

# **RUNNING SAFE ACTIVITIES (17)**

Workbook

Name

**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 publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organized into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

### **Editors**

Katie Carter

Bianca Cole

Louise Fuller

Jessica Martin

### **Contributors**

Samantha Marks

Andrew Lannin

Louise Fuller

Stuart Carter

Alex Minajew

Barney Poulton

Katie Carter

Jess Kelly

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## Who is this workbook for?

This module is aimed at Section Leaders and Section Supporters in Scouting. It helps them recognise the importance of both indoor and outdoor activities as part of a Scouting Programme. It also provides them with the skills they need to plan and implement exciting, safe and developmental activities for the young people in their section.

## What does this workbook include?

This workbook is a method of completing the necessary learning for Module 17: Running Safe Activities. By the end of the workbook you should be able to:

- Explain the importance of regular activities as part of a quality, balanced programme.
- Describe the role and responsibilities of leaders, Group Scout Leaders and District Commissioners with regard to activities that do not require formal activity permits (weekly meetings, visits and trips, activities in Terrain Zero, Class C Waters etc).
- Explain how Policy, Organisation and Rules and activities factsheets detail the requirements and provide guidance on a wide range of Scouting activities.
- Plan suitable activities taking into account the age, experience and fitness of the Group, any special needs, the activity involved and the anticipated weather conditions.
- Undertake appropriate risk assessments before and during activities, and communicate relevant information to all adults and young people involved in a suitable manner.
- Explain the purpose and operation of the InTouch and parental information systems and be able to implement them for all appropriate activities.
- Select adequate and appropriate clothing, footwear, personal and Group equipment for the activity and weather conditions.
- Explain the importance of maintaining the correct adult to young person ratio during all activities.
- Manage a Group during activities through the appropriate use of delegation, decision-making, group control and good communication.
- Understand the role and responsibilities of the leader in charge.
- Outline the difficulties of operating with large numbers of young people as a single group.
- Detail the accident and emergency and reporting procedures to be implemented in the event of an accident, incident or near miss.
- Explain the importance of regular communications and discussion around safety.

While using the workbook you will see these symbols and terms:

**Task** – activities or discussions for participants to undertake.

Throughout this workbook you will be undertaking practical exercises, making notes and considering questions relevant to the role you have taken on. We hope that the workbook and the notes you make provide you with a useful reference guide for any future activities you undertake as part of your role.

The workbook will also provide a structure for the validation discussions you will have later with a Training Adviser. Therefore, we would encourage you to make notes throughout this workbook and record your thoughts and ideas fully.

Some exercises and discussion points are supported by additional information that can be found in the workbook appendices at the end of the document. You can use these as resources to support your learning after you have completed the exercises and discussions.

## How to complete this workbook

Read through the workbook before you begin completing the activities. Start at the front and complete as many sessions as you can. If you are unsure of a session or activity, leave it and arrange to discuss the content with another person who has an understanding of this training material, such as your line manager or a Training Adviser. Then go back and complete the workbook.

This workbook is a self-contained learning method and can be completed either on your own or as part of a small group. However, we would encourage you to discuss your learning with other volunteers and share good practice and ideas. This will help support your learning and understanding of your role.

## What resources do I need to accompany this workbook?

Many resources you need are included within this workbook and you will find others on the learners' resources area of [scouts.org.uk](https://www.scouts.org.uk). Where information or exercises link to specific resources, their location will be given within the individual session or in the relevant appendix.

## Associated Reading

The following resources are available from the Member Resources section of [scouts.org.uk](https://www.scouts.org.uk):

- [scouts.org.uk/a-z](https://www.scouts.org.uk/a-z)
- [Activities - Risk Assessment \(FS120000\)](#)
- [InTouch \(FS 120075\)](#)
- [Adult Groups in Adventurous Activities \(FS120087\)](#)
- [Safety – Practical Tips \(FS320012\)](#)
- [Nights Away Permit Scheme – Applicants' Guide \(FS120801\)](#)
- [Adventurous Activity Permit Scheme – Applicant's Guide \(FS120101\)](#)
- [Safe Scouting and what to do in an Emergency card \(purple card\)](#)
- [Safety Checklist for Leaders](#)

## What happens once I have completed this workbook?

You will need to validate your learning once you have completed this workbook. Validation is the process of demonstrating that you can put the learning into practice within your role and is achieved with a Training Adviser.

## Validation

To validate this module you will need to:

1. Plan an activity taking into account:
  - the age, experience, fitness and special needs of the group
  - the rules related to the activity (including adult-to-young-person ratios; any activity rules; gaining approval from the relevant Commissioner etc)
  - any clothing, 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 InTouch system to be in place
2. Act as the leader in charge for an activity, taking into account the need to:
  - oversee the activity (ensuring that registers, headcounts etc are in place)
  - co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
  - communicate relevant instructions, guidance and rules to young people involved in the activity
  - carry out dynamic risk assessment
3. Explain the emergency and reporting procedures to be implemented in the event of an accident, incident or near miss.

For further information about validation and the next steps, contact your Training Adviser or Training Manager.

# Session 1 – Introducing activities in Scouting

This section aims to help you explain the importance of regular indoor and outdoor activities as part of a Scouting Programme.

## Exercise 1

Scouts are able to take part in a wide variety of activities, something that is central to the method of Scouting. Think about the activities that you may have organised, helped to run, or participated in.

What are some of the activities that Scouts can do and take part in?

What activities are Scouts not allowed to take part in?

Write these down in the space below.

### Activities that Scouts can take part in:

### Activities that Scouts cannot take part in:

Look at both of the lists you have created. You may be surprised to know that there are only three main activities which Scouts cannot do or take part in. Check Appendix 1 once you have completed this workbook to find out if you have identified these activities.

Do you find it surprising how many activities Scouts are able to take part in? Outdoor and adventure is an important part of Scouting and a key part of the Programme.

No doubt the list of potential activities that you have created is only the start, and there are many more ideas available from your Assistant District Commissioners, Assistant County Commissioners and County Advisers, as well as from the A-Z Activities pages at [scouts.org.uk/a-z](https://scouts.org.uk/a-z).

If you wish to check whether a specific activity is permitted you should use the [a-z directory of activities](#).



## Exercise 2

Can you think of some reasons why outdoor activities are such an important part of Scouting? How do they fit with Scouting's purpose and method?

Write down your answers in the space below.

**Reasons why outdoor activities are a central part of Scouting:**

Outdoor activities are central to Scouting for a variety of reasons. Check Appendix 2 once you have completed this workbook to find out if you have identified some of these reasons.

## Information

We know from research that 'young people join Scouting for camping and outdoor activities and leave when they don't get them'. Therefore, in order to attract and retain members we need to offer outdoor activities.

These activities are progressive in the sense that they allow young people to learn and develop new skills as they progress through Scouting. So a Beaver Scout who goes on a scavenger hunt in a park with their Colony might progress to hiking with Cubs and Scouts, then climbing mountains or walking in remote areas as an Explorer Scout. In Scout Network they could even be considering formal qualifications. For many, that journey started in Beavers.

However, indoor activities also play a vital role in the programme. These can be just as challenging and exciting and, when run alongside a range of outdoor activities, provide young people in Scouting with the sense of adventure they desire.



### Exercise 3

For all types of activity it is vital that they are run in a safe manner; Scouting has a Safety Policy that aims to achieve this.

Write a short sentence or key words that you think describe The Scout Association's Safety Policy. Think about who is responsible for the Safety Policy and what the purpose of the Safety Policy is.

Once you have recorded your answers check the information provided in Appendix 3. Did you identify all of the key points?

### Information

One of the tools that you can use to help you to follow the Safety Policy at all times is the Safety Checklist for Leaders, which is available at [scouts.org.uk/safety](https://scouts.org.uk/safety). This is your first point of reference and is especially useful when planning events and activities, but also provides guidance and advice on other aspects of everyday safety that you will encounter in your role.

# Session 2: Planning safe activities

## Information

The first session looked at the importance of indoor and outdoor activities and why we include them as part of a Scouting Programme. It also looked at The Safety Policy and its purpose in relation to providing safe but exciting activities for young people.

One way that the Safety Policy is put into practice for activities in day-to-day Scouting is through the activity permit scheme.

The vast majority of activities do not require formal activity permits. The exceptions are:

- archery;
- caving;
- climbing and abseiling, except;
  - bouldering;
  - climbs using auto belay systems (systems that lower a climber to the ground without any human intervention)
- hillwalking and off road cycling (in Terrain One and Two);
- hovercrafting;
- snow sports (in Terrain One and Two) except artificial slopes and nursery slopes;
- all water activities, except swimming on class B1, B2, B3 or A waters;
- all motorised water activities and SCUBA activities on class C waters.

*Class C waters = safe inland waters, which are less than one hundred metres wide throughout the region being used and where surface turbulence is limited to the regular waves produced by wind action; and swimming pools.*  
For more information see **POR 9.44**.

*Terrain Zero = terrain that is below 500 metres above sea level, is within 30 minutes travelling time from a road that can take an ordinary road-going ambulance or a building that is occupied or another means of summoning help and contains no element of scrambling; or is a road, or path adjacent to a road, on which you would expect to see traffic.* For more information see **POR 9.28**.

An adventurous activity permit, for the relevant activity, is required to lead any of the above activities for young people in Scouting. If you wish to apply for an adventurous activity permit you should apply directly to an assessor. There is an application form that can be used for this purpose if required. This can be found at **[scouts.org.uk/activitypermits](https://scouts.org.uk/activitypermits)**, along with further information and details on how to find an assessor. This information can also be found in **Adventurous Activity Permit Scheme – Applicant’s Guide (FS120101)**.

All activities also require approval before they can take place. This may be an informal system agreed with the relevant manager.

Different rules apply to groups consisting solely of adults who are taking part in adventurous activities, and more information can be found in the factsheet **Adult Groups in Adventurous Activities (FS120087)** or at **[scouts.org.uk/safety](https://scouts.org.uk/safety)**.

## Exercise 4

Activities organised and run by volunteers in Scouting are known as Scout-led activities. Activities led by commercial or other organisations outside scouting are known as externally-led activities.

For Scout-led activities there are eight specific steps that need to be taken.

Listed in the boxes below are the steps that need to be followed before carrying out a Scout-led activity. They are listed in the incorrect order.

Use the boxes in the right hand column to indicate the correct order for the process.

Step	Order
Obtain approval for the activity.	
Plan InTouch System.	
Check if an activity permit is required.	
Complete a risk assessment.	
Check whether UK Headquarters requires notification.	
Check Policy, Organisation and Rules.	
Check relevant factsheets.	
Check whether further insurance is required.	

Externally-led activities have a slightly different eight steps to follow. Again put these into the order in which they should be carried out. You will find that some of the steps are the same as for Scout-led activities.

Step	Order
Plan InTouch System.	
Check whether further insurance is required.	
Obtain approval for the activity.	
Check whether an AALA (Adventurous Activities Licensing Authority) licence is required.	
Check whether UK Headquarters requires notification.	
Check Policy, Organisation and Rules.	
If AALA License is not required, check NGB (National Governing Body) qualifications of those running the activity.	
Check whether the provider has personal liability insurance.	

Once you have completed these two tasks and are happy with your answers, you should check them against the solutions provided in Appendix 4. More information on both processes is also provided on the [a-z directory of activities](#).

## Information

For both Scout and externally-led activities you are required to use the InTouch system. Information on the InTouch system, what it requires you to do and how to plan an effective InTouch system for your own activity can be found in a short video [clip Assessing Risk](#) available in the Brand Centre video library.

When planning an activity you also need to appoint a leader in charge. The key points to remember are:

- all meetings, events or activities must have an identified leader in charge
- the leader in charge is responsible for overseeing the activity and co-ordinating all adults and young people. Their role is to ensure that all adults are clear on what they need to do and that young people have been given clear instructions, guidance and rules
- the leader in charge is the person with an overview of safety in a given situation. This includes responsibility for registers, headcounts, allocation of roles to specific adults and checking that those adults are aware of their specific responsibilities.
- having a designated leader in charge helps to minimise risk and avoid confusion, as accidents can happen when there isn't a leader clearly looking after safety issues

## Exercise 5

The processes for activity approval that we have just covered should be followed when planning all activities. Every activity will have an appropriate route to follow and you should ensure that this is carried out as part of your preparations.

You will find below a selection of case studies that relate to different sections. Please choose the case study that most closely relates to the section that you are involved with. You are only required to complete **one** of these case studies, but may find it useful to complete the case study for the section above and/or below your own.

Your task is to plan the activity by identifying the guidance to be followed and the steps required and writing this down. Things that you should consider might include:

- identifying the guidance to be followed and the steps you need to take
- undertaking an initial risk assessment for the activity
- outlining the steps that you would take to avoid, minimise or remove any risks
- identifying the issues and risks that you would need to monitor during the activity and identifying any possible modifications that might have to be made once it is underway
- identifying the techniques you would adopt to manage the activity specifically and how you would manage individuals and the group

Part of this exercise requires you to undertake an initial risk assessment for the activity. Risk assessment is covered in Module 1 - Essential Information, so you should be familiar with the process and the five steps of risk assessment. However, if you are unsure or feel that you would like to refresh your knowledge there is a **short video on risk assessment** available to help.

### Case Study 1, Part A – Beaver Scouts

You are the Beaver Scout Leader of a Colony with 20 Beaver Scouts.

You have an Assistant Beaver Scout Leader, a Section Assistant and a 15-year-old Young Leader who help you on a regular basis. You have some parental support and whilst you do not operate a parent rota, you can often get parents to help with special events or activities.

At your planning meeting for next term (the Summer Term) you decided that you would take the Colony to the local park one evening to do a scavenger hunt and play rounders. The park is about 750 metres from the hall although it is necessary to cross a main road using a pelican crossing.

One of your Beavers has some behavioural difficulties and requires significant supervision.

### Case Study 2, Part A – Cub Scouts

You are the Cub Scout Leader of a Pack with 24 Cub Scouts. You have an Assistant Cub Scout Leader and two Section Assistants. You have a parent rota with one parent assisting each evening.

At your planning meeting for next term (the Summer Term) you decided that you should teach the Cub Scouts how to light fires and then do some cooking.

You have booked the local campsite for a Saturday (10am – 4pm) and are intending to ask the parents to drop the Cubs off at the site. You recognise that the fire lighting may not take all the time you have available and have thought you might run a wide game in the afternoon.

### Case Study 3, Part A – Scouts

You are the Scout Leader of a Troop with 18 Scouts. You have two Assistant Scout Leaders and a Section Assistant.

At your planning meeting for next term (the Christmas Term) you decided that you should run a wide game in the local wood one Troop night. The wood is about 1km away and in the past you have walked there using the country roads that lead between the wood and the Scout hall. The wood is quite small (less than 1km square), densely forested and bounded on all sides by roads, one of which is a dual carriageway. One of your Scouts is partially sighted.

## Case Study 4, Part A – Explorer Scouts

You are the Explorer Scout Leader of a Unit with 15 Explorer Scouts. You have two Assistant Explorer Scout Leaders and a Section Assistant.

The Explorer Scouts have asked if they can undertake an overnight hike in order to prepare for their Bronze DofE expedition. The hike will cover 32km (20 miles) with an overnight stop at a Scout campsite. All of the hike will take place within Terrain Zero (below 500m and within 30 minutes of help) in the next County. All the Explorer Scouts have received training in navigation, hiking and lightweight camping.

One of your Explorer Scouts is a diabetic on insulin.

It is proposed that one or more of the leaders will transport the Explorer Scouts to their chosen site in the group minibus and collect them again the following day. It is also proposed there should be some form of contact between the leaders and the young people whilst they are camped overnight, although exactly what form this should take has not been decided.

## Case Study 5, Part A – Scout Network

You are the District Scout Network Commissioner.

One of the members of the Scout Network has offered to plan a car-based treasure hunt for a Friday evening in the summer.

Once you have completed this exercise, spend some time discussing it with fellow leaders, your line manager or the person validating your learning. Then take a look at Appendix 5 to see some of the things that it may have been beneficial to think about in each situation and compare it with your ideas and answers. If there were some areas that you hadn't thought of, take some time to think about them.

# Session 3: Running safe activities

## Information

In the last session we looked at the steps and procedures that need to be followed when planning an activity. In this session we will look at the steps that need to be taken whilst an activity or event is taking place to ensure that it remains safe.

All activities need to be risk assessed prior to but also *during* the activity; this is known as a dynamic risk assessment. This ensures that any changes to circumstances or conditions are effectively responded to. Risk assessments must also be reviewed each time the activity is undertaken, even if it's done very regularly, as conditions and risks can change.

It is also vital to ensure that risk assessments are not just carried out but are acted upon and communicated to all those involved. A risk assessment that is simply a written or verbal exercise is almost worthless unless the information is used. The important thing is that risks and the measures to control them are identified, communicated and acted upon. Communication is particularly important and should include both adults and young people involved in the activity as it is important to ensure that young people are given clear instructions, guidance and rules. See Factsheet **Activities – Risk Assessment (FS120000)** for more information.

It is also essential to review the event or activity after it has taken place so that any lessons learnt can be taken into account next time or shared with other sections or Groups. This is step five of the 'five steps to risk assessment'. It is vital because it cannot be assumed that hazards and risks will stay the same. It also helps to ensure that any accidents/incidents or near misses that have occurred can be learnt from and prevented in future.

## Exercise 6

This exercise looks at how you would react and what actions you might need to undertake during the running of an activity or event, when circumstances may change.

These case studies link to the case studies that we examined in Session 2, progressing the case study from the planning stage of the activity to the delivery and review stages.

It is advised that you work on Part B of the case study that you examined in the previous session, as you will need to make use of the control measures that you decided. However, if you find the activity very straightforward and you wish to challenge yourself further then you could attempt the case study for the section below or above your own.

Each case study is split into two sections. Section one deals with the role of the leader in charge and a change to the activity that will affect planning. Section two deals with a change in circumstances or conditions during an activity, which you will have to take into account and react to.

Your task is to consider how you would react to the situation and any problems that the case study presents you with, identifying the guidance to be followed and the steps that you would take.

When you are happy that you have answered section one as fully as you can, then you should move on to section two of the case study. Again, here you need to explain how you would react to the new conditions and circumstances and suggest possible modifications that might have to be made to ensure that the activity or event continues to be safe.

Note – for the Scout Network case study there is only one section.

## Case Study 1, Part B – Beaver Scouts

### Section One

You are going to take your Colony of 20 Beaver Scouts to the park as planned.

On the night, you have agreed to be the leader in charge of this activity. You have just received a phone call from your Section Assistant to say that they can't make it this evening, leaving you with your Assistant Leader, Young Leader and one parent who has agreed to help for the evening.

As the leader in charge, what are you going to communicate to the adults and young people to ensure that the activity is delivered safely? What tasks will you allocate to your adult helpers to support this?

When you are happy that you have answered section one as fully as you can, then you should move on to Section Two.

### Section Two

Another parent was able to come along and assist you so you have been able to go ahead with the activity. You are in the park and have started to run the scavenger hunt.

However, after about 20 minutes, it starts to pour down with rain and the groups are all off on the scavenger hunt so are spread out across the park.

You need to review the activity and situation – what are your next actions during and after the review?

## Case Study 2, Part B – Cub Scouts

### Section One

On the day, you have agreed to be leader in charge for this activity. Your Assistant Cub Scout Leader and two Section Assistants are all able to come along and assist, along with a parent who was on the rota to help.

There is a small wooded area at the campsite and you had planned to get the Cubs to collect firewood from here and use it to build their fires. However, although the day in question is dry, there has been heavy rain for the last few days so the ground and fallen wood will be wet.



As the leader in charge, what are you going to communicate to the adults and young people to ensure that the activity is delivered safely? What tasks will you allocate to your adult helpers to support this? Is any additional group equipment required?

When you are happy that you have answered section one as fully as you can, then you should move on to Section Two.

### **Section Two**

Two hours into the activity the parent helper who has been assisting receives a phone call and has to leave because of a family emergency. They had agreed to co-ordinate the running of the wide game activity later in the afternoon.

You need to review the activity and the situation – what are your next actions during and after the review?

## **Case Study 3, Part B - Scouts**

### **Section One**

On the night you have agreed to be leader in charge of the activity. One of your Assistant Scout Leaders and your Section Assistant are assisting with the activity.

You have decided to walk to the wood using the roads that lead between there and the Scout hall. These roads are very narrow in places so you have decided to walk in single file with yourself at the front of the group and your Assistant Scout Leader at the back. The Section Assistant will walk in the middle of the group, close to the partially sighted Scout.

However, as you are walking you notice that the Assistant Scout Leader keeps coming forwards to chat with the Section Assistant, leaving the back of the group unsupervised.

As the leader in charge what are you going to communicate to the adults and young people to ensure that the activity is delivered safely? What task will you allocate to your adult helpers to support this?

When you are happy that you have answered section one as fully as you can, then you should move on to section two.

### **Section Two**

You arrive at the wood safely and the wide game is underway.

After half an hour one of your Scouts finds you and tells you that they feel unwell, complaining of a headache, and wants to go home.

You need to review the activity and the situation – what are your next actions during and after the review?

## Case Study 4, Part B – Explorer Scouts

### Section One

With your guidance, the Explorer Scouts have planned an overnight hike as part of the preparation for their Bronze DofE expedition. It has been arranged that you and one of your Assistant Explorer Scout Leaders will drive the Explorer Scouts to their start point in the group minibus, and then meet them at the Scout campsite where they are staying overnight. You will meet up with them again the following day at the finish point to drive them home.

The Explorers have split themselves into three groups of five for the planning and duration of the hike.

After the Explorers have set off on their hike, you receive a phone call from one of their parents telling you that there has been a family emergency and the young person needs to return home. One member of each group is carrying a phone that can be used for emergency contact.

As the leader in charge what are you going to communicate to the adults and young people to ensure that the activity is delivered safely? What task will you allocate to your adult helpers to support this?

When you are happy that you have answered section one as fully as you can, then you should move on to Section Two.

### Section Two

The Explorers meet at the campsite as arranged. You have checked the weather forecast and there is torrential rain and strong winds forecast for the next day.

You need to review the activity and the situation – what are your next actions during and after the review? Who do you need to communicate this information to?

## Case Study 5, Part B – Scout Network

### Section One

There is no Section One for Scout Network relating directly to the leader in charge principle. This is because, as a District Scout Network Commissioner, you are unlikely to be planning and running a Scout Network meeting or activity as Scout Network members themselves would be responsible for this.

This does not, however, mean that you do not need to understand the leader in charge principle. It is your responsibility to assist Scout Network members in planning and running safe activities, part of which is ensuring that the Scout Network member designated as leader in charge understands their responsibilities and how to carry them out. This may be the same person as the event co-ordinator, but not necessarily.

You may find it useful to discuss this and any questions you might have with others, such as fellow leaders, your Training Adviser or your line manager.

## Section Two

The Scout Network member who has planned the car-based treasure hunt is the designated leader in charge for this activity. You will not actually be present at the treasure hunt but are a contact in the InTouch system for the activity.

One hour into the activity you receive a phone call for the leader in charge informing you that one of the cars being used has broken down by the side of a busy road. The leader in charge contacts you as part of the InTouch process.

You need to review the activity and the situation – what are your next actions during and after the review?

Once you have completed this exercise, spend some time discussing it with fellow leaders, your line manager or the person validating your learning. Then take a look at Appendix 6 to see some of the things that it may have been beneficial to think about in each situation and compare it with your ideas and answers. If there were some areas that you hadn't thought of, take some time to think about them.

# Session 4 – Accident and emergency procedures and promoting the culture of safety

## Information

In the previous session we explored what measures you should take during and after an activity or event to ensure that it is safe and help to prevent any incidents. In this session we will now look at what to do if, despite all the precautions taken, an accident or incident does occur. We will also look at what to do if you encounter a near miss or identify a potential accident, the reporting of which is just as essential. We will finish by exploring ways in which you can help to promote a wider culture of safety within Scouting.

Please watch the [short video 'Accident Reporting'](#).

Study the information on how to respond in different situations, how to report an accident or incident if required and who to report it to.

You may find it useful to make notes whilst watching this video, so that you can refer back to them at a later date. Please also refer to the Safe Scouting and Emergency Procedures (purple card) whilst watching the video, which details the processes outlined in the video and is your day-to-day reference point for this information. More information regarding accident reporting and recording can also be found in [Safety – Practical Tips \(FS320012\)](#).

As well as recording accidents, all potential accidents and near misses need to be reported. This is not to place blame on anyone involved, but will help safeguard others from potential harm in similar incidents in the future.

A near miss is any accident or unplanned event that didn't result in a normally reportable injury or damage, but had the potential to do so. Near misses can be reported via the Scout Information Centre or online at [scouts.org.uk/nearmiss](https://scouts.org.uk/nearmiss). If you would like to know what information you would need to provide if you had to report a near miss, visit [scouts.org.uk/nearmiss](https://scouts.org.uk/nearmiss).

If anything is seen that looks potentially unsafe then everyone has a responsibility to do something about it and report it as a potential accident. Steps should be taken to ensure that the potential danger is removed. This could be something physical, or it could be changing the way in which an activity is run or the conditions present. The issue should generally be resolved through talking to those responsible for the activity or premises. However, if this does not produce a result then it should be escalated to the person's line manager.



## Discussion point 1

It is important to create a culture of safety within local Scouting, and to build safety into everything we do. It should not just be something that we think about when planning activities and carrying out risk assessments.

Think about what else you do outside of planning activities and carrying out risk assessments that you think contributes to creating this culture of safety. What other opportunities do you use to discuss safety and with who? Write your answers down.

You may wish to talk to other adults about what they do to help promote safety in Scouting. Once you have done this and recorded your ideas, you should check your answers against the ideas provided in Appendix 7. Are there some ideas that you hadn't thought of? Are there some methods that you could adapt and use in the future to help you to promote a culture of safety?

## Information

It is important to remember that everything has an element of danger or risk. Sometimes it seems so obvious that we forget to mention it to others to whom it may not be so obvious. It is also vital to then communicate relevant information to others who were not present but who may be affected after a meeting or discussion. More information on this can be found in **Safety – Practical Tips (FS320012)**.

There is support available to you in your role to reinforce and expand upon all of the information and processes covered in this module. This includes:

- talking to your line manager or others in a similar role in your Group, District or County
- talking to people doing the same or similar roles in other Groups, Districts or Counties to share best practice or solve problems
- using your Safety Checklist for leaders. This is designed to be used before planning events and activities, running games, and organising visits and camps. It acts as a reminder of the Safety Policy and for the delivery of safe Scouting to young people.

Relevant guidance and resources can be found in the relevant factsheets, at [scouts.org.uk/safety](https://scouts.org.uk/safety), or by contacting the Scout Information Centre on 0845 300 1818 or at [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk).

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You have now completed this workbook. The provision of activities, and their safe planning, running and review is essential to ensuring that Scouting remains exciting but as safe as possible for all those involved.

The next step is to validate your learning with your Training Adviser. Look back to the beginning of the document for a reminder of the validation criteria.

Thank you!

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# Appendix 1: Exercise 1 – Activities that Scouts can take part in

There are only four main activities that Scouts cannot do or take part in:

- bungee jumping
- being towed by an inflatable behind a powerboat, e.g. banana boating, doughnutting
- hitchhiking
- knife throwing

Check these against your own list. Do you find it surprising how many activities Scouts are able to take part in?

# Appendix 2: Exercise 2 – Importance of outdoor activities

Outdoor activities are central to Scouting for a variety of reasons, including:

- activities outdoors are fun and adventurous
- they help young people to develop physically and take responsibility for themselves and others
- they help them discover the outdoors
- a diverse range of activities, including regular outdoor activities, forms part of a varied Scouting Programme

# Appendix 3: Exercise 3 – The Scout Association’s Safety Policy

The Safety Policy is about providing safe activities without risk to health as far as is reasonably practicable.

The purpose of the policy is to ensure that Scouting provides safe activities that offer:

- excitement but not danger
- adventure but not hazard

The policy applies to everyone in Scouting – not just leaders and young people. It is important to remember that safety in Scouting is everyone’s responsibility.



# Appendix 4: Exercise 4 – Scout-led and externally-led activities

For activities run by the Movement, the eight specific steps that need to be taken should be in this order:

1. Check Policy, Organisation and Rules.
2. Check relevant factsheets.
3. Check if an activity permit is required.
4. Check whether further insurance is required.
5. Check whether UK Headquarters requires notification.
6. Complete a risk assessment.
7. Plan InTouch system.
8. Obtain approval for the activity.

Although there might seem to be a large number of steps, the **A-Z directory of activities** covers almost every activity Scouts do. It provides all the information necessary for steps one to five. By following the guidance in the factsheet, all that you need to do yourself are steps six: 'Complete a risk assessment', step seven: 'Plan InTouch system' and step eight: 'Obtain approval for the activity'.

For activities led by commercial or other organisations outside Scouting the steps should be in this order:

1. Check Policy, Organisation and Rules.
2. Check whether an AALA (Adventurous Activities Licensing Authority) licence is required.
3. If not, check NGB (National Governing Body) qualifications of those running the activity.
4. Check whether the provider has personal liability insurance.
5. Check whether further insurance is required.
6. Check whether UK Headquarters requires notification.
7. Plan InTouch system.
8. Obtain approval for the activity.

The A-Z directory of activities also provides the information for leaders to implement steps one to six. There are also a number of supporting factsheets relating to planning specific activities, which can be downloaded or printed from [scouts.org.uk/a-z](https://scouts.org.uk/a-z). The A-Z of activities is a great place to start when planning activities, as it includes direct links to any rules, guidance or support available to support any activity.

# Appendix 5: Exercise 5 – Planning a safe activity

When planning safe activities, some general guidance to follow is that you need to have:

- identified the guidance that needs to be followed (based on the A-Z directory)
- identified an appropriate adult-to-young-person ratio
- identified and agreed a leader in charge (more information below) and ensured that all adults and young people are aware of who this is
- taken into account the age group, training, experience, additional needs etc of the young people involved
- considered the size of the group involved (and the need/possibility of splitting into separate groups)
- taken into account external factors such as the venue, anticipated weather etc
- consider (if you haven't used the site before) if you need to visit it before the activity takes place so you know what to expect and what will and won't be possible?
- considered the necessary personal equipment, clothing and footwear for the activity and for the anticipate weather conditions
- considered the necessary group equipment for the activity (first Aid kit, communication equipment etc)
- identified the method(s) of monitoring and supervising the activity
- ensured necessary first aid equipment such as first aid kits are taken, and that their location is communicated to all adults present
- considered the need to provide parents with information (based upon the factsheet **Activity Information Form, FS120081**)
- considered the need to plan an InTouch system (based upon the **InTouch factsheet**)
- ensured constant compliance with the activity permit scheme (where applicable)

Below follows some specific guidance and considerations for each of the case studies:

## Case Study 1, Part A – Beaver Scouts

You are the Beaver Scout Leader of a Colony with 20 Beaver Scouts.

You have an Assistant Beaver Scout Leader, a Section Assistant and a 15-year-old Young Leader who help you on a regular basis. You have some parental support and whilst you do not operate a parent rota, you can often get parents to help with special events or activities.

At your planning meeting for next term (the Summer Term) you decided that you would take the Colony to the local park one evening to do a scavenger hunt and play rounders. The park is about 750 metres from the hall although it is necessary to cross a main road using a pelican crossing.

One of your Beavers has some behavioural difficulties and requires significant supervision.

### Key considerations:

- adult-to-Beaver ratio 1:6 plus the leader in charge

- young Leaders (under 18) do not count toward ratios
- ensure that a leader in charge has been identified and that all adults and young people are aware of who this is
- all adults running the activity need a full understanding of the risk assessment for the activity
- all adults fully briefed and competent with the activity
- risk assessment should include:
  - the road
  - public interaction
  - Beaver with special needs
  - hazards e.g. close to water
- review of the risk assessment if the activity has been run before
- group management; keeping the young people together when necessary e.g. in pairs/lodges or in smaller, manageable groups
- regular head counts to ensure group is complete
- ensure there is an effective InTouch process in place

## Case Study 2, Part A – Cub Scouts

You are the Cub Scout Leader of a Pack with 24 Cub Scouts. You have an Assistant Cub Scout Leader and two Section Assistants. You have a parent rota with one parent assisting each evening.

At your planning meeting for next term (the Summer Term) you decided that you should teach the Cub Scouts how to light fires and then do some cooking.

You have booked the local campsite for a Saturday (10am – 4pm) and are intending to ask the parents to drop the Cubs off at the site. You recognise that the fire lighting may not take all the time you have available and have thought you might run a wide game in the afternoon.

### Key considerations:

- adult-to-Cub ratio 1:8 plus the leader in charge
- all adults running the activity need a full understanding of the risk assessment for the day
- ensure that a leader in charge has been identified and that all adults and young people are aware of who this is
- all adults fully briefed and competent with the planned activities for the day
- what process is in place for leaders to know when Cubs have been dropped off at the campsite?
- risk assessment should include:
  - the campsite and its environment e.g. is it close to roads?
  - fire hazards – water buckets in place (and full) or sand buckets in place
  - rules for the wide game
  - hazards e.g. fires still burning during wide game
- review of the risk assessment if the activity has been run before
- group management; keeping the young people together when necessary e.g. in pairs/Sixes or in smaller, manageable groups

- regular headcounts to ensure group is complete
- ensuring all Cubs are picked up at the end of the day
- ensure there is an effective InTouch process in place

### Case Study 3, Part A – Scouts

You are the Scout Leader of a Troop with 18 Scouts. You have two Assistant Scout Leaders and a Section Assistant.

At your planning meeting for next term (the Christmas Term) you decided that you should run a wide game in the local wood one Troop night. The wood is about 1km away and in the past you have walked there using the country roads that lead between the wood and the Scout hall. The wood is quite small (less than 1km square), densely forested and bounded on all sides by roads, one of which is a dual carriageway. One of your Scouts is partially sighted.

#### Key Considerations:

- adult-to-Scout ratio minimum of 2 adults present, 1:12 when more than 12 Scouts present
- all adults running the activity need a full understanding of the risk assessment for the day
- ensure leader in charge has been identified and that all adults and young people are aware of who this is
- all adults fully briefed and trained on the planned activity
- supervision of partially sighted Scout
- risk assessment should include:
  - method of reaching wood – poorly lit country roads
  - environment – darkness in wintertime
  - rules for the wide game – must keep away from roads
  - hazards e.g. multiple roads including dual carriageway.
- review of the risk assessment if the activity has been run before
- dynamic risk assessment; continually reviewing risk and putting mitigating actions in place e.g. clear sound for end of game
- group management; keeping the young people together when necessary e.g. using a buddy system
- regular headcounts to ensure group is complete
- ensure there is an effective InTouch process in place

### Case Study 4, Part A – Explorer Scouts

You are the Explorer Scout Leader of a Unit with 15 Explorer Scouts. You have two Assistant Explorer Scout Leaders and a Section Assistant.

The Explorer Scouts have asked if they can undertake an overnight hike in order to prepare for their Bronze DofE expedition. The hike will cover 32km (20 miles) with an overnight stop at a Scout campsite. All of the hike will take place within Terrain Zero (below 500m and within 30 minutes of help) in the next County. All the Explorer Scouts have received training in navigation, hiking and lightweight camping.

One of your Explorer Scouts is a diabetic on insulin.

It is proposed that one or more of the leaders will transport the Explorer Scouts to their chosen site in the group minibus and collect them again the following day. It is also proposed there should be some form of contact between the leaders and the young people whilst they are camped overnight, although exactly what form this should take has not been decided.

**Key considerations:**

- determine level of adult supervision if any. The Explorers will be camping without a leader present and so it will need to be ensured they have a nights away passport for the event. This can only be to the level of the nights away permit holder who grants the passport.
- ensure that a leader in charge has been identified and that all adults and young people are aware of who this is. This will always be an adult leader. Therefore, if the Explorers will be away overnight without adult supervision, it needs to be ensured by the leader in charge that the young people are aware of what their responsibilities are regarding safety and who will be responsible for carrying out tasks such as headcounts during the activity.
- ensure the diabetic Explorer Scout is able to manage own medical situation or have plans in place to support this Explorer Scout
- ensure both adults and Explorer Scouts can recognise symptoms of hypoglycaemia and hyperglycaemia
- ensure there is an effective InTouch process in place
- engage the Explorer Scouts in developing the risk assessment for the activity and ensure both they and the supporting leaders understand this
- risk assessment should include:
  - route of hike – roads, paths, difficulty, consider inclusion of checkpoints
  - capability of the group e.g. navigation skills
  - environment – latest weather forecast
  - medical needs
  - hazards e.g. road crossings
  - use of camping gas
- review of the risk assessment if the activity has been run before
- group management; keeping the Explorer Scouts together – effective training in ensuring the slowest person dictates the pace
- regular headcounts to ensure group is complete
- ensure there is an effective InTouch process in place

## Case Study 5, Part A – Scout Network

You are the District Scout Network Commissioner.

One of the members of the Scout Network has offered to plan a car-based treasure hunt for a Friday evening in the summer.

**Key considerations:**

- ensure there is an effective InTouch process in place
- ensure that a co-ordinator has been identified for the activity (see POR 9.8 **Adult Groups in Adventurous Activities** for more information)

- ensure that a leader in charge has been identified for the activity, and that all adults and young people are aware of who this is. This may be the same person as the co-ordinator, but not necessarily
- engage the Scout Network members in developing the risk assessment for the activity
- risk assessment should include:
  - speed
  - roads to be used
  - capability of the group e.g. navigation skills
  - environment – latest weather forecast
  - medical needs
  - alcohol and drink driving
- review of the risk assessment if the activity has been run before
- group management; ensuring the group comes back together before dispersing
- ensure there is an effective InTouch process in place

# Appendix 6: Exercise 6 – Running a safe activity

When running safe activities, some general guidance to follow is that you need to have:

- identified the actions that need to be followed from the risk assessment, e.g. implementing control measures
- taken into account external factors such as the venue and weather, and whether these have differed from the anticipated conditions and location
- identified the method(s) of monitoring and supervising the activity
- considered the size of the group involved how this relates to the number of adults present, particularly with regard to the need/possibility of splitting into separate groups
- ensured that the control measures in place are appropriate and functioning successfully

At all times, you should ensure that you are always putting the safety and wellbeing of young people first. Below follows some specific guidance and considerations for each of the case studies:

## Case Study 1, Part B – Beaver Scouts

### Section One - key areas to consider:

- adult to Beaver ratio is 1:6 plus the leader in charge – therefore they need to find another adult helper to proceed with the activity. Young Leaders (under 18) do not count towards ratios. Do they have a system in place for this? Is there someone they can ask, such as another parent who has agreed to help with activities in the past?

Assume that another parent helper was able to come and help, in place of the Section Assistant. You should now continue to answer the rest of the question.

- review and revise their risk assessment – does this affect it?
- allocation of tasks, including safety responsibilities as leader in charge, e.g. ensuring that registers and headcounts are carried out
- all adults fully briefed and able to carry out their role in the activity and have a full understanding of the risk assessment for the activity – especially the additional adult helper. They should also ensure that all young people are given clear instructions, guidance and rules – and that these are understood.

### Section Two - key areas to consider:

- dynamic risk assessment; continually reviewing risk and putting mitigating actions into place e.g. move the activity indoors because of the weather
- communication e.g. how will they communicate to each group the change in plans
- group management e.g. ensuring the group comes back together before leaving the park so that a head count can be carried out
- crossing the main road to get to the hall – what processes are in place to ensure that this is done safely? How would they react and deal with the situation if something unexpected happens, such as the heavy downpour, and people forget procedures and their assigned role and start rushing back?
- how will planned activities be adapted for indoors?

- reviewing the activity and risk assessment after the activity has finished

## Case Study 2, Part B – Cub Scouts

### Section One - key areas to consider:

- dynamic risk assessment – how does it need to be revised in light of the wet ground conditions? Do any extra control measures need to be put in place?
- personal equipment – does it need to be communicated to the Cubs to wear suitable footwear for the conditions? What system is in place to do this?
- group equipment – does some firewood need to be purchased in case the ground wood is too damp to burn? Who was co-ordinating this aspect of the activity – who does the change need to be communicated to?

### Section Two - key areas to consider:

- dynamic risk assessment; continually reviewing risk and putting mitigating actions in place e.g. review the risk assessment – does it need to be revised in light of this change?
- group management; keeping the young people together when necessary e.g. in pairs/Sixes or in smaller, manageable groups
- ensure that when the parent helper leaves the leader in charge is aware and the adult-to-young-person ratio for any smaller groups is correct. Cub ratio 1:8 plus the leader in charge so no additional adult help needs to be found for the activity to continue.
- ensure that the running of the wide game is reallocated to another adult helper – are they aware of the rules and boundaries and what needs to be done?
- regular headcounts to ensure group is complete

## Case Study 3, Part B – Scouts

### Section One - key areas to consider:

- talking to the Assistant Scout Leader – is the situation serious enough to require a discussion or can it be managed by reallocating tasks? If a discussion is necessary, does this need to be done immediately (is the safety of the Scouts at risk)? Or can it be done discreetly once you're at site of the activity or after the activity?
- planning ahead – how would you alter the situation for the walk back from the woods to the hall? E.g. place yourself in the middle of the group between them, with one of them at the front and one at the back.
- review afterwards - ensure that all adults are fully briefed and able to carry out their role in the activity, and are aware of the reason for it, e.g. to ensure the safety of the young people. This may help to avoid future problems.

### Section Two - key areas to consider:

- the parent needs to be contacted to collect the Scout – how will this be done? InTouch system.
- it needs to be agreed where the parent will collect the Scout from – is it possible for the parent to collect them from the wood? If not, are there enough adults for one person to walk back with the Scout to the Scout hall to meet the parent there?
- what will be done if the parent is not able to be contacted – is the Scout ill enough to require medical attention? Can they be taken back to hall and supervised there until the parent can be reached?



- dynamic risk assessment; continually reviewing risk and putting mitigating actions into place e.g. if one adult goes back to the hall with the Scout are there still enough adults present? Can the partially sighted Scout still be provided with enough supervision (such as operating a buddy system with another Scout)?

## Case Study 4, Part B – Explorer Scouts

### Section One – key areas to consider:

- communication e.g. how will you get in contact with the young person in question; who else needs to be informed
- how is the young person going to get home e.g. can they be collected by a parent or do you need to take them? Where will you meet up?
- leader in charge e.g. if the parent cannot collect the young person will you or the Assistant Explorer Scout Leader take them? If you do, what information do you need to communicate to the AESL if you do leave the activity for any time?

### Section Two - key areas to consider:

- dynamic risk assessment; ensuring the Explorer Scouts continually review risks and put mitigating actions in place e.g. is it still safe to continue with the hike; does their route need to be adapted.
- communication e.g. how will any change in plans be communicated to the group. Does anyone need to be informed as part of InTouch?
- personal equipment e.g. does their personal equipment checked/alterd to suit the adverse weather conditions
- group equipment e.g. do they require any additional equipment in light of the changed conditions
- actions to be taken e.g. storm lash the tents overnight
- headcounts – do you need to meet up with the Explorers more than previously agreed the following day in order to ensure they're ok

## Case Study 5, Part B – Scout Network

### Key areas to consider:

- ensure the leader in charge or a Scout Network member involved has carried out an updated risk assessment, e.g. are the Scout Network members safe
- communication – have any relevant parents or next of kin been contacted if necessary; have the rest of the group partaking in the activity been contacted so that they are aware of the situation and are not waiting for the individuals elsewhere
- have the Scout Network member's established a plan to deal with the situation, e.g. has a recovery vehicle been contacted; is there someone on their way to aid them?
- dynamic risk assessment; ensuring the Scout Network members continually review risks and put mitigating actions in place e.g. adapting rules where necessary (penalties for completing too quickly)
- group management; ensuring the group comes back together before dispersing

# Appendix 7: Discussion Point 1 – Promoting the culture of safety

Some of the key points that you may have come up with could include:

- ensuring that you **review their safety procedures regularly**, particularly after activities and events. This is step five of the 'five steps to risk assessment'. It is important as it helps to ensure that any accidents/incidents or near misses that have occurred can be learnt from and prevented in future. This information may need to be shared with other sections or Groups in your area.
- making sure that **if an accident or incident does occur the situation is reviewed** and procedures are updated to prevent similar incidents in the future. There is no point recording information about accidents and near misses if no-one does anything with the information.
- **keeping safety on the agenda at all meetings**. For a Section Leader or Section Assistant this might include:
  - ensuring that all leaders are running activities that are age appropriate for the relevant section
  - a review of activities since the last leader's meeting
  - ensuring that the leader in charge principle is understood and being followed for all activities or events
  - ensure that if events away from the Scout headquarters are being planned or reviewed items such as road safety, weather conditions, headcounts and registers of young people and methods of transportation are considered
  - when planning camps ensure that the risks associated with tasks such as lifting and moving equipment, cooking with and the storage of gas, and food storage and handling are identified, assessed and minimised
- **leading by example and learning from experience** - it is important to lead by example and set standards of best practice. This might include:
  - by ensuring that they follow all the procedures themselves, it should help to promote a culture of safety within your Group, District or County
  - if others see that safety is being placed high on the agenda, they are more likely to follow suit
  - if they identify or are notified of hazards and risks, they should be seen to address the issues
  - it is also important to consider the example that they are setting for the young people that they lead. If young people see them taking risks or cutting corners they are likely to copy and do the same. It is therefore essential that the Safety Policy is followed at all times