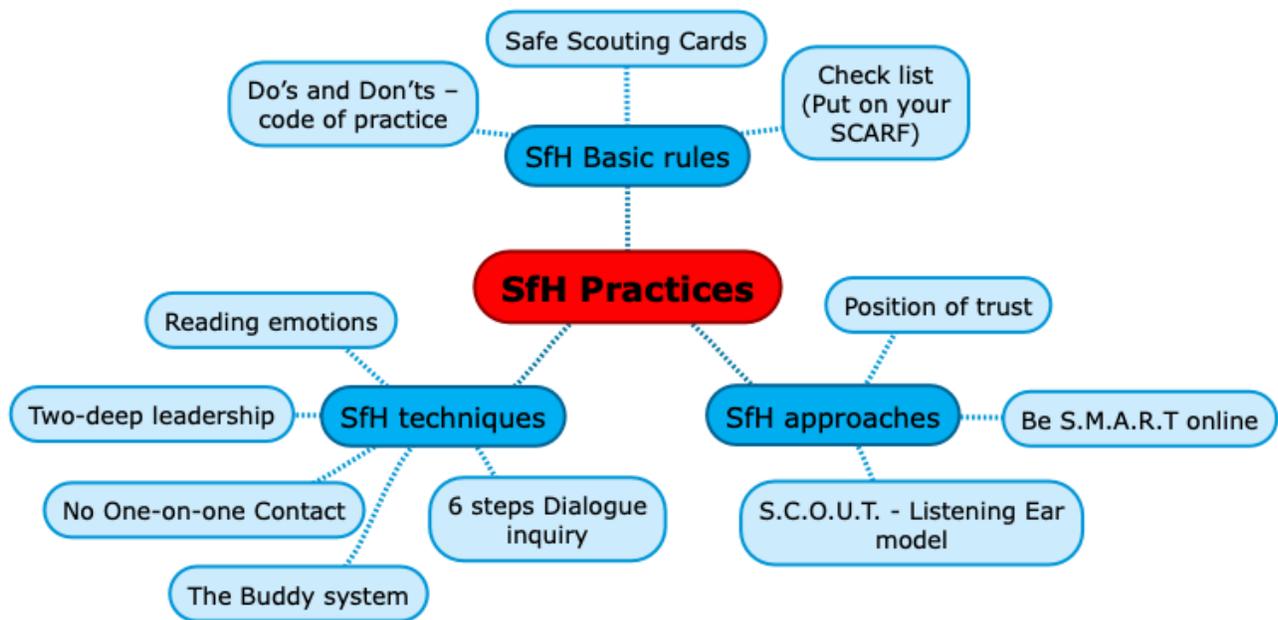


TRAINING MODULES

SfH module: From talking to walking

Attachment 2: SfH practices overview





SfH Basic rules

Safe Scouting Cards

Yellow card - Young People First

Our code of practice (also known as the Yellow card) sets out guidance for all adults in Scouting. As adults in Scouting, the safety of young people is our priority. We are committed to:

- Taking the interests and well-being of young people into account in all our considerations and activities.
- Respecting the rights, wishes and feelings of the young people with whom we work.
- Taking all reasonable practicable steps to protect them from neglect, physical, sexual and emotional abuse.
- Promoting the welfare of young people and their protection within a position of trust.

The Young People First code of practice (also known as the yellow card) sets out a code of behaviour for all adults in Scouting.

Purple card - Safe Scouting and what to do in an emergency

The Purple card provides support for safe Scouting and guidance in these procedures for dealing with an emergency. In the event of an incident:

1. Deal with the immediate situation and alert the appropriate emergency services, if required.
2. Alert your Commissioner or their designate.
3. Alert the emergency contact of those individuals involved.
4. If you are abroad, alert any agencies required by the insurers.
5. For incidents involving air activities or water activities, in coastal or deep sea waters, notify the appropriate government agency.
6. Inform Headquarters at the earliest opportunity if:
 - someone suffers a personal injury or illness requiring a doctor, nurse, paramedic, dentist or hospital.
 - someone requires an emergency service rescue.
 - third party property is damaged. You will need to provide basic information about the incident including information about the injured party, what happened, where it happened and who is reporting the incident.

Orange card - Guidance for Young Leaders

As a Young Leader you will get the chance to experience what it is like to be a Leader in Scouting, but you need to remember to keep yourself and others safe. Your Section Leaders are responsible for your safety and welfare during meetings and events, and should make sure that you are always appropriately supervised. You should never be left alone with young people. Remember the three principals of staying safe:

- Set an example for others to follow.



- Pass on any concerns you have about young people or adults.
- Keep yourself safe and have fun.

What do you do if a young person tells you they are being abused, or they raise a concern about their safety or well-being? You should do the following:

1. Allow the young person to speak without interruption and accept what they say.
2. Tell them that you will offer support but that you must pass the information on to an adult leader who will be able to help them.
3. Immediately tell an adult leader.
4. Make a note of what was said and give the information to the same leader.

If you have a concern about a young person’s safety and well-being, or there is a concern or complaint about an adult or yourself, you should do the following:

1. Immediately tell an adult leader.
2. Make a note of the facts as you know them and give information to the same leader

The Safe Scouting cards contain also:

Green card - Scouting and alcohol; The Green card sets out our policy on alcohol for all adults involved in Scouting

Safety checklist card - Staying Safe; The Safety Checklist is for Executive Committees, Leaders and Managers

More on: <https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/>

Do’s and Don’ts – code of practice

Remember that you are a role model at ALL times, inside and outside Scouting. Set a good example for others to follow.

Do’s	Don’ts
Follow Safe from Harm and other policies.	Make unrealistic promises.
Stay calm and be gentle.	Act shocked or disgusted.
Allow silences (Silence is Okay).	Make assumptions.
Explain that some information they say may need to get passed on to others (confidentiality).	Keep secrets or say ‘don’t worry I won’t tell anyone.’
Be curious about what they want to talk about today.	Be critical or negative.
Listen to the person without making any judgements	Tell them about you or all your experiences, this is about them.
Repeat back what they have told you to show you understand.	Try and provide strategies at this stage (Just listen).



Accept that what they are saying is difficult.	Get distracted or bored.
Say 'that must be really difficult' 'I'm listening' 'what you're saying is important' 'Thank you for telling me that.'	Say 'I know what that's like' 'Pull yourself together' 'It will be ok in the end' 'Don't worry yourself' 'Get over it.'
Be open minded, you don't have to agree with them but don't shut them down with your opinions.	Don't let your world views get in the way of listening to their story. We are all different.
Give the person time and space. It's hard to talk sometimes.	Try and finish their sentences for them or guess what they are trying to say.
Be aware of personal space.	Interrupt them.

Check list (Put on your SCARF)

- STATUS**
- CERTAINTY**
- AUTONOMY**
- RELATIONSHIPS**
- FAIRNESS**

Good educators have psychologically safe learning spaces. They ensure that all of the elements of the SCARF acronym are covered, leading to a positive teaching and learning environment. Doing this at a distance via email, forums, and video conference requires a slightly different approach to being face-to-face in the classroom.

Educators need to think carefully about **STATUS**, about how learners can feel a sense of belonging. Our experience shows that quieter, more introverted learners tend to be more forthright online and contribute to discussions. This may change the power dynamic within the class, so be prepared for that.

Learners like **CERTAINTY**, which can be broken down into predictability and clarity. They don't like it when they don't know what to do or how to do it, make things really simple and straightforward. Go with the simple option and/or things they have done before. Don't introduce complex workflows and approaches when learners are new to being taught online. Meanwhile, allowing learners more **AUTONOMY** means they feel more part of the process, and you benefit from greater engagement. While this isn't necessarily a time to introduce new workflows, it is a time to experiment with giving learners a choice on how to complete certain tasks and activities.

Finally, in terms of **RELATIONSHIP AND FAIRNESS**, it's important to be very explicit about what you expect from learners. It's important to show our human side as educators, especially during a crisis, and this can help build trust. Remember that educators must be fair and be seen to be fair, with everything from the amount of time you give each learner, through to how you grade (if you decide to grade at all at the moment).



SfH techniques

Reading emotions

This chart shows some of the warning signs that can be signals of distress in a participant that should be referred on/handed off.

Emotional Sadness, anger, disgust, shame, fear, loneliness, hopelessness, disappointed	Behavioral Withdrawn, crying, self-harm, avoidance, rudeness, pushing boundaries, fighting, being confrontational, outbursts, over-eating, under-eating
Physical Tired, hungry, sweating, clenched fists, poor self-care, not looking after themselves, dehydration & malnutrition (due to a lack of self-care), weight loss or gain, tiredness	Thoughts (what they might be thinking or saying) 'I can't do this,' 'I'm useless,' 'Nobody likes me,' 'I hate jamboree,' 'I want to go home,' 'I hate myself,' 'Everyone is having a good time apart from me,' 'I want to end it,' 'I can't cope anymore,' 'I am a failure.'

Two-deep leadership

Two-deep Leadership is a name for a protective practice used by many national Scout organisations and associations. Two-deep Leadership means there must always be at least two adults present during all non-trivial interactions with young people. This applies on the camping site, while travelling off-site, and at off-site activities. There are two reasons for this – to protect young people and to protect yourself. With a witness present, the risk of a young person being abused by an individual is minimized. As is the risk of a false accusation of abuse against you when there is another adult witness.

Adults on their own should only engage with young people, very minimally, e.g. if asked for directions on a Jamboree track it's OK to give them. It's fine to smile and wish a young person good morning when you are on your own. If you are instructing young people, taking part in an activity such as cooking or eating with them, or just being sociable, you must be with, or at least in sight of, another adult who is aware of what you are doing. Taking a young person into a tent or a secluded location on your own is not allowed for any reason.



No One-on-one Contact

No One-on-one Contact simply means not touching young people. This is to avoid allegations of abuse or bullying. Even the most innocent contact can be misunderstood or misconstrued by the young person or an observer. As you will see in the Respecting differences module, touching people who are not close family is deeply offensive in some cultures. It's the norm in other cultures but you are unlikely to know which is which until it's too late.

Also, because touching can be the start of attempted sexual contact it's a good idea to avoid it in case the recipient mistakenly thinks that's your objective. As with Two-deep Leadership, emergencies are different. You have to make a judgement about whether the emergency requires One-on-one Contact and follow the guidance in the Two-deep Leadership section above.

The Buddy system

Being at a scout event is amazing and inspiring. For adults in Scouting it can also be very demanding and sometimes exhausting. Young people have boundless energy, which can mean late nights for leaders. You may get sick. You may get homesick. Sick or exhausted, you feel you have to keep going. Maybe you don't take a shower – or two. Maybe you don't go for medical advice when you should. Maybe you don't drink enough water to stay hydrated. Maybe you head for work when you should lay up to recover. Maybe you get irritable and sad due to lack of sleep or missing your family. The problem is, you may not notice; or you may not want to let people down. This is where your Buddy comes in.

This is how it works. You need to find someone to be your Buddy. There is no formal system, it's up to you. They may already be a friend, or they may be someone you have met at the event. What's important is that you see each other every day and you both know you are the other person's Buddy. Buddies keep an eye out for each other. The deal is that you must be blunt and direct. If you haven't showered enough, they need to tell you, and you need to be OK with that. If they think you look exhausted and should go to bed instead of having that last sarsaparilla, you need to listen. If they want to take you to the First Aid tent or the Listening Ear, go. It's as simple as that. Most Buddies will just say you look fine every day; but it's good to know they are looking out for you if something isn't quite right.

Six Steps of Dialogue inquiry

1. Find a place where you can talk undisturbed

If someone starts to tell you about his or her situation or a specific event, try to find a place where you can talk undisturbed. It should be a place apart from other people, but where you are visible to at least one other adult and the other adult is visible to you. This is to ensure your own protection from a possible accusation of abuse. You may not know right away what to do or how to act. Try to stay calm during the conversation.



2. Make the time to listen and talk

When a person talks to you in confidence it means that they have faith in you and feel safe. Therefore, it is important that you listen to what they say. Do not betray their trust. In short, you must take it seriously. It is part of your role as a leader to act when necessary. When a young person decides to tell someone what he or she has experienced, it might be part of a long process. This may be the first time they have dared to tell anyone. It is important that you listen!

3. Decide the next step

Before you part with the person, you need to decide if this talk was enough. More likely you should forward this information to others such as a responsible person in an NSO.

4. Confirm and be positive

It is important that you make an effort to try to understand the situation that the Scout describes. Repeat or rephrase what the person has said to check if you have understood and ask: "Have I understood you correctly?"

5. Don't make any promises or solutions

Do not promise to keep quiet, or that the situation will soon be solved. But you can say you will try to help. Never promise that you will keep quiet since you do not know what they are going to tell you. You may have to break your promise and the person may already lack trust in adults.

6. Remember what the person says

Listen attentively and try to remember the words that the Scout uses to describe the situation. After the conversation, it is important that you write down what you heard, using the actual wording as much as possible. This is a record that you can use later if necessary. Treat the information as confidential, sharing it only with the relevant people.



SfH Approaches

Position of trust

As a WOSM representative and an adult in Scouting, a key aspect of your role is being in a position of trust. Children and young people will look up to you as a person of high integrity and will expect the highest possible standards from you at all times. They should be able to trust you and your motives.

Dignity, respect, trust

This means that children and young people should be able to rely upon you to treat them with dignity and respect at all times. They should also be able to rely on you to ensure their safety at all times and that you will take the appropriate action necessary to ensure their safety and well-being. It also means that you should not use this position of trust to form an inappropriate relationship with a child or young person, even if they are over the age of sexual consent. Doing so would be a breach of the trust of the child or young person, and the trust that WOSM has placed in you.

Tough but very important

Being in a position of trust is a big responsibility. It requires us all to stand up for what we believe and protect children and young people, the reputation of WOSM, and our own integrity. It is our responsibility to create awareness about Safe from Harm whenever and wherever we can in order to help ensure a safe environment is provided at all times. We should treat this responsibility with respect and be prepared to act when necessary. It is tough, but an important part of our role.

You should be familiar with the Safe from Harm principles and mechanisms so that you are able to judge:

- when you need to intervene in a situation
- when you need expert advice to support the person in question
- how you should inform the concerned people about the case of abuse

S.C.O.U.T. - Listening Ear model

The S.C.O.U.T. model fulfils two needs:

- get the conversation going (this is done in S.C. step)
- gather enough information to determine the next steps (this is done in O.U.T. step)

S – SHELTER

A Listening Ear station is a safe, secure sanctuary in which all scout event participants are welcome...to unwind and, if necessary, unburden themselves of any emotional discomfort or other concerns.



C – COMMUNICATION

Invite and encourage the participant to speak freely about anything that is on their mind. Listening Ear staff will listen with genuine interest, empathy, and unconditional acceptance without judgement. All conversations will reflect reasonable cultural sensitivity and respect.

O – OBSERVATION

Be vigilant for indications of distress as it relates to emotional, physical, or spiritual matters. Pay attention to how the participant is interacting with other people and focus on what the participant is saying. Do not be afraid to inquire about different aspects of their day (e.g., sleep, appetite, energy, interest level, etc.) and the participant’s current state of mind.

U – UNDERSTAND

Strive to obtain a reasonable comprehension of the participant’s statements by clarifying, paraphrasing, and confirming what has been shared and, when possible, the underlying feelings.

T – TRIAGE

Obtain a reasonable understanding of the participant’s concerns and identify any evidence of distress or other difficulty. Then determine whether the participant requires services beyond what Listening Ear can provide.

S.M.A.R.T

SAFE, MEETING, ACCEPTING, RELIABLE, TELL

Be S.M.A.R.T. online! Are there any internet safety rules you have to follow at home or in your school? Do you think about any of the tips your parents and teachers tell you to use while using your smart phone? Internet safety rules may not be the most fun to hear or read about. However, they are important and will help you. The internet is always changing, and there are always new and better ways for all of us to stay safe online.

These five S.M.A.R.T. internet safety rules are the fundamentals you need to keep in mind while online:

1. Keep **SAFE** by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name, to people you are chatting with online.
2. **MEETING** someone you have only been in touch with online can be dangerous. Only do so with your parents or carers permission, and even then only when they can be present. Remember, online friends are still strangers, even if you have been talking to them for a long time.
3. **ACCEPTING** emails, IM messages, or opening files, pictures, or texts from people you don’t know or trust can lead to problems – they may contact viruses or nasty messages!



4. **RELIABLE.** Sometimes, someone online may be lying about who they are, and information on the internet may not always be true. Always check information with other websites, books or someone you know. If you like chatting online, it's best to only chat with friends and family you know in the real world.
5. **TELL** your parents, carer, or a trusted adult if someone or something makes your feel uncomfortable or worried, or if you or someone you know is being bullied online.