



**Scouts**

**#SkillsForLife**

## County Inclusion Team

### What do we offer?

- Advice and support via email, no matter the inclusion issue.
- Visits to support and advise, no matter the inclusion issue.
- Bespoke half-day, full-day or full weekend workshop packages.
- Support and advice with events.



### Get in touch:

Caroline Spaxman – Team Leader: Inclusion

Caroline.spaxman@cambridgeshirescouts.org.uk

Bespoke Training Workshops to suit your needs.

### Topics covered include:

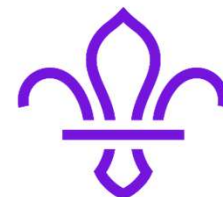
- Autism
- ADHD
- Hearing Impairment
- Visual Impairment
- Mental Health
- Gender
- LGBTQ+
- Religion
- EAL
- Medical
- Hardship

And many more.

### Comments from previous attendees:

“Had a great day. Well worth attending. Will attend when you do other subjects within the inclusion framework.”

“Highly recommend to all adult volunteers as fun and informative.”



A close-up photograph showing a person's hand holding a small, rectangular piece of white paper. The paper has the words "I can't" on the top line and "do it" on the bottom line, both written in a thick, black, cursive-style marker. A pair of blue-handled scissors is positioned to cut through the paper, with the blades already partially inserted. The background is a soft, out-of-focus light brown or beige color.

I can't  
do it

**What does inclusion look like in your section or team?**

# Diversity & Inclusion Policy – What It Means in Practice

- **Equity, not sameness** – different young people need different support
- **Removing barriers** – physical, sensory, social, financial, cultural
- **Belonging** – creating a space where everyone feels safe and valued
- **Representation** – reflecting the diversity of our communities
- **Responsibility** – all adults must follow the policy (POR requirement)

## Spot the Barrier Activity:

- What is the barrier?
- What small adjustment could remove it?

# Managing Challenging Behaviour

- **Care:** behaviour is communication
- **Respect:** separate the behaviour from the young person
- **Integrity:** be consistent and fair
- **Cooperation:** involve young people in setting expectations
- **Belief:** assume potential, not limitation

## Pause – Understand - Respond

- **Pause:** Stay calm, assess safety
- **Understand:** What's driving the behaviour?
- **Respond:** Use clear, positive, values-based expectations

### Reframe the Behaviour Activity:

What might be behind this behaviour?  
What supportive response aligns with our values?

# Making Reasonable Adjustments



## Examples of Reasonable Adjustments

- Visual schedules
- Quiet spaces
- Alternative roles in activities
- Allowing movement breaks
- Peer buddies
- Adapting uniform expectations
- Flexible communication methods

## One Adjustment Challenge

# Listening to Parents/Carers



## Why It Matters

Parents hold essential knowledge about their young person

Builds trust and prevents issues escalating

POR expects leaders to work in partnership with parents for safety and inclusion

## Good Practice

Ask open questions (“What helps them feel comfortable?”)

Avoid judgemental language

Agree shared strategies

Follow up regularly

Keep communication two-way and proactive

**“Inclusion is not extra work—it’s how we live our values and meet our responsibilities under POR. Small adjustments, consistent behaviour approaches, and strong relationships with parents make a huge difference.”**

**Name one thing you can commit to changing which will make a difference from next week**

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**Thank you**