

ONGOING SAFETY TRAINING

Trainer's notes

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With thanks to

All those who provided invaluable feedback through piloting the material.

Introduction to Ongoing Safety Training

Who is this training for?

This training module is for all those required to complete ongoing safety training (all those subject to an appointment review). Essentially, this means anyone who holds an appointment except for Scout Active Support members and Executive Committee members. It also does not apply to Occasional Helpers, who are not required to undertake any training.

Ongoing safety training needs to be completed at least every five years, to be monitored at the point of review.

What does this material contain?

This module contains 55 to 90 minutes of learning, which can be delivered in a number of ways. There are a variety of learning methods suggested, as well as an optional activity that allows the trainer to design the learning according to the needs of the participants.

How is this module validated?

There is no formal validation for this module. It is suggested that a certificate of attendance is presented to participants on completion of the training.

Aim

To revisit the rules, guidance and responsibilities related to safety in Scouting.

Objectives

By the end of the training participants will have:

- Revisited The Scout Association's Safety Policy and their specific responsibilities within it.
- Revisited the five steps to risk assessment and demonstrated their continued understanding of hazard, risk and dynamic risk assessment.
- Demonstrated their continued understanding of the role of a leader in charge.
- Refreshed their knowledge of the range of support and resources available to help them carry out their responsibilities in relation to safety, including POR and activity rules.
- Revisited the reporting of near misses and of minor and serious injuries, including what to do in an emergency.

Session Details

- Introduction (five minutes)
- Safety Policy and your role in safe Scouting (25 minutes)
- True or false debate (25 minutes)
- Assessing and eliminating risk – optional (35 minutes)

Total time: 55 minutes or 90 minutes including optional activity.

Planning Considerations

Trainer's notes are given to provide guidance on methods, key messages and support resources to meet the objectives. However, prior research of the subject matter by the trainer is recommended before the training is delivered.

The training module is designed to cover all the objectives within the first two activities. However, there is an option of adding a third activity (assessing and eliminating risk), which could be delivered at the end of the session, depending on the character of the group, their learning needs and the time available.

The number of participants and the venue will determine the most appropriate training methods. If splitting into smaller groups, it is recommended that participants work with people in similar roles (especially for activities 1 and 3), which may enable them to draw on their shared experience.

Methods

Course

This training can be delivered as a course for adults holding various roles in Scouting.

Small group session

This training can be delivered as a small group discussion in a variety of settings, including as an item on a meeting agenda. Some training methods may need to be adapted to suit the size of the group.

E-learning

Best practice suggests that those completing e-learning for one appointment review may benefit from using an alternative method for the following one – but this is not (and should not be made) a requirement.

You will see the following symbols:



Trainer input – guidance on what to deliver to the participants, to help you structure the training sessions.



Trainer note – background notes for your reference on task design and aims of tasks and ideas for running activity sessions.



Task – activities or discussions for participants to undertake.



Report back – participants providing feedback to the whole group on the activity or discussion they have been undertaking. This is usually facilitator-led.



Time – **time** allocated for each activity.

Trainer input – guidance to help you structure the training session.

Trainer's notes – background notes on task design, aims of tasks and ideas for running activity sessions.

Activity 1: Safety policy and your role in safe Scouting

25 minutes

Key objectives

- To revisit The Scout Association's Safety Policy and participants' specific responsibilities within it.
- To refresh participants' knowledge of the range of support and resources available to help them carry out their responsibilities in relation to safety, including POR and activity rules.

Key messages

- Safety needs to be on everyone's agenda; it applies to everyone.
- The leader in charge coordinates the work, but all adults in Scouting are responsible for the safety of young people.
- There is a variety of support to help carry out safety responsibilities (ie checklists and Purple Card available from scouts.org.uk/safety).
- Following the rules helps keep people safe.

Resources

- copies of Safety Checklists for Leaders, Executive Committees and Managers,
- and the Purple Card (Safe Scouting & What to do in an Emergency), which are all available from scouts.org.uk/safety
- access to Policy, Organisation and Rules (POR) may be useful



Introduction – 5 minutes

Cover domestic arrangements such as fire exits, toilets, tea and coffee breaks etc.

Introduce the course staff. It may be helpful at this stage to outline their relevant skills and experience.

Introduce the content of the training, explaining its purpose and key objectives. You may choose to include a short introductory activity.

Explain that in the first part of the session, participants are going to refresh their knowledge on The Scout Association's Safety Policy, and will look at some specific responsibilities within it.



Task – 10 minutes

Begin the activity by revisiting the Safety Policy – you may wish to display this on a PowerPoint slide or a flipchart. Split participants into groups of two or three, ensuring that they are paired or grouped with people in similar roles. Hand out the relevant safety checklist or Purple Card, as outlined below:

- managers (GSLs; DCs; CCs) – Safety Checklist for Managers
- section leaders (and others working directly with young people) - Safety Checklist for Leaders
- Executive Committee members - Safety Checklist for Executive Committees
- other roles – Safe Scouting & What to do in an Emergency (Purple Card).

Ask each pair or group to spend about 10 minutes reviewing the contents of the resource and discussing their responsibilities. Ask each participant to identify one area of safety they feel confident about and currently do on a regular basis, and one area in which they feel they could improve.



Trainer's notes

For those using the Safety Checklist for Leaders, ask them to focus on the contents on the front of the resource (the introduction, and points 1 to 4).



Plenary - 10 minutes

Ask two or three individuals to share the two areas they have identified in plenary and anything they discussed that they found surprising.



Trainer's Input

Emphasise that:

- Safety applies to everyone and needs to be on everyone's agenda.
- POR is mentioned in all of the resources – it is worth noting that activity rules can be found in Chapter 9 of POR, and that the rules are not there for rules' sake, but to help keep adults and young people safe.
- The resources used can be ordered free of charge from Scout Shops or downloaded from scouts.org.uk/safety.

Activity 2: True or false debate

25 minutes

Key objectives

- To revisit The Scout Association's Safety Policy and participants' specific responsibilities within it.
- To revisit the five steps to risk assessment and demonstrate their continued understanding of hazard, risk and dynamic risk assessment.
- To demonstrate their continued understanding of the role of a leader in charge.
- To revisit the reporting of near misses and of minor and serious injuries, including what to do in an emergency.

Key messages

- Risk assessment is an ongoing process (not something that is only done before an activity) as conditions or circumstances can change.
- Risk assessment doesn't always need to be written down; communication and action are what is important.
- Effective communication with adults and young people is essential (making sure that people understand the rules and control measures). Parents need to know what is in the programme.
- Avoid complacency (people often assume they are safe).
- There are practical ways of improving the risk assessment process (eg two people looking at the premises, not one).
- The leader in charge coordinates the work, but all adults in Scouting are responsible for the safety of young people.

Resources

- Statements for true or false debate (see Appendix 1).
- Copies of Safety Checklists for Leaders, Executive Committees and Managers, and the Purple Card (Safe Scouting & What to do in an Emergency) – available from scouts.org.uk/safety.
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Task – 10 minutes

Split participants into pairs or groups of three. Read out the statements (Appendix 1) and ask participants to decide if each statement is true or false. Allow the groups to discuss each statement for a short time, and then collect the answers.



Plenary – 15 minutes

In plenary, explain why each statement is true or false. Each group should be given a point for a correct answer.



Trainer's notes

You may choose to use an alternative method to deliver this activity. If space permits, mark out a line in the middle of the room with chalk, rope, or masking tape, and place two cards at each end of the line (marked 'true' and 'false'). You may also place a third card ('not sure') in the middle of the line. After each statement is read out, each participant must decide whether the statement is true or false and move to the appropriate end of the line. There should be no talking during this activity until all participants have placed themselves along the line.



Trainer's input

Explain the correct answer after each statement, ensuring that you cover the key points outlined below.

1. The Safety Policy only applies to programme activities involving young people (false).
 - The Safety Policy applies to all Scouting activities and functions – regardless of whether or not young people are involved, e.g. a fundraising event run by the Group.
2. The leader in charge needs to personally carry out every risk assessment (false).
 - Whilst it is part of their role to ensure that a risk assessment has been completed, the leader in charge does not have to personally complete it. It can be done by someone else.
 - This is true for all tasks related to safety; whilst the leader in charge is responsible, the actual tasks can be conducted by other people. Being the leader in charge is about being the person with an overview of safety for a specific activity, event or meeting; coordinating the work of all adults towards delivering the programme in a safe manner. This includes responsibility
 - for taking registers, headcounts, allocation of roles to specific adults and checking those adults are aware of their specific responsibilities.
 - The best way of doing this is for all adults involved in the activity to agree which one of them will undertake this role.

3. A good risk assessment is always written down (false).
 - Sometimes the most effective risk assessments can be recorded through verbal communication between the adults running the activity. This can highlight and reinforce the role of the leader in charge.
 - In many cases a written risk assessment is particularly useful, for example if it relates to the managing of premises, in a place where a significant hazard has been identified or for trips away from your normal meeting place. However, sometimes a simple checklist or a verbal update may be adequate.
 - The most important thing to remember is that, whatever the format of your risk assessment, it should be 'fit for purpose', easy to communicate and acted upon. An assessment is only effective if it is well-communicated and the control measures identified to mitigate the risks are put in place effectively.
 - Dynamic risk assessment relates to assessing risks during an activity. A risk assessment is not completed once; there should be an ongoing review.
 - Remind the participants of the five steps to risk assessment, emphasising the difference between hazard and risk. A hazard is anything that could harm. In the context of activities, a hazard could be weather, equipment or many other elements. A risk is the chance – high or low – that someone will be harmed by the hazard.
4. The Scout section has the highest number of reported incidents (true).
 - Our research confirms that the highest number of reported incidents occur within the Scout age range. Risk-taking behaviour can be linked with age. The research shows that the number of incidents increases up to the Scout age, and then falls away again substantially as the young people become more aware of their actions.
 - It is worth highlighting that it's not just about young people. District Commissioners, for example, are at least twice as likely to have an accident during games and free time as young people of Explorer age.
5. Adventurous activities such as water activities, climbing, abseiling and hillwalking are the largest contributors to reported incidents (false).
 - More than half of reported incidents occur during games (32%) and free time (21%). Slips, trips and falls, as well as collisions between two or more people, are the most common incidents and often result in cuts and fractures.
 - Participants might also be surprised that over 34% of accidents happen during a normal Scout meeting.
 - Emphasise the importance of avoiding complacency, even when you are running a familiar activity in a familiar place, or when you have free time in your programme.

6. Incidents should always be reported to Headquarters via the Scout Information Centre where emergency services have been summoned, irrespective of whether anyone was injured (true).
- Emergency services include the police, fire service, mountain rescue, coastguard, ambulance and dentist.
 - Near misses are accidents or unplanned events that did not result in a normally reportable injury or damage, but had the potential to do so. Near misses
 - (using this definition) should be reported using the online form at scouts.org.uk/nearmiss or to the Scout Information Centre.
 - Reporting 'near misses' helps Headquarters to spot trends, acting early to improve the advice and information given to the Movement with the aim of preventing future incidents (refer to the Purple Card for near miss information).
7. Members of the Executive Committee will not always have the knowledge to make decisions about how best to resolve a safety issue. In this situation they should go with the solution agreed upon by the majority. (False)
- Seek specialist advice on behalf of the committee from someone external to it if it is felt required. Assess and use external professional/competent help in areas that lie outside of the Executive's expertise, e.g. someone with electrical expertise to replace some fittings or asking the local fire officer for assistance with regard to fire safety, fire risk assessment, storage of gas etc.
8. Your Group is planning an overnight stay away either camping or in a small hall and it will involve cooking. Fire is the only hazard you need to consider. (False)

As well as the obvious considerations about the most suitable style of equipment for the type of activity, also consider the following:

- Where will you be using it?
- The risk of fire and the safe set up of the equipment
- Risk of burns during operation from the set up to when it is packed away
- Controls to reduce the occurrence or exposure to Carbon Monoxide – a toxic gas
- Is the equipment properly maintained and safe to use? Have you tested it?

Do those using it know how to? Are you confident they are competent?

Take a look at the specific sections on these hazards in the factsheet on Camping Gas Safety.

At the end of the activity, sum up the points and announce the winner.

Activity 3 (optional): Assessing and eliminating risk

35 minutes

Key objectives

To revisit the five steps to risk assessment and demonstrate their continued understanding of hazard, risk and dynamic risk assessment.

Key messages

- Risk assessment is an ongoing process (not something that is only done before an activity) as conditions or circumstances can change.
- Effective communication with adults and young people is essential (making sure that people understand the rules and control measures). Parents need to know what is in the programme.
- There are practical ways of improving the risk assessment process (e.g. two people looking at the premises, not one).
- The leader in charge coordinates the work, but all adults in Scouting are responsible for the safety of young people.
- It's not about eliminating risk, but about implementing appropriate control measures.

Resources

- flipchart paper and pens
- copies of Safety Checklists for Leaders, Executive Committees and Managers, and the Purple Card (Safe Scouting & What to do in an emergency) – available from scouts.org.uk/safety.



Introduction – 5 minutes

Explain that in the third part of the session participants will think about how to implement The Scout Association's Safety Policy, guidance and rules in practice. They will work on short scenarios, focusing on the elements relevant to their roles.



Task – 15 minutes

Split participants into groups, according to their roles (managers, leaders, Executive Committee members or other roles). Give out the relevant scenarios (Appendix 2). Ask participants to discuss the scenarios in their groups, and to prepare a short presentation summarising the discussion.

Each group should be given flipchart paper, pens, and copies of safety checklists (relevant to their roles).

As groups are working, the trainer should visit each group to answer any questions and provide further help if needed.



Trainer's notes

This activity can be run in a number of different ways to suit the participants and the training scenario. As the task focuses on specific responsibilities, where possible, it is useful to split participants into groups according to their roles. This may enable them to draw on shared experience and use past real-life situations to facilitate their learning.

If a large number of participants hold similar roles (eg leaders), you may choose to split them into two or three groups. They should be asked to work on the same scenario, and compare their findings in plenary.

If there are not enough participants holding specific roles to form a group (within any of the categories), present the relevant scenario in plenary after the other groups report back their findings. Use comments from the 'trainer input' section to ensure that the main points are covered.



Plenary – 15 minutes

After completion of the task, give each group three to five minutes to report their findings to the rest of the participants. Allow time for comments and questions.



Trainer's input

After each group reports back, initiate a brief discussion on differences between roles, but also draw attention to how some roles are connected. Ensure the following discussion points are covered:

1. Managers

What else could have been done? The GSL could have:

- Implemented more suitable control measures (highlighting the hazard rather than stop activities altogether).
- Identified more appropriate and practical ways of improving safety rather than asking for written risk assessments.
- Addressed the issue at a leaders' meeting as not all of the accidents took place in the Cub section (this could be particularly helpful if it has been a while since leaders completed any safety training).
- Reinforced the concept of the leader in charge, and the need for adequate supervision of young people to all leaders.
- Ensured the topic was on the agenda for the Executive Committee meeting, as part of their role to provide a safe location for Scouting to take place.

2. Section leaders (and others working directly with young people)

What else could have been done? The leaders could have:

- Identified the leader in charge, who would have allocated clear roles to the adults involved (such as headcounts and when to do them).
- Identified the lake as a hazard.
- Implemented headcounts at the bridge crossing (not only at the start and at the end of the walk).
- Communicated the risk assessments more effectively with other adults.

3. Executive Committee members

What else could have been done? The Executive Committee could have:

- Decided that the risk assessment should be reviewed more frequently than annually.
- Sought specialist advice in relation to carrying out a fire risk assessment (eg from a local fire safety officer or someone employed as a facilities manager).

- Ensured that reporting of this type of incident was discussed at the next Executive Committee meeting in case there are actions needed to be taken by the Committee.

4. Other roles

What else could you have done? You could have:

- Informed the property owner of the accident (e.g. the school or church committee) so that it could be recorded and remedied.
- Informed the County, District etc. as appropriate (to communicate the hazard to others if the venue is used in the future).

At the end of the course remind participants that more safety information and resources can be found at scouts.org.uk/safety.

Appendix 1: True/False Statements

1. The Safety Policy only applies to programme activities involving young people.
2. The leader in charge needs to carry out every risk assessment personally.
3. A good risk assessment is always written down.
4. The Scout section has the highest number of reported incidents.
5. Adventurous activities such as water activities, climbing, abseiling and hillwalking are the largest contributors to reported incidents.
6. Incidents should always be reported to Headquarters via the Scout Information Centre where emergency services have been summoned, irrespective of whether anyone was injured.
7. Members of the Executive Committee will not always have the knowledge to make decisions about how best to resolve a safety issue. In this situation they should go with the solution agreed upon by the majority.
8. Your Group is planning an overnight stay away either camping or in a small hall and it will involve cooking. Fire is the only hazard you need to consider. – True or False?

Take a look at the specific sections on these hazards in the factsheet on Camping Gas safety.

Appendix 2: Scenarios

Managers

Over a period of three months, the Group Scout Leader of 8th Dinton Scout Group was advised of four accidents, each taking place in the grounds of the Group's headquarters during an activity. Two of these involved Cubs from the same section, and all involved tripping over an uneven surface.

The action taken by the Group Scout Leader was to:

- Tell the Cub Scout Leader that activities should not be held in the grounds of the Headquarters until the uneven surface had been repaired.
- Ask her leaders for written risk assessments for all activities taking place in the future.
- Inform the Executive Committee. What else could she have done?

Section Leaders (and others working directly with young people)

The 4th Dinton were taking part in a Group camp. One of the activities was a nature walk for 17 Beavers and Cubs, four of whom were brand new to Scouting. There were three leaders and two parents accompanying them. The route followed a tree-lined path, passing a waterfall, a farm and a lake with a large bridge crossing it.

The actions taken by the Cub Scout Leader were to:

- Produce a written risk assessment, which was put in the camp file.
- Identify the bridge, waterfall and young people running off as the significant hazards.
- And in order to control these, he identified that:
 - It would be helpful if someone did a headcount at the start and at the end of the walk.
 - He would give instructions to the young people that they should stay as far away from the waterfall as the leaders.
 - One leader would be at the front of the group at all times, one at the back, and the rest of the adults would 'float' among the group as necessary.

Following this, they started the walk. What else could he have done?

Executive Committee members

The 12th Dinton Scout Group always has safety on the agenda of their Executive Committee meetings. At one meeting, they were presented with a discussion topic surrounding fire safety. The Group Chairman introduced this topic by presenting last year's fire risk assessment for review. One member questioned whether the fire extinguishers had been checked six months ago, as this had been highlighted in the risk assessment as an action to take. The Scout Leader said that she didn't think this had happened as one of the extinguishers failed two weeks ago, when needed by one of her Scouts during a cooking activity. The Executive Committee was not aware of this incident.

Aside from this question, no one else commented on the document – the Chairman got the feeling that members weren't really comfortable with, or knowledgeable about, the topic.

The actions taken by the Executive Committee were to:

- Contract a local company to service the extinguishers on a regular basis.
- Reiterate to all section leaders the need to report and record incidents – escalating when needed. What else could have been done?

Other roles

You attend your AGM one evening and are one of the last people to leave the building at around 10pm. As you are leaving, an adult stumbles on the pathway in front of you and slips into the ditch alongside the path. You help them out, making sure they are OK. The adult blames their fall on the poorly-lit pathway.

You report this as a near miss to the Scout Information Centre, recognising that this could have been a reportable accident.

What else could you have done?