



Inclusivity RAG Assessment

**District and County/Area/Region
(Scotland)**

Inclusivity RAG Assessment: District and County/Area/Region

The Inclusivity RAG (Red, Amber, Green) Assessment is a tool to help you assess the types of people who are joining and taking part in the District or County/Area/Region, and consider how the District or County/Area/Region operates.

Our Skills for Life plan sets out our shared aspiration to enable even more young people to access the best possible start in life. To do this we need to ensure that Scouting is *reflective of society* and that we operate in a way which is inclusive.

This tool should be used to start powerful conversations about diversity and inclusion in Scouting.

Is Scouting inclusive?

Regardless of how welcoming we think Scouting is, if the young people and adult volunteers we attract, retain and promote into leadership positions are all very similar, then there are opportunities to make Scouting more inclusive. Scouting achieves amazing things and we want to ensure that even more young people get to experience all that it has to offer.

This tool will help you work out where the District or County/Area/Region is and where things could be improved in the future. The red, amber and green categories can be used to support the leadership team to consider:

- the types of adult volunteers the District or County/Area/Region* attracts (demographics)
- how welcoming and supportive the District or County/Area/Region is (culture)
- how easy the District or County/Area/Region makes it for all young people and adult volunteers to thrive in Scouting (processes)

*The section Inclusivity RAG Assessment, supported by Groups will consider the types of young people the Groups in the District/County/Area/Region attracts. It would be useful to invite Groups (and/or Districts) to share their findings to build a full picture of the District/County.

How to use the Inclusivity RAG Assessment

You should tick the box next to the answer which best applies to the operation of the District/County/Area/Region for each question. Work together as a leadership team and discuss each question in detail and reflect on information shared from Groups/Districts in your District/County/Area/Region.

To make sure this tool is as beneficial as possible, you should be open and honest when completing it. If there are red areas, this does not mean the District/ County is failing. It simply means there is an opportunity to make it work better. Working out where the District/ County is starting from will be a good foundation for helping us achieve the goals in the Skills for Life plan.

If an area is red it would be beneficial to explore why, look for solutions and agree on practical actions.

For example, if an area is red because *'behaviours, attitudes and language that is exclusionary or offensive go unchallenged'* it can be quickly moved to green by the team leading a change in culture which consistently and appropriately challenges actions which do not reflect the values of Scouting.

If an area is red because *'the leadership lacks diversity'*, start by asking yourself *'does the leadership of the District/County/Area/Region reflect the local community?'* If it doesn't, a longer term plan should be developed which agrees on proactive steps to reach out and attract adult volunteers from under-represented groups.

What can we do next?




Inclusivity RAG Assessments will also be completed for each section, Group, District and County/Area/Region (Scotland). You could share your results with others in the County or Region (England), and discuss best practice and tips for making improvements.

The final page of the tool includes some suggestions of what you could do to address any areas for improvement and the resources that can support you.




scouts.org.uk/diversity

[#SkillsForLife](https://twitter.com/SkillsForLife)




How diverse are the adult volunteers in the District or County/Area/Region leadership?

-  Leadership lacks diversity regarding gender, ethnicity, disability, age, faith, sexual orientation and socio-economic status
-  Leadership is diverse in one or two areas e.g. age and gender
-  Leadership provides diverse role models regarding gender, ethnicity, disability, age, faith, sexual orientation and socio-economic status which is reflective of the local community




How diverse are the members of the District or County/Area/Region Executive Committee?

-  The Executive Committee lacks diversity regarding gender, ethnicity, disability, age, faith, sexual orientation and socio-economic status
-  Executive Committee members are diverse in one or two areas e.g. age and gender
-  The Executive Committee provides diverse role models regarding gender, ethnicity, disability, age, faith, sexual orientation and socio-economic status which is reflective of the local community




How accessible is training to adult volunteers from different backgrounds?

-  The training calendar operates on a rolling annual calendar at the same time and location
-  The training calendar is published/promoted in advance and there is no charge for Adult Training Scheme modules
-  Adult Training Scheme modules are offered free of charge, at a variety of times and accessible locations (e-learning certificates are accepted)



How are new ideas and ways of working received in the District or County/Area/Region?

-  New ways of thinking and operating are rarely welcomed
-  New ways of thinking and operating are sometimes welcomed
-  New ways of thinking and operating are always welcomed, explored and considered openly




How inclusive is the District or County/Area/Region culture?

-  Behaviours, attitudes and language that is exclusionary or offensive go unchallenged
-  Behaviours, attitudes and language that is exclusionary or offensive is sometimes challenged
-  Behaviours, attitudes and language that is exclusionary or offensive is always challenged

The Adult Appointment Process

-  The Appointments Advisory Committee lacks diversity and operates rigidly e.g. meeting times and locations
-  The Appointments Advisory Committee reflects some diversity (e.g. age, gender) and operates some flexibility of location
-  The Appointments Advisory Committee is a diverse group of adults who conduct flexible, welcoming interviews

How diverse are the marketing materials used in the District or County/Area/Region?

-  They lack visible diversity in images and inclusive language on promotional materials e.g. website
-  There is some visible diversity within images on promotional materials e.g. website
-  There is visible diversity in images and inclusive language used throughout

What can we do?

You may have identified areas where you could improve having used the Inclusivity RAG Assessment. We've made some suggestions of what you could do as a result of what you find. You can also find lots of resources regarding Scouting and inclusivity [here](#)

	Demographics	Culture	Processes
Section	<ul style="list-style-type: none"> Ensure your adult volunteers offer young people diverse role models and reflects your local community. <p>This certainly means considering gender, ethnicity, sexuality, age and disability, but could also mean class, faith, national origin etc depending on your community.</p>	<ul style="list-style-type: none"> Use the Parent/Carer Conversational Framework to understand needs of individuals and agree reasonable adjustments (based on disability, faith, culture etc) Ensure homophobic, racist and negative language e.g. 'that's so gay', is always challenged Ensure you use the preferred pronouns of each individual eg she/hers, they/theirs, he/ his Ensure new members are offered all wordings of the Promise equally/ renew the Promise collectively 	<ul style="list-style-type: none"> Ensure the Programme of planned activities is shared with parents/carers in advance so any reasonable adjustments can be flagged Use badge flexibility to ensure all young people experience a similar level of challenge when completing badges and awards Regularly review reasonable adjustments
Group	<p>but could also mean class, faith, national origin etc depending on your community.</p>	<ul style="list-style-type: none"> Ensure leadership teams of each section work together to share information and support effective transitions Ensure cost is not a barrier to Scouting, offer flexibility around paying subs, camps and trips, uniform swaps etc. 	<ul style="list-style-type: none"> Submit accurate ethnicity and disability data within annual census Complete an accessibility audit of the meeting place
District or County/ Area/ Region (Scotland)	<ul style="list-style-type: none"> Ensure Search Groups and Appointment Panel members are diverse, and actively seek volunteers from currently under-represented demographics 	<ul style="list-style-type: none"> Invite the Specialist Advisers for Inclusion and Diversity to deliver training on inclusive Scouting Ensure targeted provisions (i.e. targeting faith or disability) are fully integrated within the District and open to all Uphold the Equal Opportunities Policy and ensure all Groups and Districts are compliant with equality legislation Consider inclusion from the early stages of planning events, ensuring that large events are open to all and celebrates the diversity of the Movement 	<ul style="list-style-type: none"> Actively reach out to under-represented demographics when recruiting e.g. visuals, 'we encourage applications/ volunteers from BME individuals' Ensure Appointments Committees are reflective of society and ask inclusive questions to welcome all new volunteers Ensure adult training is accessible (venue, delivery, validation and without cost)