



Inclusivity RAG Assessment Groups

Inclusivity RAG Assessment: Groups

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 your Scout group, and consider how the Group 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 diverse (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 the Group 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 Scout Group is and where things could be improved in the future. The red, amber and green categories can be used to support the Scout Group leadership to consider:

- the types of adult volunteers the Scout Group* attracts (demographics)
- how welcoming and supportive the Scout Group is (culture)
- how easy the Scout Group makes it for all young people and adult volunteers to thrive in Scouting (processes)

*The section Inclusivity RAG Assessment should consider the types of young people the sections making up the Group attracts and feed that into the Group discussions

How to use the Inclusivity RAG Assessment

You should tick the box next to the answer that best applies to the operation of the Scout Group for each question. Ensure each section has completed the section RAG, and work together as a leadership team to discuss each question. You could use this meeting to discuss good practice and explore shared challenges identified within section RAGs.

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 Scout Group is failing. It simply means there is an opportunity to make it work better. Working out where the Scout Group 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 'none of the leaders have completed Module 7: Scouting For All' it can quickly be addressed by encouraging all leaders to attend the training next time the module is delivered in the District.




If an area is red because 'the leadership lacks diversity', start by asking yourself 'does the leadership of the Group 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, District and County/Area/Region (Scotland). You could share your results with others in the District, 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 which can support you.




How diverse are the Group's adult volunteers?

-  Leadership lacks diversity regarding gender, ethnicity, disability, age, faith, sexual orientation and socio-economic status
-  Leadership is diverse in one or two area 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 confident are the leaders to deliver inclusive Scouting?

-  None of the Leaders have completed Module 7: Scouting For All
-  Some of the Leaders have completed Module 7: Scouting For All
-  All of the Leaders have completed Module 7: Scouting For All and proactively look to build their skills, knowledge and confidence to deliver inclusive Scouting




How are new ideas and ways of working received in the Group?

-  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




Do youth members successfully transition through the sections?

-  Leaders do not meet to share information and practical tips on how to support the smooth transition of youth members between the sections
-  Leaders try and share information between the sections to support the transition of individuals. This only happens for young people with complex needs
-  When a young person joins a section, they join the group and we always work together to support the transitions between sections




How inclusive is the Group 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 or language that is exclusionary or offensive is always challenged

Do you ensure Section Leaders make reasonable adjustments?

-  We have never made a reasonable adjustment to support the full participation of a member
 -  We take actions to make reasonable adjustments to support participation if a parent/carer asks us to
 -  We routinely meet with Disabled Young People and those with additional support needs, alongside their parents/carers, to agree on reasonable adjustments, which are recorded and reviewed regularly
- More information about reasonable adjustments is available at scouts.org.uk/diversity

How are new adult volunteers welcomed?

-  New volunteers are expected to 'prove themselves' before being welcomed
-  New volunteers are informed where support is available and expected to seek help if needed
-  New volunteers are actively supported to learn their role and help is offered

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)