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**Federation of English Karate Organisations International
Federation of English Karate Organisations
Federation of Martial Arts**



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NSPCC

Child Protection

HELPLINE



0808 800 5000



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Instructor Guidelines for Teaching Children

NSPCC/CPSU Endorsed F.E.K.O International/F.E.K.O/F.M.A

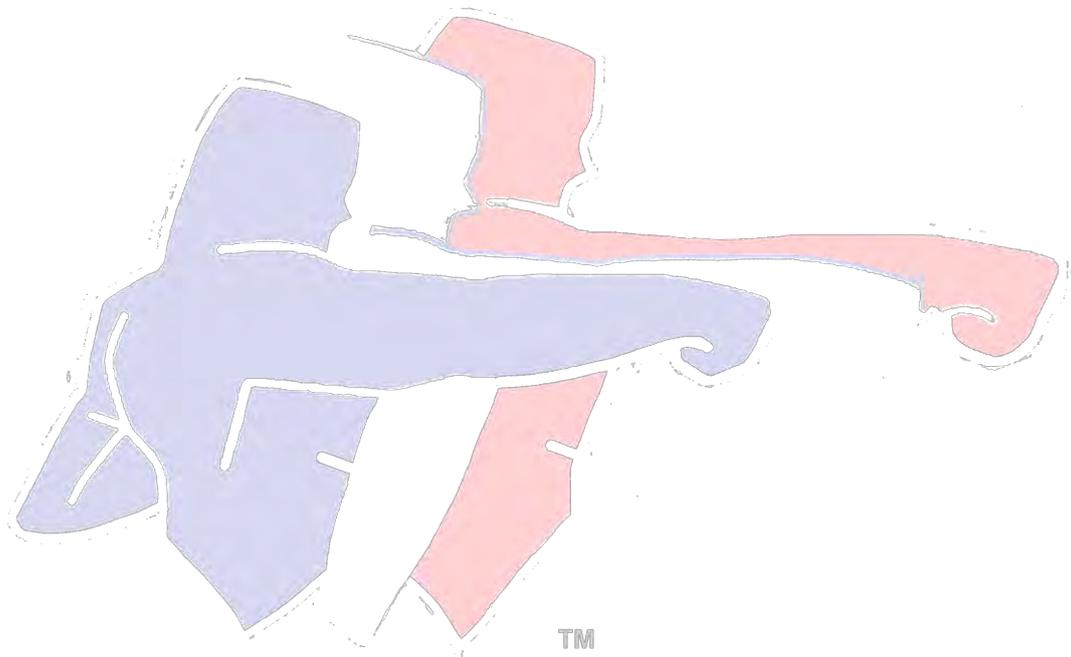
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Child & Vulnerable Adults Safeguarding and Protection Policy

Issued May 2002

Appended April 2005/February 2012 & February 2014 & January 2015

www.feko.co.uk



Teaching Children
Safeguarding and Protection of Children and Vulnerable Adults

Guidelines for F.E.K.O International/FEKO/FMA Instructors

Association Instructors & Volunteers Registration Form. (Loose Sheet or download).
All Federation Instructors and Volunteer Helpers should sign and return this form for registration to the Child & Vulnerable Adult Protection Policy. (Registration Certificate issued).

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Child Protection in Sport

Millions of children and young people are involved in sports every day. Some are enabled to gain sporting skills or knowledge; some gain social confidence or learn a leisure pursuit and others are provided with competitive opportunities. It is to be hoped that all the children and young people who come into contact with sports organisations also receive care and attention, and that the organisations protect them from coming to any harm whilst they are working with them.

Although for the overwhelming majority of children this is the case, unfortunately it is not so for all. Very occasionally a youngster is hurt through an accident which might have been prevented by even more thorough vigilance by the sports organisation in whose temporary care they were. Good sports organisations spend much time and effort in regularly updating their guidelines in order to prevent accidents such as these.

Even more rarely a child is abused by another child, by a stranger, or by a paid member of staff or volunteer whilst in the charge of a sports organisation. Abuse is always traumatic for the child and, although most abuse happens in the home, sports organisations must accept that prevention of abuse is part of their duty to care for the children with whom they work, and amend their practice accordingly.

Sport offers young people a healthy lifestyle and opportunities for personal development, fun and friendship. It is important that we give all young people the experience of enjoying the benefits of sport. As we develop sporting activities, it is vital that we develop safety mechanisms to ensure young people enjoy their sport without being exposed to abuse from others involved in it.

The NSPCC Child Protection in Sport Unit is committed to making sport a safer environment for children and young people. We do this by promoting the need for child protection policies and procedures to all involved in sport, by working with sport and other organisations to establish high standards of practice.

The NSPCC Child Protection in Sport Unit is pleased to endorse the work FEKO have undertaken in relation to the safety and welfare of children involved in its activities. The child protection policy and procedures adopted by FEKO will make a significant contribution to safeguarding the children and young people participating in its sports activities.

Steve Boocock

Child Protection in Sport Unit Director 10 May, 2002

Statement on Child and Vulnerable Adult Protection Policy

1. Position Statement

The Federation believes that all young people and adults involved in our sports have the right to be protected from abuse; regardless of their age, gender, racial origin, religious beliefs or sexual identity. In particular the needs of children, young people and vulnerable adults and others who may be particularly vulnerable must be taken into account.

The Federation will strive to ensure that the Child and Vulnerable Adult Protection Policies are adopted, followed and adhered to by all member groups.

2. Policy Aims.

The aim of the Child and Vulnerable Adult Protection Policy is to promote good practice, providing children, young people and vulnerable adults with appropriate safety and protection whilst in the care of the organisation. Allow all Instructors/Coaches/volunteers to make informed and confident responses to specific child and vulnerable adult protection issues.

3. Definitions.

A child is defined as under 18 by the Children's Act 1989.

A Vulnerable Adult is defined as any person aged 18 or over who:

- Is or may be in need of assistance by reason of physical or teaming disability, age or illness and who:
- Is or may be unable to take care of him/herself against significant harm or serious exploitation which may be occasioned by the actions or inactions of other people.

Whilst many clubs may not in their opinion have vulnerable adults in their classes, it must be remembered that this term has a broad meaning. A vulnerable adult is someone over 18 but there is no simple definition of vulnerable adult based on age or disability. For example, there is no one age at which elderly people should be classed as vulnerable. Nor could or should all those with physical or other disabilities be classed as vulnerable.

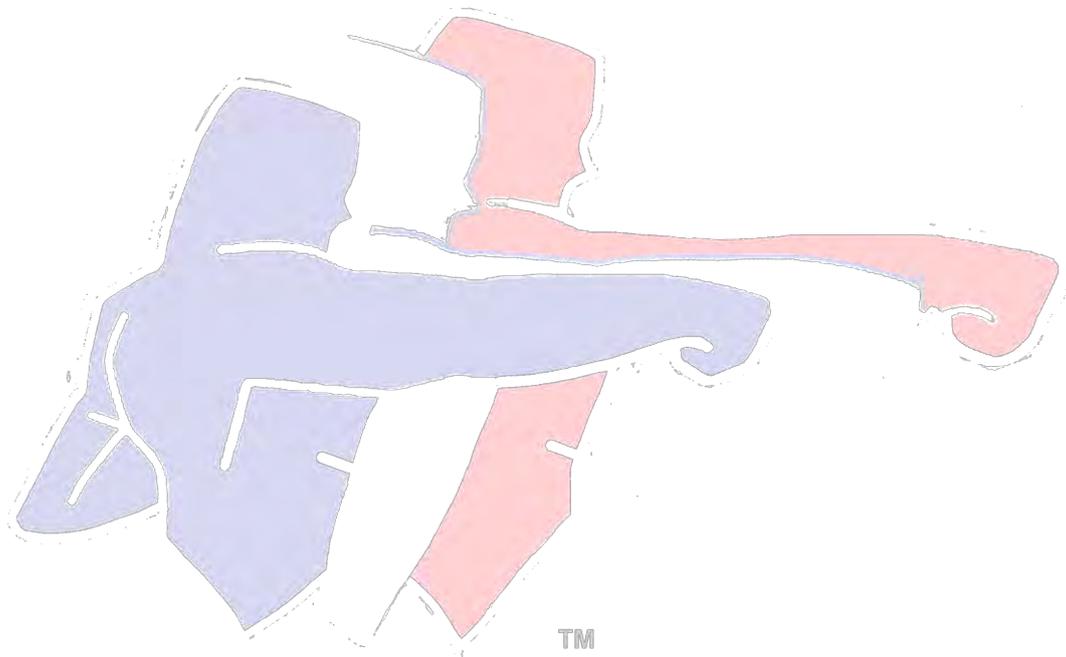
Moreover some people might go through periods of being vulnerable, for example, someone who had a nervous breakdown but subsequently recovered.

4. Statement of Intent

- Respect and promote the rights, wishes & feelings of the people the policy wishes to protect.
- Ensure that effective procedures are in place, regularly review and update in line with legislation.
- Ensure those working within the organisation are safe to do so.
- Ensure that all Instructors/Coaches and volunteer helpers are equipped to implement the policies and procedures.
- Strive to ensure that all member organisations have appropriate policies and procedures in place.
*Actively promote the policies and procedures.
- Ensure all incidents of suspicious poor practice and allegations should be taken seriously and handled effectively.

- Commit to provide appropriate support to:

- * Those at risk of abuse.
- * Those accused.
- * Those reporting concerns/ incidents.



Teaching Children

Guidelines for Instructors/Coaches

1 Introduction

Karate can have a very powerful and positive influence on people, especially young people. Not only can it provide opportunities for enjoyment and achievement, it can also develop valuable qualities such as self-esteem, self-confidence, leadership and teamwork. These positive effects can only take place if the instruction of Karate is in the right hands - those who place the welfare of all young people first and adopt practices that support, protect and empower them.

Instructors have a moral and legal responsibility to support and care for young people and disabled adults and to protect them from abuse. This responsibility applies not only while these students are on the club premises, but also if they suspect abuse is taking place elsewhere. The reality is that abuse can take place in Karate as in other physical activities and Sports.

Instructors are expected to demonstrate a duty of care towards children, equivalent to that which a reasonable and prudent parent would expect from a teacher in a school environment.

FEKO has therefore recognised the need to establish a policy to ensure the safety of children in its care and to provide guidelines to Instructors and others who may be involved with the protection of these children.

It has also established guidelines which are intended to ensure that Instructors create a safer training environment for all young people. They will help Instructors to review their teaching practice and ensure they adopt sound procedures that protect not only the welfare of young and vulnerable people, but also the Instructor against false allegations.

These guidelines apply to all FEKO Instructors, whether they act in a voluntary or professional capacity.

They will also apply to any person who may have young Karate students in their charge, such as referees and judges or examiners.

FEKO will additionally be responsible for managing internal investigations, and overseeing recruitment, induction, and training in the field of child protection.

FEKO has designated a National Child Protection Officer (CPO) who has the responsibility to ensure that this policy is implemented and operated effectively. This person is a well-respected FEKO member who is committed to and understands the policy, procedures, and child protection in general.

Each Association in membership of FEKO will designate their own CPO, who will liaise with the FEKO National CPO.

Any arrest or conviction relating to an offense involving a child must be reported to the FEKO National CPO.

Nb: The terms child and children are used throughout this document but the policy and guidelines should apply to all young people taking part in Karate.

The law defines a child as a person under the age of 18.

These guidelines cannot cover every eventuality and Instructors should always use initiative and common sense when assessing the appropriateness of their actions and advice.

2 Child Policy Statement

FEKO recognises that it has both a moral and legal obligation to ensure that when it is given responsibility for children, it provides them with the highest possible standard of care.

It recognises that:

- children's welfare must always be the first priority
- all children have a right to be protected from harm
- all allegations should be taken seriously and responded to quickly.
- it needs to encourage interaction between children and the organisation and to ensure that the best principles for conduct are conveyed to them
- it needs to encourage continued participation of children in both training and competition.
- it needs to define the relationships between children and the organisation and take the Karate specifics into consideration including rules and a need for the Instructor to be aware of the demands that Karate may place upon a young developing Karateka.

3 Guidelines for Good Teaching Practice

These Guidelines for good practice are provided to protect children and ensure that Instructors are protected from accusations of child abuse; also to assure parents that the highest standards of teaching are being followed within the organisation.

a General Teaching Guidelines

Instructors must:

- Place the well-being and safety of the child above the development of performance.
- Ensure that skills are taught in a safe, secure manner paying due regard to the physical development of young students.
- Always be open when working with children, especially where they and an individual child are completely unobserved.
- Ensure that if groups are to be supervised in changing rooms that gender is appropriate.
- Ensure that where mixed teams compete away from home, they are accompanied by at least one male and one female.
- Respect the rights and dignity and worth of all and treat everyone with equality.
- Always try to ensure that their teaching practices are well considered and safe.
- Always try to ensure that their teaching practice reflect the high standards expected of Karateka.
- Always try to ensure that they meet all the requirements and conditions in these guidelines.

What constitutes good general teaching practice?

Good teaching practice can be:

- Treating all children equally and with respect and dignity.
- Building balanced relationships based on mutual trust.
- Making training fun and enjoyable

- Promoting fair play.
- Keeping up to date with teaching knowledge, skills, qualifications and insurance.
- Taking action to prevent intimate relationships developing with students.
- Getting to know children and their parents/carers.
- Being an excellent role model - this includes not drinking alcohol or smoking in the company of children.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of the children (eg avoiding excessive training and competition, and not pushing them against their will).

b Karate-Specific Teaching Guidelines

There is no minimum age for a child beginning Karate (4 years insurance requirement), as the physical and mental and maturity of individuals varies so much. However the nature of the class can be tailored to consider these factors.

Instructors need to understand the added responsibilities of teaching children and also the basic principles of growth and development through childhood to adolescence. Exercises should be appropriate to age and build and Instructors should not simply treat children as small adults, with small adult bodies.

Pre-adolescent children have a metabolism that is not naturally suited to generating anaerobic power, and therefore they exercise better aerobically, that is, at a steadily maintained rate. However, they can soon become conditioned to tolerate exercise in the short, explosive bursts that more suit Karate training.

Some children have difficulty in concentrating and Karate training has been shown to improve their ability to concentrate, which can be beneficial in other aspects of their life, such as education.

Good discipline is seen as an essential element of the Karate ethos. It helps build good character and to ensure a good and safe training environment. This discipline is for the good of all children and does not constitute abuse.

Respect for senior grades and for their instructions and decisions is also a vital element of the discipline of Karate.

Physical contact is seen as a necessary and positive part of teaching Karate and is acceptable practice as long as it is appropriate and done in a safe and open manner. Instructors might manually adjust a student's technique - for example by straightening a wrist or moving a block to a more effective position. They will often test the strength of a child's technique or their balance by applying pressure. They may need to move a child for safety, eg to avoid collision or prevent them falling. Physical contact may also be used to re-assure or reward - for example, a light pat on the back or shoulder,

A child taking part in a class should not be allowed to leave the dojo without the permission of the Instructor. Where practicable, supervision should be provided.

Parents or guardians should be advised when to deliver and collect children, and not to leave children at the Dojo unless the Instructor or a responsible person is present.

If there is no other viable option, it is acceptable for an Instructor to give a child a lift in their car, but it is important to inform the parents.

Instructors should:

- Always ensure that children are fit to train.
- Not allow children to do assisted stretching - they generally don't need to and there is a real risk of damage with an inconsiderate or over-enthusiastic partner.
- Try to match children for size and weight for sparring wherever possible.
- Take great care, especially where children train in the proximity of adults, to avoid collision injury.
- Always take into account the age, grade and ability of children involved in Karate. Care should be taken with certain exercises and equipment and consideration should be given to the potential outcome of any activity.
- Not allow children to perform certain conditioning exercises, especially those which are heavy load-bearing, for example weight training or knuckle push-ups.
- Not allow children to do any heavy bag or heavy impact work - rather, they should concentrate on the development of speed, mobility, skill and general fitness.

4 Acceptable practice, poor practice or abuse?

In some cases it is hard to distinguish between poor teaching practice and abuse. Your responsibility is to do everything within your power to ensure your teaching practice is beyond reproach. An Instructor must always examine their own teaching methods and practices and remember the basic principal that they must be in the best interest of the child.

a What Constitutes Unacceptable Practice

Unacceptable practice is anything which might harm a child or prevent them from developing properly. Those practices which harm children are generally referred to as abuse and they fall into the following main categories:

- Physical Abuse
- Emotional Abuse
- Neglect
- Sexual Abuse

The following are more comprehensive descriptions of these categories.

Physical abuse

In general terms, this would include hitting and shaking etc.

It would also be where drugs or alcohol (specifically with children) are advocated or tolerated.

In Karate, this may include:

- an Instructor deliberately striking a child in order to inflict pain and damage
- an Instructor encouraging another student to strike a child in order to inflict pain and damage
- an Instructor asking a child to train in a reckless way which is likely to lead to physical harm.

Emotional abuse

This may occur if children are subject to:

- constant criticism
- bullying
- constant taunting of individuals
- unrealistic pressure to perform to high expectations.

Instructors should also consider the potential emotional abuse from excessive pressure during training regimes or in relation to competition.

Neglect

This may result from a failure to ensure that children are:

- safe
- free from risk of excessive cold or heat, injury,
- or properly insured.

Sexual abuse

This may be the result of Instructors involving children in any form of sexual activity.

This may be the result of Instructors allowing other adult members to involve children in any form of sexual activity.

Showing children pornographic material is also a form of sexual abuse.

b What signs might indicate abuse?

Abuse may result from various causes through the misuse of power by adults or peers in any of the above ways.

Abuse may not be apparent from physical signs. There may be behavioural indicators, particularly changes in behaviour.

Children may tell someone directly or indirectly that they are being abused. This will have taken enormous courage on their part because it is possible they will have been threatened by the abuser not to tell, or will have been aware and are very frightened of the consequences. In all cases, children will tell you because they want the abuse to stop, therefore it is very important that you listen to them and take them seriously.

Abuse can go unnoticed for a long time; yet have lasting and very damaging effects on children.

Physical indicators of emotional abuse include:

- A failure to thrive or grow, particularly if the child puts on weight in other circumstances (eg in hospital or away from home)
- Development delay, either in terms of physical or emotional progress.

There are physical and behavioural signs that might raise your concern about the welfare or safety of a child.

Some examples of physical signs are:

- unexplained bruising or injuries and a reluctance to talk about them.
- a change in appearance observed over a long period of time (eg a student losing weight or becoming increasingly dirty or unkempt)
- Self-harm or mutilation.
- Covering arms and legs even when hot.

Some examples of behavioural signs are:

- Excessive fear of making mistakes.
- Fear of parents being contacted.
- Aggressive behaviour or severe temper outbursts.
- Running away.
- Fear of going home (eg after training)
- Flinching when approached or touched.
- Reluctance to get changed for training.
- Depression.
- Neurotic behaviour (eg hair twisting, rocking).
- Being unable to play, unwilling to take part.
- Withdrawn behaviour

These signs are indicators, not confirmation of abuse. However if an Instructor notices any of these signs regularly or more than one sign, they should record and report their concerns to the FEKO CP Officer. If the Instructor is unsure of what they have seen, they should talk to someone who may be able to help them. The NSPCC Helpline is available 24 hours a day to provide advice and information to adults who have a concern about a child - 0800 800 5000

4 Reporting Procedures

a) What to do if you suspect abuse

Although it is a sensitive and difficult issue child abuse can and does occur within institutions and within other settings other than the home. It is crucial that Instructors are aware of this possibility and that all allegations are taken seriously and appropriate action pursued. This would include anyone working with children in a paid or voluntary capacity and there are established procedures to follow should any concerns arise.

If you suspect a child is being abused by an Instructor, student, parent or carer, you will have to report your concerns in order that the abuse is investigated and stopped.

If you are worried, remember it is not your responsibility to decide if abuse is taking place but it is your responsibility to act on your concerns and do something about it.

If a child tells you about someone's behavior (eg an adult or another child) which he/she finds disturbing, always:

- stay calm and reassure the child - ensure he/she is safe, feels safe and does not feel to blame for what has happened.
- listen carefully, show and tell the child that you are taking seriously what is being said. Be honest, explain you will have to tell someone else to help stop the behaviour that is distressing.
- make a note of what was said as soon as possible after the event.
- maintain confidentiality - only share the information on a need to know basis and if it will help the student.
- gain medical attention immediately if required and if appropriate contact police or social services.

It is your responsibility to act if you are concerned about the behaviour of an adult towards a child or if you feel a young person/disabled adult is being bullied:

- Always follow FEKO's child protection guidelines.
- Report your concerns with full details to the Child Protection Officer or Regional Officer.
- If these persons are not available, the concerns are about them, or you do not feel appropriate action has been taken, you must contact the social services or the police. Both organisations have specialist units trained to deal with these situations and their numbers are in the phone book.
- If you were abused in the past, you can still seek help to deal with how you feel. There are many confidential helplines and organisations in the phone book. Please find the courage to call - especially if the perpetrator is still involved in instructing and has access to other children.

b Do you have any other concerns?

These guidelines provide some of the steps for safe and sound Karate instructing.

Any further questions may be addressed to the FEKO Executive Committee through the National Administrator or Chair.

FEKO always endeavours to provide up to date information through literature and courses for its existing and its new Instructors.

c Protecting Instructors and Volunteers from False Allegations

To prevent the possibility of wrongful allegations about your teaching, adopt the good practice guidelines and advice advocated by FEKO. In addition to the points made earlier, instructors should remember to follow the advice below:

- To always work in an open environment - avoid private locations (eg taking children to the Instructor's home).
- To maintain a safe and appropriate distance with students (eg it is not appropriate to have an intimate relationship with a young student or to share a room with them).
- To involve parents and/or guardians wherever possible.
- To be aware of FEKO's child protection policy and their responsibilities.
- To adhere to FEKO's code of conduct
- To avoid any horseplay, sexually suggestive comments or language.
- To be aware of current child protection information and knowledge.

Additional information 2005

Guidelines.

The Child Protection Policy can in many forms be taken to be the same rules for vulnerable adults. It is important those in a position of trust have a clear understanding of the responsibilities this carries and guidelines to ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded. It is important to recognise that women as well as men may abuse a position of trust.

Relationship of trust.

What is meant by a relationship of trust?:

Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or nature of their activity, This would include a Martial Arts Instructor or Coach whether paid or unpaid or as a volunteer.

It is important those in a position of trust have a clear understanding of the responsibilities this carries and guidelines to ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, it is important to recognise that women as well as men may abuse a position of trust.

Young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation, in certain circumstances from adults who hold a position of trust or authority in relation to them and as a result have a considerable amount of power and influence in their lives.

Any Coach/Instructor who uses their position to manipulate a young martial artist in his/her charge into a sexual relationship may lose his/her membership with the Federation.

Abuse

Is the violation of an individual's human and civil rights by any other person or persons. It may be something that is done to the person or something not done when it should have been.

Abuse comes in many forms examples include financial, physical, emotional sexual and discriminatory abuse. Neglect can also be thought of as abuse.

- **Financial Abuse:** Which includes theft, and pressure in connection with wills or property, pensions or benefits.
- **Physical Abuse:** Which includes hitting, pushing, and inappropriate use of medication, sanctions or restraint.
- **Sexual Abuse:** which includes rape and any sexual act which is not freely consenting.
- **Psychological/Emotional Abuse:** which includes threats, intimidation, coercion, harassment.
- **Neglect:** which includes ignoring medical or physical needs, not providing access to appropriate health, social care, the withholding of necessities of life, such as medication, adequate nutrition and heating.
- **Discriminatory Abuse:** which includes all forms of harassment, slurs or similar treatment based on a person's disability, race or gender.

Child restraint Policy

It is essential when working with children to understand what physical restraint is and when its use is acceptable. The Department of Health has outlined three main levels of physical intervention in the control of children's behaviour — i.e. Restraint.

- a) Simple physical presence as control, involving no contact — e.g. standing in front of an exit.
- b) Holding and touching to persuade a child to comply with verbal requests e.g. holding a child's hand or using shoulders to steer a child away from a situation.
- c) Actual physical restraint where the child is held or held down.

It must be remembered that the decision to intervene via actual physical restraint is an option to be decided upon as a professional decision, to be taken calmly and in full knowledge of the desired outcome. Though it will probably be as its last resort, it is not an act of desperation but a conscious decision to act in the child or other's best interest.

When to implement Physical restraint;

- a) If a child is in imminent danger of significant self-harm through his/her actions.
- b) If a child is placing others in imminent danger of significant harm through his/her actions.
- c) If a child is about to cause or is causing serious damage to property.

It is important to remember when not to use physical restraint:

- a) Extract retribution.
- b) Retaliate for any reason.
- c) To punish the child or young person.
- d) As any kind of treatment or therapy.
- e) To be an administrative convenience.
- f) To instill fear.

You may be liable for abuse/GBH allegations if any injury is caused to a child whilst under restraint. If a child becomes excessively violent, the parents and the police should be counseled and assistance obtained from other people on site e.g. other Instructors or senior grades.

In order to avoid having to use physical restraint the following may be helpful:-

- Give the young person the opportunity to remove him/herself to another room to regain control.
- Move calmly and confidently.
- Make simple clear statements to the young person.
- Keep your voice quiet. firm and assured
- Lessen the threat of your presence by sitting down or allowing the young person some space
- Talk to the young person all the time
- Offer comfort, re-assurance and security
- Maintain eye-contact
- When possible have help at hand
- Allow the young person to 'save face'
- Move other young people away from the situation.

DO'S & DON'TS

DO'S

- Do make sure you are fully aware of FEKO International policy and procedure on the control and physical restraint of children.
- Do remember that it is your responsibility to follow the procedure and document the incident carefully.
- Do (where practicable) try to secure the presence of another instructor or senior grade before applying restraint.
- Do seek to minimise movement as quickly and safely as possible.
- Do if possible hold the young person's clothes instead of skin.
- Do focus upon helping the young person regain control and behaving safely.
- Do be sensitive and alert to the young person's verbal communications and body language during the restraint so that control can be given back to the young person as soon as possible.
- Do offer sensitive support to the young person following the restraint and ensure that someone explains to him/her why the restraint was necessary.

DON'TS

- DON'T make unnecessary physical contact with a child — this can sometimes be misrepresented.
- DON'T use physical restraint until an appropriate assessment of the situation has been made. DON'T use physical restraint in place of verbal persuasion.
- DON'T use physical restraint unless there is immediate risk to the child or other individuals.
- DON'T use physical restraint as a punishment.
- DON'T use physical restraint for longer than is absolutely necessary to make safe a situation.
- DON'T (where practicable) use physical restraint without another adult being present.
- DON'T speak quickly or loudly or give complex advice/instructions during an incident. DON'T use physical restraint without documenting the incident.

Sensitivity and Self Control are Essential

Remember that the use of physical restraint on a child should be avoided unless their behaviour is likely to cause immediate risk or harm. It must be the last course of action when all other attempts to defuse the situation have failed.

Remember Newton's Law, 'for every action there is an equal and opposite reaction'. Every act of physical restraint may have consequences for you as well as the child or young person.

Appendix 1.

Procedures In the Event of an Allegation or Suspicions of Abuse

A In the event of a complaint from or about a child

1. Complaint must be reported to the FEKO CPO
2. The CPO will investigate and inform the Executive as soon as possible
3. The Executive will decide, in consultation with the CPO, to:
 - a) take no further action
 - b) take further action
4. If the Executive feel that no further action is necessary, all parties concerned must be immediately.
5. If the Executive feel that further action is necessary, they will chose one of the following options:
 - a) to appoint supervision
 - b) to suspend
 - c) to caution
 - d) to dismiss
 - e) to seek advice from the Child Protection Advisory Group
 - f) to seek advice from the NSPCC
 - g) to inform the police and social services
6. The Executive will have the authority to immediately appoint supervision or suspend if they feel it is necessary in the interest of safety.
7. The police may decide, following investigation, to:
 - a) recommend no further action
 - b) refer the matter back to the Executive for disciplinary action
 - c) prosecute
8. If a criminal offence against a child is proven, the Executive must dismiss the offender.

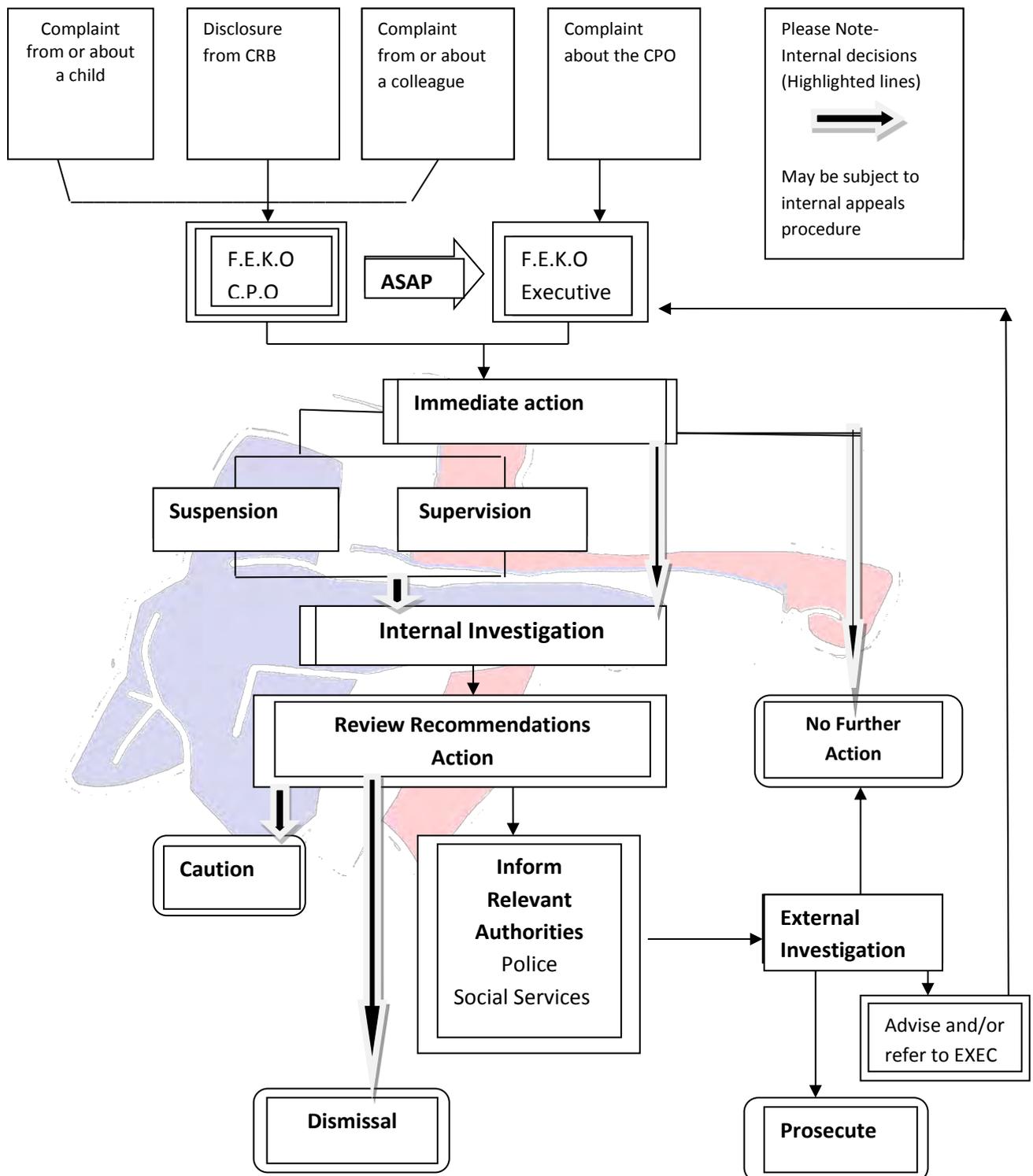
B In the event of a disclosure from the CRB or a complaint from or about a colleague, the procedures to follow will be as outlined in steps 1 - 6 above.

C In the event of a complaint about any CPO, the procedures to follow will be as outlined in steps 2 - 6 above.

D An appeal against any decision by the CPO or the Executive Committee may be heard by an Appeals board. This board must consist of at least three persons other than the CPO or Executive Committee members *and* who have a minimum of three years' experience working with children

Appendix 1a

Procedures in the event of an Allegation or Suspicion of Abuse



Appendix 2

The Protection of Children Act 1999

This new Act enhances significantly the level of protection for children. However, it remains of paramount importance that all organisations entrusted with the care of children practice the full range of pre-employment checks. This includes interviews, the full investigation of applicant's employment history and taking up references. ' John Hutton, Minister of State, July 2000.'

The Main Provisions of the Act

The Act makes four principal changes to the Law:

- It places the existing Department of Health Consultancy Index (a list of persons considered to be unsuitable to work with children) on to a statutory basis. It then provides names to be referred to this newly created Protection of Children Act List and also provides a right of appeal to a new Tribunal against the inclusion on the Protection of Children Act List (and also inclusion on List 99). It also extends the scheme to health care services provided to children.
- It amends 218 of the Education Reform Act 1988 to enable the Department for Education and Employment to identify people who are put on List 99 because they are not fit and proper persons to work with children.
- It amends Part V of the Police Act 1997 to enable the Criminal Records Bureau, when established, to disclose information about people who are included on the Protection of Children Act List or List 99 along with their criminal records. In this way, the Act provides for a 'one-stop-shop' system of checking persons seeking to work with children.
- It requires child care organisations (as defined in the Act) proposing to employ someone in a child care position (as defined) to ensure that individuals are checked through the 'one-stop-shop' against the Protection of Children Act List and the relevant part of List 99, and not to employ anyone who is included on either list.

The Act also contains other provisions, the most important of which are:

- To enable organisations (other than childcare organisations as defined within the Act) to refer names to the Protection of Children Act List.
- To permit the Secretary of State to consider the transfer of names currently held on the DH Consultancy Index to be transferred to the Protection of Children Act List
- To allow organisations to access the new Protection of Children Act List and List 99 without first going through the Criminal Records Bureau until such time as the 'one-stop-shop' comes into operation within the Bureau.

Although sporting organisations are not covered by the mandatory aspects of the Act (unless they meet the definition of a child care organisation, they are encouraged to refer names to the Secretary of State for consideration of inclusion on the POCA List. Sporting organisations are also reminded that while it is not mandatory for them to carry out these checks, they are still considered an essential part of the pre-employment process.

Appendix 3

F.E.K.O International Contacts

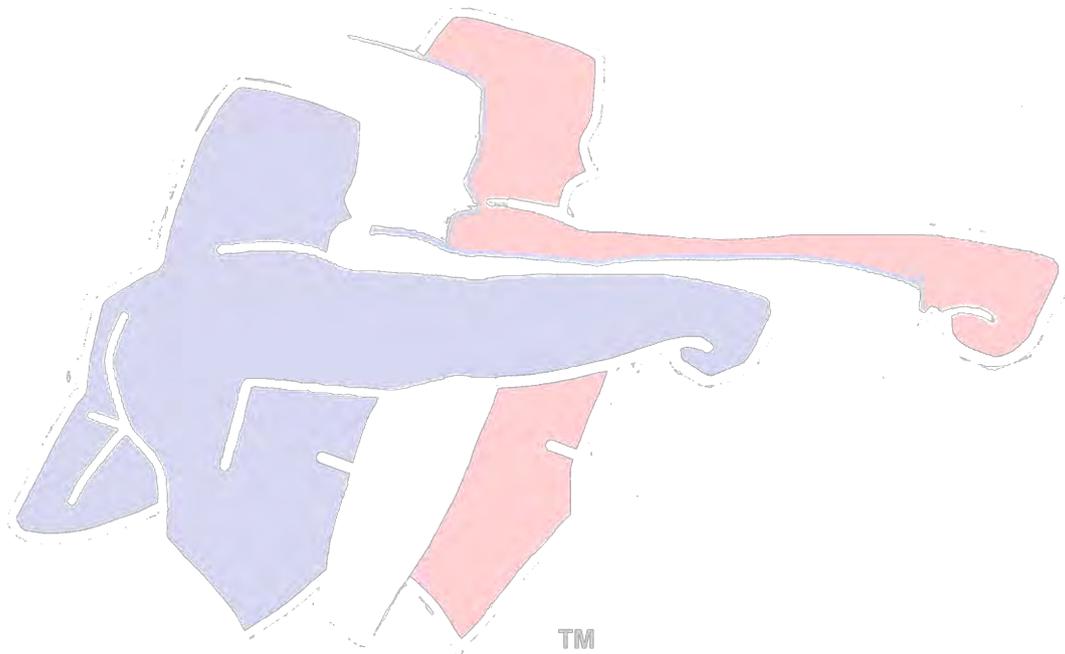
Chair - Child Protection Officer- CRB Lead Signatory:

Noel Mantock 07976 697117

mail@feko.co.uk Web site www.feko.co.uk

NSPCC Helpline 0808 800 5000 Freephone 24 hours

Childline UK 0800 1111



Risk Assessment

What is risk assessment

Risk assessment is nothing more than a careful examination of what, in your work could cause harm to people, so that you can weigh up whether you have taken enough precautions *or should* do more to prevent *harm*. *The aim is to make sure* that no one gets hurt or becomes ill. You are legally required to assess the risks in your work place.

The important things you need to decide are whether a hazard is significant and whether you have covered by satisfactory precautions so that the risk is small. You need to check this when you assess the risks.

Five steps to risk assessment

Step 1: Look for the hazards. *Walk around the areas where the members and the public will have access to and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate on the, significant hazards which could result in serious harm or affect several people.*

Step 2: Decide who might be harmed and how. *Special attention should be paid for the safety of the young people on the premises who may be at particular risk especially if there are also adults training in the same room.*

Step 3: Evaluate the risk and decide whether the existing precautions are adequate or whether more should be done, *Consider how likely it is that each hazard could cause harm. This will determine whether or not you need to do more to reduce the risk Even after all precautions have been taken, some risk usually remains. What you have to decide for each significant hazard is whether this remaining risk is high, medium or low. Ask yourself whether you have done all the things that should be done. You must do what is reasonably practicable to keep your training and access areas safe. Your real aim is to make all risks small by adding to your precautions as necessary. In taking action ask yourself: can I get rid of the hazard altogether. if not how can I control the risks so that harm is unlikely. E.g. prevent access to the hazard and/or organise your training to reduce exposure to the hazard. Failure to take simple precautions can cost you a lot more if an accident does happen.*

Step 4: Record your findings:

- * *You need to show that a proper check has been made.*
- * *You asked who might be affected.*
- * *You dealt with all the obvious significant hazards, taking into account the number of people who could be affected*
- * *That your precautions are reasonable, and the remaining risk is low.*

Risk assessment form enclosed.

Step 5. Review your assessment and revise it if necessary. *Keep a written record for future reference or use; it can help if you become involved in any action for civil liability. It could also remind you to keep an eye on particular hazards and precautions. It will also show that you have done what is necessary to make your training environment safe.*

Don't be overcomplicated. in most training environments hazards are few and simple. Checking them is common sense, but necessary. Hazard means anything that can cause harm. Risk is the chance, high or low, that somebody will be harmed by the hazard.

Risk Assessment Form

Club Name _____ Address _____ _____
Assessment Undertaken Date _____ Signed _____ Date _____ Assessment Review Date _____

Step 1 List significant hazards.	Step 2 List groups of people who are at risk from the significant hazards you have identified.	Step 3 List existing controls or note where the information can be found. List risks which are not adequately controlled and the action needed.

DBS (CRB) Disclosure

All Martial Art Instructors and volunteer helpers who deal with children or vulnerable adults on a regular basis must have a DBS Enhanced disclosure. This enables the employer or Organisation to check the suitability for working with the above people.

Contact Noel Mantock 07976 697117 or db@feko.co.uk for information on DBS enhanced disclosure checks. Information will be sent to you with a code number for FEKO International/FEKO/FMA members for the online application form. A form will also be available for your documents to be checked at the Post Office so they stay in your possession. FEKO International/FEKO/FMA do not receive any revenue from DBS checks.

Introduction

If your group works with children under the age of 18, or 'vulnerable' adults, you will want to make sure that any member, paid employee or volunteer are suitable for the tasks they undertake. In specific circumstances you will have a legal duty to do so. Part of this process can involve checking whether an individual:

Has any relevant convictions

Has had any relevant cautions, warnings or reprimands from the police; is named on lists of those unsuitable for work with children or vulnerable adults.

Has been disqualified or banned from working with children or vulnerable adults by a judge following conviction for a relevant offence.

The government agencies that provide this information are the Disclosure & Barring Service (DBS) formally (CRB) in the form of a 'disclosure' and the Independent Safeguarding Authority (ISA) that keep a list of 'barred' people who pose a possible risk of harm to children or vulnerable adults.

Getting a DBS disclosure is a legal obligation in some circumstances, or a requirement for insurance cover in others, but very often it will be a matter of judgement for your group. They can be a useful tool, but can also be limited as they provide information about a person's past rather than future actions. If you have paid employees or volunteers you will need policies and procedures covering recruitment, training and support, health and safety and equal opportunities.

Disclosure & Barring Service Disclosures

The DBS provide reports for people working with children or 'vulnerable' adults that are called 'disclosures'. There are three types of disclosure.

A basic disclosure, only available in Scotland, includes only details of convictions held at a national level, which are not 'spent'.

A standard disclosure gives details of a person's convictions (including spent convictions) plus any cautions, reprimands or warnings that have been recorded by the police.

Martial Art Instructors and Volunteer helpers require Enhanced Disclosure

An enhanced disclosure includes all of the above plus any information from the local police records or the police national computer that the chief constable believes it is relevant to disclose. It also

includes information about the person's 'ISA status' under the vetting and barring scheme (see details below)

Checks from a local police station

Any individual can go to their local police station and apply for 'subject access'. There is a £10 charge and they would receive a copy of records held about themselves. However, this is for the personal use of that individual only, is not as comprehensive as DBS disclosures, and cannot be used instead of a CRB disclosure. *More information about police station checks is available at www.acpo.police.uk/subjectaccess.asp*

The Vetting and Barring Scheme

The **Disclosure and Barring Service (DBS)** is a [non-departmental public body](#) of the [Home Office](#) of the [United Kingdom](#). The DBS enables organisations in the public, private and [voluntary sectors](#) to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or [vulnerable adults](#), and provides wider access to criminal record information through its disclosure service for [England](#) and [Wales](#).

The DBS was formed in 2012 by merging the functions of the Criminal Records Bureau (CRB) and the [Independent Safeguarding Authority \(ISA\)](#) under the [Protection of Freedoms Act 2012](#). DBS started operating on 1 December 2012.^[1] It operates from [Liverpool](#)^[2] and [Darlington](#). Its equivalent agencies are [Disclosure Scotland](#) in [Scotland](#) and [Access Northern Ireland](#) in [Northern Ireland](#).

It is a legal requirement in the UK for regulated activity employers to refer safeguarding concerns to the DBS. It is illegal for anyone barred by the DBS to work, or apply to work with the sector (children or adults) from which they are barred. It is also illegal for an employer to knowingly employ a barred person in the sector from which they are barred.

On 17 June 2013, the DBS launched its [Update Service](#). The online Service radically improves the ease and speed with which employers can apply for criminal record checks and will create significant savings. For £13 a year, applicants subscribing to this optional service can re-use their DBS certificate when changing jobs or roles within the same sector. Where an individual has subscribed, the employer will not need to apply for a new certificate, but will be able to quickly perform an instant, online free check that the existing certificate is up to date.

Since October 2009 the Independent Safeguarding Authority (ISA) has kept a list of 'barred' people who pose a possible risk of harm to children or vulnerable adults. Those on the list are barred from working or volunteering for 'regulated activities'. Regulated activities are defined as those where there is 'frequent, intensive or overnight' contact with children or vulnerable adults, including teaching, fostering, providing care, and those in a position of responsibility.

A person who is barred from working with children or vulnerable adults will be breaking the law if they try to work or volunteer with those groups.

An organisation that knowingly employs a paid worker or volunteer who is barred will be breaking the law.

If you dismiss someone because they have harmed a child or vulnerable adult you must tell the Independent Safeguarding Authority.

Further information about the Vetting and Barring Scheme can be found at www.isa-gov.org.uk, or http://www.brightonandhoveclub.org.uk/prof_vetting.html

Who needs to apply for DBS disclosures?

You must apply for DBS disclosures for any members, staff, or volunteers who are working with children or vulnerable adults in regulated activities.

You will need to think about who this applies to in your organisation. You will also need to have policies that clearly state what responsibilities can be taken on by those who do not have a DBS check.

Working with vulnerable adults

A vulnerable adult is defined (in the Care Standards Act 2000) as a person over 18 years who receives one or more of the following services:

- Accommodation and nursing or personal care in a care home.
- Personal care or support to live independently in their own home.
- Services provided by an independent hospital, clinic or medical agency or an NHS body.
- Services provided by an establishment catering for a person with learning difficulties.

Your organisation may work with one of these groups of people, providing an activity, such as a lunch club, social club, transport, advocacy or support for carers. You would then need to consider whether using DBS disclosures would help you to ensure you are providing a safe environment for those you work with. (A vulnerable adult is a person over 18 years of age who has a learning or physical disability, a physical or mental illness including drug or alcohol addiction, or a reduction in physical or mental capacity)

The DBS disclosure process

We have provided below a step-by-step guide to the process you will need to go through to obtain DBS disclosures. Decide if your volunteers or paid employees need DBS disclosures.

Adopt a policy covering how you will use and store the information contained in disclosures.

See [Using disclosure information](#)

Contact FEKO International/FEKO/FMA for DBS applications. Applications are now online. Email dbs@feko.co.uk or phone Noel Mantock 07976 697117 for details.

Once the online application has been completed you will need to have your identity and address verified, this is by a form supplied by the processing company which along with your documents is taken to the Post Office for checking. With this method your documents remain in your possession.

Fees are listed on the information document sent by FEKO International/FEKO/FMA for volunteers as well as paid employees. FEKO International/FEKO/FMA does not receive any revenue for DBS checks.

The DBS will carry out their checks. Their stated aim is to complete disclosures in 2 weeks (standard disclosures) or 4 weeks (enhanced disclosures) but it is better to allow longer than this.

Make a note of the Application Form Reference Number for checking the progress online.

Copy DBS disclosure are no longer sent therefore each group must appoint a responsible person to check the applicants disclosure form on whether the volunteer or paid employee is suitable for the tasks they will be performing and discuss the decision with them. Record the date of issue and disclosure number. Send this information to the DBS Officer for FEKO International/FEKO/FMA.

Disclosure contents

When the DBS has completed its checks it will send one copy of the disclosure to the individual (at their home address). However, chief constables can decide that some information may be relevant to the position but do not wish the prospective employee to see the information. This information will be sent only to the main processing organisation. The only record kept is of the applicants name, registration number and date of registration.

Individuals keep their copy of the disclosure; it is recommended that a new disclosure is taken every 3 years for credibility.

How disclosure information will be used.

Storage and disposal.

The purpose of the Code of Practice is to ensure that people can apply for a disclosure being confident that: they will not be unfairly discriminated against because of information in their disclosure.

Personal and confidential information about them will be held securely and will only be seen by those who need to see it.

Their advice on writing policies is available at:

www.crb.homeoffice.gov.uk/guidance/rb_guidance/handling_of_disclosure_info.aspx

How disclosure information will be used

Have a procedure for deciding:

What disclosed information would be relevant and what would not be.

Who would make such decisions.

How the applicant would be involved in the decision

SECTION 1 - FEKO STRUCTURE

Instructors should understand and be able to explain the **FEKO** structure.

They should know how they, their members and their clubs fit into this structure. This knowledge is important as without it the Instructor cannot ensure that members gain the full advantage inherent in belonging to a structured group, for example by access to recognised Instructing and refereeing courses and qualifications, and National and International squads.

Instructors should study and keep all FEKO correspondence and attend all relevant meetings and training courses to ensure that they are up to date with this knowledge. An Instructor may delegate these matters to a third party, for example the club secretary, but an instructor has a responsibility to understand all decisions made on their behalf.

An Instructor should know:

The names of the key FEKO personnel, for example, Senior Instructors, Chairman and National and Regional Officers.

An Instructor should have available:

Key FEKO contact numbers and addresses for advice on administrative and technical matters.



The F.E.K.O International Executive

This is made up of 4 Executive Officers and 2 Executive Members.

The Executive Officers are responsible to the Council for the day to day running of all 3 Federations.

The Executive Members are responsible for overseeing and managing the Refereeing and Squad Coaching departments.

Executive Officers
Chair/Vice-Chair/Hon Secretary/Hon Treasurer

Executive Members
F.E.K.O Squad Coach/ F.E.K.O Chief Referee

SECTION 2 - ETHICS AND CODE OF BEHAVIOUR

The Art of Karate-Do places great emphasis on the development of the character of its students, and a code of behaviour is used, together with the physical training, so that Technical skill, physical fitness and good behaviour become synonymous with Karate-Do.

The code is based on a mutual respect of Teachers and Students, and acknowledges that respect must be shown for Seniority. Practitioners are expected to show the same respect for the society in which they live, and for those who live in and administer that society. It is a source of great satisfaction to FEKO that it has earned a reputation for producing World class Teachers and Competitors.

All FEKO members have a duty to behave in a way which will maintain and enhance this reputation on behalf of their Club and FEKO, but our instructors have a particular responsibility, as they will greatly influence the behaviour of their students both inside and outside the dojo. Bad behaviour on the part of an instructor will reflect badly on FEKO. The ethos of karate is the development of the character through the development of the body and an instructor has a great responsibility to uphold this tradition. Instructors must ensure that the following code of behaviour is adhered to by all students in their charge.

Dojo etiquette:

- Always bow on entering or leaving the dojo.
- Junior grades must bow first to their seniors.
- Instructors should be referred to as Sensei or by their appropriate title, and not by name.
- Nails must be kept clean and short enough to avoid scratching and cutting
- Jewellery or watches should not be worn. If it is not possible to remove rings or earrings, they should be safely covered.
- It may be requested that shoes are removed on entering the Dojo. It is polite to walk around the edge of the training area.
- Students must make every effort to be on time for classes, but if late, should enter the dojo quietly, change, and warm up in the changing room. When joining the class, they must kneel to the front and side of the class, where they can be clearly seen by the Sensei, and watch carefully for the Sensei's signal to join in. When this signal is given, they should remain kneeling, bow deeply, then walk quickly and quietly around the back of the class until it is convenient go to a position appropriate to their grade.
- Smoking is not allowed in the dojo, or in any adjacent areas.
- Any behaviour that is likely to offend the etiquette of the Dojo is not allowed.

GIs and Belts:

It is the responsibility of the individual to ensure that their gi fits correctly and is kept clean and in a good state of repair. Tears and other damage must be repaired prior to the following training session. A FEKO and/or Association or club badge can be embroidered or stitched on to the GI, and for competitions, a number or Country badge may be required for identification. The appropriate coloured belt, including any necessary stripes, must be worn with the gi at all times.

Training at another Dojo:

A FEKO registration will insure you to train at any affiliated FEKO Dojo, but permission is needed from the Dojo Instructor, and from your own Instructor. The usual seniority structure will apply.

Competitions:

For all intents and purposes, the competition Arena should be treated as the Dojo, and the same respect must be shown to seniors and to other Karateka. Karate competition is seen as the 'glamour side of Karate, and competitors, especially those who become successful, will become 'role - models' and can have a marked Influence on the behaviour of others, particularly young and immature students, and therefore have a special responsibility in exhibit exemplary behaviour with regard to dress, sportsmanship, and general behaviour both on and off the competition area. This encompasses matters such as general deportment (not lounging); use of correct and polite language to fellow competitors, Officials and spectators - showing respect for other competitors and interest in the competition - no use of stereo headphones whilst in gis etc etc. Referees and Judges must also show exemplary behaviour in the above matters. Referee and Judges qualifications do not supersede the grade structure.

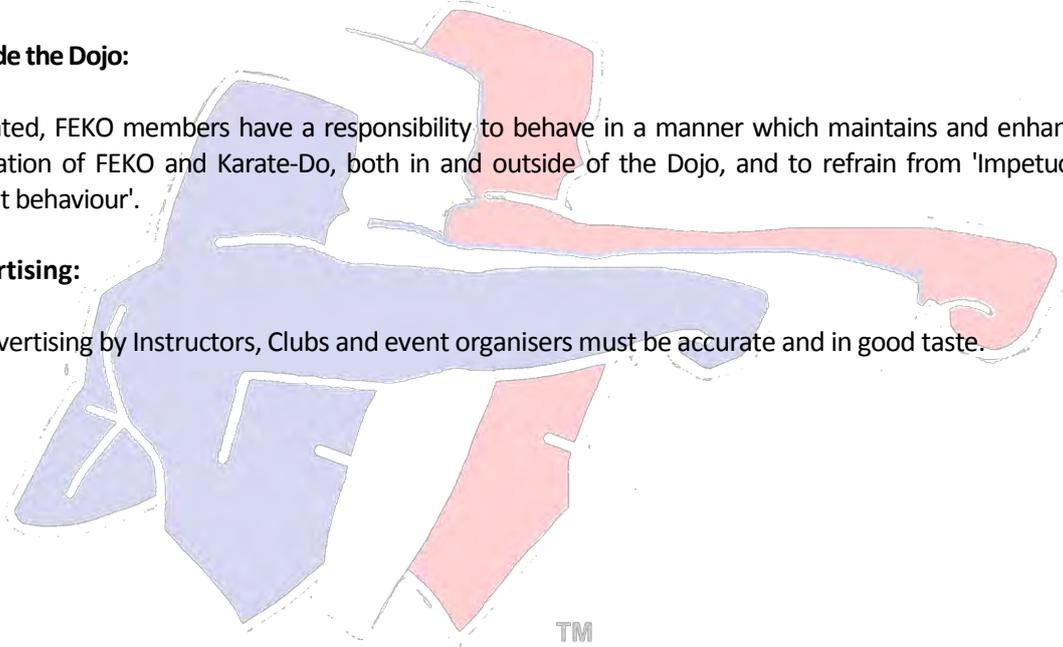
Although the vast majority of Karateka do not take part in FEKO National or International competition, they will use competition Karate within the dojo as part of their training, and perhaps for gradings. It is important that the Instructor is able to demonstrate a basic understanding of the current rules of competition for these students and for the minority who wish to compete at formal competitions.

Outside the Dojo:

As stated, FEKO members have a responsibility to behave in a manner which maintains and enhances the reputation of FEKO and Karate-Do, both in and outside of the Dojo, and to refrain from 'Impetuous and violent behaviour'.

Advertising:

All advertising by Instructors, Clubs and event organisers must be accurate and in good taste.



SECTION 3 - ADMINISTRATION AND RECORD KEEPING

Instructors should be capable of instigating and maintaining an effective administration and record keeping system.

Accurate record keeping is essential to ensure that certain FEKO requirements are met. The Instructor may delegate record keeping to a member of their club, for example the club secretary, but ultimately it is the responsibility of the Instructor to ensure that the records are kept in a proper and accurate manner. They should be kept safely and securely, and their contents not divulged without consent, and should be disposed of in a responsible manner.

The following records should be kept:

A register of class attendances

This is essential to prove that training requirements are being met, especially with regard to grading. These records can also assure parents that their children are regularly attending classes.

Results of gradings

These are necessary as validation in the case of lost record books, or where a student changes dojos.

Contact number for students

These are important in case of emergencies, especially with children, and should be maintained and, most importantly, be on hand at all training sessions.

Notes of any special requirements of those with special needs

This could relate to special medication or procedure, and again should be on hand at all training sessions.

Injuries and accidents

Details of any injuries should be kept in the club accident book and also any injuries your students may incur *in* competition. With something as potentially dangerous as head injuries, you should obtain medical clearance before you allow that student to train again and subsequently free-spar.

FEKO registrations

Ensure that you and your students have up- to-date FEKO registrations and therefore insurance cover.

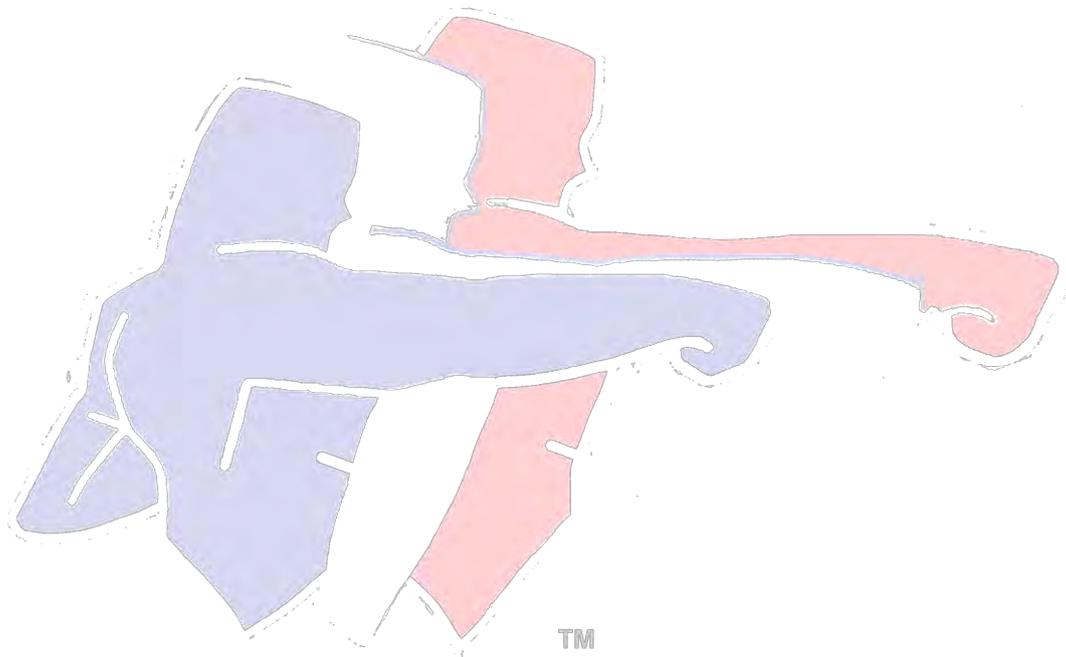
Personal registration and Insurance cover

A current FEKO registration will provide the Instructor with specific insurance cover, but if you have any separate insurance, such as facility cover or extended professional indemnity, ensure these do not expire.

All Instructors need to have professional indemnity, which provides cover should action be taken against **them as the** person in charge for example when an accident occurs. This cover is available through the Karate Insurance brokers as a separate cover on request.

Dojo Promotion

The instructor should try to establish and maintain a good working relationship with the local press and media. In this way club successes can be promoted and membership increased or maintained. An Instructor may become involved in the provision of Karate clothing, equipment, video tapes and literature, and must try to ensure that good advice is given regarding the suitability, cost and quality of merchandise. Instructors can often obtain discounted prices for their members.



SECTION 4 - SAFE TRAINING ENVIRONMENT

Instructors must ensure the Health and Safety of students by providing, as far as is reasonable, a safe practicing environment. The following key areas should be checked.

Floor Surface.

An ideal training surface for all aspects of karate would be a sprung wooden or padded vinyl type floor. If premises have a more solid floor the instructor should explore ways of providing safe covering, for example suitable mats. If training does take place on a solid floor, the Instructor must ensure the suitability and content of the lesson to minimise injury.

All floor surfaces must be clean and devoid of all sharp objects, for example broken glass and splinters, and be free from hazards, such as loose boards or major holes or cracks. The surface should have sufficient grip to maintain stability yet allow twisting, and this grip should not be allowed to deteriorate through condensation, which often results from hard training on cold floors.

Adequate ventilation via windows, doors and fans will often alleviate this problem. Any blood spills should be wiped - this is important because of the danger of contamination through cuts and cracks in the feet.

Lighting

Lighting must be adequate for safe vision. Artificial lighting should be well positioned to avoid glare and direct shine. Curtains or blinds should be used to prevent glare from the sun.

Heating

An Instructor must use common sense regarding a suitable temperature in which to conduct a lesson, as a guide, this is comfortable room temperature (around 18c).

Ventilation

Again the Instructor must use common sense. Fresh air is necessary for strenuous exercise, and there should be provision for opening of windows, doors or operation of extractor fans.

Surrounding Area

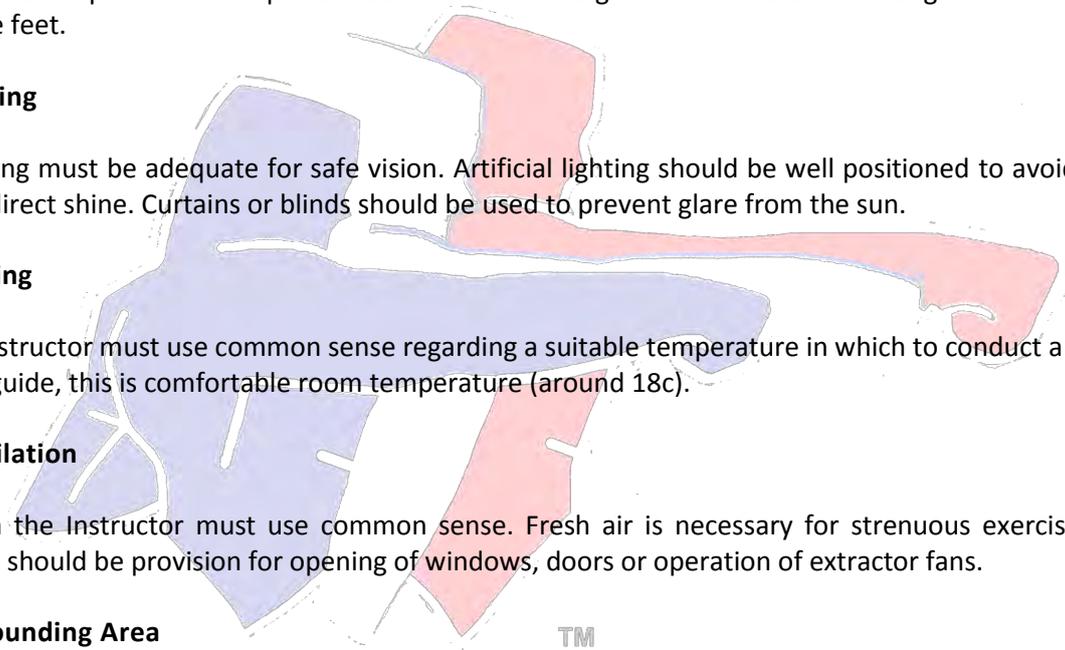
Pillars, low beams and radiators should be well padded to avoid impact injuries. Wall fixings such as fire extinguishers, pictures, clocks and notice boards should be properly and securely mounted.

Unsecured objects, such as stacked chairs or items on shelves must be checked for stability. A class landing in unison can have the effect of a minor earthquake. Instructors must be aware of possible dangers caused by glass, and keep a safe border area away from any non-toughened or unprotected windows and mirrors.

It is also important to have a safety area if there are spectators, or if some class members are sitting.

Spatial Considerations

There must be adequate amount of space for the numbers attending and the nature of the lesson. If the room is too full, collision injuries could occur, and it will also be more difficult for the Instructor to monitor the class and for students to clearly see the Instructor. Good discipline is important to maintain safe spacing of students.



Changing Facilities

Instructors who own or privately rent facilities are responsible for providing clean, tidy and well stocked changing rooms and toilets, washing facilities and drinking water. If a club trains in a sports centre and facilities are not adequate, the Instructor should lobby facility management for improvements.

Emergency Exits

Fire escapes should be clearly marked and known and kept free from obstruction. A central assembly point should be known and detailed.

Equipment

Any equipment used should be in safe working order and only used by appropriate groups. Members should be encouraged to use recommended protective equipment, for example, gum shields and groin guards. Students who need glasses should wear 'Sports-safe' type, and not be allowed to spar without these or suitable contact lenses. No jewellery should be worn, and nails should be short. There must be adequate amount of space for the numbers attending and the nature of the lesson. If the room is too full, collision injuries could occur, and it will also be more difficult for the Instructor to monitor the class and for students to clearly see the Instructor. Good discipline is important to maintain safe spacing of students.

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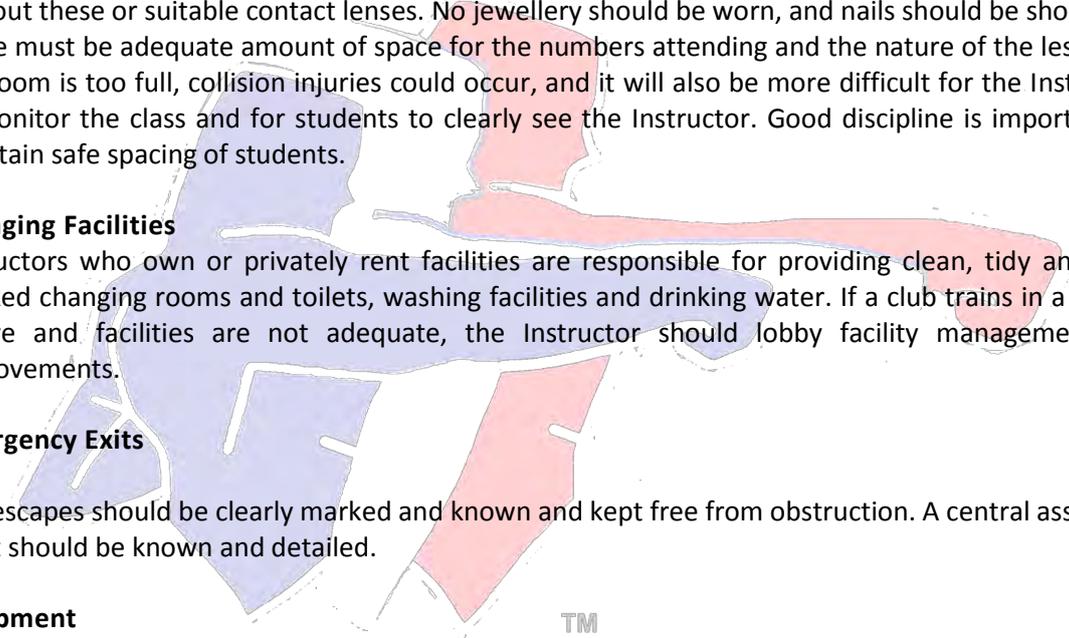
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SECTION 5 - THE BODY IN ACTION

Instructors have a responsibility to be aware of current good practice, particularly in the area of something like safe exercises. Good health and fitness is often high on the list of reasons for belonging to a Karate club, and students often seek advice from the Instructor with regard to their general health or with regard to supplementary exercises to help them with their karate fitness, and they should have a general understanding of the fundamentals of body maintenance and development.

Instructors should ensure that any advice is given responsibly, is within their range of knowledge, and is safe and in the best interest of the student. FEKO will *be* providing up-to-date information to Associations and this Information should be filtered down to club instructors. It is a very important area, and we can only provide some basic guidelines, the do's and don'ts. The best advice is to do exercises recommended as being safe and beneficial by your Senior Instructors.

There are many sources of advice on physiology, and although well intentioned, not all are appropriate. If in doubt, check with a Senior Instructor. All Instructors should pay particular attention to Section 8 of these Guidelines, which deals with teaching children

A supplementary document on exercise is provided as an appendix to these guidelines.

It is advised that your classes encompass the following sections and in the following order:

Warm-up This means raising the heart rate with light aerobic-type exercise, such as jogging. This raises the body temperature and increases the blood supply to muscles, allowing safer stretching with less risk of injury.

Stretching This should be progressive and involve all the major muscle groups. The instructor should not demonstrate ballistic (bouncing, jerking) movements in the early phase of stretching. Joints should be exercised in their natural alignment. Movements that stretch ligaments and weaken joints, such as knee twists or hyper-extension, should be avoided. However, more demanding stretching exercises can be performed by fitter and stronger Karateka, who have built up strong muscle protection around their joints. No movements where the body is involved in unsupported leaning should be done. For example leaning backwards in an unsupported way causes hyper-extension of the spine and vastly increases the risk of injury.

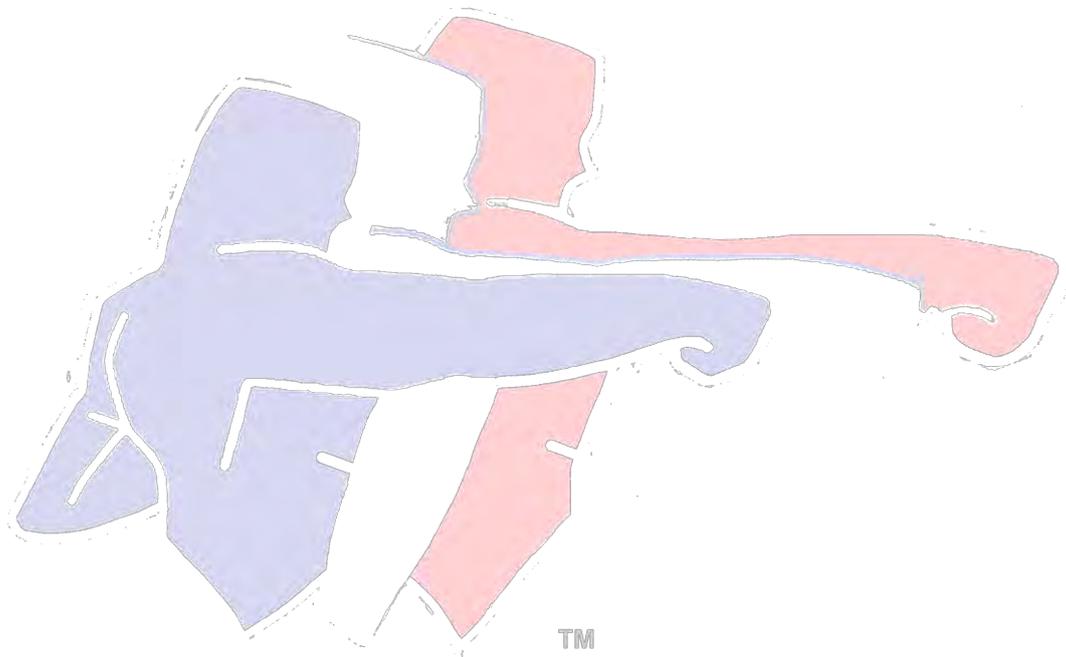
There is also a psychological purpose for the warm up and stretching, that of bringing the class to a state of mental and emotional readiness, regardless of the activities they were engaged in prior to the training session.

Karate Training The warm-up and stretch should have prepared the body for the dynamic and ballistic nature of Karate movements; The Instructor needs to teach techniques in a manner will not inflict injury to the performer, either in the short or long term, which requires an understanding of the physiology Involved. Damage could result from 'bouncing' off a joint, or by creating excessive momentum against a natural joint alignment, for example by not pivoting the supporting foot during certain kicks.

Strength and General Conditioning Strengthening exercises for the arms, legs and trunk, and aerobic and anaerobic conditioning should be done in line with current good practice.

Warm-down A correct warm-down may help prevent much of the soreness and stiffness associated with hard exercise, with obvious physiological and psychological benefits.

Rest and Diet Rest are important and overtraining or lack of sleep can lead to psychological and physiological stress. A recent study on the diet of athletes concluded that except for long endurance sports such as marathons, no special diet was required, but rather a proportional increase in quantity of a balanced diet.



SECTION 6 - GENERAL. TEACHING SKILLS

An Instructor should be able to:

1. plan a lesson

Instructors may plan a lesson in writing or by rehearsing specific techniques or sequences, but often they will 'plan on their feet', when the composition (age, ability, grade span), and mood and size of the class become clear.

The nature of each lesson will be largely dictated by the grading syllabus - which is allied to grade. Within the framework of this syllabus, consideration will be given to gender, age and those with special needs, for example physical disabilities or learning difficulties.

Another common practice is for an Instructor to begin a class with a 'tester', which allows the mood and standard of the class to be assessed, and then evolve the lesson accordingly.

A more rigidly planned class may be suitable when preparing a particular group for a grading or competition, or for fine-tuning elite performers.

Planning also covers such aspects as ensuring that the dojo (training hall) is booked, open on time, and fit for use (eg clean, tidy and safe).

2. conduct a training session

The transmission of knowledge and skill will greatly depend on the learning environment and the communication abilities of the Instructor. The learning environment, as well as being safe, should be free from all distractions. Some distractions are unforeseen, but instilling disciplined behaviour in the students will minimise distractions from within the class. In order to communicate skills to the students, the Instructor must be able to provide a clear demonstration of what is required and ensure that all students can see and hear clearly. This requires sensible positioning of students in relation to the Instructor, and the giving of precise and clearly spoken instructions.

Technical demonstrations may be given in the following ways - personally by the Instructor - by an assistant Instructor - by using a student. The use of a student to demonstrate a technique can be advantageous:

- a) where the student has a particularly good level of skill, or
- b) where the student has a particular problem with a technique in common with other class members, which may be sympathetically corrected, thus providing inspiration and encouragement.
- c) where the instructor is unable to demonstrate a technique, for example through injury.

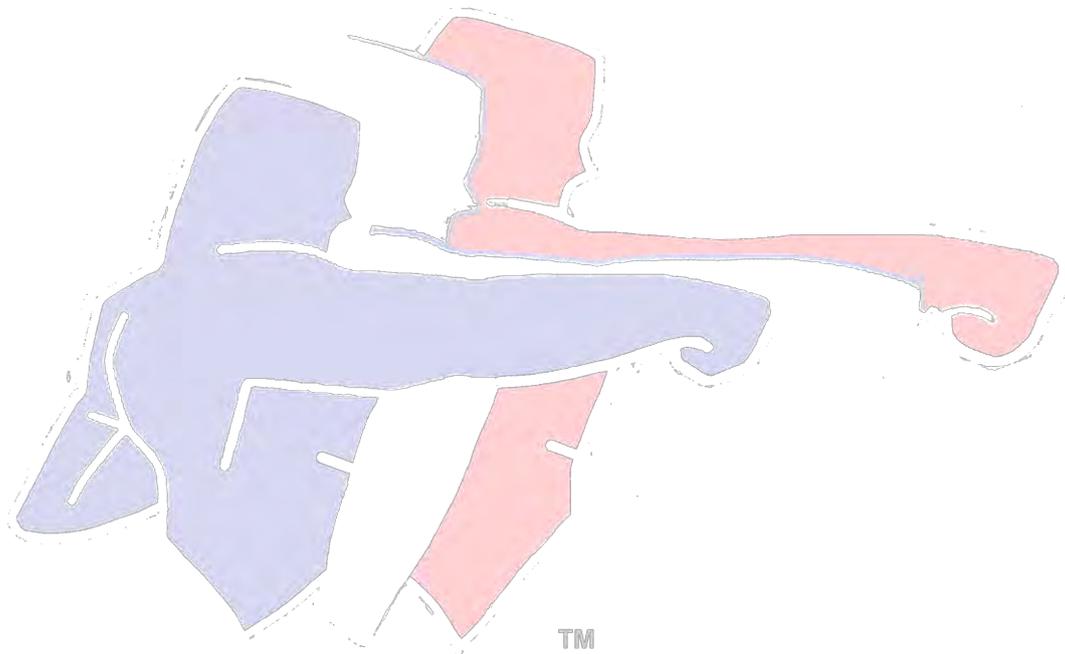
It is particularly important when teaching those with special needs, that the Instructor takes responsibility for good communication - for example students with hearing problems need to rely heavily on seeing the Instructor. Instructors who are liked and respected by the students will communicate better. The ability to communicate and mediate with parents of young Karate students and with members of the public and with any relevant authority and the media is also important.

3. evaluate the effectiveness of their own teaching and the progress of their students.

Student feed-back is a good indicator of the effectiveness of a class and can be obtained by observing both the performance and the enthusiasm of the students. Regular grading examinations allow the Instructor to evaluate the progress of a student and the overall progress of the class at these gradings provide a good indication of the effectiveness of the Instructor - many students making a similar mistake could indicate a teaching fault. Competition results can provide an Indication of the effectiveness of instruction, especially when related to the progress of individual students. Reference to club accident and injury records may provide an indication as to the safety of their instruction. Observation of an Instructor's students being taught by another, perhaps more senior, Instructor, may help that Instructor to assess their own teaching effectiveness.

4. provide motivation

People join a structured class to learn, but also to be motivated, and a good Instructor will know how best to provide motivation and encouragement. Achievements should be noted and rewarded.



SECTION 7 - KARATE SPECIFIC TEACHING SKILLS

Instructors will need to be able to demonstrate Karate knowledge and skill to a range of students from novice to Black Belt

FEKO has fixed the minimum grade for Its Instructors at 1st Dan. In order to gain a Black Belt, It was necessary for a student to demonstrate a technical knowledge and skill to a level laid down in the grading syllabus, of the three fundamental components of Karate, which are Kihon (basic techniques), Kata (set formal exercises) and Kumite (sparring). It therefore follows that FEKO Instructors will have at least the level of knowledge and skill required to take a novice through to 1st Dan.

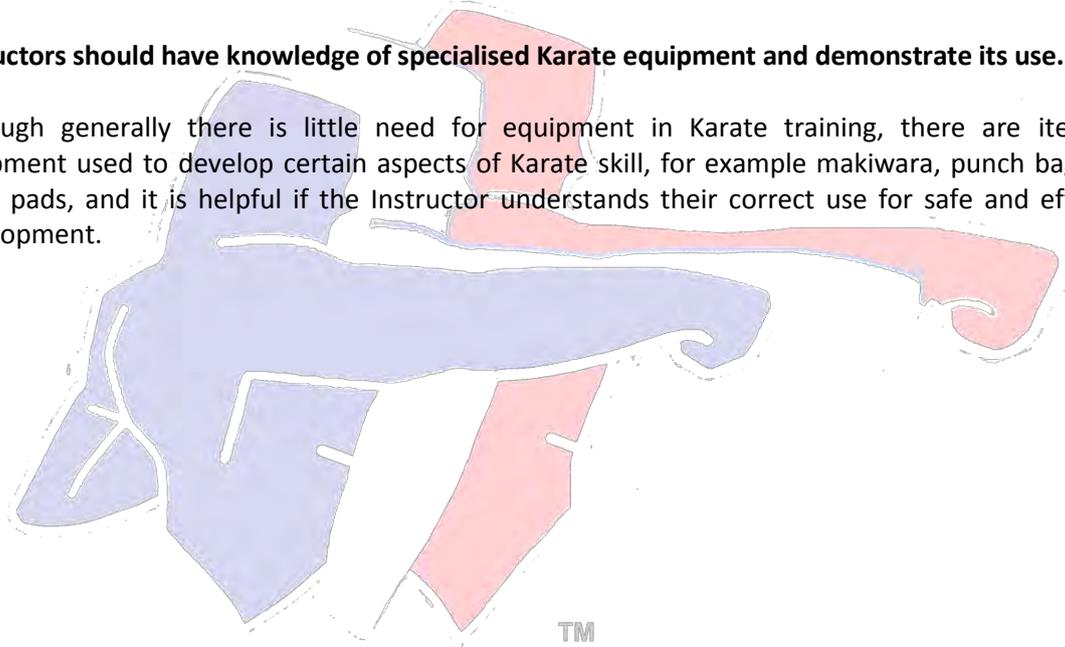
Assistant Instructors who are 1st Dan but under 18 years of age will also possess this knowledge.

Assistant Instructors who are 3rd - 1st Kyu will possess knowledge up to that level.

Instructors should attend FEKO technical courses where possible, to keep up to date.

Instructors should have knowledge of specialised Karate equipment and demonstrate its use.

Although generally there is little need for equipment in Karate training, there are items of equipment used to develop certain aspects of Karate skill, for example makiwara, punch bags and focus pads, and it is helpful if the Instructor understands their correct use for safe and effective development.



SECTION 8 - TEACHING CHILDREN

The law defines a child as a person under the age of 18.

Instructors need to understand the added responsibilities of teaching children and the also basic principles of growth and development through childhood to adolescence. Exercises should be appropriate to age and build. Instructors should not simply treat children as small adults, with small adult bodies.

The minimum age for FEKO registration is 4 years to comply with insurance regulations.

Though the build and maturity of individual children varies greatly, the nature of the class can be tailored to consider these factors.

It will be observed that some children have difficulty in concentrating, and Karate training has been shown to improve their ability to concentrate, and that this is beneficial to the children in other aspects of their life, such as education.

Pre-adolescent children have a metabolism that is not naturally suited to generating anaerobic power, and therefore they exercise better aerobically, that is, at a steadily maintained rate. However, they can soon become conditioned to tolerate exercise in the short, explosive bursts that more suit Karate training.

Children should not do assisted stretching - they generally don't need to, and there is a real risk of damage with an inconsiderate or over-enthusiastic partner.

Children should be generally matched for size and weight for sparring practice wherever possible.

Great care must be taken, especially where children train in the proximity of adults, to avoid collision injury.

Children should not do certain conditioning exercises especially those which are heavy load bearing, for example weight training or knuckle push-ups.

Children should not do any heavy bag or heavy impact work but should concentrate on the development of speed, mobility, skill and general fitness.

A duty of care towards children, equivalent to that which a reasonable prudent parent should expect from a teacher in a school environment, is expected from a sports coach, and therefore of a Karate Instructor.

Parents or guardians should be advised when to deliver and collect children. For example, if the lesson begins at 7.30pm, it could be known that the instructor would arrive and register students from say 7.15pm onwards. No child should be left at the Dojo before the specified time, unless the Instructor or a responsible person is present. A child taking part in a class should not be allowed to leave the dojo unsupervised.

SECTION 9 - TEACHING THOSE WITH SPECIAL NEEDS

The term 'special needs' encompasses many conditions. A class may contain students with physical handicaps, minor or severe, or students who experience learning difficulties. A good instructor will be aware in these circumstances of the need to adjust their actions and instructions accordingly.

When teaching those with special needs, it must be accepted that the learning process may be slower, and smaller classes may be required with possibly one to one tuition.

Disabled persons should be treated the same as able-bodied persons, except where their condition demands special consideration.

The instructor needs to identify that someone has special needs. Some problems are visible and obvious, and others may be identified from the membership application, but the Instructor should be aware of the following conditions that make learning more difficult.

- Poor hearing or sight
- Poor co-ordination and balance
- Poor spatial concept or perception
- Slow reaction times
- Poor physical condition through being overweight, undernourished, or generally unfit.

It is important that all instructors and students who come into contact with those with special needs are made aware of any such conditions, especially those conditions that are not visible and obvious.

There may be a need to enhance particular communication skills, for example when teaching those with hearing difficulties it will be particularly important to face the class, and rely more on gestures.

Those with special needs should be encouraged by the Instructor to make others aware of their circumstances.

Some students may need special medication, for which they should be allowed easy access. Wheelchair Karateka will appropriate access and more space to manoeuvre and it will be generally more practical for them to train in special classes...

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SECTION 10 - EMERGENCIES AND FIRST AID

In the event of an emergency or accident, an Instructor will often be the one best suited and expected to take charge. Instructors need to demonstrate knowledge of emergency procedures and be able to administer appropriate First Aid.

Instructors should be aware of fire exits and evacuation procedures, and be able to account for all students. For this reason, it is best that students should sign in before each class if possible.

The following points need to be considered when dealing with emergencies:

- Keep calm, take charge of the situation, make the area safe, organise immediate help.
- Deal promptly with any potentially life threatening situation.
- Give reassurance to any injured party.
- Be aware that people may be affected by shock.
- Hospital treatment may be required and no drugs, food or drinks should be given.

Accident prevention is always the first priority, but should an accident happen, the instructor should be able to care for any injured person without causing further complications, and know if it is necessary to call an ambulance or send that person to hospital. The Instructor should always have at hand the location of the nearest casualty hospital and be able to arrange transportation if required. They should also know the location of the nearest working telephone and have change or a phone card to hand or have a working mobile phone.

The Instructor should be versed in what is commonly known as 'Emergency Aid' procedure, and have the ability to deal with life-threatening situations - for example choking, cardiac arrest CPR), epilepsy and severe bleeding - quickly and confidently. This proficiency can be gained by attending a recognised first aid course or by inviting a First Aid instructor to the dojo - the latter is probably more cost effective. There are many good books and videos available describing the principles of handling serious injuries, but proficiency requires practice - an Instructor should react instinctively thus saving time, further discomfort, and possibly a life. Instructors should attend appropriate refresher courses - details relating to some appropriate First Aid courses are given in the bibliography.

Contact numbers of students and relevant facilities must be kept on hand in case of emergency. The keeping of a club accident and Incident book is recommended.

All clubs should have a well-stocked First Aid box, regularly replenished. If the facility the club trains in does not have a First Aid box the Instructor should provide a portable one. The First Aid box should be clearly marked and easily accessible. The minimum contents of a First Aid box should be:

- cotton bandages of various sizes
- triangular bandages
- crepe bandages
- sticking plasters
- safety pins
- sterilised gauze and cotton wool
- scissors
- disposable gloves
- disposable resuscitation gauze

SECTION 11 - TEACHING AND THE LAW

A karate instructor has a legal as well as a moral obligation to ensure the safety, well-being and best interests of their students.

Accidents and injuries may occur during any type of strenuous physical activity and new members are often asked to sign a statement to this effect, known as a disclaimer, when they take out club membership, but this does not absolve the Instructor of their duty to behave responsibly.

Students must accept a degree of responsibility for their own safety and that of their fellow students, and must also accept that these risks exist. It is, however, Imperative that instructors do all that is reasonably possible to prevent such mishaps and this includes the correct training of students, with great emphasis on control, checking that the environment is safe, and a commitment to safe teaching practices to minimise the risks.

FEKO Instructors will receive updated literature on health and safety matters, and it is their responsibility to maintain up-to-date guidelines and abide by them.

Where Karate training is given for the purpose of self-defence, the following points should be carefully considered:

- It must be made clear that the training may only improve the ability of a student to defend themselves, and a false sense of confidence should not be instilled. It should be emphasised that the best defence is to avoid conflict.
- It must be emphasised that only reasonable force may be used in self-defence, that is, the minimum amount required to ensure a return to a safe situation.
- An Instructor must ensure that all necessary insurances are in place, by ensuring that they and all their members are registered, and, if appropriate, that they personally have extended Professional Indemnity insurance.
- Any records should be kept secure and confidential and used only in the best interest of the members to comply with the Data Protection Act. All expired record must be disposed of appropriately.
- Persons under the age of 18 cannot be held responsible in law, and the responsibility would lie with their immediate superior.

Safeguarding Children and the Social Media

When using social media sites for your group or for personal use care must be taken when allowing children to log on or post to the site.

Always conduct yourself on the internet as you would face-to-face and be aware of what you say and how you say it. If you wouldn't say or do something in the "real" world, then don't do it online.

Never provide personal details about young people or volunteers and always ensure you have parental permission to use any photos of young people. Only ever use the first names of young people on any photo or video caption and only share appropriate photos, the sort that you would be happy putting on a public notice board (a good rule of thumb is if you wouldn't be happy for your mum to see it, then don't do it!). Remember that, potentially, anyone can view content on the internet.

Only set up pages for events, activities or groups for which you are responsible. Once a site has been set up it needs to be checked regularly to ensure that information changes when appropriate and that members are interested and come back.

Please note that posts on social media sites are widely accessible and can easily be passed on; always be sure that any information or comments made are appropriate. Don't use your personal social networking account to communicate directly, on a one-to-one basis with young people.

Remember to adopt a common-sense approach to social networking. While social network profiles are easy to set up and use, it is important that you keep a professional distance online. Think carefully about how any communication might appear to a third party. Compared with a conversation in the real world, technology increases the potential for messages to be seen out of context, misinterpreted or forwarded to others. Once content is posted it is in the public domain and people can access it and share it with others.

If a negative comment is made on a social networking site due to a member misunderstanding a message or because they are not aware of all the relevant details, it is then appropriate to take time to respond politely and clear up any misunderstanding. If a negative comment is made on the site because a member expresses their opinion, dislikes or disagrees with a post, the ideal is to let the comment stay visible and leave your other members to provide counter-opinions.

Do not divulge any personal details that may enable anyone to locate a child. Use care in any imagery of children (particularly avoiding naming them).

Report concerns promptly about online abuse.

Facebook has a minimum age of 13 years for postings.

Promoting child safety online

- Target the right age groups and not accept any requests from those under the minimum age of 13, if need be report it.
- Do not divulge any personal details that may enable anyone to locate a child (eg email addresses, schools etc)
- Use care in any imagery including children (particularly avoiding naming them)

- Remind all users to protect their own privacy and ensure they understand the risks in posting and sharing content which might subsequently damage their reputation.
- Ask all to "Think before they post", ensuring that content is appropriate to safeguarding policies and appropriate for site readership.
- Promote a culture of safety and responsible social networking and provide information to safety and support organisations. Do be aware of data protection considerations for all users.
- Be vigilant for fake profiles which seek to gain the trust of children and the vulnerable.

Reporting concerns

- Report concerns promptly about possible online abuse to the Child Protection Officer
- Report other concerns regarding inappropriate content or behaviour which potentially breach the terms of the service to the service provider.

Working with service providers

Most children and young people use the internet positively, but sometimes behave in ways that may place themselves at risk. Some risks do not necessarily arise from the technology itself but result from offline behaviours that are extended into the online world, and vice versa. Potential risks can include (but are not limited to):

- bullying by peer and people they consider friends
- posting personal information that can identify and locate a child offline
- sexual grooming, luring, exploitation and abuse contact with strangers
- exposure to inappropriate and/or content
- involvement in making or distribution illegal or inappropriate content
- theft of personal information
- exposure to information and interaction with others who encourage self-harm
- exposure to racist or hate mail
- encouragement of violent behaviour, such as "happy slapping"
- glorifying activities such as drug taking or excessive drinking
- physical harm to young people in making video content, such as enacting and imitating stunts and risk taking activities
- leaving and running away from home as a result of contacts made online.

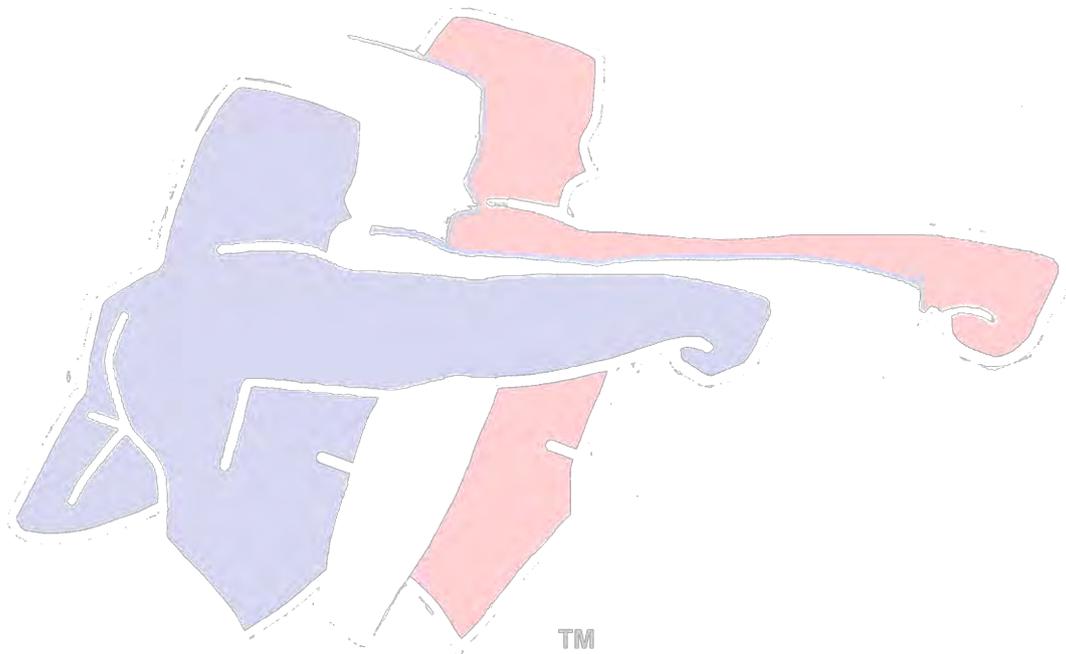
Potential indicators of online grooming and sexual grooming of children and young people

There is concern that the use of social networking services may increase the potential for sexual exploitation of children and young people. Exploitation can include exposure to harmful content (including adult pornography and illegal child abuse images) and encouragement for young people to post inappropriate content or images of themselves. There have also been cases where social networking and user interactive services have been used to groom.

Grooming techniques to be aware of (in order to report to the appropriate authorities) include

- gathering personal details, such as age, name, address, mobile number, name of school and photographs
- promising meetings with sports idols or celebrities or offers of merchandise
- offering cheap tickets to sporting or music events
- offering material gifts including electronic games, music or software
- paying young people to appear naked and perform sexual acts

- bullying or intimidating behaviour, such as threatening to expose the child by contacting their parents to inform them of their child's communications or postings on a social networking site, and/or saying they know where the child lives, plays sport, or goes to school
- asking sexually themed questions, such as "Do you have a boyfriend?" or "Are you a virgin?"
- asking to meet children and young people offline
- sending sexually themed images to a child, depicting adult content or the abuse of other children
- masquerading as a minor or assuming a false identity on a social networking site to deceive a child
- using school or hobby sites (including sports) to gather information about a child's interests likes and dislikes. Most social networking sites set a child's webpage/ profile to private by default to reduce the risk of personal information being shared in a public area of the site.



SECTION 12 - SOURCES OF INFORMATION

Chair
Noel Mantock
FEKO International
75 Circuit Lane
Reading RG30 3HD

Tel 07976 697117
e-mail noel@feko.co.uk

Hon-Secretary
Jim Reece
FEKO International
234 West Park Drive West
Roundhay
Leeds. LS8 2BD
Tel 0113 2690383
e-mail jim@feko.co.uk

Child Protection
DBS
Insurance claims
Dan/Instructor Registrations

General Enquiries
National administration
Members registrations
Affiliations
Competitions
Web entries

For information on General Fitness and Ancillary Courses:

Sports Coach UK offer a series of courses, booklets and videos together with an information service - details from SCUUK, 114 Cardigan Rd, Headingley, Leeds LS6 3BJ. Tel 0117744802.

Articles on Sports Medicine can be obtained from The National Sports Medicine Institute, St Bartholomew's Medical College, Charterhouse Square, London EC1M 6BQ. 0207 251 0583

Copies of published articles on general Sports science can be obtained from Autosport Documentation Centre, University of Birmingham, Edgbaston B15 2TT. 0121 414 5843

If you have difficulty in obtaining any specialist publications, contact:

Sports Pages, Caxton Walk. 94-96 Charing Cross Road, London WC2H OJG. 0207 240 9004, Sports Pages, Barton Sq, St Anne's Sq, Manchester M2 7HA. 0161 832 8530. They carry a comprehensive list of publications, and can send you lists of available publications, and advise on the most up to date material - just let them know your area of interest, for example general fitness, sports psychology, a particular sport or specifically Karate.

British Red Cross and St.John Ambulance can both offer a four hour 'Emergency Aid' certificated course, locally or by arrangement at your dojo. Contact your local branch for further details on these and other courses - telephone number in local directory. A tailored award for Karate has also been developed - contact the FEKO Honorary Secretary for details.

Other useful sources of coaching information are local reference libraries, and College and University libraries.