

# Safety for Managers and Supporters

## Workbook

Name

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**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 organised 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.

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## Who is this workbook for?

This independent learning unit is for all those who do not work directly with young people but who manage and support those who do. It helps members understand the importance of safety and their responsibilities related to safety, helping to ensure that the Scouting offered to young people in their area is safe.

## What does this workbook include?

This workbook is a method of completing the necessary learning for the independent learning unit Safety for managers and supporters. By the end of the workbook you should be able to:

- detail your duties and responsibilities for the safe operation of Scouting in your Group, District or County
- describe your role in approving and/or supporting activities that do not require formal activity permits (weekly meetings, visits and trips, activities in Terrain Zero, Class C waters, etc)
- explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting
- explain how the Policy, Organisation and Rules (POR) and activity factsheets detail the requirements and provide guidance for a range of Scouting activities
- describe the insurance requirements of The Scout Association and state those events and activities for which additional steps must be taken
- detail the emergency and reporting procedures to be implemented in the event of an accident or incident, including the reporting of near misses and potential accidents
- detail those activities that require specific activity permits
- explain and apply The Scout Association's method of risk assessment to Scouting activities and their role in supporting the use of risk assessments before and during Scouting activities
- explain the requirements and procedures necessary to gain an activity permit and describe your role in the process
- understand the role and responsibilities of the leader in charge
- explain the importance of creating a culture of safety within their area, and describe the measures you can take to promote this
- explain the requirements and procedures necessary to gain a Nights Away Permit and describe your role in the process

While using the workbook you will see this symbol:



**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. 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 members 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 [scouts.org.uk/safety](https://scouts.org.uk/safety). 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://scouts.org.uk):

- [Policy, Organisation and Rules](#)
- [scouts.org.uk/a-z](https://scouts.org.uk/a-z)
- [Safety Checklist for Managers](#)
- [Safety Checklist for Leaders](#)
- [Safety Checklist for Executive Committees](#)
- [Activities - Risk Assessment \(FS120000\)](#)
- [Safety – Practical Tips \(FS320012\)](#)
- [InTouch \(FS120075\)](#)
- [Managing a Safe Scout Premises \(FS320010\)](#)
- [Safe Scouting and Emergency Procedures \(Purple Card\)](#)
- [Camping Gas – Guidance for Safe Use \(FS120347\)](#)

For more information on safety matters, please go to [Scouts.org.uk/safety](https://scouts.org.uk/safety), where you will find a variety of resources about camping, buildings, practical skills, planning, assessing risk and emergencies.

## 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 for Managers and Supporters.

# Session 1: Safety procedures and your responsibilities

This session will look at The Scout Association's Safety Policy, aiming to help you understand and carry out your responsibilities within it. We will also look at the procedures that are in place to act as safety checks when planning and approving activities in Scouting, and your role in this process.

We all have a role in ensuring that Scouting is safe for all people (Scouts and the public) at all times.

## The Safety Policy

The Scouts recognises that life is not risk-free, and in its turn Scouting is not risk-free. As Scouts, we believe that our members benefit most from our activities when we manage these risks to wellbeing to be as low as is reasonably practicable. Identifying and proportionately managing risk is a skill for life that we wish to kindle, develop and enhance in all of our members.

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

All those involved in Scouting must, so far as is reasonably practicable and to the extent of their role, ability and understanding;

- Properly assess the risk of every activity undertaken in Scouting. This assessment should be suitable and sufficient for the activity being undertaken, and follows that activities with higher risk should require more in-depth assessment.
- Provide and receive clear instructions and information, and adequate training, to ensure members are competent to undertake their task
- Prevent accidents and cases of ill health by managing the health and safety risks in Scouting
- Maintain safe and healthy conditions, provide and maintain plant, equipment and machinery, and ensure safe storage/use of substances
- Review risk assessments as often as necessary when circumstances and conditions change.
- Never be afraid to change or stop an activity if risk increases.

### Responsibilities within the Safety Policy

All those involved in Scouting must, so far as is reasonably practicable and to the extent of their role, ability and understanding;

- a. Stop any activity if they have concerns over its safety, and must be reminded of this frequently.
- b. The person responsible for ensuring that these requirements are met for every activity being undertaken is the agreed leader-in-charge, working closely with the team leading the activity or event.
- c. The person responsible for assuring that this policy is being implemented in their area of responsibility is the holder of a management appointment. The authority to undertake the requirements outlined above, or tasks required to support the requirements, can be delegated as necessary. The responsibility for making sure that the policy is followed can never be delegated.
- d. Every Executive Committee in Scouting is to satisfy itself through appropriate assurance and monitoring activities that this policy is being put into effective use and to engage and consult with members on day-to-day health and safety conditions and ensure it is on the agenda at all meetings.
- e. The responsible body for making sure that these requirements are met for every premises or location operated by a Scouting concern, and therefore deemed to be the Managing Controller of the premises, is the relevant executive committee.
- f. Communicate these assessments the most effective way for those involved and, where practical, in writing. These assessments should be reviewed before every activity, and as often as necessary proportionate to changing circumstances and conditions. Ensure that those involved, including parents/carers, have a reasonable understanding of the risk nature of activities being run and communicate this in an appropriate manner.

- g. Everyone in Scouting has a responsibility for sharing good practice about how to apply this policy, and making sure that failures to apply this policy are brought to the attention of those involved.
- h. Implement emergency procedures – evacuation in case of fire or other significant incident. Report incidents that cause injuries, or incidents that had the potential to cause injuries, at their earliest opportunity through the appropriate channels. When reported, managers must make arrangements to complete a proportionate investigation, and learn and share lessons from incidents. (in accordance with Chapter 7).



## Discussion Point 1

What do you feel your safety responsibilities are as part of your current role in Scouting? What common safety responsibilities does everyone share within Scouting, and what responsibilities do you have that are specific to your role?

Make notes and write these down in the space provided below.

Once you have made notes, discuss this with another adult in Scouting. If you talk to someone in the same or a similar role to your own, what similarities do you notice in the answers that you produce? If you speak to someone in a different role to your own, what differences do you notice in their responsibilities to the list that you have created?

Once you have discussed this with another adult, check Workbook Appendix 1 to check your answers and to explore further ideas about what safety responsibilities your, and others roles entail.

## Information

One of the safety responsibilities of your role that we have just discussed is the process of approving and supporting activities.

There are many different rules and procedures that apply to everyday Scouting activities, both Scout led and externally led. We have several tools that we can use to help ensure that activities are safe; these include:

- POR
- Activity factsheets and guidance
- Adventurous Activity Permit Scheme
- Nights Away Permit Scheme
- Commissioner approval for all activities
- InTouch system
- Risk assessment
- Medical and personal records

It is everyone's responsibility to ensure that these rules and procedures are complied with and followed.

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



## Exercise 1

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 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.

**Note:** The InTouch system was covered in the Module Essential Information (1), so you should already be familiar with the process. However, if you are unsure or feel that you would like to refresh your knowledge there is more information available on **InTouch** in Member Resources at [scouts.org.uk](https://scouts.org.uk).

Step	Order
Obtain approval for the activity.	
Plan InTouch System.	
Check if an activity permit is required.	
Assess the risk	
Put appropriate controls in place	
Communicate the controls to all	
Check whether Headquarters requires notification.	
Check Policy, Organisation and Rules.	
Check relevant factsheets.	
Check whether further insurance is required.	
Appoint a leader in charge to take an overview of the safety arrangements	

Externally-led activities have slightly different 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 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.	
Appoint a leader in charge to take an overview of the safety arrangements	
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 Workbook Appendix 2. More information on both processes is also provided on the [a-z directory](#) of activities.

## Information

Some activities are classed as adventurous activities. It is generally accepted that adventurous activities are those that take young people into new and challenging situations that involve an element of risk.

There is a clearly defined list of all ‘adventurous activities’ in [POR 9.7](#). It lists that the following are all adventurous activities:

- archery;
- caving;
- climbing and abseiling, except; bouldering and climbs using auto belay systems (systems that lower a climber to the ground without any human intervention);
- hill walking and off road cycling (in Terrain One and Two);
- hovercrafting;
- snowsports (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.

Adventurous activities don’t just require approval before they take place; those activities classed as adventurous require someone with a relevant activity permit to run them. These are applied for and issued using the Adventurous Activities Permit Scheme.



## Exercise 2 (For Commissioners only)

POR rule 9.1 requires the Commissioner to approve all activities within Scouting in their patch. This can be done through a variety of methods.

It is important that there is oversight of the programmes and activities being undertaken with each District to ensure that members are delivering high quality and safe scouting. As the District Commissioner you are responsible for ensuring that all activities are approved, but this doesn’t have to be down to you knowing about everything going on across your District on every occasion.

[Approving Activities – Guidance for Commissioners \(FS120015\)](#) provides more information on the various options available to the Commissioner for the approval of activities. Read the guidance and then complete the following task.

In the box below or on a separate document write your approval process for your location, explain how you will ensure that this is communicated and understood.

Once you have completed this exercise, take some time discussing it with fellow managers or supporters, your line manager, or the person validating your learning.



## Exercise 3

The processes for approving activities, both adventurous and otherwise, that we have just covered should be followed when approving all activities and events.

This exercise presents you with a scenario and information from the leader in charge about an event or activity that is planned to take place in your local area.

You will find below two case studies, one concerning a Group event and the other a District event. You are only required to complete one of these case studies. Please choose the case study that you think is most relevant to your role.

Your task is to assess this information and decide upon the next steps that you would take. It requires you to consider the approval of activities and how you would decide whether or not to approve, or support the approval, of an activity.

After the case studies there is a list of specific points you may wish to consider for both and some space for you to make notes on this exercise.

You may find it useful to look at the a-z directory of activities when completing this task, or look at [scouts.org.uk/a-z](https://scouts.org.uk/a-z).

### Case study 1 Part A – Group activity

Your Group/one of the Groups in your District is planning to run a fun day for the Group at the end of the summer term.

This has been an annual event for the last three years.

It will be held at a local scout campsite, which was the venue used last year.

It is being organised by all of the Group's leaders, with the Cub Scout Leader being the designated leader in charge for the event.

It will be open to all Sections and there will be activities for the young people. Parents are also invited to attend, as this is a good opportunity to recruit parent helpers.

All activities will be Scout led, as they are being run by leaders and helpers from the Group. Activities on offer will include:

- Refreshments e.g. tea, cake, coffee, etc.
- Aerial runway
- Face painting
- Craft tent
- Canoeing on Class C Waters (there is a small lake at the campsite that is used for this)
- Survival skills and bivouac making/demonstration to be run by the Explorer Scouts and their leaders. They intend to then bivouac and stay overnight at the campsite

### Case study 2 Part A– District activity

Your District/one of the Districts in your County is planning to run an activity open day.

They are fundraising to buy more equipment for the District therefore there will be a small admission fee.

It will be held at a local campsite, close to a main road.

It is being co-ordinated by a volunteer in the District who is the leader in charge for the event.

In attendance will be:

- Young people (members)
- Parents
- Leaders
- Other adult members
- General public (adults and young people)

All activities, apart from the climbing wall, will be Scout led as they are being run by leaders from the District. Activities on offer will include:

- Climbing wall (brought in and run by an outside provider)
- Archery
- Craft tent
- Circus skills
- Building ballistae/catapults (pioneering)
- Refreshments e.g. tea, cake, coffee, etc.

For either case study, you should consider the following points:

What rules and procedures apply to this event? Both Scouting and non-Scouting

What is your role in the relevant processes that may need to be followed for this event, e.g. activity approval?

Do you require any further information, and who would you need to contact for this?

Based on the information received, would you give this event or activity the approval to go ahead? Please make notes in the space provided below.

Once you have completed this exercise, take some time discussing it with fellow managers or supporters, your line manager, or the person validating your learning. Then take a look at the workbook appendix 3 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.

**Note for Commissioners:** Further information and exercises relating to your role in granting permits can be undertaken as part of this workbook by completing the additional activity in Session 4.

# Session 2: Accidents and risk assessments

## Information

In the last session we looked at the steps and procedures that need to be followed when approving activities to ensure that they are safe. In this session we will look at the process and importance of carrying out a risk assessment and supporting others in completing them to help prevent accidents. We will also look briefly at the nature of accidents that do occur in Scouting.



## Exercise 4

Sometimes despite us following the relevant processes and all precautions being taken, accidents do occur.

How much do you know about the nature of accidents that occur within Scouting? Try to answer the questions below to test your knowledge.

What percentage of accidents occur in Scout meeting places?

What percentage of accidents occur at camp or during camp activities?

What proportion of accidents occur during free time?

Once you are happy with your answers check look at Workbook Appendix 4 to check your answers.

Are you surprised by the number of accidents that occur during adventurous activities compared with those that occur in Scout meeting places and at camp? Our greatest responsibility is to ensure that all activities are safe. One of our methods of doing that is risk assessment.

## Information

Risk assessments were covered in the Mandatory Safety Learning, so you should already be familiar with the process and be comfortable with the five steps of risk assessment. However, if you are unsure or feel that you would like to refresh your knowledge look at [scouts.org.uk/riskassessment](https://scouts.org.uk/riskassessment).

There are some other key points regarding risk assessment that you should ensure that you remember and ensure that you follow:

- Risk assessments need to be written down. Writing it down helps to think it through and is easier to review when a similar activity is done. It also makes sure that what decisions are clear and well communicated.
- Risk assessments should be acted upon and communicated to all those involved in the activity. This includes both adults and young people (who also need clear instructions, guidance and rules). A risk assessment that is simply a written or verbal exercise is almost worthless unless identified concerns are acted upon and safety points communicated.
- It is good practice to have more than one person complete a risk assessment together. This helps to ensure that the risk assessment is not just one person's viewpoint and can help to minimise the chance of any potential hazards or risks being overlooked.
- Risk assessment applies to buildings as well as activities. More information can be found in Managing a Safe Scout Premises (FS320010). Executive Committees must make sure that risk assessments are written down for all premises which they own or operate. Leaders need to make sure that they have access to these premises' risk assessments, whether that's the weekly meeting place or the weekend activity centre.

There will be plenty of activities in the programme that are done regularly: it could be the arrival, start, end and departure of meetings or the standard way that cooking or crafts activities are run. These activities can be risk assessed and then documented. This document should be reviewed each time the activity is done so checks can be done to see if it applies that day or whether anything needs to be changed.

Involving young people in keeping activities safe is really important. Regardless of who's involved, everyone should feel that they can stop an activity if they feel it's unsafe. For example, an adult could raise their concerns with another adult, or the young people in an archery session could be taught to shout 'Stop!' if they see anyone breaking the rules. Briefing young people about the risks will help them to stay safe and to learn.

There are lots of ways of recording risk assessments: we have an online template but leaders could annotate activity instructions sheets, make notes on a phone or use an online risk assessment tool.

For more information on safety matters, please go to [Scouts.org.uk/safety](https://scouts.org.uk/safety), where you will find a variety of resources about camping, buildings, practical skills, planning, assessing risk and emergencies.



## Exercise 5

We are now going to look at risk assessment in a bit more detail, focusing on your role in supporting others in carrying out risk assessments.

This task requires you to review a risk assessment that has been submitted to you for an event.

This is a risk assessment that you have been provided with for part of the event that we looked at when discussing approving activities in the last session.

Your task is to assess the risk assessment and consider:

- is this risk assessment adequate for the activity?
- what further information is required? Who/where can this be acquired from?
- what ongoing control measures would you advise that the organisers adopt to ensure that the activity remains safe?
- are there any examples of excessive or unnecessary control measures?

On the next few pages you will find two examples of risk assessments, one concerning an element of the Group event and the other an element of the District event that we looked at earlier. As these link to the case studies from the previous session you should choose the risk assessment that corresponds to the case study that you looked at.

These are only two examples of how a risk assessment might look. A risk assessment can take many forms, so long as it can be understood by all those using it.

## Case study 1 Part B -Group activity risk assessment (refreshment tent)

As part of the Group fun day there will be a refreshment tent, which will provide hot and cold drinks, cakes and light snacks. This will be housed in a large marquee to one side of the main field that is being used. Gas stoves and a gas heated water urn will be in use. The leader in charge for the event, a local Scout Active Support member, has submitted this risk assessment to you. (If you are using this workbook as an editable PDF please use the comment function to complete this section).

Hazard Identification	Risk	Person at Risk	How is the risk controlled? What further controls are needed?	Person responsible for controls	Review date and revisions made?
Knives	Cuts	Food Preparation Team and Servers	Ensure that there is a first aid kit in the kitchen and ensure it is stocked with catering plasters	Leader in charge of the activity	
			Remove all knives from the kitchen area to avoid injury	Food Preparation Team	
Heat	Burns during preparation	Food Preparation Team	Pans with insulated handles	Quarter Master	
			Oven gloves		
		Guests	Only designated adults in the kitchen area	Leader in charge in the activity	
	Scalds from hot liquids	Food Preparation Team	Limit access to hot water urn	Serving Team	
			Gloves	Quartermaster	
		Guests	Do not overload trays with hot drinks	Food Preparation Team	
Gas	Carbon monoxide Poisoning		Appliances fitted by a competent person	Leader in Charge of activity	
			Check hose	Quartermaster	
			Ensure used in a well ventilated area Use a CO alarm as an additional warning	Leader in charge	
			Keep flammable items away from flames	Serving Team & Food Preparation Team	
			Provide powder extinguisher and ensure team are instructed on its use	Quartermaster / Leader in Charge of the activity	
	Explosion / Fire		As above	As above	
Electric Shock		Food Preparation Team, Serving Team and Guests	Installation of appliances / lights by a competent person	Leader in charge of the activity	
			Ensure appropriate capability and electrical loads	Competent person	
			Keep cables away from floors and prevent from causing a trip hazard	Leader in charge of the activity	
Bacteria / Hygiene	Sickness	All users	Refrigeration for appropriate foods	Food Preparation Team	

			Fresh and prepared food kept separately	Serving Team / Food Preparation Team	
			Supervision of kitchen by competent person e.g. holder of a food hygiene certificate	Leader in charge of the activity	
			Separate serving implements	Serving Team	
			Aprons and hats for hygiene	Quartermaster	
Guy Ropes and Equipment	Slips Trips and Falls	Serving Team / Guests	Keep Kitchen clear of obstruction	Food preparation Team	
			Proper storage for equipment especially bulky items	Leader in charge of the activity	
			Appropriate clothing and footwear for serving team	Serving Team	
Weather Conditions	Hot Weather	Food Preparation Team, Serving Team and Guests	Use Marquee for Shelter / Shade	Quartermaster	
			Ensure adequate space for refrigeration of relevant foods in hot weather	Leader in charge of the activity	
	Rain		Appropriate footwear for staff team	Serving Team	
			Signage	Leader in Charge of the activity	
			Use marquee for shelter	Quartermaster	
			Ensure appreciate outdoor electrical equipment is used and is fitted by a competent person	Leader in charge of the activity / Quartermaster	

You may wish to discuss this exercise with fellow managers or supporters or the person validating your learning. Once you are happy with your assessment you should look at Workbook Appendix 5 to see some of the things that it may have been beneficial to think about in this situation and some of the points that you should have picked up.

Compare this with your answers and ideas. If there were some points that you hadn't thought of, take some time to think about them.

### Case study 2 Part B - District activity risk assessment (building and running ballistae/catapults)

As part of the activity open day there will be a ballista/catapult-building activity, using rope and pioneering poles. The activity is open to both young people and members of the public (under 18s only). Once they have constructed their ballista/catapult they will be asked to launch water balloons from them in a competition to see who can propel it the furthest distance. The leader in charge for the event, a Scout Leader from the District, has submitted this risk assessment to you. (If you are using this workbook as an editable PDF please use the comment to complete this section).

Hazard Identification	Risk	Person at Risk	How is the risk controlled? What further controls are needed?	Person responsible for controls	Review date and revisions made?
Pioneering Poles	Crush Injury	Leaders, Young People, Public	Supervision and instruction  Ensure poles are checked for good condition	Activity Instruction	
	Splinters				
	Struck By				
	Strain Damaged poles				

Ropes	Trips	Leaders, Young People, Public	Ensure ropes are in good condition	Quartermaster	
	Slips		No Running in the building area	Activity Instructor	
			Barrier off the building area and any guy ropes that are attached to the ballista / catapult	Leader in charge of the activity	
			Don't let any young people use the rope and ensure that only adults lash the poles	Activity instructors	
Water Balloons	Struck by Flying objects		Barrier off range areas	Leader in charge of the activity	
	Choke hazard (small parts)		Keep balloons small (do not over fill)	Activity Instructors	
Mallet	Concussion	Leaders, Young People, Public		Activity Instructors	
Conditions	Rain	Leaders, Young People, Public	Appropriate footwear and clothing for adults and young people	Leader in charge / Activity instructors	
			Dynamic risk assessment – if it is decided that it is too wet or unsafe to carry on then the activity should be stopped	Leader in charge of the activity	

You may wish to discuss this exercise with fellow managers or supporters or the person validating your learning. Once you are happy with your assessment you should look at Workbook Appendix 5 to see some of the things that it may have been beneficial to think about in this situation and some of the points that you should have picked up.

Compare this with your answers and ideas. If there were some points that you hadn't thought of, take some time to think about them.



## Discussion Point 2

It may be of benefit to consider how you would approach a discussion with the volunteer who had completed the risk assessment. Sometimes these conversations can be difficult, especially if they are ongoing issues, and so you may find it useful to spend some time considering how safety issues can be addressed in a sensitive and supportive manner.

You could discuss this with fellow managers or supporters, your line manager, or the person validating your learning. It is important to ensure that you know where you can ask for support to aid you in this type of conversation. Who are you able to ask for support?

Once you have discussed this issue, please see Workbook Appendix 6 for some ideas regarding the topics you may wish to consider and where further advice or support can be found.

# Session 3: The culture of safety

## Information

In this session we will look at the importance of creating a culture of safety. This will focus on everyday safety practices that can help to help create and promote a culture of safety within Scouting and particularly within your area.

This means ensuring that the activities you run, those run by adults you manage and support and those run by others are carried out safely. The most difficult decision anyone should have to make in this respect is whether to stop an activity being run by someone else that is unsafe.

## Reporting near misses

As well as recording accidents, all 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. This may be during a leaders meeting or an executive committee meeting where it becomes an item for safety on the agenda and any additional controls considered necessary can be decided upon.

Near misses, where lessons learnt could be shared across the UK to help prevent similar incidents from occurring, can be reported via the Scout Information Centre or online at [scouts.org.uk/nearmiss](https://scouts.org.uk/nearmiss). You may find it helpful to provide a handout to explain what information is required when reporting near misses – this can be found in Handout C.

## Reporting potential accidents

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 taken to the person's line manager.

Equally, if you are the person in charge of an activity or premises, and are informed of a potential accident, you should take steps to resolve the situation and remove the potential danger.

## Leading by example and learning from experience

You should ensure that safety is on the agenda at all meetings and that relevant safety information is communicated effectively. It is important to meet and consult regularly with adults that you support about risk assessments, accidents and near misses and other safety advice and to make them feel part of the process of improving the safety of Scouting.

It is also important to lead by example and set standards of best practice. If managers and supporters are following the procedures themselves and putting safety high on the agenda, others are more likely to follow suit.

Safety procedures should also be regularly reviewed, particularly after activities and events. If an accident or incident does occur, the incident should be reviewed and procedures are updated to prevent similar incidents taking place in the future. To help learn from incidents and to understand what went wrong, using the 'Five whys' is a really useful strategy.

Asking 'Why?' five times about the incident helps us to get to the root of what's happened.

Here’s an example of using the ‘Five whys’:

1. Why did Alek get injured during the game in the Scouts meeting place?  
- Because he was pushed over by the older Scouts
2. Why did he get pushed over?  
Because the Scouts were very boisterous and rough in the game
3. Why were the Scouts so boisterous?  
Because no volunteers were supervising them
4. Why was there no supervision?  
Because we only ever have two volunteers; one was making coffee and the other was getting the next activity ready
5. Why was one making coffee?  
Because he hadn’t had any training and no one told him he had to supervise activities

The root causes here are lack of training and understanding of leadership roles, and insufficient adult support.

Using the ‘Five whys’ is a really useful tool to help us learn from accidents and stop them happening in the future.

More support can be found in [FS320012 Safety – Practical Tips](#).



## Exercise 6

This task asks you to look at good practice in promoting the culture of safety.

The self-assessment tool below contains a list of ways in which you could promote and maintain a culture of safety. Use the table to tick the relevant boxes to indicate how often you carry out each responsibility. This is a good way to assess what you’re already doing well and areas where you might have room for some improvement.

### Self-assessment tool:

Task/responsibility	Always	Sometimes	Never
Ensure that safety procedures are regularly reviewed (especially after events or activities).			
Put safety on the agenda at all meetings that I run.			
Encourage those I manage or support to put safety on the agenda of all meetings that they run.			
Make sure that adults in my area undertake appropriate safety training.			
Ensure that risk assessments are carried out for all events that I am responsible for and communicated to the relevant people involved, including young people.			
Routinely use dynamic risk assessment.			
Lead by example (i.e. be seen to address safety issues directly; always follow the correct procedures).			

Report near misses at the appropriate level.			
Highlight potential hazards and address them.			
Ensure that accident books are kept in appropriate places and that adults know where to record accidents.			
Ensure that The Scout Association's safety policy is understood by all adult volunteers including new adults taking on appointments.			

Once you have completed the above table, then you should discuss it with fellow managers or supporters, your line manager or the person validating your learning. Perhaps share with them and discuss one thing that you think you do really well and one thing you are going to take away to improve or develop.

Do you feel that there is anything else not listed above that you feel you do, or should do, to promote a culture of safety? You should make a note of this and discuss.

## Information

There is a range of support that is available to you in order to help you to create and promote a culture of safety.

These include:

- Talking to your line manager or others in a similar role in your Group, District or County. You could also talk to people doing the same or similar roles in other Groups, Districts or Counties to share best practice or solve problems.
- Guidance and resources can be found in the relevant factsheets at [scouts.org.uk/safety](https://scouts.org.uk/safety), or by phoning the Scout Information Centre on 0345 300 1818.
- The safety checklists for different roles: [Safety Checklist for Leaders](#); [Safety Checklist for Managers and Safety Checklist for Executive Committee Members](#). Each of these contains the same core safety information, with the addition of guidance relevant to the responsibilities of the particular roles.

The checklists are designed to be used before planning events and activities, and when conducting reviews and meetings. They act as a reminder of the Safety Policy and your responsibilities for organising and supporting others in Scouting, and conducting and reviewing risk assessments.

They are supported by information included in Safe Scouting and Emergency Procedures (Purple Card), as well as pages at [scouts.org.uk/safety](https://scouts.org.uk/safety) that house factsheets, resources and other useful safety guidance and information.

### You have now completed this workbook.

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

**Note for Commissioners:** Further information and exercises relating to your role in granting permits can be undertaken as part of this workbook through completing the additional activity: Session 4. The activity provides an opportunity to complete the process of granting an example Nights Away Permit.

It is not compulsory, but is a good way of testing and cementing your knowledge on the process of granting a Nights Away Permit and your role within it

# Session 4: Nights Away Permit granting (optional – for Commissioners only)

## Information

In this session we will look at the process of granting a Nights Away Permit and your role in it.

A Nights Away Permit can only be issued by you, a Commissioner. A Nights Away Adviser must send a recommendation to the Commissioner of their assessment of the applicant, before a Commissioner can go any further. The applicant is responsible for contacting the Nights Away Adviser in the first instance.

The Nights Away Adviser's assessment will reach you in the form of the Nights Away Permit assessment form, which can be found at the back of Assessment Checklist for a Nights Away Permit (AC120990) or via a recommendation being submitted through compass. Section 1, 'Technical Competence', will already be completed.

Once you had received this assessment there are then eight steps that you would need to take. These are as follows:

**Check the Nights Away Adviser's recommendations** – you may not grant a permit that is less restrictive than this recommendation. You should always check who the Nights Away Adviser is. If it's not someone that you know as being a Nights Away Adviser then you should contact them or their County/District to check that they are in a position to be able to carry out the assessments. This can be checked by using the assessor search on compass.

**Check knowledge of The Scout Association rules** – you need to check that the applicant is aware of the general and Nights Away specific Scout Association rules and how these affect them. This step can also be completed by the Nights Away Adviser and so the form may often arrive with this section already complete.

**Check safeguarding issues** – you must check that the applicant has undertaken the necessary personal enquiry checks and received the appropriate child protection training. Only those with a full adult role on compass can be granted with a permit.

**Check applicant's personal suitability** – this is to check the applicant's attitude to run the activity for young people. It is not the same as their personal suitability to hold an appointment as they will be in a different environment with different responsibilities.

**Grant the permit** – this should be to a level no higher than the recommendation received from the Nights Away Adviser. It can be tailored to the skills, experience and requirements of the individual as much as is deemed appropriate.

You should, however, always be prepared to explain the reasons for any restrictions, and how the applicant could gain a less restrictive permit in the future.

You also need to state an expiry date for the permit, up to a maximum of five years from the issue date. Again, if you decide to issue a shorter term permit, you should be prepared to explain the reasons for this to the applicant.

**Record the permit on Compass** - this is a national scheme and therefore it is important that there are national records held on who holds a permit. This allows Counties etc. to see what permit holders there are in their areas and allows Headquarters to easily contact them with updates etc. should the need arise.

It should be remembered that you don't necessarily need to complete every step yourself, but you do need to ensure that all are completed and that you are happy with the information provided. The form states that it could be completed by an 'appropriate nominee of the Commissioner', which could be anyone, including the Nights Away Adviser or ADC Activities etc.

After these seven steps have been followed, there is one remaining task, which needs to be completed each time a Nights Away event takes place:

**Notification** – This is the system for granting approval for Nights Away events. It can be communicated in many ways and it is up to you as the Commissioner to decide how you want to receive this information. It could be through hard copy, email, text message, phone call – whatever system works most efficiently for you. The only stipulation is that it provides all of the information that is provided on Form NAN (Nights Away Notification form).

It is also important to remember that permits are not section specific and Districts and Counties/Areas must not operate a policy of issuing section-specific permits. It is recognised that for some individuals a restriction to this effect may be appropriate. However, the decision should be carefully considered and take into account all other factors that this might influence.

More information on Nights Away can be found in Nights Away Permit Scheme – Commissioners' Guide (FS120803), Nights Away Permit Scheme (FS120800) and in Policy, Organisation and Rules Chapters 9.55 – 9.63. It can also be found online at [scouts.org.uk/nightsaway](https://scouts.org.uk/nightsaway), or from Scout Information Centres on 0345 300 1818.

## Activities run by those under 18

It should also be noted that, although the minimum age to receive a Nights Away Permit is 18. Younger members can receive an event passport if they are running a peer-led event, for example a DofE expedition. Your role as a Commissioner is different in this case. Here you will be involved in the notification step only, to approve the event.

The passport is used by a Nights Away Permit holder and the permit holder remains responsible for the event even though they don't attend it. Your only role is to ensure that you have been notified, by the Nights Away Permit holder who issued the event passport, of all the details that can be found on **Form NAN**.



### Exercise 7

This exercise presents you with an example situation to grant a Nights Away Permit that you might be presented with as a Commissioner. The Nights Away Permit Assessment form provided on the following page has section one completed, as you would receive it from the Nights Away Adviser.

You have been provided with the following information about the situation:

- the applicant has applied for a Greenfield permit
- the Nights Away Adviser has completed section one, Technical Competence. They have crossed the box for 'campsite', this being the permit that they believe the applicants skills and experience are capable of fulfilling.
- based on the technical assessment, the Night's Away Adviser provided the restriction of "without the use of gas stoves and lamps'. The reason for this is the applicant has shown skills for the rest of the assessment checklist but not these elements. The Night's Away Adviser has added the suggestion that they come back after a year, when the applicant has more experience of using this equipment, to see if this restriction can be changed or removed.
- the Nights Away Adviser is new to their District and is not someone that they have received recommendations from in the past
- the applicant is an Assistant Scout Leader for a Scout Troop. They have completed all of 'Getting Started' training and are working towards their Wood Badge for this role.
- the applicant is 19 years old and this is their first adult volunteer role in Scouting. They left Explorer Scouts aged 18 and were never involved in the Young Leadership Scheme. They have limited leadership experience.
- the applicant also suffers from epilepsy and, despite being on medication, has had two seizures within the last two years

Your task is now to fill out the Nights Away Permit assessment form on the following page, using the information provided to make your assessment. In doing this you will need to consider what you would need to do to complete each of the eight steps that we have just worked through.

You should make notes on what and how you would fill out or acquire the information for each section of the form and for each stage of the 8-step process and the final assessment that you would make.

Once you have completed this exercise you may wish to discuss it with fellow managers or supporters or the person validating your learning. Once you are happy with your assessment you should look at Workbook Appendix 7 to see some of the things that may have been beneficial to think about in this situation and some of the points that you should have picked up.

Applicant's name	John Smith	Member No.	00000000
1. TECHNICAL COMPETENCE			Done <input checked="" type="checkbox"/>
Description: Technical assessment based on assessment, by various methods, of the eight core skill areas for Nights Away. To Be Completed By: Nights Away Adviser			
Indoor	<input type="checkbox"/>	Campsite	<input checked="" type="checkbox"/>
Greenfield	<input type="checkbox"/>	Lightweight Expedition	<input type="checkbox"/>
Restrictions based on Technical Assessment: Without the use of gas stoves and lamps.			
Nights Away Adviser:	Signature	N A Adviser	Date
	Name	Miss N A Adviser	Phone
			01/06/2020
			01234 567890
2. SCOUT ASSOCIATION RULES			Done <input type="checkbox"/>
Description: Check of the Applicant's knowledge of the appropriate Scout Association Rules for running Nights Away Events, including Event Passports and event notification. To Be Completed By: Either a Nights Away Adviser, Commissioner or appropriate nominee of the Commissioner.			
Restrictions based on knowledge of The Scout Association Rules:			
			Date
Signature		Name	Role
3. SAFEGUARDING			Done <input type="checkbox"/>
Description: Check Applicant has undertaken the necessary Personal Enquiry checks and received the appropriate child protection training. To Be Completed By: Commissioner or appropriate nominee of the Commissioner.			
Restrictions based on Safeguarding:			
			Date
Signature		Name	Role
4. PERSONAL SUITABILITY			Done <input type="checkbox"/>
Description: Check the Applicant is suitable (attitude etc) based on the demands of the permit level. To Be Completed By: Commissioner or appropriate nominee of the Commissioner.			
Restrictions based on Personal Suitability:			
			Date
Signature		Name	Role
5. PERMIT GRANTED		Permit added to Compass	<input type="checkbox"/>
Restrictions:			
			Expiry Date
Commissioner Signature		Date	

# Appendix 1

## Discussion point 1 – The safety responsibilities of your role in Scouting

We are all responsible for safety within Scouting. The following are some of the key points that everyone shares responsibility for, followed by some specific responsibilities and guidance for particular roles.

Key points for all those completing this workbook include:

- Risk assessment – knowing how to carry them out and also supporting others in ensuring they are following the relevant processes
- Communications – ensuring that all individuals in Scouting are aware of The Scout Association's Safety Policy and know their responsibilities within it. This includes ongoing communication and mentoring regarding safety.
- Using and enforcing the InTouch system
- Leading by example – demonstrating good practice and ensuring that others do the same

Additional key points for managers include:

- Approving activities
- Safety training - ensuring that appointees in your area undertake appropriate training; ensuring that appropriate provision is available (this applies to County level only)
- Review – ensuring that safety is discussed at all reviews and, in particular, making sure that the individual has completed their required ongoing safety training within the last five years
- New appointments – ensuring that safety is discussed with all new appointments. This includes: explaining the Safety Policy to them and ensuring that they understand it; talking them through the Purple Card; ensuring that they are aware of their training requirements in relation to safety and that the training is completed (including the completion of Getting Started within five months of appointment).
- Carrying out your responsibilities as an Executive Committee Member – As a member of the Executive Committee you have a responsibility to make safety an agenda item at all executive meetings and ensure that all relevant safety information is communicated effectively. You should also review the incidents and accidents occurring in the Group/District/County to ensure that trends have been identified and controls adjusted as appropriate, by those responsible for them.

As a member of the Executive Committee, you should have a copy of the Safety Checklist for Executive Committees, which you should read and utilise. It is important to ensure that all members of the Executive Committee, whatever their role, have a copy of this card and understand and apply its contents. Copies of all of the checklists can be downloaded from [scouts.org.uk/safety](https://scouts.org.uk/safety) or ordered from Scout Shops.

Additional key points for District/County Commissioners include:

- Nights Away Permits – approving recommendations made by Nights Away Advisers for Nights Away Permits. More information can be found in [Nights Away Permit Scheme – Commissioners' Guide \(FS120803\)](#), [Nights Away Permit Scheme \(FS120800\)](#) and in [Policy, Organisation and Rules](#) Chapters 9.55-9.63. It can also be found online at [scouts.org.uk](https://scouts.org.uk).
- Adventurous activity permits – granting or renewing permits based on recommendations from Approved Assessors. More information can be found in the [Adventurous Activity Permit Scheme – Commissioners' Guide \(FS120103\)](#), as well as at [scouts.org.uk/activitypermits](https://scouts.org.uk/activitypermits).

Despite these responsibilities being specifically for Commissioners, it is helpful for everyone to be aware of where they can find out more information about the nights away and adventurous activity permit schemes, so be sure to make a note of the factsheets that are available.

# Appendix 2

## Exercise 1 – Scout-led and externally-led activities

For activities run by the Movement, the eight specific steps need to be taken 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 Headquarters requires notification.
6. Complete a risk assessment.
7. Assess the risk
8. Put appropriate controls in place
9. Communicate the controls to all
10. Plan InTouch system
11. Obtain approval for the activity.

Through this process a leader in charge must also be appointed.

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 relevant 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 Headquarters requires notification.
7. Plan InTouch system.
8. Obtain approval for the activity.

Through this process a leader in charge must also be appointed.

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 3

## Exercise 3 – Approving activities and events

When approving safe activities, you should take the following into account:

- Overnight events – what extra considerations does this require, e.g. does the leader hold a Nights Away Permit?
- Insurance – have the Scout Association's insurance requirements been met?
- Adult-to-young-person ratios – will there be enough adults present to conform to the stipulated ratios? Or does more adult help need to be found before the event can take place?
- InTouch – is there an InTouch system in place?
- Leader in charge – has a leader in charge been identified for the event, as well as for each activity taking place at the event?
- Medical records – have all relevant medical records been collected?
- Venue – what needs to be taken into consideration given the location of the activity? Has this been considered in the risk assessment? Is there adequate space at the site for all of the activities listed?
- Conditions – what might need to be taken into consideration if the conditions change? Has this been considered in the risk assessment?
- Risk assessment – has one been completed and are the control measures suitable and sufficient?
- Rules and guidance – have all of the relevant rules and guidance been followed?
- Externally-led activities – check the activity instructor's insurance and that they have the correct qualifications to instruct the relevant activity

Clearly it is not possible to cover every aspect of safety for every possible Scouting activity and only a small range of situations have been discussed here. There are many more, and you should familiarise yourself with where you can find information and rules related to safety and the factsheets that are available.

You should also remember that you may have local specialists (such as District and County Advisers) who you can refer to for help. If you don't have any, you may wish to consider appointing some to provide support to leaders and others within their area.

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

### Case study 1, Part A – Group Activity

Your Group/one of the Groups in your District is planning to run a fun day at the end of the summer term.

This has been an annual event for the last three years.

It will be held at a local campsite, which was the venue used last year as well.

It is being organised by all of the Groups' leaders, with the Cub Leader being the designated leader in charge for the event.

It will be open to all Sections and there will be activities for the young people. Parents are also invited to attend, as this is a good opportunity to recruit parent helpers.

All activities will be Scout led, as they are being run by leaders and helpers from the Group. Activities on offer will include:

- Refreshments e.g. tea, cake, coffee, etc
- Aerial runway
- Face painting
- Craft tent
- Canoeing on Class C Waters (there is a small lake at the campsite that is used for this)
- Survival skills and bivouac making/demonstration to be run by the Explorer Scouts and their leaders. They intend to then bivouac and stay overnight at the campsite.

Key Considerations:

- Gaining approval for any activities that require it. Check the insurance requirements for any parents who might be attending; do they need to obtain personal insurance cover?
- Ensure that adult-to-young-person ratios are correct
- Explorer Scouts bivouac is an overnight event, therefore needs approval from the DC via Form NAN (a **Nights Away Notification form**)
- Canoeing – A Scout Leader does not need a permit to take Scouts canoeing on Class C water, as long as the guidance included in the factsheet Class C water is followed
- Adequate first-aid provisions
- Risk assessment – has it been reviewed and revised since last year's event, taking into account any changes in circumstances or conditions?
- Aerial runway – members of the public are not allowed to ride an aerial runway
- POR 9.41d – The only persons who may use an aerial runway constructed by Scouts are members of the Scout and Guide Movements (note – the aerial runway must be constructed following the advice and instructions given in the factsheet)

**Case Study 2, Part A– District activity**

Your District/one of the Districts in your County is planning to run an activity open day.

They are fundraising to buy more equipment for the District therefore there will be a small admission fee.

It is planned to hold it at a local campsite, close to a main road.

It is being co-ordinated by a volunteer in the District who is the leader in charge for the event.

In attendance will be:

- Young people (members)
- Parents
- Leaders
- Other adult Leaders
- General public (adults and Young People)

All activities, apart from the climbing wall, will be Scout led as they are being run by leaders from the District. Activities on offer will include:

- Climbing wall (brought in and run by an outside provider)
- Archery
- Craft tent
- Circus skills
- Building ballistae/catapults (pioneering)
- Refreshments e.g. tea, cake, coffee, etc

Key Considerations:

- Adult to young person ratios
- Climbing wall – need to ensure that the correct guidance is followed, e.g. externally-led activities rules in this case, as it is being run by an outside provider
- Archery permits – ensure that archery is run by permit holders and to the appropriate ratios
- Insurance, including the requirements for any parents or members of the public who might be attending – do they need to obtain personal insurance cover?
- Gaining activity approval for all activities that require it
- Safe designated area for archery, which takes into account the venue and environment e.g. it is situated away from the main road. The person leading the archery must hold a permit of an appropriate level
- Ensure that the money collected is clearly managed by an appropriate and competent individual. When collecting funds, be clear that the money raised will be used to develop and support local Scouting and that one of the aims of the District is to purchase new District equipment. Refer to factsheet **FS190018 Fundraising for Local Scouting** and **POR Chapter 4** for more information on District fundraising.
- Adequate first-aid provisions
- Venue – what extra considerations does the proximity to the main road pose? Will they need to fence off the area, or require extra help for marshalling to ensure that young people are kept away from the road?

# Appendix 4

## Exercise 4 – Accidents in Scouting

What percentage of accidents are caused in Scout meeting places?

- 35% - typically trips, falls, banging into each other, accidents with games equipment etc.

What percentage of accidents are caused at camp or during camping activities?

- 40% - a lot of the above, plus a high proportion of burns and scalds, which can be very serious.

What proportion of all incidents are linked to free time?

- 25% - of all reported incidents are relating to free time, these are activities with less structure or supervision. This includes time within the meeting place and at camp, this is an area which leaders need to focus on, with plans for how they will ensure adequate supervision. Guidance is available at [here](#)

Are you surprised by these answers? How do they match up with what you had written down? More information on accidents in Scouting and how to help prevent them can be found at [scouts.org.uk/safety](https://scouts.org.uk/safety).

# Appendix 5

## Exercise 5 – Risk assessment task

It is important to remember that risk assessments are highly subjective so you may have come up with other ideas and suggestions that are not included in this appendix.

Some general key areas may include:

how you would ensure the activities' ongoing control and safety, e.g. leader in charge, dynamic risk assessment, review of the activity and the risk assessment after it has taken place etc

There now follows specific feedback on the risk assessments for both of the case studies. The areas that you should have picked up on are indicated in yellow.

### Case Study 2, Part B – Group activity risk assessment (refreshment tent)

Hazard Identification	Risk	Person at Risk	How is the risk controlled? What further controls are needed?	Person responsible for controls	Review date and revisions made?
Knives	Cuts	Food Preparation Team and Servers	Keep knives in controlled area	Food preparation team	
			Adults only in controlled area.	Leader in charge of the activity.	
			Purchase ingredients (pre-cut where possible).	Food preparation team	
			Ensure that there is a first aid kit in the kitchen and ensure it is stocked with catering plasters	Leader in charge of the activity	
			Communicate to staff where the first-aid kit is	Leader in charge of the activity.	
			Nominate a first aider.	Leader in charge of the activity.	
			Remove all knives from the kitchen area to avoid injury <b>Example of excessive caution should be identified as unnecessary</b>	Leader in charge of the activity.	
Heat	Burns during preparation	Food Preparation Team	Pans with insulated handles	Quarter Master	
			Oven gloves		
	Scalds from hot liquids	Guests	Only designated adult in the kitchen area	Leader in charge in the activity	
		Food Preparation Team	Limit access to hot water urn	Serving Team	
			Gloves	Quartermaster	

		Guests	Do not overload trays with hot drinks	Food Preparation Team	
Gas	Carbon monoxide Poisoning	Food Preparation Team, Serving Team, Guests	Appliances fitted by a competent person	Leader in Charge of activity	
			Check hose	Quartermaster	
			Ensure used in a well ventilated area	Leader in charge	
			Keep flammable items away from flames	Serving Team & Food Preparation Team	
			Provide powder extinguisher and ensure team are instructed on its use	Quartermaster / Leader in Charge of the activity	
	Explosion / Fire		As above	As above	
Electric	Electric Shock	Food Preparation Team, Serving Team and Guests	Installation of appliances / lights by a competent person	Leader in charge of the activity	
			Ensure appropriate capability and electrical loads	Competent person	
			Keep cables away from floors and prevent from causing a trip hazard	Leader in charge of the activity	
Bacteria / Hygiene	Sickness	All users	Refrigeration for appropriate foods	Food Preparation Team	
			Fresh and prepared food kept separately	Serving Team / Food Preparation Team	
			Supervision of kitchen by competent person e.g. holder of a food hygiene certificate	Leader in charge of the activity	
			Separate serving implements	Serving Team	
			Aprons and hats for hygiene	Quartermaster	
Guy Ropes and Equipment	Slips Trips and Falls	Serving Team / Guests	Keep Kitchen clear of obstruction	Food preparation Team	
			Proper storage for equipment especially bulky items	Leader in charge of the activity	
			Appropriate clothing and footwear for serving team	Serving Team	
			Do not overfill refreshment tent with too many chairs/tables	Leader in charge of the activity.	
			Allow wide aisles for safe access.	Leader in charge of the activity.	
			Barrier tape around guy ropes and pegs on marquee	Set-up team	

			Designated disposal area for wet waste so that the floor doesn't become slippery.	Leader in charge of the activity.	
Weather Conditions - Heat	Sunstroke	Food Preparation Team, Serving Team and Guests	Use Marquee for Shelter / Shade	Quartermaster	
	Food Heating up		Ensure adequate space for refrigeration of relevant foods in hot weather	Leader in charge of the activity	
	Slips		Appropriate footwear for staff team	Serving Team	
Weather Conditions - Rain			Signage	Leader in Charge of the activity	
	Hypothermia / Cold		Use marquee for shelter	Quartermaster	
	Electric Shock		Ensure appropriate outdoor electrical equipment is used and is fitted by a competent person	Leader in charge of the activity / Quarter master	

### Case study 3, Part B – District activity risk assessment (building and running ballistae/catapults)

Hazard Identification	Risk	Person at Risk	How is the risk controlled? What further controls are needed?	Person responsible for controls	Review date and revisions made?
Pioneering Poles	Crush Injury	Leaders, Young People, Public	Adequate supervision.	Leader in charge of the activity.	
	Splinters		Gloves	Quartermaster.	
	Struck By		Supervision and instruction - Control young people – reduce horseplay	Activity instructors	
	Strain		Use manual-handling techniques - More than one person lifting objects when necessary	Activity instructors.	
Ropes	Burns	Leaders, Young People, Public	Wear Gloves	Activity Instructor / Quartermaster	
	Trips		Ensure ropes are in good condition	Quartermaster	
			No Running in the building area	Activity Instructor	
			Barrier off the building area and any guy ropes that are attached to the ballistae / catapult	Leader in charge of the activity	
			Don't let any young people use the rope and ensure that only adults lash the poles - Example of excessive caution, should be identified as unnecessary	Activity Instructor - Remove	

Water Balloons	Struck by Flying objects	All People involved in the activity	Barrier off range areas	Leader in charge of the activity	
	Choke hazard (small parts)		Keep balloons small (do not over fill)	Activity Instructors	
			Arrange regular tidy up of range area to collect balloon pieces and again after the activity has been cleared away	Leader in charge of the activity	
Mallet	Concussion	Leaders, Young People, Public	Instruction and supervision of participants, particularly young people.	Activity Instructors	
Conditions - Rain	Slips	Leaders, Young People, Public	Appropriate footwear and clothing for adults and young people	Leader in charge / Activity instructors	
	Equipment becomes slippery		Dynamic risk assessment – if it is decided that it is too wet or unsafe to carry on then the activity should be stopped	Leader in charge of the activity	

# Appendix 6

## Discussion point 2 – Discussing risk assessment

Key points that you may wish to consider and/or discuss with others include:

- How you would approach the subject with the individual who submitted the risk assessment e.g. your manner, tone, timing, environment, support that you offer etc.
- How you would ensure that the individual improved their knowledge to ensure that the right information was provided in the future e.g. discussing at review, through training such as ongoing safety training etc.
- Where support is available, e.g. from your line manager, from fellow managers and supporters, from others in Scouting etc.
- Where further guidance and advice is available, e.g. from the Scout Information Centre, from member resources at [scouts.org.uk](https://scouts.org.uk) etc.

# Appendix 7

## Exercise 7 – Nights Away Permit granting

It should be noted that the following is just an example of what you might include in your final assessment on the completed Nights Away Permit assessment form. However, this is quite subjective and so will vary depending upon what recommendations you feel are necessary, and this list is not exhaustive.

You may have come up with other restrictions or suggestions that have not been detailed here. If this is the case, then you should discuss them with your line manager or the person who is validating your learning.

Some of the ideas that you have come up with for each section on the form may include the following:

**Section 1 Technical competence.** They do not know who the Nights Away Adviser is as they are new to the District and they haven't ever received a recommendation from them before. Therefore it is likely that they would wish to contact the Adviser to check that the person making the recommendation is a Nights Away Adviser and that they have the correct level on Compass.

**Section 2 Scout Association rules.** This section was not completed by the Nights Away Adviser. Therefore the participants need to either describe how they will carry out this check, or who they will ask to do it.

**Section 3 Safeguarding.** No restrictions have been stated for this applicant because they have completed safeguarding training as part their getting started training and have already been DBS checked in order to gain their appointment.

**Section 4 Personal suitability.** The participants may have identified some restrictions as necessary. For example, the applicant is young and has limited leadership experience. Therefore the participants might recommend restrictions such as a shorter time frame (e.g. two years) so that the permit can then be reviewed when they have gained more experience; hopefully a fuller permit could be issued or they could specify that the applicant must have another leader with them to offer support.

Due to the applicant's medical condition, the participants may wish to include a restriction, e.g. that the applicant must have another person with them who has sufficient first-aid training and who is able to respond to and treat an epileptic seizure. Or, alternatively, they may wish to specify that the applicant's permit is only valid for sites with a warden on-site at all times, so that any incident could be responded to and treated and wouldn't put the young people they are responsible for at risk.

All of the potential restrictions should only be applied after a conversation with the applicant to confirm that they are happy with the arrangement and to establish what precautions would be most appropriate. These restrictions shouldn't be assumed based on the limited information received about an applicant. The Commissioner (or their nominee) should meet and chat with the applicant to determine whether these would be necessary in each individual case.

The same applies to any other restriction that the participants have identified and can reasonably justify.

**Section 5 Permit granted.** All restrictions recommended by both the Nights Away Adviser and the Commissioner themselves must be included here. Therefore, in this instance, this will include restriction to campsite only and sites within the applicant's County. It may also include further restrictions connected to the applicant's personal suitability based on the information provided. If the participants have identified any other restrictions as necessary then these should be included here, with the justification or reasoning for this restriction, this should be directly connected to the recommendation from the NAA for example 'without the use of stoves and lamps'.

Some other more general points that you should have considered and be aware of (as part of the eight steps that we covered) are:

- The permit granted can't be at a level higher than the recommendation received from the Nights Away Adviser. Therefore, in this instance you can only issue a campsite permit (which allows the holder to lead both campsite and indoor nights away events, but not at Greenfield); and a permit for only using sites within the applicant's County.
- Once the permit has been approved, you (the Commissioner) need to record the permit on Compass and may issue a permit card to the successful applicant.
- You need to ensure that the new permit holder knows that they still need to notify you of any activities for your approval. This must cover all of the information detailed in Form NAN, but can be in a format of your choosing.

The most important thing to remember is that the final permit that you grant should be based on what you are comfortable with and the judgement that you have made, as long as you are able and prepared to explain your reasoning and justification to any potential applicant.