



**Safeguarding Children and Young People:
Policy, Case Management Processes and Procedures**

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Introduction

must recognise that Martial Arts have, like all other sports and activities, a significant part to play in the lives of children. Martial Arts can provide a unique and rich learning environment. The benefits include building self-esteem, team work, connecting mind and body, exercise, developing conflict resolution without violence, building self-confidence, personal respect and respect for others.

In order to achieve these positive outcomes it is imperative that Martial Arts activities are delivered safely which includes all aspects of safeguarding children from harm. The NSPCC Child Protection in Sport Unit (CPSU) works with sports organisations to support them to meet their legal and moral duty of care to the children involved in their activity. At whatever level (enter name of School/Academy) believes that all children have the right to enjoy their Martial Arts safely. Equally, their parents or carers need to be confident that their children are respected and kept safe.

About NEST

NEST is not a National Governing Body (NGB). We recognise some Schools / academies that we work on behalf of will belong to their respective NGB and where these NGB's have robust safeguarding policies and procedures these should be followed. The purpose of this document is to provide Martial Arts Schools / academies, particularly those that do not come under a NGB, with sound guidance in this area. These policies and procedures reflect good safeguarding practice and if followed will help you to ensure that you are taking active steps to safeguard and protect the welfare of all children and young people who engage in your Martial art activities.

The primary objective is to ensure safeguarding is in the minds of everyone to protect children. Apart from the obvious damage to children, breaches of safeguarding can generate significant organisational risk to Schools / academies, which this document will help you to address proactively.

NEST recognises that many of its clients belong to National Governing Bodies (NGBs), which will already have mandatory policies, and procedures covering Safeguarding and Protecting Children. For those this document may serve as guidance and it is not the objective of NEST to circumvent existing policies and procedures. However, it is a moral expectation from NEST that all existing and new clients will be able to demonstrate a robust approach to Safeguarding

and Child Protection. In order to achieve this NEST believes that all Martial art Schools / academies should either join an existing NGB and abide by their safeguarding policies or create their own based on this guidance. In addition, to establish compliance around safeguarding, NEST recommends all of its membership apply the NSPCC Child Protection in Sport Unit Tool Kit <https://thecpsu.org.uk/Search?term=self+assessment+tool>. This will help organisations to identify safeguarding gaps and begin addressing these.

Section 1

Introduction and Overview of Safeguarding

Purpose

acknowledges the duty of care that we have to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Club/School/Academy requirements.

This policy recognises that the welfare and interests of children are **paramount** in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio- economic background, all children

- have a positive and enjoyable experience of Martial Arts in a safe and child centred environment
- are protected from abuse both whilst participating in Martial Arts and that action is taken to respond to concerns that come to light in Martial Arts activities but that arise outside of the sport environment.

We acknowledge that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we believe those in Clubs/Schools/Academies responsible for the governance of Martial Arts must take reasonable and appropriate steps to ensure their welfare. It should also be recognised that elite young athletes can also be additionally vulnerable to abuse.

As part of our safeguarding, we will;

- Work in partnership with NGBs, the Local Authority and other organisations, such as the NSPCC to promote and prioritise the safety and wellbeing of all children, particularly those who are additionally vulnerable.
- provide information and guidance so that everyone understands their roles and responsibilities in respect of safeguarding and, is made aware of appropriate learning opportunities to recognise, identify, and respond to signs of abuse, neglect, and other safeguarding concerns relating to children.

- provide guidance regarding the appropriate action which must be taken in the event of incidents/concerns of abuse and provide support to the individual/s who raise or disclose the concern
- ensure that everyone knows how to make confidential, detailed and accurate records of all safeguarding concerns which are maintained and securely stored
- ensure everyone working with children is recruited following safe recruitment processes.
- promote safeguarding arrangements and procedures to everyone involved in our School/Academy.

This document sets out guidance around policy, case management processes and reporting procedures for all staff, instructors or volunteers when engaged in Martial art activities with children and young people.

Should a member have any complaint regarding the manner in which a safeguarding issue has been dealt with, they should refer the matter to their NGB, or where this no NGB, the Local Authority.

Scope of policy

Everyone who comes into contact with children and their families has a role to play in safeguarding children. [Working Together to Safeguard Children 2015](#)

The document is appropriate for the UK as NEST operates across the four nations. For brevity within the document, England only guidance or legislation is quoted. However, where required, you should make sure you are familiar with the comparable material in the other nation country. A summary of the key legislation relating to safeguarding in Wales, Northern Ireland, and Scotland is provided in the Appendix 1.

Safeguarding vulnerable adults

This policy and procedures is primarily written for the safeguarding of children and young people under 18 years (see Scotland). It does however; recognise that safeguarding policies and case management processes or procedures are equally relevant to those young people aged 18 years and over, who may be vulnerable under the definition of the relevant nation's guidance or legislation relating to vulnerable adults.

Where principles of good practice apply to both groups, this will be indicated by the terminology used. However, where there are significant differences you should refer to your own nation's guidance or legislation for vulnerable adults.

For example, in England, Wales and Northern Ireland the definition and processes to be adopted are described in guidance entitled, *No Secrets* (2000) (England); *Social Services and Wellbeing (Wales) Act 2014*; *Safeguarding Vulnerable Adults* (2006)

(Northern Ireland). In Scotland it is described in *The Adult Support and Protection (Scotland) Act 2007*.

Some of the key differences between the safeguarding of children or vulnerable adults relate to:

Definitions (**please see Section 4**)

Consent, capacity and information sharing

Lines of reporting or raising an alert

Different home country statutory agency responsibilities, including Police.

Please see the attached link for further detail around safeguarding adults.

<https://www.gov.uk/government/publications/safeguarding-policy-protecting-vulnerable-adults>

Definitions and terminology

For the purposes of this policy the terms children and young people will be taken to mean a child or an individual under the age of 18 [or 16 in Scotland under *The Children (Scotland) Act 1995*].

In the document the term 'parent' will be used but also refers to carers or guardians.

'Staff' refers to anyone in a paid or voluntary role in a Martial art Academy/School. The terms children and young people will be used interchangeably, recognising that in England, Wales and Northern Ireland the age of attaining majority is 18 years. In Scotland the age of majority is 16 years, but certain circumstances may affect this age and you are always advised to seek advice on this.

Vulnerable adult – in England this term is now being replaced by Adult at Risk but continues to be used in the other UK nations.

Some common abbreviations:

SWO - School Welfare Officer (this also applies equally to Academies) **Please note the terms 'Club, School and Academies' refers to Martial Arts Clubs/Schools/Academies in this document and not academic Clubs/Schools/Academies.**

CWO – Club Welfare Officer

CSP – County Sport Partnership

NGB – National Governing Body

NSPCC – National Society for the Prevention of Cruelty to Children

CPSU – Child Protection in Sport Unit

DBS – Disclosure and Barring Service

CRC – Criminal Records Check

CSC – Children’s Social Care (England)

LSCB – Local Safeguarding Children Board (or LSB where this is jointly between children and adults at risk)

LADO – Local Authority Designated Person

DSP – Designated Safeguarding Person

Legislation and guidance – summary

The School/Academy’s approach to safeguarding is based on the principles recognised within UK and international legislation and government guidance. The following is a summary of the key legislation and guidance in England, relating to safeguarding children and young people, which have been taken into consideration in the development of this policy:

- Human Rights Act 1998
- United Nations Convention for the Rights of the Child 1989
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006 *revised by:*
- Protection of Freedoms Act 2012
- Sexual Offences Act 2003
- Equality Act 2010
- Care Standards Act 2000
- Mental Capacity Act 2005
- Working Together to Safeguard Children 2013
- Care Act 2014
- Working Together 2015
- Human Trafficking Act 2015
- Serious Crime Act 2015

Please see **Section 4** - legislation for more detailed information.

Section 2

Putting Safeguarding into Practice

Principles of safeguarding

The guidance given in the procedures is based on the following principles:

- The welfare of the child or vulnerable adult is paramount.
- All young people and vulnerable adults, regardless of any personal characteristics including their age, gender, ability, any disability they may have, culture, racial origin, religious belief and sexual identity have the right to protection from abuse.
- An adult has a moral and statutory duty for the care, custody and control of any person under the age of 18 under their supervision.
- All incidents of poor practice or concerns about poor practice and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All young people and vulnerable adults have a right to participate in Martial Arts within an enjoyable and safe environment.
- Young people and vulnerable adults have a right to expect appropriate support in accordance with their personal and social development, in order to participate in Martial Arts.
- It is the responsibility of the statutory agencies to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns.

Responsibilities

Working in partnership with children, their parents and other agencies are essential for safeguarding. Where a serious safeguarding concern arises, Martial art Schools / academies need to work in partnership with, the appropriate bodies such as Children's Social Care services, the Police, the Local Authority Designated Officer (LADO) in line with Local Safeguarding Children Board (LSCB) procedures to ensure the welfare of children and vulnerable adults.

All those involved in the management of Martial art Schools / academies have a duty to ensure that they are:

- Allowed to participate in Martial art activities appropriate for their age and ability;
- Coached and trained by appropriately qualified people;
- Not required to take part in too many competitions, or to attend training sessions, as to

become a threat to their wellbeing;

- Not subjected to verbal or racial abuse from any source, especially from the instructors and spectators, including references to height, weight etc.;
- Not subjected to bullying, threats or undue pressure from any source
- Encouraged to achieve their full potential at all levels;
- Instructed on how to behave in Martial art Schools whilst engaged in activity or not;
- Afforded respect and privacy in a competition and training

Recognition of abuse

Introduction to the 4 'Rs'

This section will help you to identify concerns about abuse or harm to children or young people and then take you through the stages of recognition and responding to concerns that you may have about them, or about others involved in their care or supervision. Material in Sections 3 and 4 will assist with this.

Abuse, particularly sexual abuse, can generate strong emotions in those having to deal with such an allegation. It is important to understand these feelings and not allow them to interfere with your judgment about what action to take. Abuse can occur within many situations including the home, School and the sporting environment. Some individuals will actively seek employment or voluntary work with young people and vulnerable adults in order to harm them.

A teacher, coach, support staff or Martial Arts instructor may have regular contact with young people and be an important link in identifying cases where protection is needed. All concerns about poor practice or alleged abuse should be reported following the guidelines in this document. When a person enters a Martial Arts School having been subjected to abuse outside the sporting environment, sport can play a crucial role in improving the person's self-esteem. In such instances the School/instructor must work with the appropriate agencies to ensure the young person receives the required support.

The purpose of the 4 'Rs' model is to introduce you to the four key processes to be followed in all instances of concern about a child or young person.

1. **Recognition** – this is the ability to recognise and identify signs and indicators of abuse as they are defined in guidance and as they may present during Martial Arts events or activities.
2. **Responding** – this is the knowledge and confidence to know to whom to report any

concerns within the relevant timescales.

3. **Referral/reporting** – this refers to the knowledge about how to report concerns both within your organisation and where necessary to statutory agencies.
4. **Recording** – this refers to the importance of prompt recording at all stages of your involvement in a safeguarding incident.

Each of these stages is explained in detail.

1. **Recognition of possible harm/abuse**

You may become aware of possible harm or abuse to a child in a number of ways:

- A child may disclose present or previous abuse to you or a colleague
- A member of staff or instructor may become suspicious that a child is being abused
- You may become concerned about the behaviour of a colleague
- A child or young person may disclose that they are being abused by someone within the School, either an adult or a young person
- You may become concerned about children/young people abusing one another.

Everyone has a duty to act on any concerns they have and must not ignore or trivialise them. They must be treated seriously.

Whilst it is not your role to investigate abuse (this is a job for the statutory agencies) it is every individual member of the Club/Schools/Academies responsibility to take whatever steps are necessary to ensure that any matters of concern are referred to the appropriate person in accordance with this policy. If the nature of the case makes this difficult, you should consider using the Club/School/Academy/relevant NGB Whistleblowing Policy

In all instances, even though you may be able to deal competently with the situation, you **must** inform the ‘designated person’ (you will read more about this role later in this Section) and they are the person to whom you should report concerns or ask advice

Poor practice

Sometimes, your concerns may relate to poor practice, where an adult’s or another young person’s behaviour is inappropriate and may be causing distress to a child or young person. In the application of this policy, poor practice includes any behaviour which contravenes the principles of this document or the relevant Club/School/Academy/NGB Code of Conduct or brings Martial Arts into disrepute, or which infringes an individual’s rights. **Where poor**

practice is serious or repeated this could also constitute abuse and should be reported immediately.

Examples of poor practice towards students, which should never to be sanctioned include:

- use of excessive, physical or humiliating punishments;
- failure to act when you witness possible abuse or bullying;
- being unaware of, or breaching, any relevant policy such as the Code of Ethics and Conduct;
- spending excessive amounts of time alone with young people away from others;
- inviting or allowing young people into your home where they will be alone with you;
- engaging in rough, physical or sexually provocative activity;
- allowing young people to use inappropriate language unchallenged;
- making sexually suggestive comments even in fun;
- reducing a person to tears as a form of control;
- allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon;
- doing things of a personal nature for young people that they can do for themselves;
- sharing a bedroom with a young person you are not related to, even with parental permission.

You can read more about these areas in [Section 3](#).

Note Some participants may require assistance with personal care due to being very young or disabled. If a young person needs this level of support it should be made clear to their parent/s that this can only be carried out by a designated carer and not by the instructor. Even if the instructor is trained in carrying out personal care tasks, this compromises their role as trainer and places them and the child in a vulnerable position. These support arrangements should clearly be in place and agreed to by all parties prior to the activities commencing.

If any of the following incidents should occur, you should report them immediately to the Club/School/Academy Welfare Officer / Lead Safeguarding Officer and make a written record of what you have done, seen or heard. Parents should also be informed of the incident if:

- you accidentally hurt a child;
- he/she seems distressed in any manner;
- a child appears to be sexually aroused by your actions;

- a child misunderstands or misinterprets something you have said or done.

What is abuse?

Somebody may abuse a young person by inflicting harm, or by failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

The effects of abuse can be extremely damaging and if untreated, they may follow a person into adulthood. For example, a person who has been abused as a child may find it difficult or impossible to maintain stable, trusting relationships, become involved with drugs or prostitution or attempt suicide. On the other hand, possibly with help and support, many young people are able to move on with their lives and to deal with the after-effects of their experiences.

Definitions of child abuse

The definitions below are taken from page 92 -3 [Working Together to Safeguard Children \(2015\)](#)

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse – Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve

seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse – Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect – Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to:-

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers), or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Definitions of abuse of vulnerable adults or adults at risk

The definitions of abuse of adults at risk (England) are described in *No Secrets – Guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse* (Department of Health 2000) and can be found in **Section 4**.

The definitions and categories in Wales, Northern Ireland and Scotland can be found using the links identified in the Appendix.

Related issues

In addition to the above categories, there are other forms of harm or abuse that should involve the police and other organisations working together to protect children. These include:

- Bullying
- Child Sexual Exploitation
- Hate crimes
- Abuse in domestic settings
- Honour based violence
- Forced marriage
- Human trafficking
- Exploitation by radicalisers who promote violence
- Membership of gangs inclined to use violence.

Many of these areas are addressed in local multi-agency child or vulnerable adult safeguarding procedures. You may feel that these situations are so unlikely to arise that you would never be required to respond. However, it is as well to be aware of these other related areas, just in case your suspicions are raised.

Bullying

Bullying is one of the most frequently reported causes of abuse or harm for children and young people, and you may find that you observe situations where a young person appears to be being bullied. You can find a detailed description of how to identify and respond to bullying in **Section 3** of this document.

Signs and indicators of abuse

Indicators that a young person may be being abused may include the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries;
- an injury for which the explanation seems inconsistent;
- the young person describes what appears to be an abusive act involving him/her;
- someone else (a young person or adult) expresses concern about the welfare of another;
- unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying

- sudden outbursts of temper);
- inappropriate sexual awareness;
- engaging in sexually explicit behaviour;
- sudden or unusual distrust of adults, particularly those with whom a close relationship would normally be expected;
- having difficulty in making friends;
- being prevented from socialising with other young people;
- displaying variations in eating patterns including overeating or loss of appetite;
- or a sudden weight change;
- becoming increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. A good working relationship with parent/guardians will help to identify any other concerns that a young person may be experiencing, e.g. a family bereavement, which could cause some of the changes listed above.

Remember it is not the responsibility of those working in a Martial Arts Club/School/Academy to decide if child abuse is occurring but it is their responsibility to act on any concerns by reporting them.

Additional vulnerabilities

Deaf or disabled children have the same rights to protection as any child but research suggests they are up to 4 times more vulnerable to abuse than non-disabled children, because they may be dependent on others for practical assistance and intimate care as well as having impaired capacity to resist, avoid, understand or report abuse.

Although the great majority of carers have the child's best interests at heart, some will use their vulnerability as an opportunity to abuse. Sometimes it may be difficult to tell that a disabled child is being abused as people might think a child is behaving differently because of his or her disability - not realising that they are being abused. For more information see the CPSU website where there is a specific briefing on this issue.

2. Responding to Abuse

Safeguarding concerns can arise in a variety of ways. Concerns may be about a child in the sport's setting or about risks to a child in their family or community, which is identified through their participation in Martial Arts.

Occasionally reported concerns to staff, instructors, or volunteers in sports bodies arise from a child actually telling someone directly about abuse or bullying. This is called a direct disclosure. A child may choose you as someone that they trust to talk to about their experiences so it is important to be prepared for the possibility that this may happen to you.

Barriers to responding and reporting (for children and for staff and volunteers)

There are however a number of barriers to children or young people disclosing abuse or harm and these can be very powerful. It is important that you are aware of them in order to understand the importance if and when a child confides in you.

In addition, there are often powerful barriers to you – the adult – listening and responding appropriately. For example, you may feel very anxious about the consequences of reporting the allegation on the child, the alleged abuser and your Club/School/Academy. Regardless of these anxieties, you have a duty to report your concerns.

Barriers for children

They often don't tell because they:

- are scared because they have been threatened;
- are scared because they fear what will happen next;
- are afraid they won't be believed;
- are ashamed or embarrassed;
- are dependent for their primary care needs on the person implicated in the abuse;
- may not want the abuser to get into trouble;
- may not have adequate language, vocabulary or understanding to describe what has happened;
- may think it is normal.

Barriers for adults

Experience of professionals who work in this field has shown that there are many barriers that individuals often have to overcome before taking appropriate action when faced with having to deal with a concern. Personal initial reactions are commonly:

- shock or disbelief;
- fear or denial;

- a fear of getting it wrong;
- not believing the young person;
- fear of over or under reacting and making the situation worse;
- it is a reminder of similar past personal experiences;
- Anxiety about jeopardising existing relationships, for example with parents.

Supervision and training can help prepare staff for this and all staff need to know and be clear about what to do and who to contact.

Responding to a child or young person

It is always difficult to hear about or witness harm or abuse experienced by a child or young person. The following points will be helpful for both you and the child should they choose to disclose abuse to you:

- Stay calm.
- Listen carefully to what is said and try not to interrupt.
- Find an appropriate point early on to explain that it is likely that the information will need to be shared with others – **do not promise to keep secrets.**
- Allow them to continue at their own pace.
- Ask questions for clarification only, and avoid asking questions that suggest an answer (leading questions).
- Reassure them that they are not to blame and have done the right thing in telling you.
- If the concern is serious explain that you will need to get support from other trained people to help keep the child safe. This must be shared even if the child doesn't want you to tell anyone else.
- Tell them what you will do next and with whom the information will be shared. If they are adamant that they do not wish the information to be shared, explain that you will have to tell your School manager, welfare officer or designated person and that it will be discussed further with them.
- Be aware of the possibility of forensic evidence if the disclosure relates to a recent incident of physical harm or injury and try to protect any supporting materials e.g. bedding or clothing.
- Record in writing as soon as possible, using their words as closely as possible and where relevant, using the NGB report form Note date, time, any names mentioned, names and addresses to whom the information was given and who else is aware of the allegation. Note or describe clearly any visible injury.

- Contact your School manager, welfare officer and/or the designated person.
- **Where you are unable to contact your Designated Person, advice can be sought from statutory agencies or the NSPCC Helpline.**
- **All serious concerns must be referred to statutory agencies.**

Actions to avoid

The person receiving the disclosure should not:

- Panic or allow their shock to show.
- Ask questions other than to clarify that you have enough information to act.
- Speculate or make assumptions.
- Make promises or agree to keep secrets.
- Make negative comments about the alleged abuser.
- Approach the alleged abuser.
- Discuss the allegations with anyone who does not have a need to know.
- Take sole responsibility.
- Delay in reporting the concerns.

It should be noted that not all children and vulnerable adults are able to express themselves verbally. Sometimes it is difficult to distinguish the signs of abuse from the symptoms of some disabilities or conditions, in relation to the nature of an individual's impairment. However, the welfare of the child/adult at risk is paramount and where there are concerns about their safety, record what has been observed in detail and follow the procedures to report these concerns.

Allegations of previous abuse

Allegations of abuse may be made some time after the event (e.g. by a young person or an adult who were abused as young children but felt unable to say anything at the time). Where such an allegation is made, the School must follow the reporting procedures because other children, either within or outside sport, may still be at risk from the alleged perpetrator.

Martial Arts in Clubs/Schools / Academies

When delivering activities in Club/Schools/Academies arrangements for child protection will apply. You must inform the designated person for that School / Academy, who will follow the Local Safeguarding Children Board (LSCB) procedures. You should also ensure that you inform your Club/School/Academy Welfare Officer (SWO) who will need to make the NGB Lead

Safeguarding Officer (DSP) aware of the situation. In addition, all allegations against people who work with (this will include in a voluntary role) children must be reported to the Designated Officer (or team) appointed by the relevant Local Authority. The role of the Designated Officer (or team) can be found at page 54, [Working Together to Safeguard Children 2015](#) For those Clubs/Schools/Academies not coming under the guidance of a NGB , advice from a statutory agency or NSPCC should be sought. The contact details for the NSPCC are 0808 800 500 or help@nspcc.org.uk. **Please refer to the reporting flowchart in Appendix 4**

Allegations outside Martial Arts

If a person with a role in Martial Arts is the subject of relevant allegations outside of the Martial Arts environment, for example through their job as a teacher/coach/volunteer, the NGB or School / Academy may still be informed by the statutory services even if the allegations do not directly involve Martial Arts. This is to ensure that the welfare of young people and vulnerable adults remains the paramount concern. An individual may be suspended from their role in Martial Arts whilst the investigation is conducted – this should be seen as a neutral act to protect all involved. Concerns may come to light within the Martial Arts setting about a child being harmed outside of the Club for example at home or School. Even though the concern doesn't involve people from your Club you still have a duty to pass on your concern to statutory agencies so that they can act to protect the child from harm. **Please refer to the reporting flowchart in Appendix 4**

Allegations about a member of staff

Before reporting an incident it will be necessary to clarify the precise nature of the allegation that is being reported. Where the allegation is about a member of staff or volunteer, this should be reported to the Club/School/Academy Welfare Officer, and if in place the NGB Lead Safeguarding Officer (DSP)

Any serious allegation should then be reported by the designated person directly to the local authority Designated Officer or the police, particularly if there is a possibility that a crime may have been committed. The title of the Local Authority Designated Officer will vary across authorities or across England, Wales, Scotland or Northern Ireland, but in England is known as the Designated Officers (DOs). You will read more about this role in Section 3. This person will make the decisions about informing members of the child's parents or carers.

If the allegations are of a nature to suggest that a child is at risk of harm or abuse, then the volunteer or member of staff may be suspended from duty pending the outcome of the

investigation. The decision to do this should be taken with the advice of statutory agencies and where there are concerns about potential abuse, the Local Authority will have convened a Strategy Discussion where all of the concerns will have been discussed. Where your NGB has a Case Management group, (discussed in more detail below) the concerns should be reported to them. Suspension is not a disciplinary procedure but is intended to allow time for proper enquiries to be made. It does not imply that the volunteer or staff member is guilty of the allegation or an offence.

Support and information should be provided for a volunteer or member of staff who has been suspended pending an investigation. There may be three strands in the consideration of an allegation: a police investigation of a possible criminal offence; enquiries and assessment about whether a child is in need of protection or in need of services; and consideration by an employer of disciplinary action in respect of the employed individual. In the case of a volunteer, the results of an investigation may be passed to the Disclosure and Barring Service (DBS) – see **Section 3**.

All staff and volunteers should be aware of NGB/Club/School/Academy whistle-blowing procedure to enable them to share, in confidence with the DSP, concerns they may have about a colleague's behaviour.

Abuse or bullying by another child or young person

Many children or young people experience disagreements or arguments with one another from time to time, however children can also cause other children significant harm and any concerns must be taken seriously and be dealt with. Some less serious concerns may be dealt with at the School/Academy level but where there are more serious concerns these must be referred to either your NGB or the Local Authority.

A physical (or other) injury must be reported where it is the result of an abusive action. Any injury should be regarded as an incident and should be recorded.

In any situation where it is believed that a child is being sexually abused by another child (or vulnerable adult), a referral must be made to the local authority child or adult social care services, following the same procedures as before.

It is the right of each child in Clubs/Schools/Academies to be free of fear of bullying or victimisation of any kind, including sexual, racial, and religious or disability harassment, or

cyber bullying through mobile phones or the internet social network sites. (See **Section 3** for further information)

3. Reporting/referring concerns of abuse

Sometimes concerns will involve individuals operating within Martial Arts Clubs/Schools (e.g. instructors, volunteers or parents) and sometimes they will involve issues that have occurred outside of Martial Arts (e.g. at home, School or in the wider community). In either case where you are concerned about a child's welfare this should be reported to the School Welfare Officer (SWO) or Designated Safeguarding Person (DSP) within the NGB. These roles carry a responsibility as the Designated Safeguarding Person (DSP) within the School/Academy (or see your NGB Safeguarding Policy) and are outlined below.

Remember it is not for you to decide if abuse has taken place but you are responsible for reporting the concerns.

Suggested Reporting flowcharts can be found in Appendix 4.

Roles and responsibilities

For this section, if your School is operated under a NGB direction please see the relevant safeguarding policy. The following are suggestions on good practice to follow.

Club/School/Academy Welfare Officer (CWO/SWO) or for Academy Welfare Officer insert AWO

The Club/School/Academy should appoint at least one, preferably two Welfare Officer(s). The Club/School/Academy Welfare Officer is the person appointed at individual School/Academy level has responsibility for receiving and acting upon concerns reported to them within the School setting. They should be selected for their skills and knowledge, such as being able to handle safeguarding matters in an appropriate and confidential manner. They should be approachable for any concerns regarding safeguarding and be appropriately supported by other members of the School/Academy.

Along with the School/Academy committee, the SWO should ensure that the School/Academy is adopting and implementing the safeguarding policy. Clubs/Schools/Academies are advised to ideally have two SWOs, with at least one not holding an instructor position or being related to an instructor at the School/Academy. The SWO is not responsible for sorting out or investigating the concerns but needs to know who to tell in the NGB or Local Authority so that

concerns are acted on.

NGB Designated Safeguarding Person (DSP)

The DSP is the NGB National Lead for receiving and acting upon concerns of a safeguarding nature. This person will receive concerns about:

- unacceptable behaviour of a member of staff or volunteer towards a child;
- unacceptable behaviour towards a child by someone within a School setting;
- concerns of a serious or significant nature;
- any concerns arising outside of a School situation
- any concerns outside the scope of the SWO.

See appendix 5 for full role description.

The role includes liaising with the DBS recruitment process, coordinating the dissemination of relevant safeguarding policies, procedures, and resources as well as supporting Club/School/Academy Welfare Officers in their roles. The DSP also provides support for the NGB, as well as managing the administration of cases of poor practice/abuse within the sport and contribution to the Case Management Group when cases arise. This includes being the central point of contact for enquiries such as from complainants, the LADO, Children's Social Care and/or the Police.

Statutory Agencies

Children's Social Care (previously known as the Social Services) have a duty to ensure the welfare of children and a legal responsibility to make enquiries where a child in their area is considered to be at risk of, or actually suffering from, significant harm. Where an allegation relates to a crime against a child, the Police and Children's Social Care will work together to investigate. Usually the LADO is involved throughout to ensure information is shared with those who need to know.

Local Authority Designated Officer (LADO, sometime referred to as Designated Officer)

The LADO works within Children's Services and will be involved in coordinating information sharing in cases in which it is alleged that a person who works with children in a position of trust (including as a volunteer) has:

- behaved in a way that has harmed, or may have harmed a child;

- possibly committed a criminal offence against children, or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Ideally their contact details should be recorded within the Schools child protection policy and procedures to ensure they are accessible to all School members if needed. Where someone has concerns relating to anyone who holds a position of trust or responsibility with young people, these should be discussed with the LADO.

Local Safeguarding Children Boards (LSCBs)

Every local authority has a LSCB which is designed to ensure all agencies involved in safeguarding children work together effectively. They provide local inter-agency guidelines for the procedures that should be followed in cases of actual or suspected child abuse. The roles and responsibilities of LSCBs and the agencies that are represented on them are set out in the government guidance Working Together to Safeguard Children (2015).

Reporting/referral procedure when a safeguarding concern arises:

Even if you are unsure about how serious your concerns about a young person may be, you should contact your SWO or DSP (if a NGB exists) to discuss this as soon as possible. The SWO or DSP will decide if your concerns warrant further action and this may lead to a further discussion with someone from the Local Authority Children's Social Care.

If the child requires emergency medical attention, contact the emergency services and inform them that this may be a safeguarding concern.

If the SWO or DSP are not available contact Children's Social Care or the Police for advice and inform the SWO or DSP at the earliest opportunity.

The precise procedures for making a referral to the local authority may vary across the four nations or even within geographical areas, so the SWO, DSP /designated person should make sure they are familiar with particular locality procedures and contact details.

Further advice can be obtained from calling or emailing the [NSPCC Help Line](https://www.nspcc.org.uk/help) on 0808 800 5000 or emailing help@nspcc.org.uk this service is available 24/7.

Actions to be taken:

- Inform the SWO or DSP as soon as possible.
- Record all information using the suggested or NGB/Club/School/Academy Incident Referral Form. See appendix 11 for the template form.
- If following discussion it is believed that a referral should immediately be raised with children's social care, this should be done by the SWO or DSP who will respond in the role of the designated person.
- Children's social care will advise about contacting parents and/or about informing the alleged perpetrator. **This is not your role.**
- In cases of minor poor practice within a School, the DSP will advise the School on how to manage the situation.
- In cases of serious or repeated poor practice or suspected abuse the DSP will also discuss the issue with the relevant **NGB Case Management Group (CMG)**. This does not however, preclude reporting abuse to the appropriate authorities, particularly if the Club/School/Academy does not have a NGB. The role of the CMG is described below.
- If the allegation involves an instructor, an official within a School/Academy or any other adult in a position of trust, this should also be referred to the Local Authority Designated Officer (LADO).

Case Management Group

Each Martial Arts NGB (or Club/School/Academy/organisation where there is no NGB affiliation), should have in place a safeguarding Case Management Group (CMG). The group will be made up of the Lead Safeguarding Officer, the CEO/Club chair, and others with specific expertise where necessary. **See Section 3 for further information.** Its role is to:

- Make a decision about the action that needs to be taken to safeguard the children involved and the 'route' the case should take.
- To make a decision about temporary suspension of staff/volunteers where serious concerns have arisen.
- Monitor the progress of safeguarding cases.
- To inform NGB disciplinary processes.
- To identify and disseminate learning from cases.

For those Clubs/Schools/Academies that do not have a NGB it is advised to seek the advice of the statutory agencies and/or contact the [NSPCC Help Line](https://www.nspcc.org.uk) on 0808 800 5000 or emailing help@nspcc.org.uk This service is available 24/7.

Please read the following in conjunction with the Terms of Reference (TOR) in Appendix 6.

Martial Art NGB/School/Academy internal investigations should wait until police or children's social care enquiries have been concluded.

All decisions or recommendations will be made on the principle that **the welfare of the child is the paramount consideration**. In reaching a decision, the NGB/Club/School/Academy will consider all relevant information, including information from statutory agencies, irrespective of whether or not a criminal conviction has been secured.

Where a member of the Case Management Group or the Board has a formal connection or relationship with an individual or a School featured in a serious concern, this is required to be acknowledged and arrangements made for the case management group member or board member to play no part in the subsequent safeguarding or disciplinary proceedings.

The NGB may be provided with anonymised updates on cases which are being managed but cases should be confidential and only shared on a strict need to know basis.

Each case will be considered by the Case Management Group based upon the actual or potential risk of harm posed to a child or children.

Decisions about the level of risk an individual poses to children within the NGB will be made on the balance of probability.

The following action should be taken:

- In all cases of serious or repeated poor practice or suspected abuse statutory agencies should be contacted.
- Following advice from statutory agencies, the person subject to the allegation will be advised of the receipt of a report in line with the NGBs disciplinary policy and procedures. There may be situations where this is delayed where statutory agencies believe that this may put a child or children at further risk of abuse and where evidence may be lost or destroyed - such as when sexual abuse allegations are being investigated
- The CMG will advise the School whether it has decided to temporarily suspend the person (without prejudice) pending further statutory agency and/or internal enquiries, investigations and risk assessments. The CMG will inform the School/Academy as necessary.
- Information will be shared in line with the School/NGB information sharing policy.

- Once all inquiries have been completed the person subject to the allegation may be provided with copies of all relevant reports made to the CMG, depending whether disclosure of the information may put someone else at risk. You should consider data protection principles
- The person subject to the allegation will be asked to provide a written explanation supported, if he or she wishes, by further representations, references or testimonials from those whose knowledge of the person is relevant.
- If the School/NGB decides that the appropriate threshold has been met, a disciplinary hearing will be convened in line with School/NGB processes.

Possible outcomes following the initial Case Management Group discussion could be:

- No further action.
- Gathering further information.
- Referral to or consultation with statutory agencies.
- Temporary suspension.
- Initiation of internal investigation and/or process.
- Disciplinary hearing which may result in: expulsion from the sport and possible referral to the DBS.
- Recommendation for training, support or supervision.

Dealing with the aftermath of abuse

Dealing with a disclosure or suspicion of abuse can be distressing for all concerned. Whilst the priority must be the welfare and safety of the child, it is also important to make sure that any member of staff, coach or volunteer has the right to advice, support or de-briefing following any involvement in a case of child abuse for example as the subject of a concern, a whistle-blower, or witness.

The CMG (or School/Academy) should give consideration to what support may be appropriate to young people and others affected such as parents and members of staff. Use of helplines, support groups and meetings will maintain an open culture and help the healing process. Thought should also be given about what support may be appropriate to the alleged perpetrator of the abuse.

4. Recording

Recording of any incident

Recording of **any** incident should initially follow this procedure. In all situations, including those in which the cause of concern arises either from a disclosure of abuse or from suspicion of abuse, it is vitally important to record the details, regardless of whether they are shared with a statutory agency, as soon as possible using the Incident Referral Form, a suggested template can be found at Appendix 11.

An accurate note should be made of the following information:

- Name of person reporting the incident
- Date, time and location of the incident, disclosure or suspicious conversation or observation
- Name, age and any impairment of the individual about whom there are concerns
- Parties who were involved, including witnesses
- What was said, seen or done and by whom
- Whether consent to share information has been given and if not, whether there is an over-riding public concern about safety of the individual or others
- Distinguish between facts and opinions
- Name of the designated person, whether they have been contacted, and when. If not, has the on-call manager been informed?
- Immediate actions taken
- Who else has been informed or should be informed
- Whether a staff member or volunteer is involved in the allegation and any further action, e.g. suspension
- Where relevant, reasons why there is no referral to a statutory agency
- What support is required and has been offered to the child or vulnerable adult, the volunteer or member of staff involved.

The record should be clear and factual as it may be needed by child or adult protection agencies and may, in the future, be used as evidence in court. Records should be kept securely and shared only with those who need to know about the incident.

Throughout the process of any safeguarding cases, accurate records should be made and maintained.

Confidentiality

Some children or young people may seek to speak to School/Academy instructors, staff or volunteers in confidence about harm or abuse. Staff must understand that it is not possible to give young people absolute guarantees of confidentiality because they would be unable to take steps to protect them or others. It is particularly difficult if the coach or staff member has a good relationship with the young person and worries that this might be jeopardised by passing on information.

Personal information acquired in the course of being involved in Martial Arts with children and young people can be regarded as confidential. However, information that relates to potential or actual harm to children or young people must be passed on in line with the NGB/School/Academy information sharing guidance.

Every effort should also be made to ensure that confidentiality is maintained with information shared on a 'need to know basis' only. This includes but is not limited to the following people:

- the School/Academy Welfare Officer;
- the parents of the person who is alleged to have been abused (*only following advice from DSP and/or Children's Social Care*);
- Children's Social Care/police;
- NGB DSP and Chief Executive;
- the alleged abuser (and parents if the alleged abuser is a young person) *but only following advice from DSP and/or Children's Social Care*.

Information sharing and data protection

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, relevant and secure).

The seven golden rules of information sharing are:

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and

seek their agreement, unless it may put them or someone else at risk or inappropriate to do so.

3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Monitoring and Evaluation

The CMG will review all cases routinely and report to the Club/School/Academy/NGB Board, to see if changes need to be made to policies/ procedures or lessons can be learnt. All involved in a case will have an opportunity to provide feedback so procedures can be continually improved.

Section 3

Promoting Good Practice

The following sections provide in greater detail, information and guidance relating to best practice in the area of safeguarding. The principles mostly apply to children, young people and to vulnerable adults and are relevant across the four UK nations, whilst respecting differences in law and guidance. Detailed information should always be sought from each nation.

Equity

Clubs/Schools/Academies/NGBs are responsible for ensuring that no job applicant, employee, member or volunteer receives less favourable treatment, on the grounds of age, colour, disability, ethnic minority, parental or marital status, nationality, religious belief, social status or sexual preference.

The Clubs/Schools/Academies/NGB should ensure that there is open access for all those who wish to participate in the sport and that they are treated fairly.

The School/Academy/ NGB should promote inclusion and is required by law not to discriminate against its employees and recognises its legal obligations under the following acts:

The Human Rights Act 1998

- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975
- Dec 2003 Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion and Belief) Regulations 2003
- Equality Act 2010

Discrimination can be either direct or indirect. Direct discrimination relates to treating one person less favourably than another. Indirect discrimination occurs when a condition is applied equally to all, but has a detrimental effect to a particular group and cannot be justified.

Harassment is any form of unwanted or unwelcome behaviour which includes mildly unpleasant remarks, inappropriate conduct, or physical violence. It may be of a sexual or racial nature, or it can be directed towards people because of their age, sexuality, a disability or some other characteristics.

All people have the same rights to be safeguarded from abuse but it should be recognised that some children may face additional vulnerabilities and extra barriers to getting help. This could be because of their personal characteristics such as race, gender, age, religion, disability, sexual orientation, social background or culture. There should be awareness that these characteristics may mean that they are at greater risk of abuse because of prejudice, discrimination, reduced ability to resist or report abuse, communication barriers or myths based on stereotypes.

General code of good conduct

All personnel within Clubs/Schools/Academies should be encouraged to demonstrate exemplary behaviour in order to protect young people and to reduce the likelihood of allegations being made. Individuals should be required to comply with the relevant sections of the School/Academy/NGB Code of Ethics and Conduct. In addition, the following are examples of good practice and of how to create a positive culture when working in Martial Arts:

- Always putting the welfare of each young person first, before winning or achieving goals.
- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging an open environment with no secrets).
- Building balanced relationships based on mutual trust which empowers young people to share in the decision-making process.
- Making Martial Arts enjoyable and promoting fair play.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Treating all young people equally and with respect and dignity.
- Maintaining safe and appropriate boundaries (e.g. It is not appropriate for an adult to have an intimate relationship with a young person or vulnerable adult or to share a room with them).
- Keeping up to date with the technical skills, qualifications and insurance in sport.
- Ensuring that if boys and girls are taken away, they should always be accompanied by male and female staff.
- Ensuring that at competitions or residential events, adults should not enter children's rooms or invite children into their rooms unless in an emergency. If an adult is working in

a supervisory capacity, they should only enter children's rooms when accompanied by another adult.

- Being an excellent role model - this includes not smoking or drinking alcohol whilst supervising children and promoting a healthy diet.
- Recognising the developmental needs and capacity of children – avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to act in loco parentis, if the need arises to give permission for the administration of emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given, which is then reported to the parents at the first opportunity.

Weight-making

Many Martial Arts require competitors to make specific weights in order to compete. Any dietary advice given to children or their parents should only be given by a qualified sports dietician and should be given on the basis of what is in the child's best interests as a whole not just in terms of them making a given weight. Eating disorders and disordered eating and more common in sport than in the general population and this must be managed responsibly with regards to children. Careful consideration should be given to the process of weighing-in for children, particularly to ensure that they are appropriately clothed and supervised and are comfortable with the process.

Relationships of trust

“The inequality at the heart of a relationship of trust should be ended before any sexual relationship begins.” *Caring for Young people and vulnerable adults and the Vulnerable? Guidance for preventing abuse of trust (Home Office, 1999)*. This statement recognises that genuine relationships can occur between the different levels of participants in a group. However, appropriate boundaries should be upheld, especially when one person is aged under 18 or is considered to be a vulnerable adult. The power and influence that a member of staff, coach or volunteer has over someone attending a group or activity cannot be under-estimated. If there is an additional competitive aspect to the activity and one person is responsible for the other's success or failure to some extent, then the dependency will be increased. It is therefore vital for people to recognise the responsibility they must exercise in ensuring that they could not be considered to have abused their positions of trust.

Instructors should be careful to ensure that the appropriate boundaries remain in their working

relationships between themselves and all students, especially those aged under 18 years. Although children aged over 16 years can legally consent to sexual activity, this is inappropriate and a matter of serious poor practice for an adult to pursue a relationship with a young person or vulnerable adult with whom they are in a position of trust. In some cases, for example teachers, 'abuse of trust' is a criminal offence. Whilst the coach-athlete relationship exists, instructors should not enter into an intimate relationship with students aged under 18 years old, and should be aware that in some cases, such as if they have met through a coaching class, a relationship could be considered inappropriate or criminal by the statutory agencies.

Responsibilities of instructors

The following is a summary of recommended responsibilities of instructors. For those Schools working within an NGB please see NGB code of conduct. A suggested template for Instructors Code of Ethics and Conduct can be found in Appendix 7.

The role of the instructor within Martial Arts is a very important one. The instructor is a mentor, a teacher and a confidante and must therefore demonstrate exemplary behaviour at all times. The Code of Ethics and Conduct outlines suggested regulations and standards of behaviour in competence and integrity. The purpose is to advise all instructors on appropriate behaviour in their work and to define the principles instructors stand for.

The following sections set out the overriding principles that instructors are expected to adhere to, so as to ensure that taking part in Martial Arts is a positive experience for all. Instructors have duties and responsibilities to students and their guardians, the Martial art, other instructors, the place of work and the relevant national governing body.

Responsibilities to students and their guardians

To:

- ensure that activity is free from non-equitable behaviour
- pursue continuing education in their role and *expect and embrace change*
- create a safe, fun and productive environment
- base relationships (with young people) on openness, honesty, mutual trust and respect
- recognise and accept when to refer
- provide activities which suit both individual and group needs
- maintain confidentiality appropriately

- encourage students to be active learners
- be aware of the emotional, physical, intellectual and social development of their students.

Responsibilities to the sport of Martial Arts

To:

- be aware of the influence that instructors exert
- ensure that no action on their part could be seen as inappropriate
- encourage appropriate behaviour during both training and competitions.

Responsibilities to other instructors

To:

- develop the profession by sharing knowledge, understanding and ideas
- be honest and open in all dealings
- never attempt to solicit pupils of another coach
- avoid taking on a new student without checking with them and (where possible) their former instructor, that all debts are settled.

Responsibilities to the place of work

To:

- avoid misrepresenting qualifications, affiliations or professional status
- report any concerns regarding health and safety to the appropriate person.

Responsibilities to the School/Academy/National Governing Body

To:

- avoid any activities that could lead to a School/Academy/NGB being brought into disrepute
- promptly report any violations
- report any convictions
- project a favourable image of Martial Arts
- avoid the questioning of judges and officials other than through accepted procedures

- report violations of ethical standards through appropriate channels.

School/Academies/NGB's responsibilities towards instructors

To:

- appropriately acknowledge instructors for their contribution towards a student's progress and achievement
- act in a manner that upholds the good standing of the sport
- be open and honest and retain confidentiality
- encourage open and honest dialogue with instructors.

Instructor / Coaching Ratios

Instructors working with young people should not work in isolation. It is important to have the correct level of supervision from a health and safety point of view so that instructors reduce the risk of injury to students and ensure adequate cover remains in case of an emergency. Good practice means at least one other adult in addition to the instructor should be present at every session to supervise. The additional adults do not need to be qualified instructors as long as the ratio of instructors: students are met. Participants aged under 18 should not be included in staffing ratios even if they have coaching qualifications. Parents/carers should also not be included in supervision ratios unless they are acting in specific role and not solely in the role of carer.

The level of supervision should take account of the:

- ability and experience of the students
- age and any disabilities or special requirements of any of the young people
- activity being undertaken
- geography of the facilities being used (i.e. restricted access to the School or facility)
- 'risk assessment' of the activity and facility.

When working with groups of children under 8 years of age government guidance states clearly that there should be one supervising adult for every 6 children (Care Standards Act 2000).

When working with young people aged over 8 years old the ideal coaching ratio is one instructor for every 8-12 students. If there is an accident or an incident which may mean a member of staff has to leave, you should ensure that there are enough people remaining to

supervise the group.

It is essential that all instructors are suitably qualified according to, where applicable, NGB standards. Young people can become involved in coaching but they should be assisting qualified instructors and not delivering sessions until they are appropriately qualified. People under the age of 18 years cannot be included in coaching ratios and should not be left in charge of other children unsupervised.

Good practice for parents

Parents should be encouraged to accompany their children to activities, but they should **not** be included in supervision calculations unless they are present in an official volunteering role.

NGB Codes of Ethics/Conduct should give everyone a guide to what is expected of parents if they are part of a Martial Arts Club/School/Academy, or are spectators at their child's events. The following things should be considered:

1. Encourage your child to undertake Martial Arts in a safe and healthy environment.
2. Encourage good sportsmanship by demonstrating positive support for all students, instructors, and officials.
3. Emphasise that doing your best is more important than winning.
4. Do your best to make marital Arts a positive experience and remember that the child participates in Martial Arts for his/her own enjoyment.
5. Advise your child to treat other students, instructors, and officials with respect.
6. Inform your child's instructor of any physical disability that may affect the safety of the child or the safety of others.
7. Place the emotional and physical well being of your child ahead of your personal desire to win.

Changing room practice

Where practical, young children should be supervised at all times in the changing rooms by their parents or carers rather than by instructors or other members of staff. Young people and older children may be comfortable changing without supervision, depending on their age and confidence.

Adult staff should not change or shower at the same time using the same facility as students. Staff of the opposite gender should not be present whilst students are showering or changing.

For mixed gender students, separate facilities should be made available. If a young person is uncomfortable changing or showering in public, no pressure should be placed on them to do so and they should be encouraged to do this at home. If the School has children with disabilities or children who require assistance in changing, it is advised that a family changing room is offered.

All students and staff should be aware that no photographic equipment (including cameras, video cameras, mobile phones) should be used in the changing room environment.

Late collection

Late collections can present Clubs/Schools/Academies and instructors with a difficult situation. Every Club/School/Academy is advised to develop and publicise their own policy on the late collection of children. Clubs/Schools/Academies and/or instructors should make it clear that it is not their responsibility to transport children home on behalf of parents who have been delayed. Clubs/Schools/Academies should have parental contact details and request details of an alternative contact, as well as providing a contact number for parents to use during an activity to inform Clubs/Schools/Academies of emergencies and possible late collections.

Clubs/Schools/academies should provide a timetable of activities at the beginning of the Martial Arts School/Academy year and notify parents/carers of any changes to this timetable in writing as soon as possible.

All staff/volunteers in a School/Academy should be informed they should:

- attempt to contact the parent in the event of late collection;
- check the School contact for the alternative number;
- attempt to get in touch with the alternative contact;
- wait with the young person or vulnerable adult at the School or other facility with other staff/volunteers or parents if possible;
- remind parents of the policy relating to late collection.

Staff/volunteers should not:

- take the young person home or to any other location;
- ask the young person to wait in a vehicle or School/Academy facility with you alone;
- send the young person home with another person without parental permission;
- leave the young person on their own.

Any decision should not be left to one School/Academy official; at least two should be involved in deciding the best course of action

Photography and video guidance

All Clubs/Schools/Academies must be committed to providing a safe environment for children to participate in Martial Arts. Essential to this commitment is to ensure that all necessary steps are taken to prevent inappropriate images being taken or innocent images being adapted for inappropriate use.

Please note the term 'images' refers to photographs and videos captured by any device. If all Clubs/Schools/Academies, instructors and individuals are aware of the potential risks, and take appropriate steps, the potential for misuse of images can be reduced. The key principles are:

- The interests and welfare of children taking part in Martial Arts are paramount;
- Parents/guardians and children have a right to decide if their images are to be taken, and how those images may be used;
- Parents/guardians and children should consent for images to be taken and used;
- Images should convey the best principles and aspects of Martial Arts, such as fairness and fun;
- Care should be taken to ensure that images are appropriate and not open to obvious misinterpretation or misuse;
- Excessive personal information accompanying images could place a child at risk.
- Images should never be taken in changing rooms;
- Images should only be taken by authorised persons, as agreed in the protocol for a particular event;
- Unsupervised access to children or one to one photo sessions should not be approved.
- All images of children should be securely stored;
- In the case of images used on websites, particular care must be taken to ensure that no identifying details facilitate contact with a child by a potential abuser.

By adopting the points highlighted in these guidelines, you will be putting into place the best possible practice to protect children wherever and whenever images are taken and stored.

These guidelines focus on the following key areas:

- The use of photographic and recording equipment at Martial Arts events;

- The publishing of images of young people and vulnerable adults;
- The use of video equipment as a coaching aid.

Taking images at Martial Arts events

This policy does not seek to prevent family, friends or other spectators being able to take images at Martial art events for legitimate reasons; there is evidence that certain individuals will visit events to take inappropriate images of children. Anyone involved in any Martial art activity should inform children and parents that a photographer will be in attendance at an session/event and ensure they consent to both the taking and publication of films or photographs which feature and clearly identify individuals (e.g. close ups, small group and team photos). Any concerns should be reported to the organisers and/or with the person responsible for safeguarding at the event.

At all Martial Arts sessions/events the following should take place:

- Display signs informing people how to register and informing them they must adhere to guidelines;
- Have the photography guidelines available for viewing;
- Obtain consent for images to be taken from young people and parents/guardians;
- Inform participants and their parents/guardians that a photographer will be in attendance at an event and ensure they consent to both the taking and publication of films or photographs;
- Ensure that a system is introduced to ensure that press photographers are made aware of those children without consent for images to be taken;
- Provide a clear brief about what is considered appropriate in terms of content and behaviour;
- Do not allow unsupervised access to students or one to one photo sessions at events;
- Do not approve/allow photo sessions outside the events or at a students home.

Clubs/Schools/Academies can make use of a registration scheme for professional, amateur, student or video operators wishing to take images of children at a session or event. The following suggested wording is for displaying on signs at Martial Arts sessions/events:

In line with the recommendations in the [NGB/School/Academy policy], [Name] requests that anyone wishing to engage in any video, zoom or close range photography should register their details before carrying out any such photography.

If parents have any particular concerns about their child being photographed or filmed they should notify the session/event organiser.

[NGB/School/Academy] reserves the right to decline entry to any person unable to meet or abide by the conditions. If you are concerned about any photography taking place at this event, please inform an official.

Publishing Images guidance:

- Ensure that when obtaining permission from the child and their parents/guardians to record images, they are aware of how the images may be used;
- **NEVER** publish personal details (email address, telephone number, address etc) of a child with their photograph;
- Only use images of participants in suitable Martial Arts clothing;
- Try to focus on the activity rather than a particular child and where possible use images that represent all those involved in Martial Arts. This might include:
 - Boys and girls
 - Ethnic minority communities
 - People with disabilities
- Ensure that images reflect positive aspects of children's involvement in Martial Arts (enjoyment/competition etc);
- If the young people/their parents request an image is removed from a website or not used in any future publications, this request must be respected.

Videoing as a Coaching Aid

Video can be a legitimate coaching aid, however if it is to be used, make sure that children and their parents/guardians have given written consent, and understand the purpose of the video. Permission should be requested from the opposition prior to filming. Make sure that the footage is then stored safely. This could be integrated into the consent section on the registration form.

Use of Photographic and Recorded Images When Teams are Abroad

When age group teams play in other countries, there may not be restrictions on photography/filming. Many countries allow widespread use of cameras / video equipment at events. Parents should be made aware of this possibility and decide whether they are content for their child to partake in these circumstances

Appropriately qualified and vetted

It is essential that all people working or volunteering with children are appropriately qualified and vetted. Clubs/Schools/Academies should follow a clear and safe recruitment process to include procedures such as checking documents to confirm the person's identity, obtaining references and conducting a face to face interview if possible. For all roles which are eligible, an enhanced DBS disclosure should be completed. Staff and volunteers must not commence their role until all relevant safeguarding checks are complete.

Please refer to the *Safe recruitment of staff and volunteers* guidance and flow chart below.

Managing Challenging Behaviour

Staff/volunteers who deliver Martial Arts activities to children may, on occasions, be required to deal with a child's challenging behaviour. These guidelines aim to promote good practice and to encourage a proactive response to supporting children to manage their own behaviour. They suggest some strategies and sanctions which can be used and also identify unacceptable sanctions or interventions which must *never* be used by staff or volunteers.

These guidelines are based on the following principles:

- The welfare of the child is the paramount consideration.
- All those involved in activities (including children, instructors/volunteers and parents/carers) should be provided with clear guidelines about required standards of conduct, and the School/Academy/NGB process for responding to behaviour that is deemed unacceptable.
- Children must never be subject to any treatment that is harmful, abusive, humiliating or degrading.
- Some children exhibit challenging behaviour as a result of specific circumstances, e.g. a medical or psychological condition, and instructors may therefore require specific or additional guidance. These and any other specific needs the child may have should be discussed with parents/carers and the child in planning for the activity, to ensure that an appropriate approach is agreed and, where necessary, additional support provided e.g. from external agencies, Children's Social Care services.
- Martial Arts can make a significant contribution to improving the life experience and outcomes for all children and young people. Every child should be supported to participate and, only in exceptional circumstances where the safety of a child or of other

children cannot be maintained, should a child be excluded from School/Academy activities.

Planning Activities

Good instruction practice requires planning sessions around the group as a whole but also involves taking into consideration the needs of each individual participant within that group. As part of session planning, instructors should consider whether any members of the group have presented in the past or are likely to present any difficulties in relation to the tasks involved, the other participants or the environment.

Where staff/volunteers identify potential risks, strategies to manage those risks should be agreed in advance of the session, event or activity. The planning should also identify the appropriate number of adults required to safely manage and support the session including being able to adequately respond to any challenging behaviour and to safeguard other members of the group and the staff/ volunteers involved.

When children are identified as having additional needs or behaviours that are likely to require additional supervision, specialist expertise or support, this should be discussed with parents/carers and where appropriate young people. Martial Arts Clubs/Schools/Academies should seek to work in partnership with parents/carers, and where necessary external agencies, to ensure that a child or young person can be supported to participate safely.

Responding to Challenging Behaviour

In responding to challenging behaviour the response should always be proportionate to the actions, be imposed as soon as is practicable and be fully explained to the child and their parents/carers. In dealing with children who display negative or challenging behaviours, staff and volunteers might consider the following options:

- Time out - from the activity, group or individual work.
- Reparation - the act or process of making amends.
- Restitution - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- De-escalation of the situation - talking through with the child.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.

- Sanctions or consequences e.g. missing an outing.
- Seeking additional/specialist support through working in partnership with other agencies to ensure a child's needs are met appropriately e.g. referral for support to Children's Social Care, discussion with the child's key worker if they have one, speaking to the child's School about management strategies (all require parental consent unless the child is felt to be 'at risk' or 'in need of protection').
- Temporary or permanent exclusion

The following should never be permitted as a means of managing a child's behaviour:

- Physical punishment or the threat of such.
- Refusal to speak to or interact with the child.
- Being deprived of food, water, access to changing facilities or toilets or other essential facilities.
- Verbal intimidation, ridicule or humiliation.

Staff and volunteers should review the needs of any child for whom sanctions are frequently necessary. This review should involve the child, parents/carers and in some cases others involved in supporting or providing services for the child and his/her family, to ensure an informed decision is made about the child's future or continued participation. As a last resort, if a child continues to present a high level of risk or danger to him or herself, or others, he or she may have to be suspended or barred from the group or School activities.

Physical Intervention

The use of physical intervention should always be avoided unless it is absolutely necessary to prevent a child injuring themselves or others, or causing serious damage to property. All forms of physical intervention should form part of a broader approach to the management of challenging behaviour.

Physical contact to prevent something happening should always be the result of conscious decision-making and not a reaction. Before physically intervening, the member of staff or volunteer should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?' It is good practice to ensure that if you have to physically intervene in a situation with a child/young person, it is in the least restrictive way necessary to prevent them from getting hurt, and used only after all other strategies have been exhausted.. Studies have shown that, where this is the case, children and young people understand and accept the reasons for the intervention.

The following must always be considered:

- Contact should be avoided with buttocks, genitals and breasts. Staff/volunteers should never behave in a way which could be interpreted as sexual.
- Any form of physical intervention should achieve an outcome that is in the best interests of the child whose behaviour is of immediate concern.
- Staff/ volunteers should consider the circumstances, the risks associated with employing physical intervention compared with the risks of not employing physical intervention.
- All forms of physical intervention should be proportionate to the behaviour of the young person and the nature of harm/damage they might cause –i.e. the minimum force needed to avert injury to a person or serious damage to property - applied for the shortest period of time.
- Staff/volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or staff/volunteers.
- Staff/volunteers shall never use physical intervention as a form of punishment.
- Physical intervention should not involve inflicting pain.
- Where children are identified as having additional needs or behaviours that are likely to require physical intervention this should be discussed with parents/carers and where necessary the School will seek advice from or to work in partnership with external agencies (e.g. Children’s Social Care) to ensure that a child or young person can be supported to participate safely. This may include asking for the provision of a suitably trained support worker/volunteer or accessing staff/volunteer training in physical intervention.

Any physical intervention used should be recorded as soon as possible after the incident by the staff/volunteers involved using an Incident Report Form and passed to the SWO / DLO as soon as possible.

Views of the child

It is clear from the accounts of children and young people that physical intervention provokes strong feelings. Children may be left physically or emotionally hurt. Even a child who hasn’t directly been involved in the situation may be fearful that it will happen to them in future or have been upset by seeing what has happened to others.

A timely debrief for staff/volunteers, the child and parents should always take place following an incident where physical intervention has been used. This should include ensuring that the

physical and emotional well-being of those involved has been addressed and ongoing support offered where necessary. Staff/volunteers, children and parents should be given an opportunity to talk about what happened in a calm and safe environment.

There should also be a discussion with the child and parents about the child's needs and continued safe participation in the group or activity. It is important that staff and volunteers are made aware of and understand the School's/academies guidance about managing challenging behaviour to ensure that they are aware of ways in which they may need to intervene and are clear about the practice guidance in this area.

Discipline and Sanctions

When discipline is used it should be with the clear intention of teaching or reinforcing appropriate behaviour. It must not be used impulsively, to gain power, or to embarrass or humiliate a young person.

Discipline should be used only to:

- develop a sense of responsibility for behaviour
- develop respect for others and their property
- reinforce the rules or values of Martial Arts
- reinforce positive behaviour or attitudes
- reinforce awareness of health and safety aspects of the activity.

The use of sanctions is an important element in the maintenance of discipline. The age and developmental stage of the child should be taken into consideration when using sanctions. Sanctions should be fair and consistent and in the case of persistent offence, should be progressively applied. They should never be used to retaliate or to make an instructor feel better. The following steps are suggested and should always be used in conjunction with the Code of Ethics and Conduct:

- rules should be stated clearly and agreed
- a warning should be given if a rule is broken
- a sanction (for example, removal from the activity for a short time) should be applied if a rule is broken for a second time.
- if a rule is broken for the third time the child should be spoken to, and if necessary, the parents/guardians may be involved

- sanctions should not be applied if an instructor is not comfortable with them. If an appropriate action cannot be devised right away, the child should be told that the matter will be dealt with later, at a specified time and as soon as possible
- a child should not be sanctioned for making mistakes
- physical activity (e.g. doing push-ups/ sit-ups) should not be used as a sanction. To do so only causes a child to resent physical activity, something that s/he should learn to enjoy throughout life
- sanctions should be used sparingly. Constant sanctioning and criticism can cause a child to turn away from Martial Arts
- once sanctions have been imposed, it is important to make the young person feel s/he is a valued member of the group again
- where relevant, some sanctions may need to be recorded and parents informed.

Physical Contact

It is important that instructors understand these guidelines firstly to protect children from harm and secondly to protect their own position and the overall reputation of Martial Arts. If physical contact is required, the instructor should explain the nature and reason for the contact and unless the situation is an emergency, ask the child's permission. Contact should never involve touching any part of the body that could be considered sexual or could cause embarrassment or distress. Where possible, techniques should be demonstrated with another member of coaching staff.

Physical contact should be intended to meet the child's needs and not the instructors. This could include:

- demonstrating technique/developing skill
- to treat an injury;
- to try to prevent injury, accident or violence from occurring.

Physical punishment

It is unlawful for those working with children to administer any form of physical punishment (e.g. slapping, hitting). However, on some occasions it may be necessary to physically intervene to prevent a child from:

- harming themselves;
- harming another;

- putting themselves or others at risk;
- damaging property.

Responding to distress and success

Physical contact may occur in response to distress or success. There is no intention to prevent an adult from giving comfort to an upset child or celebrating a success, but contact should be initiated by the child and for their benefit, not the adults. A young person or instructor may also want to mark a success or achievement with a hug or other gesture. Adults should use their discretion in such cases to ensure that (and what is seen by others present) is normal and natural does not become unnecessary and unjustified contact, particularly with the same young person over a period of time. It should also be considered that what an adult may feel appropriate may not be shared by a young person.

Physical contact for medical treatment

There is no intention to prevent medical treatment which is carried out by appropriately trained or qualified practitioners. Guidelines on this include:

- Consent is obtained from parents so that staff may act in emergency situations to administer/obtain medical treatment;
- It is recommended that all treatment procedures are explained to the child and **verbal consent** is gained before they are carried out.
- It is not recommended that a child is on his/her own in a treatment room with the door closed. It is strongly recommended that all treatment procedures should be 'open' i.e. the door remains open, parents are invited to observe treatment procedures. Where strict medical confidentiality is to be observed then the parents of the child should be informed of the procedures involved;
- It is important to maintain medical confidentiality and patient dignity at all times.

In the case of a young person with a disability, specific support or assistance may be required. For those who require assistance with intimate personal care (e.g. toileting, feeding or changing) arrangements should be agreed in partnership with the child and parents, before the activity commences, to ensure that these tasks are undertaken by the child's parents or carers, rather than by Martial Arts officials without the necessary training or experience.

E-communication and Social Media

Emails

Emails can provide an excellent opportunity to quickly disseminate information to a group of people. However there are some risks and Clubs/Schools/Academies should be aware of good practice which includes:

- Language should be appropriate and professional;
- Emails should come from the same person, i.e. programme manager or head instructor;
- Emails should be about legitimate Martial art information and avoid over-familiarity ;
- Ideally emails should be sent to groups rather than individual children. If communication needs to be sent to an individual child, another adult such as their parent should be copied into the message;
- For group emails, consideration should be made as to if it is appropriate to allow others access to all the recipient's email addresses by using the 'to' field or if the 'blind carbon copy' (bcc) function should be used;
- People should be given the option to opt out of receiving further emails;
- For under 16's, parental consent must be gained before collecting email addresses and parents should also be copied into the email. Parents should be able to include their own email address instead of their child's;
- For young people aged 16-18, their permission should be gained to email them and parents should be made aware that the School will be emailing their child and the reasons for this;
- If Martial Arts receives any emails of concern from a young person, the child protection policy should be followed;
- If a Martial Arts official leaves their position, they should ensure they delete any Martial Arts email addresses from their computer;
- Email addresses should not be passed on or used for other purposes without permission.

Text messaging

The use of text messaging increases the vulnerability of both the young person and (typically) the instructor. However it is one of the most direct forms of communication with young people so Schools may decide to use text messaging.

Good practice on how to reduce the risks include:

- It should be a Schools decision to use text messaging, rather than a decision taken in isolation by one person;
- The content should relate solely to School/Academy activity and should reflect the professional relationship between instructor and pupil;
- Text messages should be sent at appropriate times of the day (i.e. not overnight) and avoid language that is overly familiar or could be misinterpreted;
- Martial Arts officials with access to the young people's personal contact details should be kept to a practical minimum;
- Martial Arts officials should not allow anyone to use their phone to text a young person and they should not pass on young people's mobile phones numbers to other people ;
- Consent must be obtained from young people prior to sending them text messages. For under 16's, parental consent must also be obtained and parents should be given the option of also being sent the text message;
- For young people aged 16-18, their permission should be obtained before texting them and their parent's made aware;
- Martial Arts should ensure that people know how to sensitively deal with concerns if they receive messages from a young person that could be considered inappropriate or concerning;
- Young people should be given the opportunity to request not to receive further messages.

Websites/social networking

The internet provides an excellent opportunity to reach a wide audience at little cost. Martial Art Clubs/Schools/Academies use the internet to publicise themselves and keep in contact with those interested in its activities. However, Clubs/Schools/Academies must be mindful in how they present themselves online and the risks the internet can pose to young people if not used appropriately.

Good practice guidelines include:

- The website/profile should present a professional image, ensuring all language and content is appropriate;

- The School/Academy will plan how they will manage their website/social networking profile. There should be more than one person with 'moderator' responsibilities so content can be edited/removed quickly if necessary;
- The website/profile should be regularly monitored and links reviewed regularly to ensure they are appropriate and working;
- Procedures and contact details for reporting any problems/concerns should be easy to locate;
- Contact details for the Martial Arts safeguarding lead is available and links established to agencies that can provide help such as Childline;
- If Martial Arts decides to publish team/player profiles of under 18's, their and their parent's permission should be sought first;
- Permission to publish photos/videos of young people should be gained from them and their parents and follow photography guidelines in the Child Protection Policy;
- The School / Academy will avoid publishing excessive personal information of under 18's i.e. never include email address, home address, School attended etc;
- If there is a minimum age on the social networking site, Martial Arts will not target young people under this age to use it;
- Parents should be encouraged to view the website/profile as well as young people;
- If School/Academy becomes aware of problems such as cyber bullying or a young person placing themselves at risk with the information they share on the internet, they will follow the set procedures for concerns or contact seek advice;
- Martial Arts officials, particularly instructors, should think carefully about their personal online profiles and should not be linking them to young people's pages. Any bullying and/or abuse online will be dealt with in the same manner as offline bullying and/or abuse.

Whistle Blowing Policy

All information received and discussed will be treated in confidence and only shared with those individuals within the Martial Arts School/Academy who will be able to manage and resolve the situation. On occasion it may be necessary to seek advice, or inform the statutory agencies.

Instructors, officials, students or parents may suspect that a young person's safety and welfare are under threat, but they may not express their concerns due to fear of harassment or victimisation. In these circumstances it may be easier for them to ignore the concern, or hope someone else speaks out rather than report what may be a suspicion of poor practice.

We are committed to the highest possible standards of openness, honesty and accountability. In line with that commitment, individuals must, if they have serious concerns about any aspect of a young person's safety and welfare, to come forward and voice those concerns.

Purpose

- To encourage individuals to feel confident and supported in raising concerns about the welfare of young people involved in Martial.
- To provide a method of raising concerns directly to the SWO/DSL and to receive feedback on any action taken.
- To ensure that individuals receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied.
- To reassure individuals that they will be protected from reprisals or victimisation for whistle blowing in good faith.

Principles

This policy makes it clear that individuals **can** raise a matter of concern without fear of victimisation, subsequent discrimination or disadvantage. The policy is intended to encourage and enable individuals to raise serious concerns **within** Martial Arts Schools rather than overlooking a problem or having to look outside the activity.

Clubs/Schools/Academies must not tolerate any form of harassment or victimisation and will take appropriate action to protect individuals when they raise a concern in good faith.

Confidentiality

Schools must do their best to protect the identity of the whistle blower when they raise a concern and do not want their name to be disclosed. It must be appreciated that depending the identity of the whistle blower may be apparent or a statement by the whistle blower may be essential as part of the evidence. Any concerns about this should be discussed when the concerns are raised.

Anonymous Allegations

This policy encourages the whistle blower to put their name to their allegation, even if they do not wish this to be disclosed to other parties. It may not be possible to seek further information or provide updates if the allegations are anonymous.

Unfounded allegations

If an individual makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against them. However, if it is established that they have made malicious or frivolous allegations, or for personal gain, disciplinary action may be taken against them.

How to raise a concern

Individuals should raise the concern in the first instance with the Martial Arts SWO (for the School/Academy). The individual should set out the background and history of the concern, giving names, dates and places where possible and the reason why they are particularly concerned about the situation. The earlier the individual expresses the concern, the easier it is for someone to take action.

Although the whistle blower is not expected to prove the truth of an allegation, they will need to be able to explain clearly why they are concerned in order for the SWO to determine whether that there are sufficient grounds for taking further action.

How Martial art Schools should respond

The action taken by Clubs/Schools/Academies or NGBs will depend on the nature of the concern. This could include informing the statutory agencies, referral to the NGB or statutory agency, such as Children Services/Police.

The amount of contact between the people considering the issues and the whistle blower will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. If necessary, further information will be sought from the whistle blower as part of the investigation process.

If any meeting is arranged, the whistle blower has the right, if they so wish, to be accompanied by a friend or a person of their choice who is not involved in the matter to which the concern relates.

The whistle blower needs to be assured that the matter has been properly addressed. Subject to constraints, they will receive information about the outcomes of any investigations, and the action that is to be taken against those whose actions caused them concern. Also, if appropriate, what policy changes are to be made to minimise the possibility of a similar concern being raised in the future.

How the matter can be taken further

This policy is intended to provide individuals with a way in which they can raise concerns about the safety and welfare of any young person involved in any Martial Arts activity. Individuals must be satisfied that any safeguarding issue raised has been considered appropriately. If they are not satisfied and if they feel it is right to take the matter outside of Martial Arts they should contact:

- The Child Protection in Sport Unit (CPSU);
- Their local Children's Social Care;
- Their local Police Child Protection Team.

Bullying

A common area of abuse or harm that you may become aware of in your role, is that of bullying.

Every child has the right to participate in Martial Arts free from the fear of bullying. Bullying may be seen as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

Bullying has the potential to cause permanent harm (physical, emotional or psychological), and Schools should take steps to prevent bullying behaviour wherever possible and respond to incidents when they occur. A preventative approach means that sport is playing its part to create an environment and society in which people treat each other with respect.

Bullying can take the form of:

- **verbal:** name calling, teasing, threatening, spreading rumours, sarcasm, racist taunts, homophobic bullying, graffiti and gestures;
- **physical:** hitting, kicking, punching, spitting, stealing/breaking belongings.
- **emotional:** ignoring, hurtful emails/text messages, excluding from activities, tormenting, ridiculing, humiliating.

Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability or belonging to a different race, faith or culture.

Bullies come from all walks of life; they bully for a variety of different reasons and may even

have been bullied or abused themselves. Typically, bullies can have low self-esteem, be excitable, aggressive or jealous. Crucially, they have learned how to gain power over others.

Identifying bullying

The competitive nature of Martial Arts can make it an ideal environment for the bully. The bully in Martial Arts can be:

- a parent who pushes too hard;
- an instructor who adopts a 'win-at-all costs' philosophy;
- a student who intimidates;
- an official who places unfair pressure on a person;
- a spectator who shouts abuse.

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, young people and vulnerable adults, to the extent that it affects their health and development or, at the extreme, causes them significant harm including self-harm or in extreme cases, suicide.

There are a number of signs that may indicate a person is being bullied:

- sudden reluctance to go to activities such as training or games that they used to enjoy or a drop off in performance/attendance;
- regularly feeling ill before training or games
- physical signs such as stomach-aches, headaches, difficulty in sleeping, bedwetting, scratching and bruising, coming home with damaged equipment or clothes
- behavioural changes such as becoming withdrawn, anxious, clingy, depressed, tearful, aggressive, unreasonable;
- start bullying others; a shortage of money or frequent loss of possessions;
- In more extreme cases, they might stop eating, start stammering, cry themselves to sleep, have nightmares, run away or threaten/attempt suicide.

These signs may indicate other problems or be a reaction to other events in a child or young person's life but the possibility of bullying should be considered.

Homophobic bullying

Lesbian, gay and bisexual (LGB) people may face homophobic bullying. Homophobia is often

driven by a lack of understanding which only serves to strengthen stereotypes and can lead to actions that cause LGB people to feel excluded, isolated or undervalued.

Adults bullying children or young people

Serious cases for example if the bullying included physical abuse or racist name calling, may be considered abuse and so may be referred to the Police or Children's Social Care.

The adult should receive clear guidance on how their behaviour needs to be modified and monitored to ensure this is achieved.

Support for the Victim and the bully

The bully will need support to help them realise why their behaviour is wrong and assistance to change their behaviour. Martial Art Clubs/Schools/Academies should involve the bully's parents and the young person's School (if appropriate) in ensuring their behaviour is improving and any problems which may have caused them to bully are being addressed.

The victim's parents should be involved and they should be supported to ensure they feel able to remain in the programme.

Action to Help the Victim and Prevent Bullying

- take all signs of bullying very seriously;
- encourage all children to speak and share their concerns. Help the victim to speak out and tell the person in charge/someone in authority. Create an open environment;
- investigate all allegations and take action to ensure the victim is safe. Speak with the victim and the bully(ies) separately;
- reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else (if a young person, you should inform the bully(ies) parents);
- keep records of what is said (what happened, by whom, when);
- report any concerns to the SWO (for School/Academy).

Action Towards the Bully(ies):

- talk with the bully(ies), explain the situation, and try to get the bully(ies) to understand the consequences of their behaviour. Seek an apology to the victim(s);
- if the bully is a young person, inform the bully(ies) parents;
- insist on the return of borrowed items and that the bully(ies) compensate the victim;

- impose sanctions as necessary;
 - encourage and support the bully(ies) to change behaviour;
 - hold meetings with the families to report on progress;
 - inform all members of action taken;
 - keep a written record of action taken.

Useful websites:

www.beatbullying.org

Safe recruitment of staff and volunteers

All reasonable steps must be taken to ensure unsuitable people are prevented from working with young people in Martial Arts. Whilst there may be some reservations that volunteers could be put off by having to go through a recruitment process, it is important to ensure reasonable steps have been taken to identify unsuitable individuals. The guide below offers advice on the elements that an ideal safe recruitment practise would follow.

The following steps should be carried out:

- Planning
- Advertising
- Application Form and Self Disclosure
- Interview
- References
- DBS disclosure where appropriate
- Induction
- Monitoring and Appraisal

Planning

Pre-application information should be written before the role is advertised and should contain:

- a job description, including roles and responsibilities;
- a person specification (e.g. stating qualifications or experience required);
- a self-disclosure form (for applicants to declare prior convictions or other potentially relevant information).

Advertising

Advertising should reflect the:

- aims of the particular programme involved;
- key responsibilities of the role;
- level of experience or qualifications required (e.g. experience of working with young people, relevant NGB qualification standard);
- the School's/academies open and positive stance on child protection and equal opportunities;
- need for a satisfactory reference/background checks (e.g. enhanced DBS disclosure).

Applications

All applicants who will work with young people, whether for paid or voluntary, should complete a self-declaration form. If the role meets the eligibility criteria for 'regulated activity', then the form should ask if they are barred from working (including volunteering) with children.

Interview, references and disclosure

An interview should take place for positions involving working with young people. This also provides an ideal opportunity to view certificates to confirm qualifications held.

Once a successful candidate is chosen, they should be asked to complete a self-disclosure form and offered the role subject to satisfactory references and vetting checks. A minimum of two references should be requested; ideally at least one should be associated with former work with young people.

If the role is in 'regulated activity' then an enhanced DBS disclosure with barring check must be completed. See Disclosure and Barring Service Guidance on **Appendix 10**.

The same emphasis should be placed on ensuring that volunteers are vetted as for paid employees.

Induction

All staff and volunteers should undergo an induction which should include:

- Information about the safeguarding policy and procedures;

- That their qualifications are substantiated (if not already completed);
- That they complete a profile to identify training needs/aspirations;
- That they are reminded that they have agreed to abide by the NGB/School/Academy policies and procedures and they may face disciplinary action if they are broken;
- The expectations, roles and responsibilities of the job are clarified
- Mentoring where appropriate.

Checks are only part of the process to protect young people from possible abuse. Appropriate training will enable individuals to recognise their responsibilities with regard to their own good practice and the reporting of suspected poor practice/concerns of possible abuse.

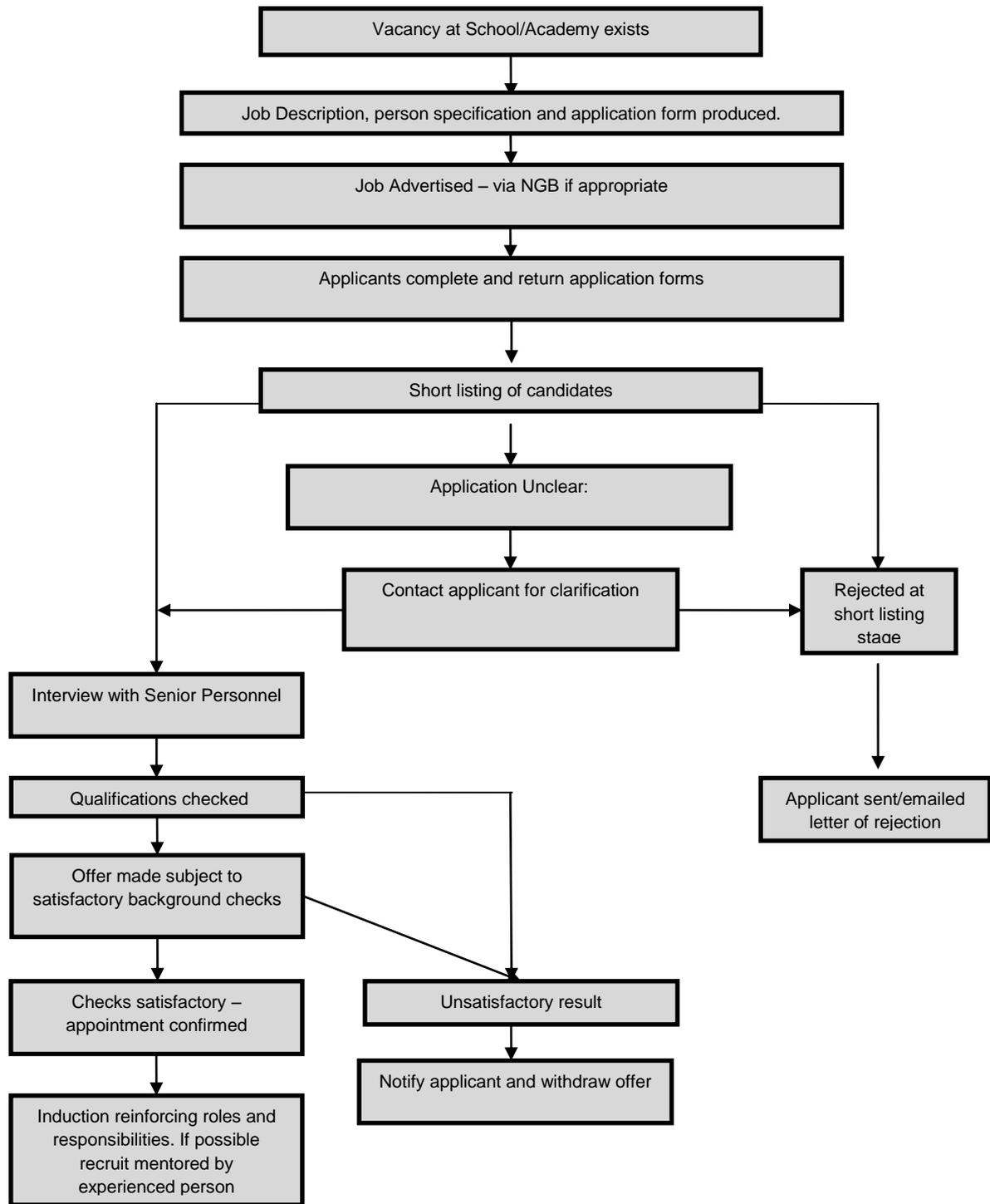
International Instructors

There can be different cultural practices and behaviours around coaching in different countries. It is imperative that International instructors are given a full induction into the behaviour and conduct expected of instructors in the UK. They should also sign an Instructors Code of Ethics and Conduct.

Monitoring and appraisal

At regular intervals (or following a particular programme), employees/volunteers working with young people should be given the opportunity to receive feedback or an appraisal to identify training needs and set new goals.

Sample recruitment flowchart:



Please see Appendix 10 for further guidance.

Away Trips and Hosting

The nature of Martial art activities may mean overnight trips including travel abroad for training camps and competitions. NGBs/Clubs/Schools/Academies may also host tournaments and competitions in Great Britain that will involve children from overseas.

Trips may vary from short journeys across county or they may involve more complicated arrangements often including overnight stays.

When taking a team away from the School to compete, consideration and planning needs to be paramount to ensure the duty of care for children and young people is fulfilled.

Children under 10 years old will not be considered for overnight trips unless accompanied by a parent. An assessment will be made between the responsible staff for the trip, parents/Carers and the young person regarding their individual care needs and any individual support that the child may require.

Considerations that need to be taken into account when planning and taking a team to an away fixture include:

- Staff appointments Instructors, Team Manager and identified Welfare Officer
- Adhere to the Coach/Player ratios
- Ensure that the group agree to act within the relevant Martial Arts codes of conduct
- Ensure that all staff that have responsibility for children and young people have been recruited and undertaken the appropriate risk assessments and safety checks.
- Ensure that risk assessments are completed correctly
- Ensure that as part of the risk assessment an emergency 'School home contact' has been identified i.e. a School member who is not travelling away, who can act as the emergency point of contact if required.
- Staff and children will sleep in separate rooms. Adults will not share rooms with children.
- Children will sleep in single sex rooms

Communicating with Parents/Carers

The following information needs to be clarified and communicated to Parents/Carers when travelling to away fixtures:

- Competition details

- The destination and venue details
- Time of departure
- Time of return
- Name of the Team Manager/Instructor who is responsible for the team
- Contact details for the Team Manager/Instructors and Home Emergency contact
- Contact details and any medical information for the member of the team
- Ensure that 'Loco Parentis' forms are completed by the Parent/Carer and that the Team Manager/Coach is in receipt of this
- Pick up point
- Method of transport
- Kit requirements
- Any costs that may be incurred i.e. cost of transport, competition fee and money for refreshments

Supervision

- All staff, paid or volunteers going on overnight trips will meet the eligibility criteria for criminal record checks and these must be completed before the trip.
- All staff within the team should be familiar with the Safeguarding Policy and have signed up to the Codes of Conduct, procedures and will have attended Safeguarding and Protecting Children training
- For single sex groups, there must be at least one same gender member of staff
- Any child not accompanied by a Parent/Carer must have a same sex member of staff available.
- All staff must adhere to the Codes of Conduct and sign up to these prior to the trip. In doing so, it is important to remember that whilst an adult is responsible for a child/children there will be a 'No Alcohol Consumption' rule.

Roles and Responsibilities

All members of staff need to have a clear knowledge and understanding of their role and responsibility for the team.

- A clear definition in regards to the role of instructing / teaching staff – responsible for safe training and competition elements, and Team Manager (and any other staff) - taking responsibility for any other necessary support
- There needs to be a register so that head counts can be taken at any point.

- All staff must go through an introduction programme ensuring they understand:
 - The NGB / School/ Academy policy and procedures
 - Codes of ethics and conduct
- All staff are in receipt of a full itinerary, which includes; travel arrangements, medical information and emergency contact details.

Parents and carers who do not have a designated supervising role on a trip should not be counted in supervision ratios and should not assume or be given responsibility for other children. Parents/Carers will be required to adhere and agree to the Parents/Carers Codes of Conduct.

Please see Appendix 3 for Away trips Checklist

Section 4

Appendices and Templates

Appendix 1

Legislation – summary

There is a considerable body of legislation, government guidance and standards to help us protect children. Listed below is just some of the legislation which applies in England, Wales, Scotland and Northern Ireland.

The United Nations Convention on the Rights of the Child (1989)

This is an international agreement setting out the minimal standards for protecting children's rights.

The Human Rights Act 1998

The Human Rights Act came into force in 2000 and identifies the rights of adults and children, including children's rights, to be protected from harm, and reflects principles that are recognised in UK legislation and international agreements. These are described as Articles and include such matters as: the right to life; prohibition of torture, right to a fair trial, right to respect for private and family life, prohibition of discrimination and so on.

The Children Act 1989

This Act legislates for children in England and Wales.

The Children Order (Northern Ireland) and the **Children Act 1995 (Scotland)** legislate for children in their respective countries. They all share the same principles. Based on the belief that the state should intervene in a family's life only when a child is at risk of harm, the legislation gives the local authority the power to investigate any concerns that a child may be suffering, or is likely to suffer significant harm.

The Children Act 2004

This Act served as the legislative framework for the English government's policy initiative, *Every Child Matters* (now redundant). It is largely focused on inter-agency communication in safeguarding, improved accountability and information sharing.

The Police Act 1997 and the Protection of Children Act 1999

These Acts enable employers to check whether an employee (England and Wales) poses a risk to working with children or child or vulnerable adults. It introduced the Criminal Records Bureau.

Safeguarding Vulnerable Groups Act 2006

This established a framework for a national vetting and barring scheme to apply to people working with children or child or vulnerable adults in England, whether in a paid or voluntary capacity. It created a single Independent Safeguarding Authority to manage the controlled barring lists. It was superseded by:

The Protection of Freedoms Act 2012

This Act marked the next step in the English government's legislative programme to safeguard civil liberties and reduce the burden of government intrusion into the lives of individuals. A key area is in restricting the scope of the vetting and barring scheme for protecting vulnerable groups and makes changes to the system of criminal records checks

The Disclosure and Barring Service

From 1 December 2012 the Disclosure and Barring Service (DBS) began to carry out the functions previously undertaken by the Criminal Records Bureau and the Independent Safeguarding Authority. The primary role of DBS is to help employers in England and Wales make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children.

The Data Protection Acts 1984 and 1998

These Acts relate to the recording of information, including information about children. The 1998 Act states that information must be obtained fairly and processed lawfully. The information can be shared only in certain circumstances – it has to be accurate and relevant and has to be kept securely. In certain circumstances, the Act allows for disclosure of personal information without the consent of the subject.

The Equality Act 2010

This Act updates, simplifies and strengthens Britain's equality laws. It introduces broadly similar provisions across all forms of discrimination – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (these are called the **protected characteristics**).

The Sexual Offences Act 2003

This Act is designed to protect everyone in society from sexual crimes – especially people who are particularly vulnerable to abuse, such as children and people with a mental disorder. The Act covers rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent. It aims to make it crystal clear about what consent means, in order to establish if an offence has taken place and introduces a package of measures to give children the greatest possible protection from sexual abuse.

[No Secrets: Guidance on developing and implementing multi-agency policies and procedures to protect child or vulnerable adults from abuse \(Department for Health 2000\)](#)

Local authorities and Boroughs are bound to follow it apart from in exceptional circumstances.

[In Safe Hands, Implementing Adult Protection Procedures in Wales Welsh Assembly Government \(2000\).](#)

Local authorities are bound to follow it apart from in exceptional circumstances.

[Safeguarding Child or vulnerable adults – Regional Adult Protection Policy and Procedural Guidelines Northern Health and Social Services Board on behalf of the Department of Health, Social Services and Public Safety \(2006\)](#)

Boards and Trusts are bound to follow it apart from in exceptional circumstances.

[The Adult Support and Protection \(Scotland\) Act 2007.](#)

Local authorities are bound to follow it apart from in exceptional circumstances.

Appendix 2

Definitions and categories of abuse of adults at risk (England)

Physical abuse

Including hitting, slapping, pushing, pinching, shaking, scalding, kicking, misuse of medication, the misuse or illegal use of restraint, inappropriate sanctions, exposure to heat or cold and not giving adequate food or drink

Psychological /Emotional abuse

Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Sexual abuse

Including rape and sexual assaults or sexual acts to which the vulnerable adult has not consented, or could not consent to was pressured into consenting.

Neglect

Including ignoring medical or physical care needs, failure to provide access to appropriate health social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Discriminatory abuse

This exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It can be a feature of any form of abuse of an adult at risk, but can be motivated because of age, gender, sexuality, disability, religion, class, culture, language, 'race' or ethnic origin. It includes any forms of harassment, slurs or similar treatment.

Institutional abuse

This is the mistreatment or abuse or neglect of an adult at risk by a regime or individuals within settings and services that vulnerable adults live in or use, that violate the person's dignity,

resulting in lack of respect for their human rights. It can occur in any setting providing health and social care. Enquiries have revealed that it is most likely to occur when staff:

- receive little support from management
- are inadequately trained
- are poorly supervised and poorly supported in their work
- receive inadequate guidance

Appendix 3

Away trips checklist

Purpose of the trip

- Competition
- Training
- Social
- Other (specify)
- Combination, please state: _____

Planning

- When
- Where
- Who (staff / volunteers / participants)
- Risk assessment of activity

Communication with parents

- Destination and accommodation details (address / telephone)
- Name/number of lead School/School link or team manager
- Drop off/pick up times
- Transport arrangements
- Competition details
- Kit and equipment list
- Emergency procedures, home contact
- Consent form
- Information re medical conditions (including allergies) or impairments, and medication
- Martial Arts Code of conduct
- Safeguarding arrangements (reporting concerns, supervision etc.)
- Process for parent contacting coach or young person
- Process for young person contacting parent

Transport

- Drop off/pick up times
- Journey times and stopping points
- Supervision
- Suitability and accessibility
- Drivers checked
- Insurance

Accommodation

- Type (hotel, hostel, hosting, camping etc.)
- Pre-event visit and risk assessment made
- Catering, special diets, food allergies
- Suitability for group, including accessibility
- Room lists
- Supervising adults' sleeping arrangements

Preparing Athletes

- Local culture, language
- Expectations on dress and behaviour
- Food and drink
- Currency
- Telephones

- Maps of area
- Safe sport away information

Supervision and staffing

- Ratio of staff to athletes
- Male/female
- Cover for all in-sport and free time periods
- Specialist carers
- Clear responsibilities

Documentation

- Travel tickets
- Passports, visas
- Check non EU nationals
- Accommodation and travel booking documents

Insurance

- Liability
- Accident
- Medical

Hosting or being hosted

- Hosts vetted
- Hosts aware of any special requirements
- Language
- Transport arrangements
- Telephone contact
- Local map and information

Emergency procedures

- First aid
 - Specific medical information available
 - Access to and administration of medication
 - Information on local emergency medical services, hospitals etc.
 - EHIC European Health Insurance Card (replacement for E111) form completed (EU visits).
- Further information: **www.nhs.uk/Healthcareabroad**
- Details of British embassy/consulate

Costs and cash

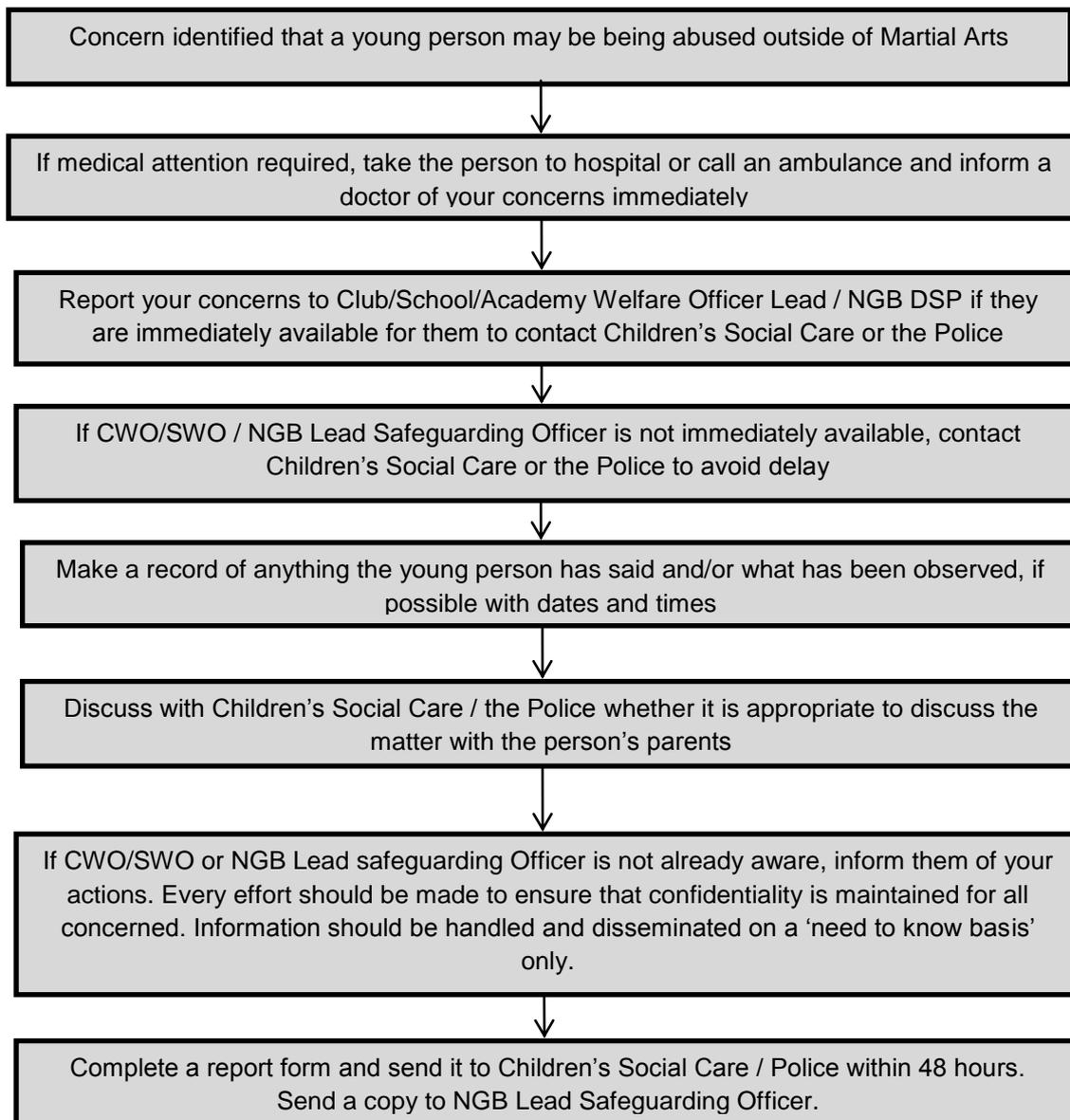
- For travel
- Payment schedule – deposit, staged payment
- Extra meals, refreshments
- Spending money
- Security

Arrival

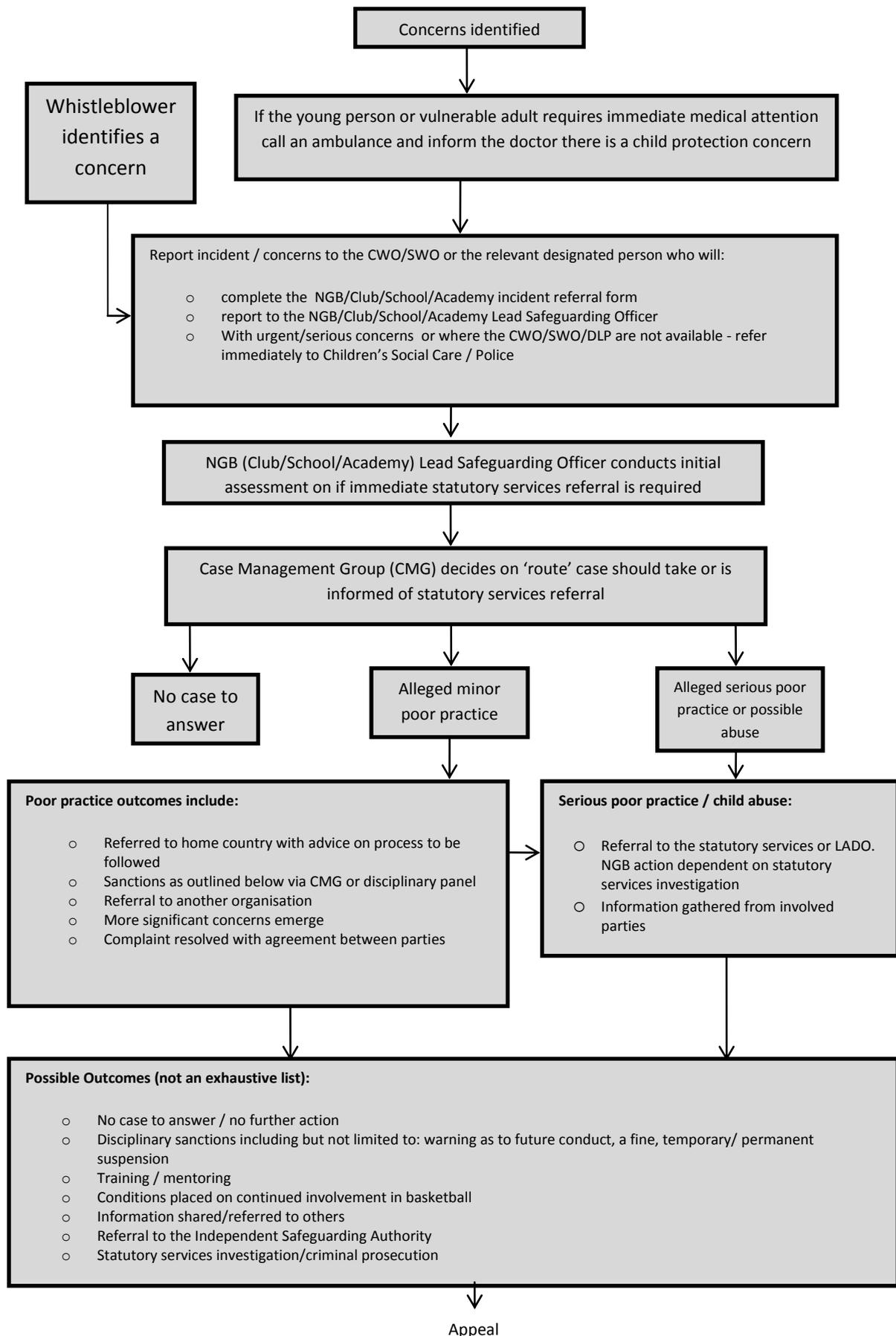
- Check rooms, meal times, phones, valuables
- Check sporting venues
- Collect in money, valuables
- Information on medications
- Arrange group meetings
- Confirm procedures with staff
- Rules(e.g. curfews)

Appendix 4

What to do if you are worried that a child is being abused outside of the Martial Arts environment (but concern is identified through the child's involvement in Martial Arts)



What to do if you are worried about the behaviour of anyone in a Martial Arts School



Appendix 5

The role and responsibilities of the Lead Designated Safeguarding person is to:

- establish contact with the senior member of children's services in your local authority *before* an incident occurs;
- be aware of and familiar with local safeguarding boards (LSCBs in England). These (and similar committees across the UK) are the key system in every locality of the country for organisations to come together to agree on how they will cooperate with one another to safeguard and promote the welfare of children and to ensure safeguarding children remains high on the agenda across their region;
- receive and record information from staff, instructors or volunteers who have safeguarding concerns;
- assess the information promptly and carefully, clarifying or obtaining more information about the situation as appropriate; and consider other NGB/School/Academy policies or procedures that may be relevant;
- consult with a statutory agency such as children's social care or the police to test out any doubts or uncertainties as soon as possible;
- make a formal referral to the statutory safeguarding agency or the police without delay, ensuring referral information is confirmed (under confidential cover) in writing within one working day;
- keep relevant and senior people within NGB/School/Academy, particularly the chief executive, informed of any action taken and update as necessary;
- consider possible disciplinary action within NGB/School/Academy;
- ensure a case record is maintained of action taken, liaison with other agencies and outcome;
- deal with the aftermath of an incident within NGB/School/Academy, in terms of offering support to individuals;
- advise about any safeguarding child protection training needs;
- provide information and advice on child protection within NGB/School/Academy
- ensure relevant policy and procedures are implemented and followed;
- co-ordinate any action in relation to the safeguarding of children;
- take personal responsibility for keeping updated on new developments in the subject areas.

It is also important for the designated person to have received basic level awareness training in safeguarding children as well as specific training for the role of designated person.

Appendix 6

Case Management Group (CMG) and Terms of Reference

A Case management Group (CMG) comprises a minimum of three people, with the exact membership determined by the nature of the case and availability of members. A CMG will always involve the DSP or CEO and the other members will be drawn from:

- Head of Operations
- National Teams Programme Manager
- Coach Development Manager or coach representative
- Officials representative
- National Teams representative
- Police / Social Care / DO
- Legal advisor
- External child protection 'advisor /practitioner /expert'

Any additional persons may be called upon if the CMG feel their professional input is required.

Purpose

1. To make decisions as to what level each case should be dealt with.
2. To make decisions on all reported cases relating to the welfare of children, young people and vulnerable adults. These decisions will relate to the route the case will take either internally or via the external statutory agencies.
3. Monitor and review progress on all cases and to identify any trends emerging which may require a review of current policies and procedures.

Terms of Reference

1. All referrals of potential child abuse, child welfare, poor practice / misconduct or as a result of information received through a CRC disclosure must be reported directly to the Martial Arts Child Protection Lead Officer.
2. The Martial Arts Child Protection Case Management Group (CMG) shall be appointed for each case by the Martial Arts Child Protection Lead Officer or the Martial Arts Head of Martial Arts Operations.
3. The persons appointed shall be suitably experienced and/or qualified and will familiarise themselves with the relevant legislation, policies and guidance.

4. The Martial Arts Child Protection Lead Officer can directly advise the Police / Children's Social Care in the event of child protection allegations deemed urgent. The Martial Arts Head of Martial Arts Operations and CMG should then be informed.
5. The CMG will operate independently of the Martial Arts Board.
6. Any person appointed to the CMG shall declare immediately to the Martial Arts Head of Martial Arts Operations should they discover they are connected, or have any conflict of interest in any case which would disqualify them from participation in any matters relating to that particular case.
7. All documents to be held under the management and direction of the Martial Arts Child Protection Lead Officer.
8. The Martial Arts Child Protection Lead Officer on receipt of referral will notify members of the CMG within 48 hours. Upon receipt of the allegation the CMG must have an initial discussion within 5 working days.
9. Any case involving Police, Social Care or LSCB investigation will pend the outcome of any investigation by the statutory agencies. The CMG will decide in consultation with the statutory agencies whether or not to initiate a temporary suspension.
10. In the case of information received through DBS Disclosure the CMG will act as per 7 above and decide on the action (or no action) to be taken. An initial discussion should be held with at least 2 members of the CMG to decide if the information could be relevant to Martial Arts. If either believe so, then:
 - a. Further information gathered from individual
 - b. CMG meeting held
 - c. Decide on if temporary suspension is necessary and subsequent investigation
11. All Child Protection and Welfare matters shall be regarded as highly confidential, not for disclosure outside of the CMG unless agreed by the group in the interests of safeguarding, and in line with the Data Protection Act.
12. Any member of the CMG who is accused of a criminal offence or poor practice misdemeanour shall be immediately suspended from his / her duties with the CMG, pending investigation. The Martial Arts Head of Martial Arts Operations is the only person who can discharge any CMG member for whatever reason deemed inappropriate in any post connected to CMG appointment.
13. A member appointed to the CMG may resign in writing addressed to the Martial Arts Head of Martial Arts Operations Officer or Child Protection Lead Officer. In the event of a resignation the knowledge, information and case details of any case pending, completed or spent shall remain confidential with a binding and permanent obligation.

14. The CMG may decide on the appropriate sanction, as outlined in the reporting procedures. They may also decide to refer a matter to the Martial Arts Head of Martial Arts Operations, another Martial Arts department or process, or to another organisation.

Appendix 7

Codes of Ethics and Conduct

This Code of Ethics and Conduct applies to all those involved in the sport of Martial Arts under the jurisdiction of Martial Arts. All such individuals have a responsibility to act according to the highest standards of integrity, and to ensure that the reputation of Martial Arts is beyond reproach. Club/School/Academy/NGB expects all involved with Club/School/Academy/NGB activity will physically sign up to these codes of conduct and any breaches of these codes will be dealt with through the disciplinary procedures.

Martial Arts is committed to maintaining the highest possible standards of behaviour and conduct in Martial Arts activities. The following principle must be adhered to at all times so that Martial Arts can be enjoyed by all and is divided into the following sections:

1. Instructors
2. Participants
3. Officials
4. Martial Arts Officials
5. Parents/family
6. Spectators
7. Young people
8. National Team and Performance Centre Staff
9. Anti-Doping
10. Possible Sanctions

General principles

All those involved in Martial Arts must treat everyone equally and sensitively regardless of age, disability, gender, race, ethnic origin, cultural or social background, sexual orientation, religious belief, political affiliation or any other personal characteristic/feature. Martial Arts is opposed to any form of violent, offensive or discriminatory behaviour and will act as necessary to remove individuals from Martial Arts who do not abide by this Code of Ethics and Conduct.

Everyone involved in Martial Arts, both adults and young people have a responsibility to treat everyone with dignity, respect, sensitivity and fairness. In particular, be aware of the special needs of young people and vulnerable adults, and recognise that some face additional barriers.

Every young person or vulnerable adult involved in Martial Arts should be able to participate in an enjoyable and safe environment and be protected from abuse. Allegations of a child protection nature relating to the breaking of this Code of Ethics and Conduct must follow the reporting procedures as contained in the Club/School/Academy/NGB Child Protection Policy and Procedures.

1. Instructors

This Code of Ethics and Conduct is an integral part of the Martial Arts Coach Education Programme within which all instructors must work. It should be used in conjunction with all other Martial Arts policies, procedures or recognised standards. Through this Code of Ethics and Conduct, instructors who are affiliated to Martial Arts must accept their responsibility to the participants, their parents and families, to instructors and to Martial Arts affiliated associations.

All affiliated instructors agree to:

- Consider the safety and wellbeing of all individuals in their charge;
- Treat everyone with equal respect and sensitivity regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation;
- Ensure their behaviour is not misconstrued or open to allegations of favouritism, misconduct or impropriety;
- Follow guidance on good practice when working with young people/vulnerable adults and report any concerns for their wellbeing to the relevant authority or body;
- Uphold the appropriate boundaries in the working relationship between instructor and student – especially when one person is aged below 18 years of age or a vulnerable adult. While the instructor/student relationship exists, the instructor is in a position of trust and as such should not engage in any intimate relationship;
- Refrain from any rough or sexualised play with young people they are responsible for.
- Ensure that all training and playing demands are not detrimental to the wellbeing of the participants and are reasonable dependent upon the age, maturity, experience and ability of the participants;
- Ensure their competence and ability is sufficient so that the safety of participants is not compromised:
- Encourage participants to accept responsibility for their own behaviour and performance;
- Be appropriately qualified as per the requirements of the respective home country Martial Arts Coach Education Programme and regularly seek opportunities for continued professional development;
- Respect the rights of students to choose to decline to participate within Martial Arts or related activities;
- Ensure they hold home Martial art recognised qualifications and declare any affiliation, sponsorship or accreditation in a truthful and accurate manner;

- Be receptive to employing systems of evaluation that include self-evaluation and also external evaluation in an effort to assess the effectiveness of your work;
- Abide by all rules and policies of Martial Arts;
- Promote prevention and education regarding the misuse of performance enhancing drugs and illegal substances;
- Declare to the appropriate body, any criminal convictions;
- Whilst working under the jurisdiction of Martial Arts will only coach individuals that are registered / affiliated to Martial Arts;
- Not attempt to exert undue influences and pressures in order to obtain personal benefit or reward;
- Must be able to recognise and accept when to refer or recommend participants to other instructors or structures;
- Agree what information what will be treated confidentially (this does not preclude disclosure of information to persons who can be judged to have a right to know such as in matters of discipline, legal and medical requirements or where an individual's health, safety or wellbeing may be at risk);
- Communicate and co-ordinate with medical practitioners in the diagnosis, treatment and management of a participants' medical/psychological problems;
- Be a positive role model;
- Project a good personal appearance of cleanliness and never smoke in the coaching environment, or coach whilst under the influence of alcohol or any other intoxicating substance;
- Never use foul, sexist or racist language or act in a violent/abusive manner;
- Refrain from undue public criticism of other instructors or competition officials.

Signed..... **Date**.....

2. Participants

All affiliated participants agree to:

- Treat everyone with equal respect and sensitivity regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation;
- Treat your team-mates and opponents, instructors, officials and competition officials with respect and consideration at all times - treat them as you would like to be treated;
- Not use foul, sexist, racist language or offensive gestures at any time;
- Know and abide by the ethics of Martial Arts;
- Accept the decisions of the competition officials without question or complaint (let your captain or coach ask the necessary questions) and avoid words or actions which may mislead a competition official;
- Abide by the instructions of the coach and officials, provided they do not contradict the spirit of this Code of Ethics and Conduct or the rules of Martial Arts;
- Not attempt to improve individual performance with the use of banned substances / techniques;
- Condemn the use of recreation and performance enhancing drugs and abide by all anti-doping requirements;
- Give maximum effort and strive for the best possible performance through the whole competition, even if it is considered already over;
- Learn to accept victory and defeat with humility and dignity and without excessive emotional displays;
- Work equally hard for yourself and your team - your team's performance will benefit and so will your own.
- Be a good sport, applaud all good performance, whether by your team or by the opponent;
- At the end of play applaud and thank your opponents and the competition officials.

Signed..... **Date**.....

3. Competition Officials

All affiliated competition officials must:

- Treat everyone with equal respect and sensitivity, regardless of their disability, gender, ethnic origin, cultural background, sexual orientation, religion, age or political affiliation;
- Not tolerate foul, sexist or racist language;
- Realise that Martial Arts does not advise that officials travel alone with anyone under 18 years of age or a vulnerable adult to or from competitions . We advise you to always have another adult with you;
- Be honest, consistent, objective, impartial and courteous when applying the rules of the competition. Officials must resist any possible influence from protests on the part of participants or spectators of the competition .
- Claim any affiliation, sponsorship or accreditation in a truthful and accurate manner;
- Show patience and understanding towards participants who may be learning Martial Arts;
- Make every effort to prepare fully, both physically and mentally. On a physical level, be able to keep up with the speed of the activity, and be alert and close enough to make correct decisions;
- Decline to be appointed if not completely physically or mentally fit to participate (because of illness, injury, or for family or other reasons);
- Refrain from requesting hospitality, or accept any hospitality offered and considered to be excessive;
- Show due respect when speaking with participants, even in the event of infringements;
- Uphold the appropriate boundaries in your working relationship with participants aged below 18 years of age or a vulnerable adult. Whilst in your role as an official you are in a position of trust and as such should not engage in any intimate relationship.;
- Refrain from any rough or sexualised play with young people they are responsible for.
- In reports, set out the true facts;
- Refrain from publicly expressing any criticism of fellow officials;
- Assist with the development of those with less experience.

Signed..... Date.....

4. Martial Arts Officials

All Martial Arts officials agree to:

- Treat everyone with equal respect and sensitivity regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious belief or political affiliation;
- Not use foul, sexist or racist language;
- Use your official position to take action against any participant, coach or official who harasses, abuses or uses foul, sexist or racist language;
- Accept the responsibilities of the role that you have to set a good example of behaviour and conduct at all times and promote ethical principles;
- Ensure Martial Arts follows best practice guidelines to safeguard young people and vulnerable adults;
- Ensure that proper supervision is provided by suitably qualified instructors and officials who are capable of promoting good sporting behaviour and good technical skills;
- Ensure all equipment and facilities meet safety standards;
- Resist all illegal or unsporting influences, including banned substances and techniques;
- Encourage all participants and instructors to abide by the rules and spirit of Martial Arts and do not manipulate the rules in order to benefit yourself personally;
- Show respect to competition officials, instructors, participants and others involved in the Martial;
- Uphold the appropriate boundaries in your working relationship with participants aged below 18 years of age or a vulnerable adult. Whilst in your role as an official you are in a position of trust and as such should not engage in any intimate relationship.;
- Refrain from any rough or sexualised play with young people they are responsible for.
- Do not endeavour to influence the result of a competition by any actions that are not strictly within the rules;
- Remember sport is enjoyed for its own sake - play down the importance of awards;
- Always have regard to the best interests of Martial Arts, including where publicly expressing an opinion of the competition, others involved and any particular aspect of it;
- Avoid words or actions, which may mislead a Competition Official and accept their decisions.

Signed.....Date.....

5. Parents/guardians (and other family members)

All family/guardians of participants will:

- Teach your child to treat everyone equally and sensitively regardless of their age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation; gender, ethnic origin or cultural background;
- Support all efforts to remove verbal, physical and racist abuse from Martial Arts;
- Not force an unwilling participant to take part in Martial Arts;
- Remember that young people are involved for their enjoyment - not yours;
- Encourage all to play by the rules and respect the competition officials;
- Never ridicule or shout at a participant for making a mistake or losing a competition;
- Teach that effort and teamwork are as important as victory, so that the result of each competition is accepted without undue disappointment;
- Remember that young people and vulnerable adults learn best by example;
- Refrain from publicly questioning the judgement or honesty of competition officials;
- Recognise the value and importance of volunteers in Martial Arts. They give their time, energy and resources to provide recreational activities for others.

Signed.....**Date**.....

6. Spectators

All spectators of competition under the jurisdiction of Martial art Clubs/Schools/Academies will:

- Not use offensive, discriminatory or obscene language or gestures. Do not harass or verbally abuse participants, instructors, competition officials or fellow spectators in any form;
- Treat everyone equally and sensitively regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation;
- Condemn the use of violence in all forms and refrain from any violent or aggressive behaviour;
- Show respect for opponents and competition officials. Without them there would be no competition ;
- Acknowledge good performance and fair play by opponents as well as by your own team;
- Remember the participants are taking part for their enjoyment not yours;
- Do not ridicule participants who make mistakes;
- Do not over emphasise the importance of winning;
- On no account should you enter the matted area unless authorised otherwise.

7. National Team and Performance Centre Staff

In addition to the coach's section, National and Performance Centre staff must:

- Ensure that the pathway remains open to newly identified participants;
- Act as an ambassador and behave in a professional manner while representing Martial Arts;
- Maintain a satisfactory criminal record disclosure and undertake additional training as deemed necessary by Martial Arts.

Appendix 8

Anti Doping

The School/Academy condemns and is totally opposed to performance enhancing and recreation drug use in Martial Arts.

All involved in Martial Arts must:

- Familiarise themselves with the UK Anti Doping Rules (available through www.ukad.org.uk);
- Take sole responsibility for all foods, medications and supplements taken;
- Be aware of the implications and penalties in place for a positive doping test result;
- Be aware disciplinary action may be taken for criminal conviction for possession or use of drugs.

Possible Sanctions

In affiliating to Clubs/Schools/Academies/NGB, everyone agrees to abide by this Code of Ethics and Conduct and all of Martial Arts' policies and procedures. Clubs/Schools/Academies/NGBs therefore have the right to investigate and take disciplinary action against any alleged or suspected breach of this Code of Ethics and Conduct which may bring Martial Arts into disrepute.

The following sanctions may be imposed on any individual or Club/School/Academy/institution:

A warning; a fine; temporary or indefinite suspension from participating or attending any Club/School/Academy or event relating to Martial Arts.

Appendix 9

Essential contacts

Organisation	Contact details	Website
NGB		
Childline	0800 1111	www.childline.org.uk
NSPCC	0808 800 5000	www.nspcc.org.uk
CPSU	0116 234 7278	www.thecpsu.org.uk
Other useful contacts		
LADO	Check local directory	
Police	In emergency dial 999.	
Children's Social Care	Check local directory	

Appendix 10

Disclosure and Barring Service Guidance

In December 2012, the Criminal Records Bureau (CRB) merged with the Independent Safeguarding Authority to become the Disclosure and Barring Service (DBS). This has led to a number of changes in terminology such as an 'enhanced CRB' becoming known as an 'enhanced DBS'.

This guidance covers:

- Eligibility to request a DBS
- New definition of 'regulated activity'
- Barred Lists
- Filtering
- Requirement to include the relevant 'Workforce'
- Single disclosure being sent to individuals only
- Update Service

Eligibility

The DBS is an executive agency of the Home Office and can help organisations by providing access to criminal record information to be used as part of a safe recruitment process.

To request information on spent convictions, the position held must be an exempted occupation for the purpose of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) by SI 2013 1198. Under the current DBS guidance this means that positions in sport fall under eligibility code 06 and are:

'Any position which otherwise involves regularly caring for, training, supervising or being solely in charge of children'

Therefore it would generally be expected that roles such as an instructor, Team Manager and Welfare Officer at a junior School would be eligible for a DBS, whereas administrative roles such as School Secretary, Chairperson and Treasurer would not be eligible, unless the person undertook additional responsibilities involving contact with children.

The Protection of Freedoms Act has also introduced 16 years old as the minimum age at which someone can apply for a DBS disclosure.

Regulated Activity

Regulated activity is the term used to describe a paid or voluntary role that a person must not do if they are barred from working or volunteering with children or vulnerable adults.

One of the most significant changes introduced by the Protection of Freedoms Act 2012 is the new definition of 'regulated activity' which now takes into consideration whether an individual working or volunteering with children or vulnerable adults is adequately supervised.

The new definition of regulated activity is any role which is:

Of a specified nature e.g. teaching, training, care, supervision, advice, treatment or transport

AND

Frequently (once a week or more) or Intensively (four times or more in a single month) or Overnight (between 2-6am)

AND

The individual carrying out the activity is unsupervised

When deciding if a person is 'supervised' in their role, it needs to be considered if the supervision is:

- Carried out by someone who is in regulated activity
- Regular and day to day
- Reasonable in all the circumstances for the purpose of protecting children. Factors to be considered to help decide if the supervision is reasonable may include the ages and number of children involved as well as how vulnerable the children are.

For example, it is expected that all instructors of under 18s would be in regulated activity.

It is important to note that it is not possible for two individuals to be classified as supervising each other, as the supervisor must be in 'regulated activity' for the supervision to be valid.

Barred lists

The Bichard Inquiry found responsibility for deciding if a person is suitable to work with children or vulnerable adults should be managed centrally, leading to the creation of two barred lists – the Children’s Barred List and the Adult’s Barred List.

An individual might be placed on a barred list because of a conviction or caution, or because they have harmed or pose a risk of harm to a child or vulnerable adult. These decisions are legally binding and a barred person must not undertake regulated activity with the group they are barred from working/volunteering with.

It is now also possible to complete an enhanced DBS check without checking the Barred Lists for a role which is not regulated activity (for example because the role is always supervised). The Police National Computer stores information on cautions, reprimands, warnings and convictions. Subject to a relevancy test, the Police may also release information which is considered appropriate for disclosure such as details of a serious allegation or previous charges.

Please note the following legal requirements:

- A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups.
- A School/Academy which knowingly employs someone who is barred to work with those groups will also be breaking the law.
- If your School dismisses a member of staff or a volunteer because they have harmed a child or vulnerable adult, or you would have done so if they had not left, you must complete a referral to the DBS.

If you need any advice on the Barred Lists or DBS referrals, please get in touch with the relevant NGB or Local authority

Filtering

Following a judgment from the Court of Appeal, the DBS will now be removing certain specified old and minor information from DBS checks in a process known as ‘filtering’. If a person has more than one conviction or caution, then all details will always be included and filtering will also not remove information relating to sexual, violent or safeguarding offences. More information on filtering is available on www.gov.uk/government/publications/dbs-filtering-guidance

Please note that rather than ask about all prior offences, self-disclosure forms (which are recommended for use as part of a good recruitment process for eligible positions) should be amended to now take account of filtering and ask:

Do you have any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance? If you are not certain again please refer to www.gov.uk/government/publications/dbs-filtering-guidance

Workforce

It is now mandatory to include the relevant 'workforce' when applying for a DBS check. This change is to give the police the information they need for their relevancy test and is used if they join the Update Service.

The relevant workforces are:

- Child Workforce
- Adult Workforce
- Child and Adult Workforce
- Other Workforce (this should not apply in Martial Arts as it is intended for positions that do not involve working/volunteering with children or adults e.g. security guard)

DBS applications through the online application system used by Martial Arts have the default settings of enhanced with Children's Barred List for roles in the Child Workforce. DBS Verifiers can alter these settings if required.

Single DBS Disclosures

From the 17th June 2013, organisations will no longer be automatically sent copies of completed DBS disclosures. This means that through the online system, Clubs/Schools/Academies will be notified when a disclosure is issued and whether it is clear of information or not. When there is content on the disclosure, School/academies/NGBs will need to see the original disclosure to make a risk assessment on the information and decide if the individual is suitable to take up their role. The individual will be requested to supply their disclosure and advised that they may be temporarily suspended if they fail to send their disclosure, under normal circumstances, within two weeks.

Update Service

NGB will be using the DBS 'Update Service', this is a facility where an individual can register (within 14 days of their disclosure being issued) so that employers can go online, with the individual's consent, to carry out a free and instant check to find out if the information released on the DBS certificate is still current and up-to-date. The service is free to volunteers but has an annual subscription cost of £13 for employees. Please note to use the DBS for other roles, they must be within the same workforce (e.g. children's) and require the same level of check (e.g. enhanced).

Accessing DBS checks

Please see the dedicated DBS pages on the safeguarding section of the relevant NGB website for the latest information on accessing DBS checks.

More information on DBS checks is available on the DBS website: www.gov.uk/dbs and from the Sport & Recreation Alliance: www.sportandrecreation.org.uk

Appendix 11

Sample recording form

Please follow this link to the example form on the Child Protection in Sport website

<https://thecpsu.org.uk/resource-library/2013/incident-reporting-form/>