how to put them into practice? Do you know about Scouting's Personal Development Areas? Do you understand your role in incorporating faiths and beliefs into the programme? Are you aware of the Scout Associations Religious Policy?		1 2 3 4 5
<u>Module 7</u> Scouting for All (All Appointments)	Do you know what sorts of things might influence your thoughts and assumptions about people? Do you know The Scout Association's Equal Opportunities policy? Do you know the cultural, social and religious diversity in your local community? How can you ensure that Scouting is available to all young people?		1 2 3 4 5
<u>Module 8</u> Skills in Leadership (The People)	Do you know how to systematically plan an activity? Do you know about leadership styles and understand how different styles are suitable in different situations? Do you know how to develop the leadership skills of other adults or young people?		1 2 3 4 5
<u>Module 9</u> Working with Adults (The People)	Do you find it easy to settle into working with a team of adults? Can you explain how you chose to use different communication methods and the benefits and drawbacks of each? Can you represent others views? Do you know your role in the decision making structures and communication channels of The Scout Association?		1 2 3 4 5



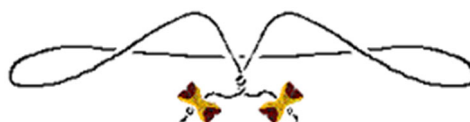
Cheshire County Scout Adult Training - Learning Review Tool - v.0.3

Module	Module Content	What Experience do you already have?	Confident Not Confident <small>1 Not so Confident / 5 Very Confident</small>
<u>Module 10a / 10b</u> First Response Renewal every 3 Years (All Appointments)	Do you hold an in date First Aid Qualification, that meets or equivalent to the First Response Requirements? See Module 10 a/b- First Response for Requirements		1 2 3 4 5
<u>Module 11</u> Administration (All Appointments)	Do you know why effective record keeping is important? Do you know what administrative tasks need to be completed in your Section? Do you know how information on young people can be recorded, stored and maintained? Do you know how records kept are affected by the Data Protection Act? Do you know what financial records need to be kept by a Section or Group? Are you aware of best practice in relation to financial record keeping? Do you know who is covered by The Scout Association's Public liability insurance policy?		1 2 3 4 5
<u>Module 12a</u> Delivering a Quality Programme (All Appointments)	Do you know the key elements of the programme in your section? Are you aware of the key badges and awards for your section members? Do you know how to effectively review your programme? Are you aware of the Young Leaders Scheme?		1 2 3 4 5
<u>Module 12b</u> Programme Planning (The Programme)	Do you know how to create an exciting and relevant programme for your section? Do you know how to generate successful programme ideas? Do you know what to look for when reviewing a programme?		1 2 3 4 5



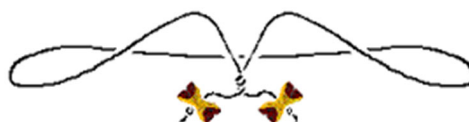
Cheshire County Scout Adult Training - Learning Review Tool - v.0.3

Module	Module Content	What Experience do you already have?	Confident Not Confident <small>1 Not so Confident / 5 Very Confident</small>
<u>Module 13</u> Growing the Section (The People)	<p>Do you know how to encourage transfer between sections?</p> <p>Do you know about the recruitment, induction and retention of adults?</p> <p>Do you know your role in development planning for the group or section?</p> <p>Do you know how you could co-operate with other local organisations to benefit Scouting?</p>		1 2 3 4 5
<u>Module 14</u> Supporting Young People (The People)	<p>Can you describe how Scouting helps young people develop?</p> <p>Do you know what influences the Young people in your section?</p> <p>How do you adapt your Scouting to meet the changing needs of young people?</p>		1 2 3 4 5
<u>Module 15</u> Promoting Positive Behaviour (The People)	<p>Can you identify times when you experience challenging behaviour and why it happened?</p> <p>Do you know positive strategies to use to manage behaviour?</p> <p>Do you know how to effectively deal with challenging behaviour?</p>		1 2 3 4 5
<u>Module 16</u> Introduction to Residential Experiences (The Programme)	<p>Do you understand the importance of residential experiences in Scouting?</p> <p>Do you know your role in preparing to include residential experiences in the balanced programme?</p> <p>Do you know the organisation and administration requirements for running a residential experience?</p>		1 2 3 4 5



Cheshire County Scout Adult Training - Learning Review Tool - v.0.3

Module	Module Content	What Experience do you already have?	Confident Not Confident <small>1 Not so Confident / 5 Very Confident</small>
Module 17 Running Safe Activities (The Programme)	Do you know the importance of activities in the delivery of the Balanced Programme? Do you know the rules and guidance about activities and where to find them? Do you know how to plan a safe and appropriate activity? Do you know how to assess and review the level of risk in an activity? Do you know how to manage groups of young people undertaking activities? Do you know who to inform if someone is hurt during a Scouting activity?		1 2 3 4 5
Module 18 Practical Skills (The Programme)	Do you know a range of practical Scouting skills that would be appropriate to use with your section? Are you able to teach these effectively to others?		1 2 3 4 5
Module 19 International (The Programme)	Do you know about Scouting worldwide? Do you know the range of different International Events and Activities? Can you build international ideas into your programme?		1 2 3 4 5
Module 38 Skills for Residential Experiences	Do you know how to plan and run a successful residential experience? Can you demonstrate two practical skills ? Can you identify the required equipment for and residential experience? Can you explain what should be considered when planning a menu for a residential experience?		1 2 3 4 5



Cheshire County Scout Adult Training - Your Learning Journey

Write in your plan. Use the completed learning review tool as a guide and look at the Cheshire Scout Adult Training website to help you book on to the relevant courses

Next Steps - Identify the first 3 Steps you are going to take....

-
-
-

Validation for your modules and drop in support is available from your **Training Advisor** or **Local Training Manager**, Please do not hesitate to ask for support...

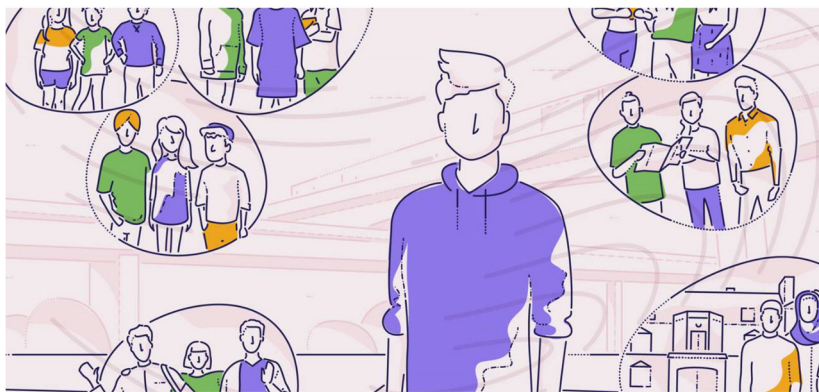
This Year.....	Next Year.....

Please remember that you have to **Validate Modules - 1,2,3 Safety, Safeguarding and GDPR** in the first **5 Months** of your Appointment commencing.

Module 1 : Essential Information

The basic information all Adults in Scouting need to know:

- Understand the basics of the Scouts volunteer training scheme.
- Learn about our movement history.
- Explore the fundamentals of Scouts and how to bring them to life
- Understand the importance of the Safety and Safeguarding policies in keeping people safe while in the Scouts.
- Learn about the structure, and find out about where you fit within Scouts and the support that's available to you.
- Understand the Equal Opportunities policy, and how to make sure Every member feels included and able to participate in Scouts



Checklist...

- Do you know the basics of the Scout Volunteer training scheme
- Do you know the history of the Scout Movement
- Do you understand the fundamentals of Scouting and how to implement them in your role in Scouting
- Do you understand the importance of keeping young people safe and seen the Purple Card
- Do you understand the Scout Safeguarding policy and seen a Yellow Card
- Do you understand the structure of Scouting, and where you fit in.
- Do you know where to find the support available to you in your role
- Do you understand the Equal Opportunities Policy and make sure people are included and able to participate in Scouting

To **VALIDATE** this module you will need to:

1. Complete the online eLearning Course from <https://learning.scouts.org.uk/essential/index.html>
2. Complete the assessment at the end of the course
3. Generate the Certificate at the end of the course
4. Send / Return the Certificate to your training adviser / manager for validation and updating records

SD Scouts Digital

Essential Information (Module 1)

START COURSE

How are you going to validate this module?

- Complete Module 1 e-Learning Course
- Send / Return the Course Certificate to your training adviser / manager

Additional Information / Module Notes



Module Complete

Date Complete/...../.....



Safety

Provide the Adults in Scouting with the understanding of safety practice and responsibilities as a member of Scouts to keep everyone safe,

- Understand the Safety Policy and your responsibilities for keeping young people and adults in our movement safe.
- Be able to demonstrate how to assess and manage risk
- Understand the role of Leader in Charge
- Know what to do in an emergency and how to report incidents and near misses
- Know where to access safety resources, activity rules, guidance for the safe management of activities

Checklist...

- Do you understand the Scout Movement Safety Policy?
- Do you know your responsibilities for keeping young people and adults safe?
- Do you know how to assess and manage risks appropriately?
- Do you know the importance and role of the Leader in Charge?
- Do you know what to do in an emergency and how to report an incident or near miss?
- Can you locate safety resources, activity rules and appropriate guidance to ensure Safe Scouting?

To **VALIDATE** this module you will need to:

1. Complete the online eLearning Course from <https://learning.scouts.org.uk/safety/index.html>
2. Complete the assessment at the end of the course
3. Generate the Certificate at the end of the course
4. Send / Return the Certificate to your training adviser / manager for validation and updating records



SD Scouts Digital

Safety Training

START COURSE

Safe Scouting and what to do in an emergency...

This card is for all adults in Scouting. It contains essential information - keep it with you.

scouts.org.uk/safety

How are you going to validate this module?

- Complete Safety e-Learning Course
- Send / Return the Course Certificate to your training adviser / manager

Additional Information / Module Notes

Module Complete
 Date Complete/...../.....



Safeguarding

Provide the Adults in Scouting with the understanding of safeguarding practice and responsibilities as a member of Scouts to keep everyone safe.

- Understand the Safeguarding Policy and your responsibilities for keeping young people, adults at risk safe.
- Understand the Young People First Safeguarding Card Code of Practice [The Yellow Card]
- Know how to recognise abuse
- Know how to report concerns
- Know what to do to make Scouts a safe environment

Checklist...

- Do you understand the Scout Movement Safeguarding Policy
- Do you know your responsibilities for keeping young people and adults safe?
- Understand the Young People First Safeguarding Card Code of Practice
- I have a Yellow Card and review on a regular basis
- I know how to recognise signs of abuse
- I know how to report concerns
- I can make Scouts a safe environment to be in

Young people first Safeguarding – a code of practice

This card contains essential information for all adults in Scouting. Please keep it with you at all times.

Version 7. Nov 2018
scouts.org.uk/safeguarding



SD Scouts Digital

Safeguarding Training

START COURSE

To **VALIDATE** this module you will need to:

1. Complete the online eLearning Course from <https://learning.scouts.org.uk/safeguarding/index.html>
2. Complete the assessment at the end of the course
3. Generate the Certificate at the end of the course
4. Send / Return the Certificate to your training adviser / manager for validation and updating records

How are you going to validate this module?

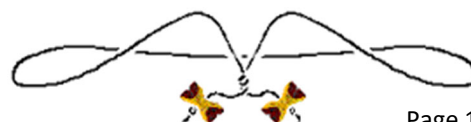
- Complete Safety e-Learning Course
- Send / Return the Course Certificate to your training adviser / manager

Additional Information / Module Notes



Module Complete

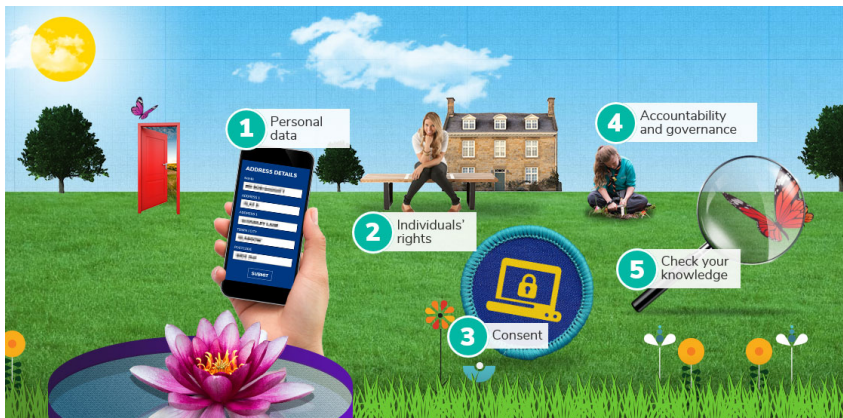
Date Complete/...../.....



General Data Protection Regulations

Provide the Adults in Scouting with an understanding of what the General Data Protections Regulation [GDPR] means for them, their Scout Group, District and County.

- Understand the what is meant by personal rights
- Understand what rights individuals have
- Right of Consent
- Understand Accountability & Governance



Checklist...

- Do you know what personal data means?
- Do you know what a data subject is?
- Are you aware of the differences between data controllers and data processors?
- Do you understand the role of the Information Officer [ICO]?
- Do you know the six privacy principles?
- Are you aware of the main rights of individuals in GDPR?
- Do you know what Consent is in terms GDPR and what the options are?
- Do you know what the accountability principle is?
- Are you aware of a privacy impact assessments?
- Do you know what to do in the case of a data breach?

To **VALIDATE** this module you will need to:

1. Complete the online eLearning Course from https://members.scouts.org.uk/training_module/GDPRwithcertificate
2. Complete the assessment at the end of the course
3. Generate the Certificate at the end of the course
4. Send / Return the Certificate to your training adviser / manager for validation and updating records

How are you going to validate this module?

- Complete Safety e-Learning Course
- Send / Return the Course Certificate to your training adviser / manager

Additional Information / Module Notes



Module Complete
 Date Complete/...../.....



Module 2 : Personal Learning Plan

This module is designed to help you to develop and create a Personal Learning Plan, taking into account any existing knowledge or skills.

- Creation of a Personal Learning Plan
- Identifying the modules relevant to your role
- Planning the Training, Learning and Support required to fill any gaps in your knowledge
- Provide validation ideas
- Provide a time frame for completing your training.

Checklist...

- I know the modules that are required for my role
- I have used the Learning Review Tool to check and identify any prior learning and assess my learning needs
- I have identified my preferred learning method for each module
- I have identified the most appropriate validation criteria for each module based on my role
- I have identified the evidence I would like to use to demonstrate my achievement of the validation criteria

To **VALIDATE** this module you will need to:

1. Create and agree a Personal Learning Plan with your Training Advisor to allow you to complete the training requirements for your role, taking into account existing knowledge, experience and skills.

How are you going to validate this module?

Additional Information / Module Notes



Module Complete
 Date Complete/...../.....



Module 3 : Tools for the Role

Section Leaders

This Module is designed to provide basic information about the role, and practical help for working within a section.

- recognising the main features of your section
- participating in the planning and running of section meetings
- using games as a key part of the programme
- knowing what should happen at a section meeting and why
- understanding your role in Scouting.
- Youth Shaped Scouting
- Promoting positive behaviour

To **VALIDATE** this module you will need to:

1. **Plan and run** an activity appropriate to the section and explain why different types of games are an important part of the programme.
2. Be able to **Plan and run** a ceremony appropriate to the section.
3. Be able to **Plan and run** a game appropriate to the section, outline the important criteria for games in Scouting.
4. List sources of '**ready made**' programme ideas.
5. Any other ideas, subject to agreement with a Training Adviser.

How are you going to validate this module?

- Attend Course
- Witness Statement (Covering running of ceremony, game etc)
- One to One

 **Additional Information / Module Notes**

Module Complete
Date Complete/...../.....

Checklist...

- Do you know what the main features of the section are? (for example: age, theme, decision-making, ceremonies etc.)
- Can you explain what adults do in the running of the section?
- Can you run a game or activity within the section?
- Do you know where to find programme ideas?
- Can you explain what young people do in the running of the section?
- Do you know ways to promote good behaviour throughout a section meeting?



Module 5 : Fundamental Values of Scouting

Section Leaders

The aim of this module is to explore the fundamentals of Scouting and the Religious Policy and consider their relationship with the balanced programme, topic covered by this module include

- The values of Scouting in the Balanced Programme
- Using the Scouting Method with Young People
- Embedding Spiritual development within the balanced programme
- The Scout Associations Religious Policy

To **VALIDATE** this module you will need to complete **two (2)** of the following:

1. Show how the Purpose, Values and Methods of Scouting have been incorporated into the programme to meet the requirements of the section
2. Deliver an activity to demonstrate the integration of spiritual development of young people within the programme
3. Create a presentation or activity to explain the Religious Policy to either adults new to scouting or young people
4. Deliver a Scouting event (e.g. Camp, Scouts Own) accessible to people representing different faiths.
5. Produce an action Plan detailing how you would support another adult in implementing the values of Scouting in their role
6. Any other ideas, subject to agreement with a Training Adviser

Checklist...

- I know what the Values of Scouting are
- I can describe how Values of Scouting can be incorporated into the balanced programme
- I know what the Method of Scouting is
- I can describe how the Method of Scouting informs and influences my role.
- I can support the spiritual development of young people within my role in Scouting.
- I know about the Scout Associations Religious Policy.
- I can describe my responsibilities within the Religious Policy



How are you going to validate this module?

- Attend a course
- One to One



Additional Information / Module Notes

Module Complete

Date Complete/...../.....



Module 7 : Scouting for All

The aim of this module is to promote the policies of The Scout Association, and encourage inclusion, and consider how you can making Scouting available to all.

- Diversity and Inclusion - The Scout Association’s policies
- Diversity and Inclusion - Own thoughts...
- Consider how you in your role can make Scouting available for all
- Social, Cultural and Religious Diversity



To **VALIDATE** this module you will need to complete **one (1)** of the following:

Outline the Equal Opportunities Policy and your role in making Scouting a diverse and inclusive organisation by completing on of the following tasks:

1. Show evidence of how you are making Scouting more accessible to one or more of the following;
 - a) girls and young women
 - b) those with special needs
 - c) those with ethnic minorities
 - d) those with differing religious backgrounds
 - e) those with differing social backgrounds
2. Increase awareness of additional needs or equal opportunities by running an activity for either young people or adults.
3. Any other idea subject to agreement with your Training Advisor

Checklist...

- I know the outline of The Scout Association’s Equal Opportunities Policy
- I know the outline of The Scout Association’s Religious Policy
- I can name some things that could influence my assumptions about other people
- I can explain the definitions of diversity and inclusion as relevant to The Scout Association
- I can outline potential barriers to make Scouting accessible to all.
- I know and can explain the benefits of having a diverse organisation.



Additional Information / Module Notes

Module Complete
 Date Complete/...../.....

How are you going to validate this module?

- Attend Course
- One to One
- Workbook



Adult Leader Training Team



Module 8 : Skills of Leadership

The aim of this module is to introduce models, tools and techniques that will enable you to be an effective leaders of other adults and young people

- Planning Systematically
- Theory of Leadership
- Leadership Styles
- Developing Others

To **VALIDATE** this module you will need to complete **two (2)** of the following:

1. Use a systematic planning tool to complete a task and provide evidence of using the tool
2. Explain the Action Centred Leadership model and apply it to an activity which you have run
3. Using a questionnaire, or similar tool, identify your preferred leadership style, and how it impacts on your role in Scouting. Reflect on the four different leadership styles and consider how they inform your working in your section/group.
4. Produce evidence showing how you have led an event or activity where your leadership style changed a number of times
5. Run a game or activity to develop leadership skills in a young people or adults
6. Any other ideas subject to agreement with your Training Advisor

Checklist...

- I can plan using a systematic planning tool.
- I know how and can explain how to use a systematic planning tool to complete a task.
- I am aware of the Action Centred Leadership model and know how to apply it.
- I can describe a variety of different leadership styles.
- I am aware of ways which I could develop leadership skills in others (both adults and young people)



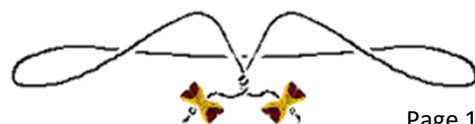
Additional Information / Module Notes



Module Complete
Date Complete/...../.....

How are you going to validate this module?

- Attend Course
- One to One



Module 9 : Working with Adults

The aim of this module is to understand the underlying functions required to work effectively as a member of an adult team

- Using effective communication skills
- Helping others to solve problems
- Knowing the decision making structures of the movement
- Representing Others



Checklist...

- I can describe how to communicate effectively with others
- I can describe some non-verbal forms of communication
- I know the value of good and effective listening skills when working with others and when these are particularly important
- I can explain how to tell if someone is listening and understands what is being communicated
- I can explain how decisions are made locally
- I know the things that you should do when representing the views of others in meeting

To **VALIDATE** this module you will need to complete **two (2)** of the following:

1. Demonstrate how you have helped someone make a decision (without breaking confidentiality) including describing the techniques of effective listening and how these were applied.
2. Demonstrate your ability to understand different aspects of verbal and non verbal communication and implement appropriate responses
3. Any other ideas subject to agreement with your training advisor



Additional Information / Module Notes

Module Complete
Date Complete/...../.....



How are you going to validate this module?

- Attend Course
- One to One



Module 10 a/b : First Response

The aim of this module is to gain the skills and knowledge necessary to enable you to manage an incident and provide basic first aid.

- Be prepared to provide first aid in any situation
- Prepared to manage an incident involving first aid.

The First Response course focuses on **four** main areas:

10a - Session 1 - Life support: The principles of first aid and initial response (arriving and managing an incident), emergency life support, CPR (including technique for children and an explanation of what AED is and how to use it), management of an unconscious casualty (child and adult), and choking.

10a - Session 2 -Trauma and injury: Shock, bleeding, fractures (ambulance imminent and non-imminent) and sprains, head injuries, dental incidents, and burns.

10a - Session 3—Major illnesses: Asthma, anaphylaxis, heart attack, stroke, seizures, diabetes, sepsis and meningitis.

10b Practical Assessment Demonstrate CPR and what to do at the scene of an incident

Checklist...

- Do you know how to deal with a first aid incident?
- Do you have a current first aid qualification (minimum first response)



To **VALIDATE** this module you will need to:

1. Hold a current first aid certificate that meets or exceeds the minimum standard of First Response for 10a / 10b

You will need to keep this up to date and as part of mandatory on-going learning you will need to renew this **every 3 years**.

Please send copy of your certificate to your Training Advisor or Local Training Manager for validation.

Do you hold a first aid qualification already that meets \ exceeds requirements for Scouting?

Course date/details:

10a Session1:

10a Session2:

10a Session3:

10b Practical Assessment:

Expiry date (Usually 3 years after the course):

Trainers Name:

Additional Information / Module Notes

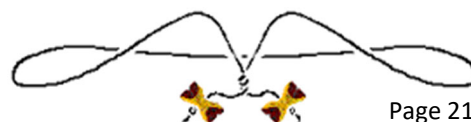


Module Complete

Date Complete/...../.....

How are you going to validate this module?

- Attend First Response Course 10a [Sessions 1,2,3]
- Attend First Response Practical Session 10b
- Already have First Response or equivalent certificate



Module 11 : Administration

The aim of this module is to provide you with information and best practice on how to manage administrative tasks in Scouting

- Administrative tasks and record keeping
- Member record management and the Data Protection Act
- Financial responsibilities and best practice
- Insurance arrangements
- Awareness of the General Data Protection Regulations

To **VALIDATE** this module you will need to:

1. Demonstrate accurate maintenance of administrative and financial records relevant to their role, in accordance with Policy Organisational Rules and the General Data Protection Regulations

Evidence **must include one or more** of the following:

Written Material such as record books, member records, spreadsheets or databases that demonstrate accurate and appropriate maintenance of administrative and financial records, a written or verbal statement by an observer to testify that the learner maintains accurate administrative and financial records in accordance with P.O.R and Data Protection Act

2. Any other ideas subject to agreement with your Training Adviser

Checklist..

- I know why effective record keeping is important?
- I know what administrative tasks need to be completed in my section
- I understand and know how young people can be recorded stored and maintained
- I fully understand how records kept are affected by the Data Protection Act
- I know what financial records need to be kept by my section or Group
- I am aware of the best practice in relation to financial record keeping
- I know who and what is covered by the Scout Association Public Liability Insurance



Additional Information / Module Notes

Module Complete
 Date Complete/...../.....

How are you going to validate this module?

- Attend a Course
- One to One
- Workbook



Module 12a : Delivering a Quality Programme

The aim of this module is to provide you with the information about how we deliver Scouting to young people and how we ensure it meets their needs.

- Key elements of the programme for each section
- Badges and Awards
- The Young Leaders' Scheme
- Youth Shaped Scouting

To **VALIDATE** this module you will need to:

1. Discuss responses to the questions in the '**Check your Knowledge**' Chart and reflect on the fundamental principles and key policies of Scouting with your training adviser, demonstrating, understanding and act in accordance of each core area
- Or**
2. Complete a programme review with your section leadership team and consider any adaptations made to ensure a quality programme
 3. Take part in a planning session with a section leadership team ensuring they cover the key elements of the programme
 4. Show evidence of how you provide and or promote Youth Shaped Scouting as part of your role
 5. Show evidence of how you support the delivery of a quality programme in my role.
 6. Any other idea subject to agreement with your Training Adviser

Checklist...

- I know the key elements of the programme for each section.
- I know the badges and awards appropriate to the section I support
- I know what a quality programme looks like
- I can find more information about the badges and awards for my section
- I know what to look for when reviewing a section programme
- I know what a quality checker is and what the purpose of it is.
- I can adapt a programme to ensure its quality
- I understand the aims of the Young Leader Scheme
- I know what modules and missions are and how to support the completion of these.
- I can identify ways to involve Young Leaders as part of the leadership team.
- I understand Youth Shaped Scouting and what value it brings



How are you going to validate this module?

- Attend a Course
- One to One
- Workbook



Additional Information / Module Notes

Module Complete
 Date Complete/...../.....



Module 12b: Programme Planning

The aim of this module is to provide you with the opportunity to plan and review a sectional programme including the use of a variety of methods to generate programme ideas.

- Create an exciting a relevant sectional programme
- Generate programme ideas
- Review a programme and know how to enhance it



To **VALIDATE** this module you will need to:

1. Discuss responses to the questions in the '**Check your Knowledge**' with my training adviser
2. Produce a Programme Plan (minimum one per month) taking into consideration:
 - a) *Key themes of the programme*
 - b) *Underlying themes of the programme*
 - c) *Incorporating a range of programme methods.*
 - d) *Involving young people in the planning process.*
 - e) *Relationship of activities to badges and awards*
3. Review the programme and produce evidence of how their review has improved the quality of future programmes and planning process
4. Any other ideas subject to agreement with a Training Adviser

Checklist...

- I know how to create an exciting and relevant programme
- I can generate programme ideas suitable for my section
- I know how to review a programme effectively and how I can enhance it
- I can use a quality programme checker appropriate to my section.
- I know how to adapt my programme to ensure its quality

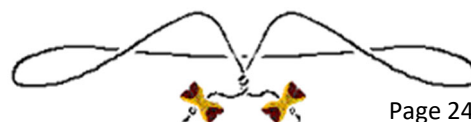


Additional Information / Module Notes

Module Complete
 Date Complete/...../.....

How are you going to validate this module?

- Attend a Course
- One to One



Module 13: Growing the Section

The aim of this module is to assist your line manager and others to plan for growth of your section and group

- Valuing the importance of growth in Scouting
- Knowing effective ways to recruit and retain young people
- Knowing ways to recruit and retain adults
- Identifying the tools and support to help sections grow
- Development planning



Checklist...

- I know why growth in Scouting is important
- Beside recruitment I know what other ways there are to grow my section
- I can identify ways that adults can be recruited to my section and group
- I know ways that can help adults to be retained
- I know ways I can recruit young people into my section
- I understand the importance the moving on awards have in the progression through the movement
- I know what a group development plan should include



Additional Information / Module Notes

Module Complete
Date Complete/...../.....

To **VALIDATE** this module you will need to:

1. Explain the role that you play in the recruitment and retention of young people and adults and the importance of growth within your section and group

And **complete two** of the following

- a) Work with others to produce and implement a development plan for you section or Group
- b) Identify new members (adults or young people) who have joined Scouting as a direct result of action you have undertaken, explain the steps you took to enable this to happen
- c) Run or take part in a recruitment event
- d) Give examples of how you are being flexible to meet the need and time commitments of adults when recruiting them
- e) Demonstrate how you have effectively used the transfer methods between sections and how your role supports 'Moving On, Membership Award. Give examples of young people you have helped to move on between sections - Can anything be improved?

How are you going to validate this module?

- Attend a Course
- One to One
- Workbook



Module 14: Supporting Young People

The aim of this module is to enable you in working with your section to identify the needs of young people

- Understand your role in supporting young people as they develop through the sections
- Understand the changes in young people as they get older and move between sections
- Knowing the characteristics and needs of young people in the age range for your section
- Being aware of the social influences on young people in your section

Checklist...

- I know the characteristics and needs of the young people of the age range for my section
- I understand how the programme meets the needs of the young people in my section
- I understand how society may influence the young people that I work with
- I can describe the effects of peer group pressure
- I can identify ways that I can respond to the needs of a young person in the section I support.

To **VALIDATE** this module you will need to:

1. Discuss the responses to the **Check my Knowledge chart** and reflect on how a) Scouting b) your role as a leader responds to the needs characteristics and influences of young people in the section you work with.

And **complete one** of the following:

- a) Run a game or activity that responds to identify needs, characteristics or influences of the young people in the section you support
- b) Work with the young people in the section you support to identify needs, characteristics and influences
- c) Develop a section programme that seeks to respond to the needs, characteristics and influences of the young people
- d) Any other ideas subject to agreement with a Training Adviser



Additional Information / Module Notes

Module Complete

Date Complete/...../.....



How are you going to validate this module?

- Attend a Course
- One to One
- Workbook



Module 15: Promoting Positive Behaviour

The aim of this module is to enable you to understand, prevent and manage behaviour in your section

- Understand and identify types, causes and solutions for managing behaviour
- Identify acceptable standards for young people and adults to create section codes of conduct
- Identify additional help and support for challenging behaviour
- Understand dismissal procedures in POR for young people

To **VALIDATE** this module you will need to:

1. Attend a Course to understand the types, causes, triggers of behaviour and consider appropriate actions to take in different situations.

Or **complete**

2. Complete the Module 15 Workbook

How are you going to validate this module?

- Attend a Course
- Workbook
- Code of Conduct (Suitable for the Section)



Checklist...

- I can identify some of the challenging behaviours young people in my section might present
- I can identify causes or triggers and solutions for dealing appropriately with challenging behaviours
- I can describe who in my section is responsible for setting and enforcing acceptable behaviour
- I can outline what we would include in an effective code of conduct and the process for creating one
- I know who I can go to in order to provide additional support with managing behaviour in my section
- I also know where to find the policy on the dismissal of a young person from my section due to prolonged unacceptable behaviour



Additional Information / Module Notes

Module Complete
 Date Complete/...../.....



Module 16: Introduction to Residential Experiences

The aim of this module is to provide an overview of the role of residential experiences for young people in Scouting, and the organisation and planning of the experience

- Understand the role of residential experiences in the development of young people
- Organisation and administration of residential experiences
- Understanding the Skills required within a team running a residential experience
- The Nights Away Permit scheme
- Knowing where to go for help and support when planning a residential experience

Checklist...

- I fully understand the role of residential experiences in the development of young people
- I know the key tasks that need to be completed when organising a residential experience
- I can identify how to build a team for a residential experience ensuring a mixture of skills
- I can explain the Nights Away Permit Scheme
- I can identify and locate the rules and policies related to a nights away experience



Additional Information / Module Notes

Module Complete
Date Complete/...../.....

How are you going to validate this module?

- Attend a Course
- Hold a Nights Away Permit
- One to One



To **VALIDATE** this module you will need to:

1. Explain to a Training Adviser the role that camping and residential experiences have in Scouting and how they contribute to the development of young people.
2. Complete the Residential Experience Quiz and reflect on the answers with your Training Adviser.

And **complete one** of the following:

- a) Assist with the planning and supporting a residential experience and describe or show evidence of how your role that you played in planning and supporting the event.
- b) Show evidence that you are promoting and providing opportunities to young people in your section to take part in residential experiences and describe how they are benefiting the young people in the section you work with.
- c) Describe the Nights Away Permit Scheme and where to go for help and support if required in order to run a residential experience
- d) Any other ideas subject to agreement with a Training Adviser



Module 17: Running Safe Activities



The aim of this module is to enable you to plan and run exciting, safe and developmental activities for young people in your section.

- Understand the importance of activities as a regular part of the balanced programme
- Identify the processes that need to be followed to carry out any indoor or outdoor activities in Scouting
- Be able to manage groups during an activity, including the leader in charge principle
- Be able to plan suitable activities, with appropriate risk assessments and communication.
- Understand the in-Touch system, activity rules, parental permission and procedures in the event of an accident or incident

To **VALIDATE** this module you will need to complete **two** of the following:

- Plan or Assist in planning an activity taking into account:
 - The age, experience, fitness and additional needs of the group
 - The rules related to the activity (including adult to young person ratios, any activity rules and gaining appropriate approval from the relevant commissioner
 - Any clothing additional footwear personal and group equipment needed for the activity and anticipated weather conditions
 - The need for a risk assessment to be carried out and communicated effectively
 - The need for an In-Touch System to be in place
- Act as the leader in charge for an activity taking into account
 - Overseeing the activity
 - Co-coordinating adults involved in the activity
 - Communicating relevant instructions guidance and rules to young people involved
 - Carry out a dynamic risk assessment
- Any other ideas subject to agreement with a Training Adviser

Checklist...

- I can identify why activities are important particularly outdoor activities
- I understand which activities young people not allowed to take part in according to Policy Organisation and Rules (P.o.R)
- I can identify the process / steps to undertaking a Scouting Activity
- I can outline the roles and responsibilities of the leader in charge
- I can outline why it is important to ensure that every Scouting event or activity has a designated leader in charge
- I understand what a risk assessment is and why it is important
- I can promote a culture of safety and support communications locally
- I can identify what the InTouch system is and why it is important to have an effective in Touch System in place



Additional Information / Module Notes

Module Complete
 Date Complete/...../.....

How are you going to validate this module?

- Attend a Course
- One to One
- Workbook



Module 18: Practical Skills

The aim of this module is to encourage you to gain and develop practical skills for the benefit of the young people in the section.

- Learning or improving a wide range of practical skills that would be appropriate to include in your sectional programme
- Sharing of practical skills with the young people
- Developing your ability and understanding of practical skills in your scouting role

Checklist...

- I know at least two practical skills that can be used in my section programme
- I can explain how to ensure that the chosen skills are appropriate to the section I work with
- I can identify the safety and risk assessment procedures involved in training others in practical skills
- I know how to effectively teach practical skills to young people in the section I work with



To **VALIDATE** this module you will need to complete **two** of the following:

1. Learn / Develop a practical skill which can be used in Scouting
2. Instruct a young person in carrying out two practical skills
3. Demonstrate two practical skills, at least one of these is one that you have learnt or developed in your role in Scouting
4. Any other ideas subject to agreement with a Training Adviser



Additional Information / Module Notes



Module Complete

Date Complete/...../.....

How are you going to validate this module?


- Attend a Course
- Attend a Practical Skills Day
- One to One

Module 19: International

The aim of this module is to provide an international focus appropriate to the section you work with and appreciate the global nature of Scouting

- Understand the nature of world Scouting
- Know about international Scouting events
- Understanding of international aspects of the balanced programme
- Benefits of international activities for young people.
- Knowledge of international programme ideas



 **Additional Information / Module Notes**

Module Complete

Date Complete/...../.....

How are you going to validate this module?

Attend a Course

One to One

Checklist...

- I can identify some of the things worldwide Scouting shares
- I understand the world membership badge and can describe what it symbolises
- I can identify opportunities for young people in my section to take part in international activities and events
- I can explain why international activities are part of the balanced programme
- I can explain the key areas of the global programme zone
- I can identify methods for including international activities in my section programme
- I know who can provide support with incorporating international activities into my section programme
- I know and can outline the benefits of international activities to young people in my section

To **VALIDATE** this module you will need to complete the following:

1. Review the programme for your section and make adjustments to ensure it incorporates international activities

And **complete two** of the following:

- a) Plan and run an international themed event or activity for young people
- b) Be involved in the planning and running of an international trip (i.e. camp abroad)
- c) Support young people taking part in an international experience
- d) Establish and maintain a link and exchange information with a Scout Group Outside the United Kingdom
- e) Any other ideas subject to agreement with a Training Adviser



Module 38: Skills for Residential Experiences

The aim of this module is to provide you with the appropriate skills to plan and run a successful residential experience for the young people in your section

- Understand the planning process related to residential experiences
- Knowledge of the elements of effective administration
- Being able to choose and prepare a team for a residential experience
- Be able to choose and know how to maintain the right equipment
- Have the relevant practical skills
- Knowledge of health, happiness and safety issues
- Understand catering requirements
- Evaluate suitable venues



Checklist...

- I know what factors I should take into account when planning a programme for a residential experience appropriate to my section
- I can outline what needs to be included in a budget for a residential experience
- I know and can explain what I need to communicate about the residential experience with parents/guardians
- I can identify skills and roles that would be useful for a residential experience
- I can manage a team for a residential experience for my section
- I can identify the equipment required for a residential experience and I can maintain it on a residential experience
- I can demonstrate two practical skills that could be used on a residential experience
- I can outline the policies and procedures and guidance that must be considered on a residential experience
- I understand what a risk assessment is and why it is important for a residential experience
- I can explain what should be considered when planning and providing a menu for a residential experience
- I can identify factors that should be taken into account when evaluating a venue for a residential experience



Additional Information / Module Notes

Module Complete

Date Complete/...../.....

How are you going to validate this module?

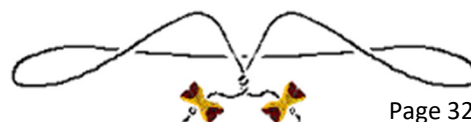
- Attend a Course
- Hold a Nights Away Permit
- One to One

To **VALIDATE** this module you will need to complete the following:

1. Hold a Nights Away Permit

Or complete and provide enough evidence for each of the elements listed below;

- a) Planning and Event Administration
- b) Use of Practical Skills
- c) Planning a Programme



Being Awarded Your Wood Badge

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by The Scout Association once you have completed the training required for your role. The Wood Badge consists of two wooden beads threaded onto a leather thong which is worn with your Scout uniform.

In order to receive the Wood Badge you need to ensure that you have validated all your modules and a completed Personal Learning Plan has been emailed to the County Training Manager. The Personal Learning Plan will be checked by the County Training Manager and will then recommend the award of your Wood Badge. Once the County Training Manager has recommended your Wood Badge, Headquarters will then send a certificate and your Wood Beads to your District Commissioner who will arrange for an appropriate presentation.

Ongoing Learning

Even though you have completed your Wood Badge, there will still be opportunities to learn new skills through ongoing learning. Leaders are expected to complete a minimum of **5 hours** of ongoing learning each year. Ongoing learning for the first year should be agreed before confirming completion of the Wood Badge. You will need to undertake mandatory Safeguarding, Safety and First Aid update before your appointment review.

Changing your Role

It is not unusual for an adult to change roles in Scouting. If you change your role in Scouting it is important to ensure that any additional training needs are addressed. Different roles require different knowledge and skills. However you don't start from scratch. If you were to change section in Scouting you would need to revalidate your ***Personal Learning Plan (2), Tools for the Job (3), Delivering a Quality Programme (12a), Programme Planning (12b) Growing the Movement (13), Young People Today (14), Challenging Behaviour (15) and Practical Skills (18)***. This reflects the differing needs of the different age ranges.

In the future we plan to have guides to assist you if you change sections or move into a management role such as a Group Scout Leader or Assistant District Commissioner, but these are still under development due to the changes in Training for Managers and Supporters.

Should you need any assistance with any aspect of the above please do not hesitate to contact your Training Advisor or Local Training Manager.

Personal Learning Plan - Record Sheet

P.L.P

NAME..... GROUP

MEMBERSHIP NUMBER..... DISTRICT

APPOINTMENT..... TRAINING ADVISOR.....

MODULE	LEARNING REQUIRED	ONGOING LEARNING	METHOD OF LEARNING	EVIDENCE REQUIRED TO VALIDATE MODULE	METHOD OF VALIDATION	DATE OF VALIDATION	TRAINING ADVISOR SIGNATURE

Methods of Learning:

1: Course 2: e-Learning, 3: External Course, 4: Fact Sheet, 5: Management Game, 6: One to One, 7: Other, 8: Prior Knowledge, 9: Small Group, 10: Video, 11: Workbook

Methods of Validation:

1: Demo, 2: Discussion, 3: Qualification, 4: Other, 5: PLP, 6: Product of Work; 8: Questionnaire, 9: Video, 10: Witness, 11: Workbooks, 12: Written Material



Appendix 2 —Yellow Card - Safeguarding Code of Practice

Young people first Safeguarding – a code of practice

This card contains essential information for all adults in Scouting. Please keep it with you at all times.

Version 7, Nov 2018
scouts.org.uk/safeguarding



What do I do if...?

If a young person tells you they are being abused, you must:

1. Allow them to speak without interruption, and accept what they say
2. Be understanding and reassuring – do not give your opinion
3. Tell them you will try to help but must pass the information on
4. Tell your Group Scout Leader or District Commissioner immediately
5. Write careful notes of what was said using the actual words
6. Include the time and date and full names of those involved
7. Sign and pass your notes to your Group Scout Leader or District Commissioner
8. Make sure that Scouting poses no further risk to their welfare

If you are concerned about the welfare of a young person or there is a concern, complaint or allegation about an adult or yourself, inside or outside Scouting, you must:

1. Tell your Group Scout Leader or District Commissioner immediately
2. Write careful notes of what you witnessed, heard or were told
3. Include the time and date and full names of those involved
4. Sign and pass your notes to your Group Scout Leader or District Commissioner
5. Make sure that Scouting poses no further risk to their welfare

It is your duty to report ALL safeguarding concerns as a matter of urgency following the correct process.

If a young person is at immediate risk of significant harm call 999 and request Police. Inform your Group Scout Leader or District Commissioner once you have done this.

You must refer any concern or complaint to your GSL or DC as a matter of urgency. **DO NOT** investigate it yourself.

If you are in any doubt about what to do, contact the Scout Information Centre on 0345 300 1818 or safeguarding@scouts.org.uk
You can also contact the NSPCC on 0808 800 5000 or help@nspcc.org.uk

There are other organisations that you can also go to for further information and advice, such as the NSPCC. Other organisations can be found on our website.

It is the policy of the Scouts to safeguard the welfare of all young people by protecting them from neglect and from physical, sexual and emotional harm.

All members have a duty to report concerns or suspicions and a right to do so in confidence and free from harassment.

Code of behaviour



- Do remember that you are a role model at ALL times, inside and outside Scouting. Set a good example for others to follow.
- Do treat everyone with dignity and respect in line with the Scouting Values
- Do treat all young people equally - do not show favouritism
- Do follow the adult-to-young person ratios at all times
- Do remember that you have been placed in a position of trust - do not abuse this
- Do report all allegations, suspicions and concerns immediately

- Do remember that someone may misinterpret your actions
- Do respect a young person's right to personal privacy
- Do act within appropriate boundaries, even in difficult circumstances
- Do encourage an open and transparent culture, where people can challenge inappropriate attitudes or behaviours
- Do make everyone (young people, parents and carers, Young Leaders and other helpers) aware of our safeguarding arrangements and share our Yellow Card - our Code of Behaviour
- Do create an environment where young people feel safe to voice their concerns

- Do have separate sleeping accommodation for young people, adults and Young Leaders working with a younger section
- Do plan activities that involve more than one other person being present, or at least within sight and hearing of others. Do not plan to be alone with a young person.

- Do not drink alcohol when you are directly responsible for young people and never allow young people on Scouting activities to drink alcohol
- Do not trivialise abuse or let it go unreported
- Do not join in physical contact games with young people

- Do not overstep the boundaries between yourself and young people by engaging in friendships or sexual relationships
- Do not allow activities that encourage bullying behaviour including initiation ceremonies, dares or forfeits
- Do not use inappropriate, suggestive or threatening language, whether verbal, written or online
- Do not rely on your reputation or position to protect you

Appendix 2 - Purple Card - Safe Scouting - What to do in an Emergency...

Safe Scouting and what to do in an emergency...

This card is for all adults in Scouting.
It contains essential information
– keep it with you.

scouts.org.uk/safety



Emergency: What do I do?

In the event of an incident:

01. Deal with the immediate situation and alert the appropriate emergency services, if required.
02. Alert your Commissioner or their designate:

Contact details:
03. Alert the emergency contact of those individuals involved.
04. If you are abroad, alert any agencies required by the insurers.
05. For incidents involving air activities or water activities in coastal or deep sea waters notify the appropriate government agency.
06. Inform UK Headquarters at the earliest opportunity if:
 - someone suffers a personal injury or illness requiring a doctor, nurse, paramedic, dentist or hospital.
 - someone requires an emergency service rescue.
 - third party property is damaged.

You will need to provide basic information about the incident including information about the injured party, what happened, where it happened and who is reporting the incident.

In the event of a critical incident (one involving loss of life, near loss of life or collapse of a structure):

01. Deal with the immediate situation and alert the appropriate emergency services, if required.
02. Alert UK Headquarters (you will need to provide a basic overview of the incident, who is involved, where the incident occurred and Group information). A Critical Incident Manager will assist you and guide you through the management of the incident.

Key points:

- Do** – keep a record of actions and communications, including details of others who may have seen what happened.
- Do** – keep calm and ask for support where needed.
- Do** – refer all news media to the Duty Media Officer and seek support before talking to the media by calling UK Headquarters.
- Don't** – make any admission of liability.
- Don't** – initiate contact with the news media.
- Don't** – try to handle things on your own.

Safe Scouting: a code of conduct

- Do** – ensure all activities are approved, run and supervised in accordance with POR (Rule 9.1).
- Do** – identify hazards and discuss how they will be managed to reduce risk (see the Activities - Risk Assessment factsheet; Staying Safe checklists for managers, Executive Committees and section leaders).
- Do** – find the most effective and appropriate way to communicate the risks and controls identified.
- Do** – ensure all meetings, events or activities have an identified leader in charge that oversees the activity and all adults and young people. This includes responsibility for registers, headcounts, allocation of roles to specific adults and checking they are aware of their specific responsibilities (see leader in charge info at scouts.org.uk/safety). The best way of doing this is for all adults who will be involved in the activity to agree which one of them will undertake this role.
- Do** – give young people and adults appropriate training, guidance and rules.
- Do** – be prepared to deal with accidents (have a first aid kit, a robust InTouch system and relevant emergency contact details).

- Do** – consider any additional needs of those taking part.
- Do** – review an activity if conditions or equipment change significantly.
- Don't** – be afraid to stop or alter an activity being run by you or another leader.
- Don't** – put your needs above those of young people. Ensure activities are appropriate for the young people involved.
- Don't** – ignore concerns expressed by adults or young people.
- Don't** – assume that someone else is managing safety – always check.

Reporting potential accidents:

- If you see an activity, premises or equipment which is potentially dangerous, report it to the premises manager, line manager or activity organiser immediately.
- If your concerns are ignored, contact the responsible GSL/Commissioner or body.

Reporting near misses:

- We would like to hear about any situations that could have led to injury, illness or damage. This is especially important where the issue relates to equipment or the process followed and to help us improve the advice and information we give to the movement and prevent future incidents. Near misses can be reported at scouts.org.uk/nearmiss.

Contact details

UK Headquarters – including notification of incidents, critical incident support and contacting the Duty Media Officer
0345 300 1818
020 8433 7100
+44 20 8433 7100

- Please save these numbers in your phone.

Our policy

To provide Scouting in a safe manner without risk to health and wellbeing so far as is reasonably practicable.

Version 7 - March 2019

Appendix 3 - Risk Assessment Template - Safe Scouting

Risk Assessment

Name of activity/ event/ location	Date of risk assessment	Name of who undertook this risk assessment	What has changed that needs to be thought about and controlled?
Hazard Identified? / Risks from it? <i>Hazard – something that may cause harm or damage.</i> <i>Risk – the chance of it happening.</i> Example: Hazard- Fire Risk- Smoke/ Burns	Who is at risk? Young people, Leaders, Visitors? Leaders, Visitors, Young Leaders, Scouts	How are the risks already controlled? Wh at extra controls are needed? Controls – Ways of making the activity safer by removing or reducing the risk from it. For example - you might use a different piece of equipment or you might change the way the activity is carried out. Smoke- Use of dry wood, check wind direction, Stand people out of smoke direction. Burns- Safe distance from fire, extra wood place on carefully, teach Scouts good practice around fires, burns/first aid kit easily available.	Keep checking throughout the activity in case you need to change it...or everstop it! This is a great place to add comments which will be used as part of the review.
Review due: A risk assessment needs reviewing if circumstances change but also schedule regular reviews to ensure they are current, perhaps every 12 months? The review must include a detailed look at each element of the risk assessment in order to establish if any change is required.			

Additional information can be found in the Safety Checklist for Leaders and other information at scouts.org.uk/safety

HQ Template Published February 2019



The Scout Information Centre

Phone: 0845 300 1818 info.centre@scouts.org.uk

Cheshire Scouts Adult Training :

<https://www.cheshirescouts.org.uk/adult-support/training>

Local Training Managers :

To find your Local District Training Manager, please visit:

<https://www.cheshirescouts.org.uk/adult-support/local-training-managers>

County Training Manager:

Debbie Phillips debbie.phillips@cheshirescouts.org.uk