



Your Unit Safety

We are...



Debbie Gallagher

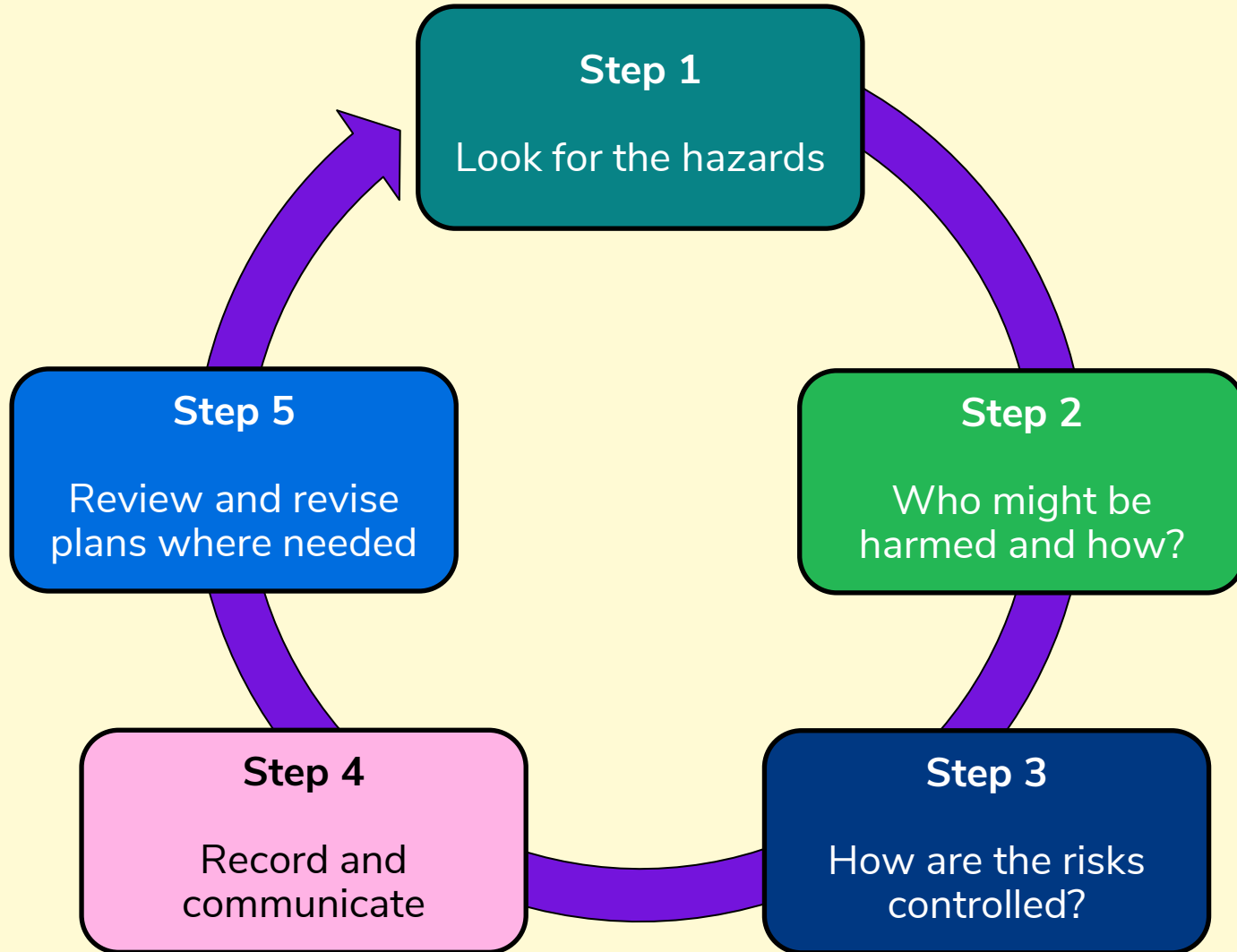
Stuart Carter

...here to support you

Managing risk together

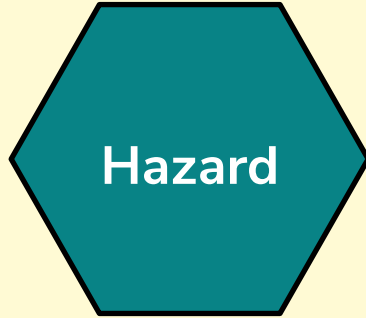


Recap: Steps in identifying and managing risks

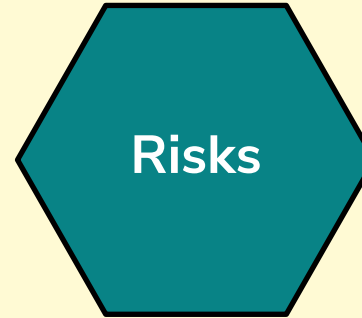


- **Young people** can be a part of the risk assessment process by identifying hazards, who can be harmed and the controls.
- **Be curious** when questioning them about risk assessment. Try to understand their how, what, where and why.
- **Recording a risk assessment** can be on any platform – remember to date it, who was involved, and when to review it.

Recap: Steps in identifying and managing risks



- **Something that could cause harm**
- For example:
 - Cooking
 - Team building activity

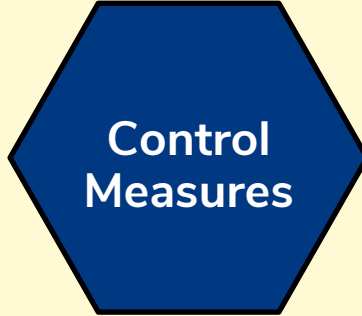


- **What could this hazard cause?**
- Examples based on cooking:
 - Burns
 - Allergies
 - Food poisoning

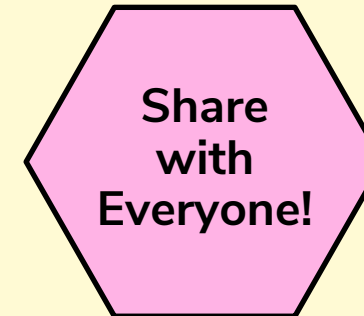


- **Who is at risk?**
- Example based, whilst cooking, there is a risk of food poisoning:
 - All participants who are eating
 - Catering team

Recap: Steps needed in identifying and managing risks



- What can we do to reduce this risk?
- Examples based on cooking: food poisoning:
 - Temperature checks on food (using appropriate probe)
 - Cleaning products available to keep surfaces clean
 - Hand washing facilities available
 - High-risk foods stored appropriately
 - Food kept refrigerated
- Remember to: **KEEP IT SIMPLE**



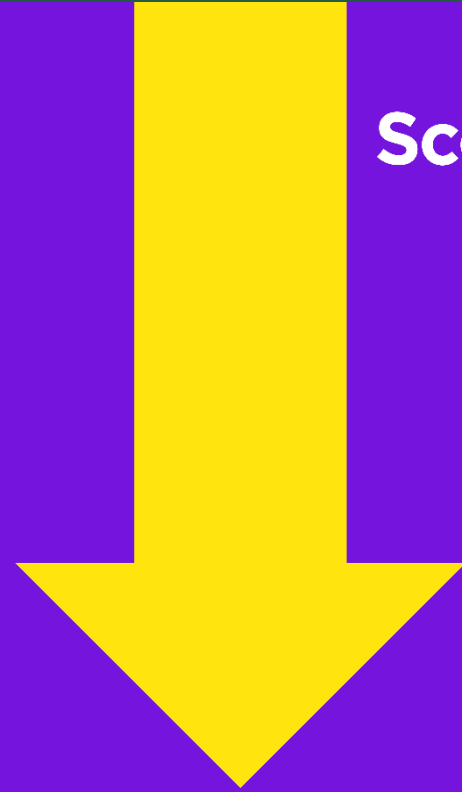
- Make sure you share with everyone.
- Effective communication – How?
- **This doesn't mean you have to read it out word for word, but make appropriate people aware of the risks.**
- Make sure it is accessible (OneDrive, Cloud, etc)
- If you're printing, make sure it's stored safely; the weather can ruin a risk assessment.

Recap: Steps needed in identifying and managing risks

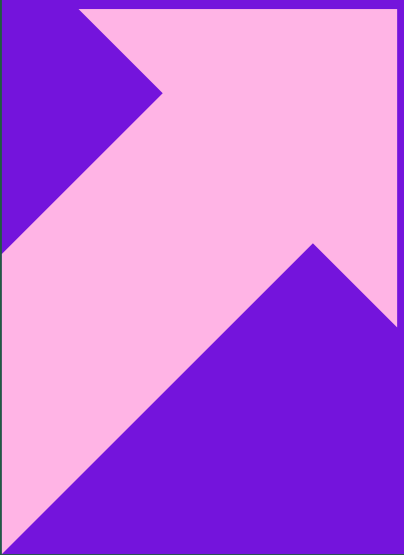
Use and Review

- **Go out and put it into practice.**
- Don't be worried if it doesn't quite work; make changes, but remember to share the changes with everyone.
- Dynamic review – check on safety during the activity
- It's ok to say **STOP!**
- Even if everything goes swimmingly, remember to review at least annually.





STOP, THINK, GO – REPORT



STOP, THINK, GO – REPORT

- You and your team can't be everywhere at once.
- **STOP, THINK, GO – REPORT** gives young people a simple mental script to manage risk when situations change.
- It builds four core skills: awareness, understanding, communication, and judgment.



STOP, THINK, GO – REPORT

- This helps them identify risks during activities and events.
- Incidents are unexpected and emotionally charged, which is why young people may freeze.
- This simple framework gives them confidence, clarity, and permission to act, knowing they're empowered and supported.



Building skills with your unit

Situational awareness

- Observing
- Alert
- Mindful
- Pattern recognition
- Noticing deviations or changes

Emotional regulation

- Staying calm under pressure
- Self-awareness

Clear communication

- Asking questions
- Listening
- Confidence to respond
- Supporting peers

STOP

Make yourself safe, and get help from a leader or safe adult

THINK

Do I feel comfortable and safe?

GO

Enjoy the activity and stay safe!

REPORT

Knowledge and understanding

- Hazards (objects, behaviours, environment, weather)
- Rules and procedures
- When to escalate
- When to get help vs. act

Peer and group awareness

- Noticing others' distress
- Group dynamics under stress
- Collective responsibility

Practical judgement

- Estimating
- Interpreting
- Decision making
- Reassessing after action
- Iterative (continuous) risk checking

Resources: Scenario cards and resources

- We have developed a series of scenario cards, of common situations that the Unit may face during their preparation time in the UK.
- This follows the Stop, Think, Go – Report process and includes a facilitator guide and notes to support Unit Leaders in delivering the session with your units.

Activity scenario card #06 Stolen rucksacks with missing inhaler (city centre)	
<p>Scenario</p> <p>While visiting a busy local city centre as part of a unit activity, two young people report that their day rucksacks have been stolen.</p> <ul style="list-style-type: none"> • One rucksack contained an asthma inhaler. • The other contained personal belongings only. <p>The group is in a crowded public space. Both young people are upset, and the wider group is becoming anxious and distracted.</p> <p>Facilitator context</p> <p>The loss or theft of property in public places is stressful, but not all losses carry the same level of risk. This scenario deliberately combines:</p> <ul style="list-style-type: none"> • an urgent medical welfare risk (missing inhaler), and • a non-urgent but distressing property loss (personal belongings). <p>It helps young people and volunteers practise:</p> <ul style="list-style-type: none"> • risk prioritisation and triage • staying calm in busy, noisy environments • delegation and parallel problem-solving • understanding that urgency is driven by potential harm, not inconvenience 	
STOP	<p>Pause the activity and think together.</p> <p>Prompt young people to discuss:</p> <ul style="list-style-type: none"> • You've just been told two bags have been stolen. What is your immediate reaction? • Before doing anything else, who is most at risk right now — and why? • What does STOP look like in a crowded city centre? <p>Facilitator notes:</p> <ul style="list-style-type: none"> • Guide the group to identify the young person without their inhaler as the highest priority. • This models calm risk triage and prevents important but non-urgent tasks taking over.
	<p>Work through the situation as a group.</p> <ul style="list-style-type: none"> • What are the immediate risks to the young person without access to their inhaler? • What information do you need from each young person (when the bag was last seen, description, contents)? • What realistic steps can be taken to report or recover the stolen property? • Who else needs to be informed, and in what order? <p>Facilitator notes:</p> <p>Draw out the difference between:</p> <ul style="list-style-type: none"> • urgent welfare action (medical support), and • important but less time-critical actions (property reporting and reassurance). <p>Both matter — but sequence matters.</p>
GO	<p>Agree what happens:</p> <ul style="list-style-type: none"> • Accompany the medical support • Assign adults to supervising the • Keep the group • Monitor the young people <p>Facilitator notes:</p> <ul style="list-style-type: none"> • One person can • Delegation and
	<p>What needs to be reported:</p> <ul style="list-style-type: none"> • Report the missing inhaler • Report the theft • Record actions taken, timings, and outcomes in the unit incident log. • Inform parents or carers in line with the agreed communication plan. <p>Facilitator notes:</p> <ul style="list-style-type: none"> • Reporting is about getting the right support in place, not assigning blame.
REPORT	<p>Debrief questions, use these to reflect together:</p> <ul style="list-style-type: none"> • How did the group prioritise the two situations? Was that the right call? • What could have been done beforehand to reduce the impact (spare inhaler, bag security, medication plans)? • Which parts of STOP, THINK, GO were most useful here?

Activity scenario card #06 | Stolen rucksacks with missing inhaler (city centre)

Scenario

While visiting a busy local city centre as part of a unit activity, two young people report that their day rucksacks have been stolen.

- One rucksack contained an asthma inhaler.
- The other contained personal belongings only.

The group is in a crowded public space. Both young people are upset, and the wider group is becoming anxious and distracted.

Facilitator context

The loss or theft of property in public places is stressful, but not all losses carry the same level of risk. This scenario deliberately combines:

- an urgent medical welfare risk (missing inhaler), and
- a non-urgent but distressing property loss (personal belongings).

It helps young people and volunteers practise:

- risk prioritisation and triage
- staying calm in busy, noisy environments
- delegation and parallel problem-solving
- understanding that urgency is driven by potential harm, not inconvenience

STOP

Pause the activity and think together.

Prompt young people to discuss:

- You've just been told two bags have been stolen. What is your immediate reaction?
- Before doing anything else, who is most at risk right now — and why?
- What does STOP look like in a crowded city centre?

Facilitator notes:

- Guide the group to identify the young person without their inhaler as the highest priority.
- This models calm risk triage and prevents important but non-urgent tasks taking over.

THINK

Work through the situation as a group.

- What are the immediate risks to the young person without access to their inhaler?
- What information do you need from each young person (when the bag was last seen, description, contents)?
- What realistic steps can be taken to report or recover the stolen property?
- Who else needs to be informed, and in what order?

Facilitator notes:

Draw out the difference between:

- urgent welfare action (medical support), and
- important but less time-critical actions (property reporting and reassurance).

Both matter — but sequence matters.

Activity scenario card #06 |

GO

Agree what happens:

- Accompany the medical support
- Assign adults to supervising the
- Keep the group
- Monitor the young people

Facilitator notes:

- One person can
- Delegation and

What needs to be reported:

- Report the missing inhaler
- Report the theft
- Record actions taken, timings, and outcomes in the unit incident log.
- Inform parents or carers in line with the agreed communication plan.

Facilitator notes:

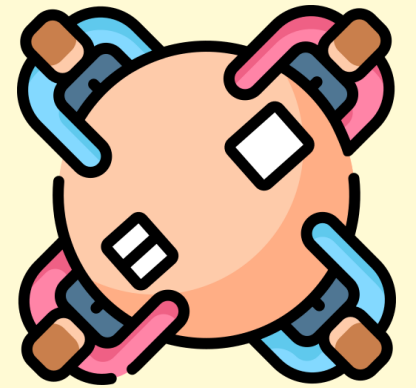
- Reporting is about getting the right support in place, not assigning blame.

Debrief questions, use these to reflect together:

- How did the group prioritise the two situations? Was that the right call?
- What could have been done beforehand to reduce the impact (spare inhaler, bag security, medication plans)?
- Which parts of STOP, THINK, GO were most useful here?

Activity: using the scenario cards

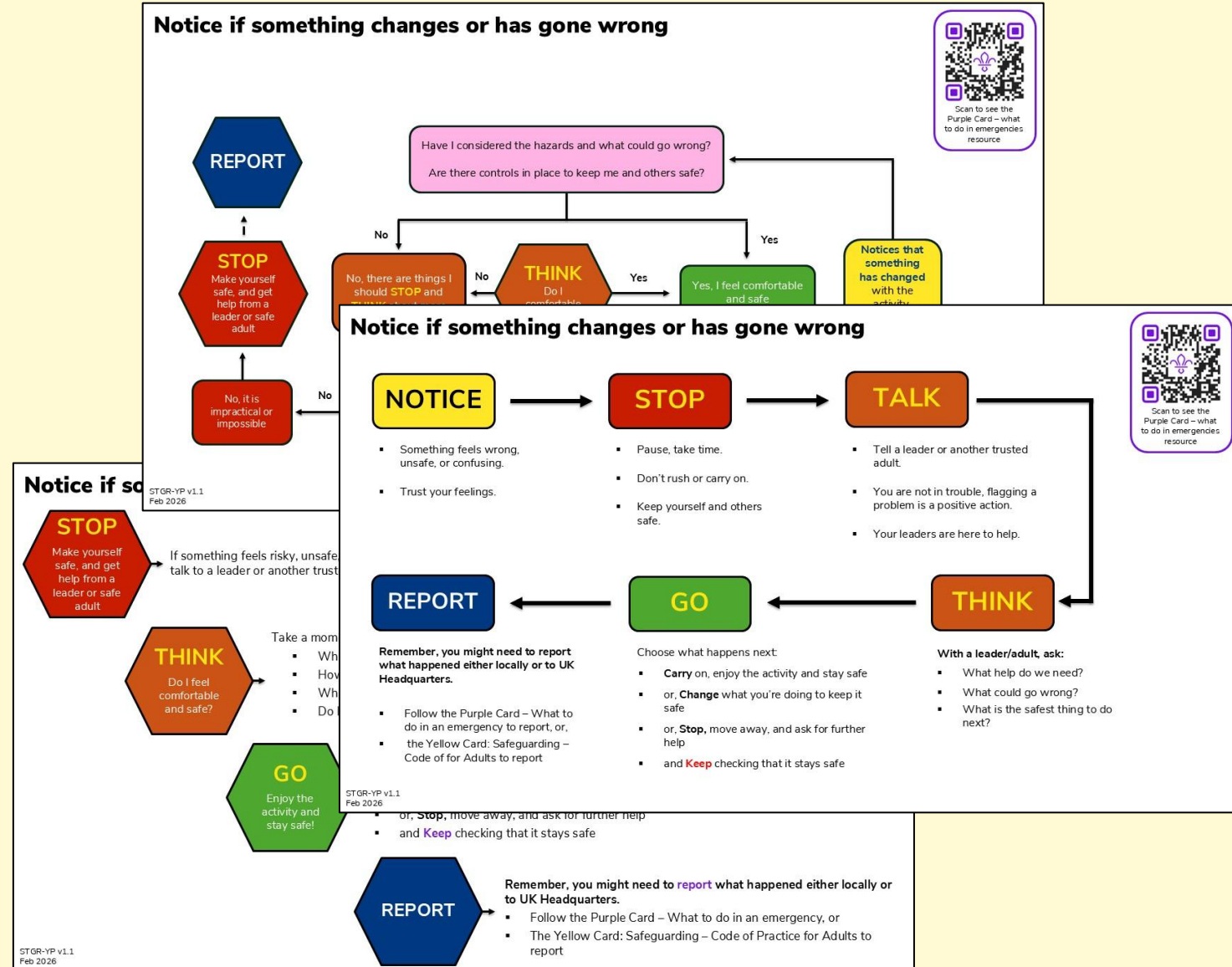
- We will now spend some time working together in small groups on an exercise.
- We will focus on one scenario only.
- We have provided a copy of this and a facilitator's quick notes guide to help you too.



Supporting resources: flowcharts

- We have also provided flowcharts that you and your Unit can use.

- We have provided them in three formats, as one may work better for some people than others.



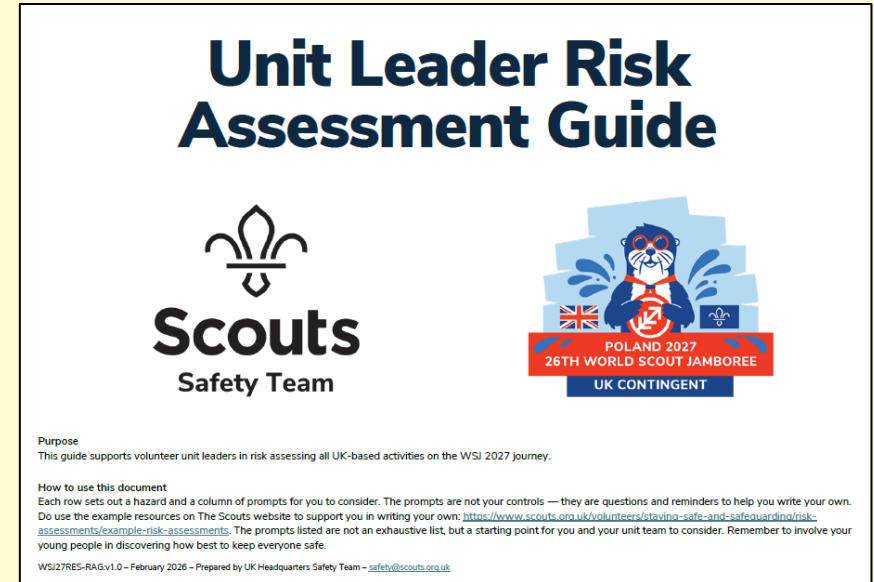
**Popular things to
think about**

Training camps

- These are great spaces to develop your unit's resilience and ability to adapt to changing circumstances, whilst keeping everyone safe.
- Your Unit NAN should be sent to a member of the County Leadership Team for approval.
- Reminder, do make sure your Unit Leadership team is set up as a sub-team under your County Programme team on the Membership System.
- Also, your **Nights Away Approver** must have changed their visibility settings on the membership system so they can be allocated the NAN form once it has been submitted.

Unit risk assessments

- We have put together a guide with prompt questions to help risk-assess your Unit's Jamboree journey.



- We have not provided answers or information for all situations, scenarios or risks; instead, we have provided prompts for the Unit Leadership team to consider.

Incident reporting

- If you need to report an incident to UK Headquarters, or a near miss, which other units or the wider Scout movement can learn from
- Don't forget to add your 'Unit number' to the Group/Unit field so we can match your incident report to the Jamboree journey.
- <https://scouts.org.uk/safetyreporting>

Please tell us what level and where in the Scouting structure you are reporting from

Local or national * Local National

Country

County/Area/Region

District (If the injured person was acting with a County or Country role only, please leave this blank.)

Group or unit