

Running Scouts as part of the school curriculum.

Guidance for District Commissioners, Head Teachers and Teachers where Scouts is run as part of the school curriculum

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Welcome

If you're in doubt about any of these checks please seek the advice of a professional. Guidance is also available [here](#)

Background

There are 25 schools recorded on Compass where Scouting is provided as part of the core curriculum, and not as extra-curricular activities. There are 22 in England, 2 in Scotland and 1 in Nanjing (British Scouting Overseas). As schools prepare to go back at a different pace across the United Kingdom, and elsewhere where British Scouting Overseas (BSO) operates, this guidance is designed to help teachers provide the curriculum without breaching any face-to-face Scouting guidance or decisions.

Considerations

This guidance only applies to a very limited number of schools.

Schools which offer Scouting as extra-curricular activity should follow other guidance documents on resuming face to face Scouting.

Schools may decide not to resume their Scouting programme lessons and that is fine.

Schools who offer the Scouting programme as part of their curriculum should be mindful that other local Scout Groups may still not be meeting face to face and should avoid drawing unnecessary attention until face to face Scouting can resume on a much wider basis.

The guidance assumes that if a school resumes their curriculum lessons they may choose to include their Scouting lessons and to follow a programme that fulfils the working arrangements of the school and of the required social distancing.

There is no assumption that teachers will inform parents of anything specific in relation to the Scout programme being delivered in school, although it may be courteous to do so.

There is an assumption that there will be normal communication between District volunteers and teaching staff.

If teachers volunteer elsewhere locally, then the framework will apply in those other locations in relation to whether face to face Scouting is yet allowed in these other locations.

Risks and mitigating actions

Level	Permitted Activity	Key Risks	Key Control Measures	Who is responsible for making sure this happens?
Red	Online programme only	Unsupervised access to online platforms and cyber- bullying: only one adult online and risk of 121 engagement with a young person	Two teachers at all times online and follow Scout guidance for safe online activity	District Commissioner
Amber	Small group sessions outdoors, or indoors in a classroom following a structured teaching plan; social distancing as set by national governments	Reputational damage for Scouting taking place when parts of UK are still prohibited from face to face meetings; other year groups try to run Scout programme; other Scouts groups try to meet on similar basis; financial risk of not managing the group as normal; school does Scouting anyway without the uniform, branding and award of scout badges.	Only the schools identified in Appendix 1 can proceed with the relevant age groups following government guidance about how classes operate; District manage the other groups with positive information about the way the schools operate;	Teacher, Head teacher, District Commissioner
Yellow	Small or large group sessions outdoors, or indoors in a classroom following a structured teaching plan; social distancing as set by national governments	Reputational damage for Scouting taking place when rest of UK is still prohibited from face to face meetings; other year groups try to run scout programme; other scouts groups try to meet on similar basis; financial risk of not managing the group as normal; school does Scouting anyway without the uniform, branding and award of Scout badges.	Only the schools identified can proceed with the relevant age groups following government guidance about how classes operate; District manage the other groups with positive information about the way the schools operate;	Teacher, Head teacher, District Commissioner
Green	All Scouting activities as pre-COVID-19 with any social distancing measures required by governments, whether indoors or outdoors.	As detailed in written risk assessments for that period's programme.	As detailed in the written risk assessment and learning plan	Teacher, Head teacher, District Commissioner

Checklist

Should be applicable to all levels, but if in conflict, default to Amber

Teacher's learning plan (scout section programme) for the lesson completed	
Risk assessment completed and written down	

Appendix – 1

Schools this guidance note applies to

Country	Region	County	District	Scout Group	Name
England	East Midlands	Lincolnshire	Gainsborough	4th Gainsborough / 1st Mayflower Academy	4th Gainsborough / 1st Mayflower
England	East Midlands	Lincolnshire	Gainsborough	District	Gainsborough - Explorer Scouts
England	East Midlands	Lincolnshire	South Holland	Gosberton House School	
England	East of England	Norfolk	Southern Norfolk	1st Fressingfield	
England	Greater London	Gt. London Middlesex West	Greenford & District	10th Northolt (John Chilton)	
England	Greater London	Gt. London Middlesex West	Uxbridge & District	8th Hillingdon (Meadow)	Scouts 1
England	Greater London	Gt. London Middlesex West	West London	Jack Tizard Scouts	Scout
England	North East	Central Yorkshire	North Leeds	Hillcrest Scout Group	Cub Scout 1
England	North East	Central Yorkshire	Wakefield	28th Wakefield (Snapethorpe School)	
England	North East	Durham	Durham City and District	19th Durham (Neville's Cross)	The Willows
England	North East	Durham	Durham City and District	1st Framwellgate Moor	Trinity
England	North East	Humberside	City of Hull	District	Northcott Explorer Scout Unit
England	North East	Humberside	City of Hull	Northcott	
England	North West	East Lancashire	Blackburn	AHF Scout Group	

England	North West	Gt. Manchester North	Bolton South with Farnworth	11th Bolton St James With St Georges	Cub Scout 1
England	North West	Gt. Manchester West	Lowry	1st Springwood	Beaver Scouts
England	North West	Merseyside	Birkenhead	1st Thingwall	Cub Scout 1
England	North West	Merseyside	West Wirral	Overchurch - Upton	Gilbrook Pack
England	South East	Kent	Directly Administered District	District	Abbey Court School Explorers
England	South East	Kent	Swanley	Milestone Academy	Scouts
England	South East	West Sussex	East Grinstead	1st Forest Row	Step By Step Scout Troop
England	West Midlands	Birmingham	Rea Valley	145th Birmingham (Victoria School)	Cub Scout
England	West Midlands	Birmingham	Rea Valley	District	Victoria School Esu
England	West Midlands	West Mercia	Wolverhampton East	1st Bradley Scout Group	Cubs - 1st Bradley Friday Pack
Overseas		British Scouting Overseas	Rest of the World	1st Nanjing	
Scotland		West - Scotland	Regionally Administered	1st Kilpatrick Scout Group	
Scotland		West - Scotland	Renfrewshire	Riverbrae Scout Group	Cubs

Advice on adapting activities

Hazard	Controls and mitigations
The virus can spread around groups that work closely together	<p>If you can split the group into smaller self-contained groups for activities it will reduce the risk of spread.</p> <ul style="list-style-type: none"> • When you split into smaller groups they should be as spread out across the meeting place as they can be. • Leaders must rotate with their groups between activities, rather than stay at one activity while groups move round. • At the start of each activity, leaders should check that they still have the whole group with them.
The virus can spread from surfaces, and from the air, onto hands and from there into mouths and eyes.	<p>Keeping hands clean reduces the risk of spread</p> <ul style="list-style-type: none"> • Insert hand cleaning into instructions at appropriate points, e.g.: after touching shared surfaces and equipment, before and after handling food and drinks. • As a minimum, everyone should wash their hands or sanitise them on arrival, before departure and at least once an hour during meetings.
The virus can spread from person to person when we touch shared equipment, particularly with the hands.	<ul style="list-style-type: none"> • Ideally each young person has their own set of equipment and it's cleaned before use by others. • Where that is not practical then sharing within a smaller group is better than sharing between everyone • For equipment touched intensively with the hands, e.g. compasses, scissors, cooking utensils, section members should be given one each. Less frequently touched equipment (e.g. most games equipment) can be shared. • Minimise hand contact with equipment, e.g. could a ball game involve kicking the ball rather than throwing it? • Whenever shared equipment has been used, a hand hygiene break should be included. • Because of the need for cleaning between users, meeting programmes that rotate around multiple sets of equipment in a session are less practical than longer activities using equipment for the full session. • Frequently touched equipment should be cleaned before being put back into storage. • Where practical, equipment should be cleaned at the meeting location to avoid virus transmission in transit
The virus can spread more easily from person to person when they work face-to-face since it is carried on the breath	<ul style="list-style-type: none"> • Don't have a group huddled round a table face-to-face to do an activity. Consider alternative formats, e.g.: <ul style="list-style-type: none"> ○ Group works in a circle, spread out by the distancing guideline applying at the time ○ Or group works in two lines back to back • Plan in advance how to help a child that is struggling to follow instructions, without a leader moving into the distancing zone to intervene: e.g.: <ul style="list-style-type: none"> ○ Coach from outside the distancing area ○ Demonstrate from a distance with your own set of equipment ○ Show a video of the activity on a phone ○ Get a neighbouring young person to demonstrate

	<ul style="list-style-type: none"> • It's not worth taking the risk of going too close to solve this sort of problem. • Separate guidance on first aid is available to explain the trade-off between distancing and providing necessary help.
The more time a group is together, the more chance the virus has to spread from person to person.	<p>Keep activities as short as we can, thinking about the following:</p> <ul style="list-style-type: none"> • Could the activity be simplified? • Could more up-front preparation by leaders reduce the time it takes the young people to complete the activity, without diluting their learning? • Could the activity be finished off at home? E.g. make something in the meeting but do the decorating at home?
Sometimes young people may step outside the rules agreed, increasing the chances of the virus spreading.	<p>As part of the planning for the activity, think through:</p> <ul style="list-style-type: none"> • What you will do if young people leave their groups • What you would do if young people don't follow social distancing instructions within their groups
We can transfer the virus from location to location when we transport material and equipment that people have been using from place to place.	<ul style="list-style-type: none"> • Align with local schools' practice on whether artwork and craft projects can be taken home. • Materials for craft projects should not be brought from home to the meeting place, e.g.: recycling for junk modelling. Consider doing projects like this using video meetings.