

# essential information | 01

an introduction to Scouting

**Goals of International**

- To put the "B" in "Boy Scout" before a new member
- To meet everyone with respect
- To provide an example for others to follow
- To give a challenge, which should lead to the use of other means, using wisdom in a way as will be right in the light of nature
- To respect a young person's intelligence and ability
- To have respect for the accomplishments of leaders and young people
- To provide a model for young people to follow and an example that they can
- To encourage young people and adults to be committed to doing enough to save our wilderness/nature for the future
- To build character and competence for tomorrow's leaders and young people and be responsible with a willingness of trust and a loyal relationship between leader and a young person for the life of a Scout
- To remember that someone who might offend you will be someone you will meet "often"
- To recognize that nature is a teacher and a worthy resource of learning and a model for living and behaving, demonstrated in nature

- To work toward making your activities a 50% outdoor experience, including hiking
- To work on physical fitness goals with young people
- To work on the leadership skills of a new Scoutmaster
- To work on a relationship about other outdoor teaching tools
- To work with parents to get them the appropriate outdoor safety training, such as first aid or CPR
- To work with leaders to get feedback
- To work with religious friends or groups, such as a
- To work to establish a business or enterprise or other, or something to support the work and what your goal is to be a good job
- To work toward "Be Prepared" resources



adult training



# getting started



# 1

## Who is *Essential Information* for?

This module (number 1) is for all adults in Scouting. It provides them with the necessary skills and information to ensure that they do not put themselves and others at risk due to lack of knowledge. As well as explaining the Fundamentals of The Scout Association, it also provides adults with the details of the structures that are in place to support them in their roles.

## What does this module contain?

The module contains approximately 2 hours 40 minutes of learning that may be managed in a variety of ways.

## How is this module validated?

The validation of this module is based on the individual's ability to meet the validation criteria, as set out in the *Training Adviser's Guide* and the *Adult's Personal File*. This means the adult will be required to demonstrate their understanding of the Purpose, Principles and Method of Scouting, the management and support structures in Scouting, as well as safety and Child Protection issues.

Formal validation is not necessary for adults who do not hold a Warrant or have a Training Adviser. However, it is recommended that the adult has a conversation with the Group Scout Leader or responsible Commissioner with whom they work to ensure that the subjects covered in this module are properly understood.

## What information is provided?

The module contains the objectives relating to understanding the adult's role in Scouting. It also provides the basic knowledge needed to ensure that adults do not put themselves or others at risk through lack of knowledge.

The objectives are given first, followed by methods of training. The content is given in outline with the key points expanded in more detail. Trainer's notes are also given to provide guidance on methods or other key points.

The information is not however a script for the session. Prior knowledge and/or research of the subject matter by the Trainer will be required before delivery of the training.



### Series Editor

Chris James

### Editors

Robert Halkyard  
Peter Rogers

### Contributors

Alison Harvey  
Lura Hughes  
Jackie Martin

Claire McAuliffe  
Margaret Poland

### Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands and in one case Bailiwick, for ease of reading this material simply refers to County or Counties.

## Session details

The following sessions take participants through:

- considering the underlying principles of the Movement
- the support and management structures in place
- safety for adults and young people
- Child Protection.

Session	Page	Timing (hrs)
1 Fundamentals	4	0:45
2 Support and structure	10	0:45
3 Safety	15	0:40
4 Child Protection (Option 1)	19	0:30
(Option 2)	19	1:45

Depending on the number and nature of the participants and staff, these sessions may need to be preceded by introduction and/or integration sessions.

## Planning considerations

The learners for this module will have varying roles and different levels of experience within Scouting. Some will be taking on a warranted role or Appointment. Others will be those who help occasionally on an evening or at camp. *Essential Information* is a compulsory module for all adults in Scouting. Those with administrative roles such as Group Treasurer and Secretary also need to complete this module.

Some pre-session work may need to be done, as the Trainer needs to be competent in the areas of Child Protection, support and structures of The Scout Association, safety, and the Fundamentals.

The sessions are designed to give adults an overview of the basics of Scouting. This module is the first part of *Getting Started* and should be completed within three months of joining The Scout Association. It should be remembered therefore that this might be the first exposure some adults have to The Scout Association's Adult Training Scheme.

It is recommended that *Worksheet 1, Identification of Needs*, be distributed to participants as soon as possible. It should be returned to the Trainer before the start of the module so that consideration of individual needs can be incorporated into the planning stages. The considerations for the Child Protection session are outlined at the beginning of that session.



Trainer



Learner



Group



Report back



Visual aids



Trainer's notes



Handout notes



Timing

# Essential information

## Aim

To provide the basic information required to ensure that adults involved in Scouting do not put themselves and others at risk through lack of knowledge; to make adults aware of the Purpose, Principles and Method of Scouting and the management and support structures in Scouting in outline. Relevant parts of these structures are covered in detail.

## Objectives

There are 16 overall objectives for this module:

- 1 Outline the Purpose, Principles and Method of The Scout Association.
- 2 State the Promise and Law and explain how they relate to the Fundamentals of The Scout Association.
- 3 Explain that Scouting is open to all young people and operates an Equal Opportunities Policy.
- 4 Accept the importance of The Scout Association's Child Protection Policy.
- 5 Accept their role as an adult in protecting young people from harm.
- 6 Discuss how the Code of Good Practice *Young People First* (shown on the yellow card) should be implemented by themselves and other adults involved in Scouting.
- 7 Explain the steps to take where child abuse is suspected or alleged.
- 8 List the main causes/types of accidents in Scouting.
- 9 Explain and apply The Scout Association's method of Risk Assessment to Scouting activities.
- 10 Explain how to find out about the relevant rules/guidance for Scouting activities.
- 11 Describe the actions to take following an accident/incident (or the report of an accident/incident) during a Scouting activity.
- 12 Describe the structure of their Group/District/County and identify the support available.
- 13 Explain how the Scout Information Centre may be contacted and the type of support and information it offers.

- 14 Describe the training process and opportunities for adults in Scouting.
- 15 Answer the questions listed on the Adults in Scouting model prompt card and explain the type of support they should receive in their role.
- 16 Explain how *Policy, Organisation and Rules* is relevant to their role and the role of others in Scouting.

## Methods

### A series of sessions

This module may be delivered as a series of training sessions during an evening or as a series of individual sessions.

### One to one training

This module may be delivered on a one to one basis by a Trainer, or someone with sufficient experience to coach a candidate through the subject areas.

### e-learning and video

This module is also available as an e-learning package and as a video based package.

## Resources

To carry out the training in its entirety, you will need the following:

- Display boards
- Overhead projector (OHP) and overhead transparencies (OHTs)
- Visual aids for the Purpose, Principles and Method (bricks or cards)
- Pens, paper, sticky tape, pliable adhesive
- Flipchart, paper and marker pens
- Sticky labels
- Materials to construct 3D models
- Copies of the Scout Law and Promise
- Copies of *Scouting Essentials*
- Copies of *Policy, Organisation and Rules* (CD and hard copy)
- Adults in Scouting model prompt card
- Adults in Scouting model jigsaw (see Appendix 1)
- Copies of *Young People First* code of good practice (pocket-size yellow card)
- *Young People First* code of good practice (display A3 size yellow card)
- Child Protection statement cards (see Appendix 2)
- 'Keeping Children Safe' Child Protection Awareness Programme flyer
- 'Keeping Children Safe' Child Protection Awareness Programme registration information
- Copies of *Child Protection Procedures for District Commissioners*
- Copies of relevant factsheets for each participant
- Copies of relevant handouts for each participant
- Copies of relevant worksheets for each participant.



## Essential information: session 1



### Fundamentals

#### Key objectives

- 1 Outline the Purpose, Principles and Method of The Scout Association.
- 2 State the Promise and Law and explain how they relate to the Fundamentals of The Scout Association.
- 3 Explain that Scouting is open to all young people and operates an Equal Opportunities Policy.

#### Resources

For this session, you will need the following resources:

- OHP
- Copies of OHTs **1a** – **1e**
- Copies of Worksheets 1 and 2
- Copies of Handout A
- Policy Organisation and Rules
- Copy of *Scouting Essentials*.



#### Trainer's notes

*Before the session, Worksheet 1, Identification of Needs, should be circulated for participants to complete. This should preferably be done before the learning experience but could take place at the start of the training if necessary.*



### Trainer input

Thank participants for completing the *Identification of Needs* worksheet, as it clarifies and identifies individual needs.

Ask the question 'What is Scouting?' Explain that Scouting is a worldwide, values-based, educational Movement. In the Movement, we believe that the world is a better place when people:

- are trustworthy, self controlled and self confident
- have self-respect and respect for others
- work together to serve other people and improve society
- show responsibility towards the natural world
- have proper respect for possessions and property



- have an active religious faith.

Membership of the Movement is voluntary and available to all who accept its Principles.

Explain what we mean when we talk about the Fundamentals of Scouting in terms of:

Purpose	What we do
Principles	Why we do it
Method	How we do it.

### Trainer's notes

Three cards or bricks with Purpose, Principles and Method written on them could be used to illustrate that these are the foundations that underpin Scouting.

The first chapter of Scouting Essentials contains a comprehensive summary of the Fundamentals of Scouting. This can be referred to if required.



## Method

### Trainer input

Explain that the Method (The Programme and activities) is what most people would relate to when they think of Scouting. It is also likely to be what they are familiar with - for example, the activities undertaken as part of a weekly Section meeting.

Ask for a few examples of activities young people do, such as playing games, making things, camping and so on. Explain that each of these methods is used for a reason. For example, making things might include working as a team, decision-making, practical skills and so on.



### Task

Think about one or two activities and what young people might get from them.



### Trainer's notes

The final list should cover:

- group work
- enjoying what they are doing
- taking part in varied and progressive activities
- making their own choices



- *taking increasing responsibility for others*
- *participating in activities outdoors*
- *sharing in prayer and worship*
- *making and living out their Promise.*

*It might be useful to have cards with the above answers ready to display. If the participants are entirely new to Scouting you might want to choose the activities for them to get a wide range of answers.*

## Principles

### Trainer input

Remind participants that Membership of the Scout Movement is voluntary and available to all who accept its Principles.

Explain the three key Principles as detailed in *Scouting Essentials* (OHT **1a**)

- Duty to Self
- Duty to Others
- Duty to God

Highlight that our Principles are embodied in the Scout Promise and Law. All Members of the Association aged over 10½ make the same Promise:

*On my honour,  
I promise to do my best to do my duty to God and to the Queen,  
to help other people and keep the Scout Law.*

To reflect their age ranges, Cub Scouts have their own Law and Promise and Beaver Scouts their own Promise, using simplified language.

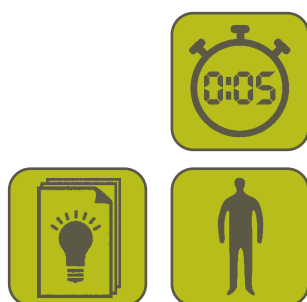
Explain that the Scout Promise has three parts – duty to God, duty to the Queen and duty to others.

When an individual makes the Promise, the Scout sign is used and the three fingers kept upright remind us of these three parts.

By taking the Promise, an individual, from Beaver Scout to adult, becomes a Member of the Scout Movement.

### Trainer's notes

*It may be useful to have the Scout Promise and Law on display. (OHT **1b** and **1c**)*



## Trainer input

List examples from the participants under each of the three sub-headings: Duty to God, Duty to Others and Duty to Self.

Ensure that the following points are covered:

### Duty to God

(active faith, natural world, spiritual dimension, more to life than the material world)

### Duty to Others

(respect others, their possessions and property, working together, service, development of society, promotion of peace locally, nationally and internationally, protection of the natural world)

### Duty to Self

(personal responsibility, self respect, self control, self esteem, development of our own gifts and talents)

Show the Equal Opportunities Policy (OHT **1d**) and explain its extent:

*a. The Scout Association is committed to extending Scouting, its Purpose and Method to young people in all parts of society.*

*b. No young person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:*

- *class*
- *ethnic origin, nationality (or statelessness) or race*
- *gender*
- *marital or sexual status*
- *mental or physical ability*
- *political or religious belief.*

*All Members of the Movement should seek to practise that equality, especially in promoting access to Scouting for young people in all parts of society. The Scout Association opposes all forms of racism.*





## Purpose

### Trainer input

Reflect on why we do what we do. Explain to participants the Purpose of Scouting. (OHT 1e)

*'The Purpose of Scouting is to promote the development of young people in achieving their full physical, intellectual, social and spiritual potentials, as individuals, as responsible citizens and as members of their local, national and international communities.'*

## Outcomes

### Trainer input

If a Member of The Scout Association is demonstrating all of the above i.e. the Purpose, Principles, and Methods, suggest the kind of characteristics they might show. These would include:

- a growing sense of self-discipline and self-esteem with integrity, honesty and reliability
- a growing ability to get along with others as an individual and as a team member – showing a sense of responsibility towards others
- a growing determination to work with others towards the creation of a more tolerant and caring society
- a growing understanding of the natural world – a sense of responsibility towards it and those who live in it
- a growing sense of wonder and a discovery of the need for prayer and worship.

Acknowledge that there is a lot to take in and that there is probably more to Scouting than they expected. Refer to the summary handout (Handout A) and ask them to reflect further how Scouting's activities relate to these topics.



### Task

#### Trainer's notes

*Participants should complete one of two tasks. There are a number of factors that will determine which option will be used such as the equipment available and the participants themselves. If there are enough participants to form two groups, each group could complete a different option.*



## Option 1

### Making it personal

Split into groups and look at a copy of the Promise and Law (Handout A). Discuss how you feel about making your Promise, and how you feel about committing yourself to it. For example, you may feel unsure, nervous, uneasy, but also excited and ready for the challenge.



## Option 2

### A personal advert

Write an advert (minimum 15 words) for a newspaper's personal column to recruit adults. It should portray how you see Scouting and how you wish to convey that to others. Use Worksheet 2 to help with this.



### For example:

*'Adults wanted to help young people grow and develop through a wide range of exciting activities to achieve their potential. Adults must be keen, enthusiastic and prepared to accept Scouting's values and Principles.'*

Share and discuss the adverts, including some reference to how your personal commitment to any of the Principles, Purpose, Methods or Promise and Law has influenced what they have written.

## Essential information: session 2



### Support and structure

#### Key objectives

- 1 Describe the structure of their Group/District/County and identify the support available.
- 2 Explain how the Scout Information Centre may be contacted and the type of support and information that is available.
- 3 Describe the training process and opportunities for adults in Scouting.
- 4 Answer the questions listed on the Adults in Scouting model prompt card and explain the type of support they should receive in their role.
- 5 Explain how POR is relevant to their role and the role of others in Scouting.

#### Resources

For this session, you will need the following resources:

- Materials for 3D structure building (optional)
- Copies of Handout B, *The Structure of The Scout Association*
- Sticky labels (optional)
- Flipchart, paper and pens
- Copies of Worksheet 3, *Information To Support You In Your Role*
- Scout Information Centre flyers
- Adults in Scouting model prompt card
- Adults in Scouting model jigsaw (see end of file)
- Copies of the factsheets *Headquarters Services* (FS 320523) and *Decision Making Structures of The Scout Association* (FS 1400240) (optional).



### Trainer input

#### The structure of Scouting: an overview

Refer to and distribute Handout B, *The Structure of the Scout Association*. Most individuals in Scouting will not need to involve themselves with the detail but it is useful to understand the full picture.

Explain that the support and structures are there in order to support all adults



in their roles. No one should feel they are working alone and without any support. This is available in a variety of ways, whatever the role.

Point out that there are only two types of roles in Scouting:

- Those working directly with young people
- Those supporting other adults

Support and structures are in place to ensure that Scouting is effectively managed. Make the following distinction between structure and support:

## Structure

This is the framework for the organisation of The Scout Association.

## Support

This is the people and resources available to help make Scouting happen.

## Sources of support

### 1 Factsheets

Explain that further information can be found in the factsheets, which could be given out at this stage. Headquarters Services (FS 320523) and *Decision Making Structures of The Scout Association* (FS 140024)



### 2 The Scout Information Centre

Based at Headquarters, the Scout Information Centre is the best single point of contact for information on all aspects of Scouting and for a wide range of resources, including factsheets. Distribute Information Centre flyers or give out the contact details (0845 300 1818 or email [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk)).

### 3 Local support

Closer to home, and probably the most relevant for the majority of people, is knowing about the support available from their own County (the term 'Area' is used in Scotland and Wales) District and Group. Ask participants to think of at least one other person in Scouting who can offer them support. For example, for adults working with young people it could be another Leader in the Section or the Group Scout Leader. For adults working at District level, it could be the District Commissioner or one of their Assistants. For those in support roles such as Group Chairperson or Group Secretary it could be the Group Scout Leader or someone who carries out the same role in a different Group.



### Trainer's notes

*It is important that all participants identify at least one other person who can offer them support. Participants should not go away from the course thinking that they are on their own.*

## Task (time depends on chosen task)



### Trainer's notes

*There are two tasks of which participants should complete one. The option that is chosen will depend on the time allowed, equipment and the participants. A further option, if there are enough participants for two groups, is to increase the time allowed for Option 1 and for each group to complete a different option. For the first option you will need to write out all of the roles in the structure of Scouting on sticky labels. For the second option you will need to pre-brief the participants on the structure of Scouting.*



### Option 1

Randomly pick one of the labels and stick it to your forehead. Using pieces of string to represent the structure lines, form yourselves into a 'living model' of the structure of The Scout Association.

When you are happy with the position everyone is in, the Trainer will offer feedback, highlighting any areas where you may have gone wrong.



### Option 2

Split into groups and construct 3D models of the structure of Scouting, incorporating support mechanisms. For example, you may construct the structure in the form of a pyramid and put the pyramid in a large box to represent the support available to all from Headquarters.



## Trainer input

Explain the use of the Adults in Scouting model to participants by using the Adults in Scouting jigsaw (the pieces are provided at the end of this module). This will illustrate the provision of support available to adults in Scouting.



Each 'box' in the Adults in Scouting model can be summarised as follows:

## Assessment of need and recruitment

This box is about the Group, District or County identifying that they have a need for an adult. A sample job description should be produced at this stage.

## Mutual agreement and appointment

Once an adult has been identified, the two parties should agree the adults' exact role. This is achieved by refining the sample job description, agreeing the exact job description and confirming that the adult knows what their job is.

## Integration

When appointed, the adult needs to be integrated into their new role. They need to know how they fit into Scouting and with whom they will be working. Scouting loses many of its volunteers within the first six months of their Appointment because they are not properly integrated into Scouting.

## Activities

This box is about ensuring that the adult actually gets to do what they have been recruited to do, rather than watching other people do it for them!

## Training and support

It is important that all adults in Scouting receive the appropriate training and support at times when they require it. This is provided through formal training and informal approaches.

## Review or evaluation

All adults in Scouting should be regularly reviewed against their job description. This is to ensure that they are still doing the job they have been recruited to do and are still happy and feel supported in their role.

## Reassignment

Following a review, it may be appropriate to reassign an adult to a new role in Scouting.

## Retirement

Alternatively, it may be agreed that the adult takes a break from Scouting.

## Renewal

Finally, it may be agreed that the adult continues in their role.

Distribute prompt cards to help participants see and understand the model and where it corresponds to their own role and situation.

Draw attention to the questions on the prompt card. If participants do not know the answers, encourage them to ask someone who may be able to support them - perhaps the person they identified in the earlier task.



Distribute Handout C, *Summary of the Adult Training Scheme*. Explain to participants that this is an overview of the scheme, encompassing everyone in Scouting. Be aware that due to the nature of their role, not all participants will be undertaking further training.

### Task



Divide into groups depending on your role in Scouting. As a group, complete Worksheet 3, *Information to Support You in Your Role*.

### Trainer's notes

*During this task give them any necessary factual information or encourage the exchange of information on the support available locally.*

*Additional factual information for participants in completing this exercise could include more detail about their role, the structure of Scouting, and the Adult Training Scheme.*



### Trainer input



Introduce *Policy, Organisation and Rules* (POR). Explain the content and its use, emphasising the benefits of the guidance and rules it contains. Encourage participants to explore, in their own time, the relevance of POR to their own role.



## Essential information: session 3

### Safety



#### Key objectives

- 1 List the main causes and types of accidents in Scouting.
- 2 Explain and apply The Scout Association's method of Risk Assessment to Scouting activities.
- 3 Explain how to find out about the relevant rules/guidance for Scouting activities.
- 4 Describe the actions to take following an accident/incident (or the report of an accident/incident) during a Scouting activity.

#### Resources

For this session, you will need the following resources:

- Overhead projector (OHP)
- Overhead transparencies (OHTs)
- Risk Assessment pro forma
- Copies of the factsheets FS 120000 *Risk Assessment* and FS 120079 *Accident – A Leaders'/Commissioners' Guide to Reporting*.

#### Trainer's notes

*The main points of the session could be put over using an OHP presentation. The session starts with some shock statistics based on the monitoring of accident reports by The Scout Association.*



### Trainer input

Go through the following accident locations asking participants to guess the percentage of accidents that happen at each location. Use the following information for this.

- 30% occur in, or, near meeting places
- 37% happen at camp
- 3% happen on expeditions
- 30% in other places
- 25% involve adults.





### Trainer input

Ask participants to guess the most common activities during which accidents occur. The answers are:

- games
- moving around a location
- travelling to and from a location
- preparing/clearing away.



### Trainer input

Ask participants to guess the correct order for accidents while on a campsite, starting with the most frequently occurring. The correct order is as follows:

- 1 Trips, slips and falls
- 2 Cut or struck by object or person
- 3 Step or fall on object
- 4 Burns and scalds
- 5 Sickness

Remind participants of The Scout Association's Safety Policy (OHT **3a**):

*It is the policy of The Scout Association to provide Scouting in a safe manner without risk to health, so far as is reasonably practicable.*

*The Association believes that this responsibility ranks equally with other responsibilities incumbent upon those providing Scouting activities and functions.*



### Trainer input

Explain that in Scouting, accidents can never be completely ruled out. This is because much of our Programme involves challenge, excitement and adventure and therefore a certain amount of risk. As the statistics show, however, most accidents occur during the informal part of meetings, activities, and camps - that is, they happen when least expected. The key is **practical prevention** rather than being over protective. In most cases plain common sense is what is really needed.

So Leaders need to recognise that supervision is of vital importance and ask the question of any accident or incident: 'Could it have been prevented?'

## Trainer input

In any situation - at your usual meeting place, undertaking a new activity or just being in a different place - it is important to consider potential hazards and carry out a Risk Assessment.

The basis of activities within Scouting is:

- **excitement** but not **danger**
- **adventure** but not **danger**.

In order to minimise the danger, a Risk Assessment is used.

Introduce the five steps to Risk Assessment:

- 1 Look for hazards.
- 2 Decide who might be harmed and how.
- 3 Evaluate the risks and decide whether existing precautions are adequate or more should be done.
- 4 Record findings.
- 5 Review your assessment and revisit if necessary.

Distribute the *Risk Assessment* factsheet (FS 120000) to participants.



## Task

Explain that this is just a short exercise to familiarise participants with Risk Assessment good practice. Emphasis that in practice, the length and detail required for a Risk Assessment will vary according to the situation.

For guidance, it may be useful to distribute Worksheet 4 to participants, which is a pro forma for this task.



### Trainer's notes

There are three options for this task. The choice will depend on the equipment available and the participants.

#### Option 1

Ask the participants to undertake a Risk Assessment for the building where this course is being run. It might be useful to think about setting up some 'hazards' for participants to spot. For example, you could partially cover a fire exit sign, or stack some chairs partially blocking a corridor. However, be careful not to set up a hazard that might lead to an injury.

#### Option 2

If the weather permits, ask the participants to conduct a Risk Assessment of an outside area like a car park, roads, path or the area immediately surrounding the venue.

#### Option 3

Split the participants into two groups. Ask one group to complete the indoor Risk Assessment and the other the outside option.



### Report back

Run through the hazards and risks that participants have identified. Discuss what can be done, if anything, to make the venue safer.



### Trainer input

Participants should be advised that up to date and relevant guidance, information and support on activities can be obtained from the Scout Information Centre and POR.

Remind participants that in the event of an accident there are set procedures to be followed. Distribute the factsheet *Accident - A Leaders'/Commissioners' Guide to Reporting* (FS120079).

Then allow time for clarification and questions.

## Essential information: session 5

### Child Protection

#### Key objectives

- 1 Accept the importance of The Scout Association's Child Protection Policy.
- 2 Accept their role in protecting young people from harm.
- 3 Discuss how the Code of Good Practice 'Young People First' should be implemented by themselves and other adults in Scouting.
- 4 Explain the steps to be taken where child abuse is suspected or alleged.

#### Resources

For this session, you will need the following resources:

- Overhead projector (OHP)
- OHT **4a**
- Copies of the *Young People First* Code of Good Practice (yellow cards)
- A3 display copy of the yellow card
- Copies of *Child Protection Procedures for District Commissioners - Essential information in the case of alleged or suspected child abuse*
- 'Keeping Children Safe' Child Protection Awareness Programme flyers
- 'Keeping Children Safe' Child Protection Awareness Programme registration information.

For Option 2 you will also require:

- Child Protection statement cards
- OHT **4b**
- Copies of Handout D, *Child Protection Statements and Responses*.

#### Trainer's notes

There are two options for this session. Both start with basic information about The Scout Association's Child Protection Policy. Option 1 is to then complete the NSPCC 'Keeping Children Safe' programme. Option 2 is to complete the training in this module.



Option 1



Option 2





## Trainer input

### The Child Protection Policy

Stress that it is of vital importance that all adults in Scouting are made aware of The Scout Association's Child Protection Policy 'Young People First' and their role in implementing it. Refer to the policy statement (OHT **4a**):

*It is the policy of The Scout Association to safeguard the welfare of all Members by safeguarding them from physical, sexual and emotional harm.*

Emphasise that all adults in Scouting must accept and understand this policy and agree to put The Scout Association's guidance on Child Protection into practice. Using OHT **4a**, highlight that it is the responsibility of each adult in Scouting to ensure that:

- their behaviour is appropriate at all times
- they observe the rules established for the safety and security of young people
- they follow the procedures following suspicion, disclosure or allegation of child abuse
- they recognise the position of trust in which they have been placed and,
- in every respect, the relationships they form with young people in their care are appropriate.



### Trainer's notes

*You will find it useful to display the A3 display copy of the yellow card.*



## Trainer input

### The Anti-Bullying Policy

Reiterate that children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and receive proper care from those looking after them.

As part of its comprehensive approach to Child Protection, The Scout Association has devised an Anti-Bullying Policy. It seeks to ensure, as far as is reasonably practicable, the prevention of all forms of bullying among Members. To this end, all Scouting activities should have in place rigorous anti-bullying strategies.

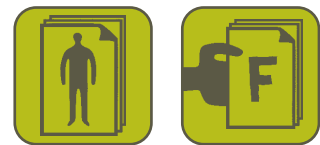
It is the responsibility of all adults in Scouting to help develop a caring and supportive atmosphere, where bullying in any form is unacceptable.

Explain that Adults in Scouting should:

- be aware of the potential problems bullying may cause
- be alert to signs of bullying, harassment or discrimination
- take action to deal with such behaviour when it occurs, following Association policy guidelines
- provide access for young people to talk about any concerns they may have
- encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- help ensure that their Group/Section has a published policy or charter on bullying.

### Trainer's notes

Provide a list of contact helplines such as the NSPCC National Helpline, Childline and the Anti-Bullying Campaign. The factsheets *Managing Behaviour in the Colony and Pack (FS 155054)* and *Promoting Good Behaviour in the Scout Troop (FS 515066)* will also be useful to participants.



### Trainer input

#### 'Young People First' Code of Good Practice

Refer to the 'Young People First' Code of Good Practice (yellow card). Remind participants that they should have their own copy and ensure that all other adults who they involve in the work of their Section/Group also have a copy.

Point out that the 'Young People First' yellow card sets out a code of behaviour that all adults in Scouting must follow. Stress that the 'do's' and the 'don'ts' help to ensure that:

- the welfare of the young people for whom they have a duty of care is safeguarded
- adults avoid placing themselves in potentially compromising situations or opportunities for misunderstandings or allegations.

#### Child Protection procedures

The 'Young People First' yellow card also contains the procedures that must be followed should child abuse be suspected or alleged. There are four main areas of abuse - physical, emotional, sexual and neglect. These may come to notice in a number of different ways. For example:

- if a young person tells of abuse by someone else
- an adult or young person expresses concerns for another young person
- unexplained injury, or changes in behaviour, are observed which give cause for concern
- a person receives an allegation about another person or about themselves.



Referring to the procedures stress that all allegations, suspicions or incidents of abuse must be reported, no matter how insignificant they may seem to be, or when they occurred. It is not the job of adults in Scouting to decide if abuse has occurred or to investigate the matter. At all times the young person's welfare should be paramount.

Explain that there are follow on actions for District Commissioners which are published in *Child Protection Procedures for District Commissioners – Essential information in the case of alleged or suspected child abuse*.

Ensure all participants have a copy of the pocket-sized yellow card and that copies of *Child Protection Procedures for District Commissioners* are handed out as appropriate.



### Trainer's notes

*There are two options at this point of the training session.*

### Option 1

Participants register for the 'Keeping Children Safe' Child Protection Awareness Programme, available through the Scout Information Centre at a subsidised cost.



### Trainer input

Use the flyer to promote and explain the 'Keeping Children Safe' distance-learning programme. Along with the NSPCC, Girlguiding UK and St John Ambulance, The Scout Association was a key player in the development and production of this excellent resource. 'Keeping Children Safe' is a short learning programme for any adult in Scouting whose involvement may bring them into contact with our youth membership. It aims to help increase adults' understanding of the unique role they play in keeping young people safe from harm.

'Keeping Children Safe' comprises three short modules, each with an accompanying questionnaire, in a multi-choice format, which participants complete at home. All participants who successfully complete 'Keeping Children Safe' receive a certificate from the NSPCC. Status reports are sent at regular intervals to each County (usually to the Child Protection Co-ordinator) for the purpose of monitoring an individual's progress and identifying any further training needs or support required.

Ensure that participants are aware of the role and contact details of their County Child Protection Co-ordinator.

## Option 2

### Trainer's notes

Individuals with both presentation skills and knowledge of Child Protection should deliver this session. Because of the potentially sensitive nature of the subject matter, it should not be attempted if one or other of these skills is absent. The person with presentation skills and the person with knowledge of Child Protection however, need not be the same person.

This task could be undertaken in small groups or pairs. It would be useful to write the Child Protection statements on cards and place them around the room.



### Task

Work in small groups or pairs. The task is to consider each statement, deciding whether you agree or disagree and to note your conclusion. The statements can be taken in any order.



### Report back

Show the Child Protection Statements on OHT **4b**.

Take feedback from participants. Refer participants to their own copies of the yellow card and talk through any issues that may arise. Use Handout D, *Child Protection Statements and Responses* to give additional clarification and to reinforce key messages.

Ensure that all areas of the yellow card are covered.



### Trainer's notes

Distribute Handout D, *Child Protection Statements and Responses*.

### Statement 1

The Scout Association's Child Protection Policy applies to warranted Leaders only.

### Response

*The Child Protection Policy applies to all adults in Scouting no matter what their role or involvement.*

*All adults must accept, understand and agree to put the 'Young People First' policy into practice at all times.*



## Statement 2

No adult can take a role in Scouting until the appropriate checks have been carried out.

### Response

*When recruiting adults to undertake responsibilities within Scouting, it is crucial that you always follow the procedures necessary to ensure that people are thoroughly checked.*

*Those persons likely to have unsupervised access to young people must be checked using the CRB (Criminal Records Bureau) procedures. Such persons include Warranted Appointments, Skills Instructors, Activities Authorisations, members of the Scout Network and Scout Fellowship and Section Helpers.*

*Similarly, Officers of Group, District and County Executives i.e. Chairman, Secretary and Treasurer must also be checked using the CRB procedures.*

*Additionally it is recommended that all adults, especially those attending camps or who have any form of contact with our young members, should be checked using the CRB.*

## Statement 3

All adults in Scouting should have a copy of the yellow card.

### Response

*When invited to help in the work of the Scout Group/District/County, all adults should be made aware of their Child Protection responsibilities and given a copy of the yellow card.*

## Statement 4

Young people are likely to exaggerate incidents of abuse.

### Response

*Young people are not likely to exaggerate in relation to abusive incidents. The younger they are the less detail they may recall, but what they do remember is likely to be accurate.*

## Statement 5

If a young person tells you about abuse, you must always pass this information on.

### Response

*If a young person tells you about abuse it is because they see you as a 'safe' person. Stay calm, take what you are told seriously and make no*

*judgement about what you have heard. Advise the young person that you will have to pass the information on.*

*Immediately inform your Group Scout Leader or District Commissioner. Make an immediate, careful record of what has been said, using the young person's actual words wherever possible. Give a copy to your Group Scout Leader or District Commissioner.*

*Your District Commissioner will contact the appropriate authorities and await their advice. (See Child Protection Procedures for District Commissioners.)*

### **Statement 6**

It is important to find out the truth before reporting allegations or suspicions of child abuse.

### **Response**

*Your responsibility is to report the matter and not to investigate it yourself. Always report any concerns immediately whether about inappropriate adult behaviour, a disclosure from a child or if you have concerns about a young person. Never investigate or wait to see what happens. By the time you are completely satisfied, irreparable damage could be done.*

### **Statement 7**

Adults should not have physical contact with young people.

### **Response**

*Always avoid unnecessary physical contact; never engage or let others engage in inappropriate and intrusive touching such as hugging, cuddling and kissing. Teasing, horseplay and playing physical contact games with young people should also be avoided.*

*Where physical contact is a necessary part of the activity (e.g. with First Aid demonstrations) be sensitive and whenever possible avoid touching young people yourself.*

### **Statement 8**

There is no harm in having favourites.

### **Response**

*It is essential to take positive steps to ensure that all young people under your care are treated equally, fairly and with dignity. Avoid showing favouritism or singling individuals out in any way.*

### **Statement 9**

An adult in Scouting can never be alone with a young person.

## Response

*Whilst you should always plan activities that involve more than one other person being present, there may be unavoidable situations where it may be necessary for one to one contact with a young person. Where such situations arise, the guideline is not to put yourself in a compromising situation. Suggestions for good practice would be to always tell someone else about the situation and to deal with the young person alone within sight or hearing of others.*

*Always make sure you have enough adults for the young people in your care to run activities. By following the rules of best practice and observing correct procedures you will do much to minimise any chances of being inappropriately accused.*

## Statement 10

Taking the 'mickey' out of a young person does no harm.

## Response

*Yes it can, even if it's done in fun. Do ensure that everyone is treated with respect and do not permit abusive peer activities such as initiation ceremonies, ridiculing or bullying.*

## Statement 11

Most abuse does not have any serious effects on a young person.

## Response

*The effects of child abuse can be wide ranging and profound. Many young people find it difficult to tell someone about being abused. They fear they will not be believed and many victims also suffer a sense of guilt, believing that they themselves caused the abuse to take place.*

## Statement 12

It is only a certain type of person that abuses young people.

## Response

*Abusers can be found in all social, professional, intellectual, cultural and ethnic groups. They may be married, well liked and respected members of society. In almost all cases, the abuser is someone known (and often trusted) by the young person such as a parent, carer, teacher, relative or friend.*

## Trainer input

Make participants aware of the role and contact details of their County Child Protection Co-ordinator and of training opportunities available such as the 'Keeping Children Safe' Child Protection Awareness Programme.



## Identification of needs: Session 1



To help us to support you in the best possible way, please complete this sheet and return it to:

Name:

---

---

Address:

---

---

---

---

---

---

Telephone number:

---

Once this has been received you will be contacted to arrange the first step of your training.

### Your details

Name:

---

---

Address:

---

---

---

---

---

---

Telephone number:

---

email address:

---

Previous service (if any):

As a young person \_\_\_\_\_ years

As an adult \_\_\_\_\_ years



	Yes	No	Need clarification	Need help
Is your employment related to working with young people?				
Do you know the Scout Law and Promise?				
Do you know the Aims of Scouting?				
Do you know the Principles of Scouting?				
Do you know about The Scout Association's Equal Opportunities Policy?				
Do you have a copy of the yellow card?				
Are you aware of The Scout Association's Child Protection Policy?				
Do you know what to do in the event of an accident/incident?				
Do you know what the procedures are when an accident/incident happens?				
Can you describe the structures of:				
• Your Group?				
• Your District?				
• Your County?				
Do you know how to contact the Scout Information Centre?				
Do you know what support/information is available from the Information Centre?				
Do you have a copy of the Adults in Scouting model prompt card?				
Do you know the relevance and purpose of <i>Policy Organisation and Rules</i> ?				













### The Scout Promise

On my honour, I promise that will do my best to do my duty to God and to the Queen, to help other people and to keep the Scout Law.

### The Scout Law

A Scout is to be trusted.

A Scout is loyal.

A Scout is friendly and considerate.

A Scout belongs to the worldwide family of Scouts.

A Scout has courage in all difficulties.

A Scout makes good use of time and is careful of possessions and property.

A Scout has self-respect and respect for others.

### Equal Opportunities Policy

The Scout Association is committed to extending Scouting, its Purpose and Method to all young people in all parts of society.

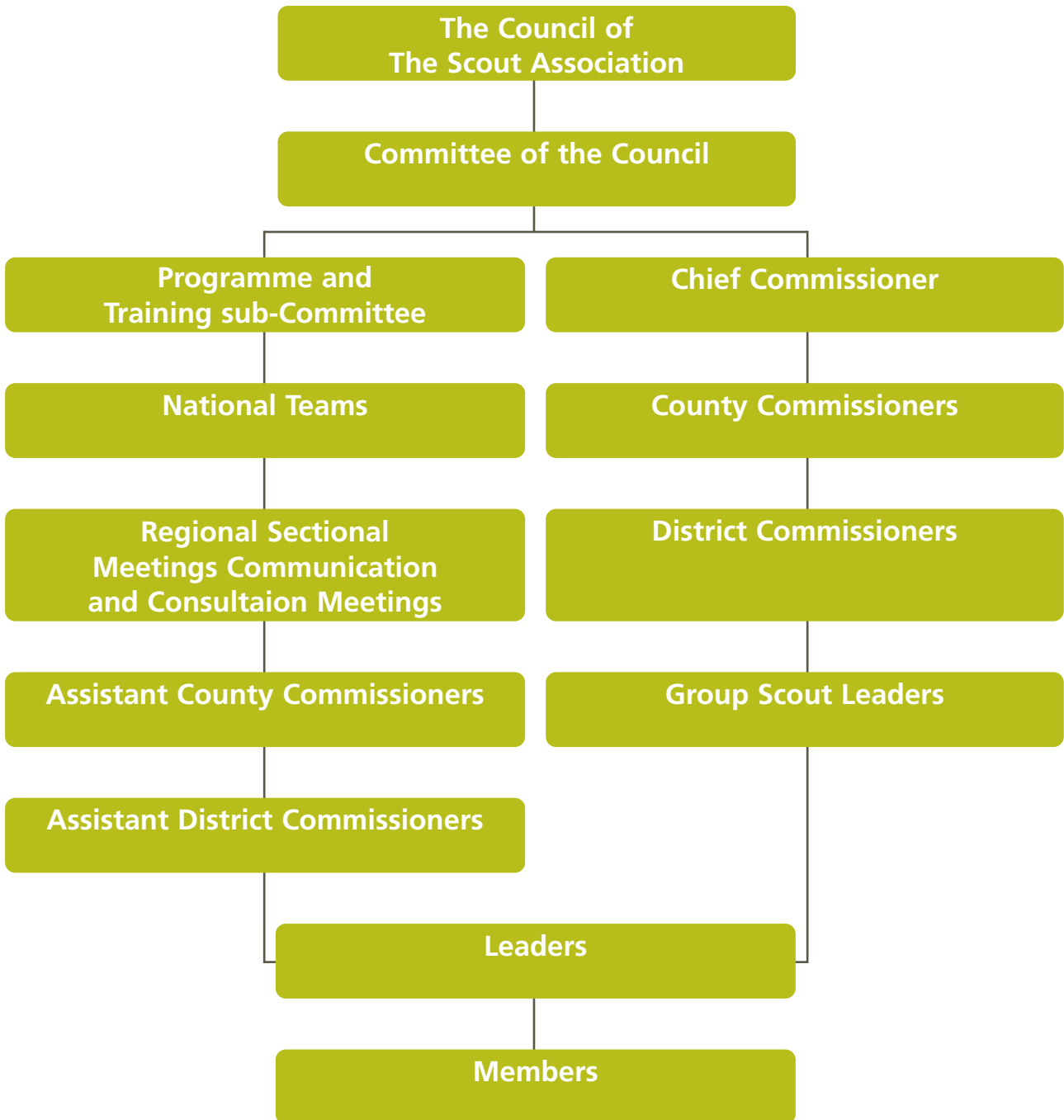
No young person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:

- class
- ethnic origin, nationality (or statelessness) or race
- gender
- marital or sexual status
- mental or physical ability
- political or religious belief.

All Members of the Movement should seek to practise that equality, especially in promoting access to Scouting for young people in all parts of society. The Scout Association opposes all forms of racism.



# The structure of The Scout Association



# Summary of the Adult Training Scheme



## Introduction

When you start a new job you expect that someone will tell you about the company. You will expect to be told where you fit in, what is expected of you and where you gain the skills necessary to do your job. Becoming a Leader or Assistant or taking on any role in Scouting is no different.

## Getting Started

When you start your role in Scouting, you be given a Provisional Appointment and undergo *Getting Started* to familiarise you with the Fundamentals of The Scout Association and the tools you will need to start your job. During your Provisional Appointment, you will also be given advice and support and agree what learning is appropriate for you.

## One scheme for all

There is one training scheme for all adults in Scouting. Depending on your role in Scouting, you will need to complete different learning on a variety of subjects. The subjects reflect the skills and knowledge you need for your role. For example, those working with young people (Section Leaders and Assistants) will need to know different things from those working with mainly adults (managers and supporters). Depending on your prior experience, you will need to complete training which will help you to understand what Scouting aims to do for young people and how your role will help develop and grow Scouting locally.

## Local training

Training opportunities are offered locally. Your County or local training area will provide the training necessary for your role. The format of the training will depend on you local circumstances, training needs and the preferred method of learning. Training is available in a number of methods to meet your needs. You will be able to complete your personal learning plan through courses, small group work, workbooks, videos and even e-learning.

## Local support

If you are working towards your Wood Badge, you will be assigned a Training Adviser to help you through the training process and to support your learning. Your Training Adviser will help you identify the learning necessary for you to better undertake your role. Your Scouting 'manager' (Group Scout Leader, District Commissioner etc.) will also help and support you through your training. In addition, there are also a number of



resources there to help you get started with your training, including *The Scout Association's Adult Training Scheme* and the *Adult's Personal File*.

### The Wood Badge

Once you have undergone the learning agreed in your Personal Learning Plan and completed your agreed validation, your Wood Badge will be awarded. The Wood Badge is the internationally recognised symbol of a trained Leader in Scouting.

### After the Wood Badge

We all know the saying 'you never stop learning'. In Scouting we recognise that we all need to keep up to date. The Adult Training Scheme provides just that opportunity through the introduction of ongoing learning.

Following the award of Wood Badge, you will agree with your District Commissioner or line manager a programme of ongoing learning at an average of five hours per year over the length of your Warrant. This ongoing learning requirement will help keep you up to date (for example, on your First Aid qualifications) top up your skills, and allow you to pursue interests outside your normal Scouting role.

A few ideas could include:

- Adventurous Activity Authorisations
- specialist training on international issues or Special Needs
- management skills
- new skills to support Section Programmes
- presenting skills
- working towards a nationally recognised award.

From time to time Headquarters may prescribe some training that can be completed as ongoing learning. This will usually occur in the event of major policy changes such as updates in Child Protection or the Equal Opportunities Policy.



This sheet is for your information so that you can easily get in touch with the right person should you need help or support. Please enter the relevant details below:

### **The Leaders in your Scout Group**

### **Your District Team**

### **Other people who help you**

#### **The Scout Information Centre**

The Scout Information Centre provides information, factsheets, guidance and advice to all adults in Scouting. You can contact them on: 0845 3001818 (8am to 8pm Mon to Fri, 9am to noon Sat) or by email at: [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk) or visit on-line at [www.scoutbase.org.uk](http://www.scoutbase.org.uk)



WS 4

# Risk Assessment pro forma: session 3



Date \_\_\_\_\_

Assessed by \_\_\_\_\_

Review date \_\_\_\_\_

Location \_\_\_\_\_

Assessment number \_\_\_\_\_

Signature \_\_\_\_\_

Hazard	Who might be harmed?	Control measures	Comments
--------	----------------------	------------------	----------

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--





## Child Protection Statements and Responses



### Statement 1

The Scout Association's Child Protection Policy applies to warranted Leaders only.

### Response

*The Child Protection Policy applies to all adults in Scouting no matter what their role or involvement. All adults must accept, understand and agree to put the 'Young People First' policy into practice at all times.*

### Statement 2

No adult can be used in Scouting until the appropriate checks have been carried out.

### Response

*When recruiting adults to undertake responsibilities within Scouting, it is crucial that you always follow the procedures necessary to ensure that people are thoroughly checked.*

*Those persons likely to have unsupervised access to young people must be checked using the CRB (Criminal Records Bureau) procedures. Such persons include Warranted Appointments, Skills Instructors, Activities Authorisations, members of the Scout Network and Scout Fellowship and Section Helpers.*

*Similarly, Officers of Group, District, and County Executives i.e. Chairman, Secretary and Treasurer must also be checked using the CRB procedures.*

*Additionally it is recommended that all adults, especially those attending camps or who have any form of contact with our young members, should be checked using the CRB.*

### Statement 3

All adults in Scouting should have a copy of the yellow card.

### Response

*When invited to help in the work of the Scout Group/District/County, all adults should be made aware of their Child Protection responsibilities and given a copy of the yellow card.*

### Statement 4

Young people are likely to exaggerate incidents of abuse.



### Response

*Young people are not likely to exaggerate in relation to abusive incidents. The younger they are the less detail they may recall, but what they do remember is likely to be accurate.*

### Statement 5

If a young person tells you about abuse, you must always pass this information on.

### Response

*If a young person tells you about abuse it is because they see you as a 'safe' person. Stay calm, take what you are told seriously and make no judgement about what you have heard. Advise the young person that you will have to pass the information on.*

*Immediately inform your Group Scout Leader or District Commissioner. Make an immediate, careful record of what has been said, using the young person's actual words wherever possible. Give a copy to your Group Scout Leader or District Commissioner.*

*Your District Commissioner will contact the appropriate authorities and await their advice. (See Child Protection Procedures for District Commissioners.)*

### Statement 6

It is important to find out the truth before reporting allegations or suspicions of child abuse.

### Response

*Your responsibility is to report the matter and not to investigate it yourself. Always report any concerns immediately whether about inappropriate adult behaviour, a disclosure from a child or if you have concerns about a young person. Never investigate or wait to see what happens. By the time you are completely satisfied, irreparable damage could be done.*

### Statement 7

Adults should not have physical contact with young people.

### Response

*Always avoid unnecessary physical contact; never engage or let others engage in inappropriate and intrusive touching such as hugging, cuddling and kissing. Teasing, horseplay and playing physical contact games with young people should also be avoided.*

*Where physical contact is a necessary part of the activity (e.g. with First Aid*



*demonstrations) be sensitive and whenever possible avoid touching young people yourself.*

### Statement 8

There is no harm in having favourites.

### Response

*It is essential to take positive steps to ensure that all young people under your care are treated equally, fairly and with dignity. Avoid showing favouritism or singling individuals out in any way.*

### Statement 9

An adult in Scouting can never be alone with a young person.

### Response

*Whilst you should always plan activities that involve more than one other person being present, there may be unavoidable situations where it may be necessary for one to one contact with a young person. Where such situations arise, the guideline is not to put yourself in a compromising situation. Suggestions for good practice would be to always tell someone else about the situation and to deal with the young person alone within sight or hearing of others.*

*Always make sure you have enough adults for the young people in your care to run activities. By following the rules of best practice and observing correct procedures you will do much to minimise any chances of being inappropriately accused.*

### Statement 10

Taking the 'mickey' out of a young person does no harm.

### Response

*Yes it can, even if it's done in fun. Do ensure that everyone is treated with respect and do not permit abusive peer activities such as initiation ceremonies, ridiculing or bullying.*

### Statement 11

Most abuse does not have any serious effects on a young person.

### Response

*The effects of child abuse can be wide ranging and profound. Many young people find it difficult to tell someone about being abused. They fear they will not be believed and many victims also suffer a sense of guilt, believing that they themselves caused the abuse to take place.*



### Statement 12

It is only a certain type of person that abuses young people.

### Response

*Abusers can be found in all social, professional, intellectual, cultural and ethnic groups. They may be married, well liked and respected members of society. In almost all cases, the abuser is someone known (and often trusted) by the young person such as a parent, carer, teacher, relative or friend.*