



# JKS York Child Protection Policy

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V1.3

JKS York & JKS York Welfare Committee

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## 1. WHAT IS A CHILD PROTECTION POLICY?

1.1 A Child Protection policy's aim is to put the welfare of children and young people first. Having a policy is the basis for everyone taking responsibility for child protection.

1.2 York Karate is fully committed to safeguarding the welfare of all children in its care. It recognises the responsibility to promote safe practice and to protect children from harm, abuse and exploitation. For the purposes of this policy and associated procedures a child is recognised as someone under the age of 18 years.

1.3 Staff and volunteers will work together to embrace difference and diversity and respect the rights of children and young people.

1.4 This policy outlines York Karate's commitment to protecting children.

1.5 These guidelines are based on the following principles:

- The welfare of children is paramount.
- All children, whatever their age, culture, disability, gender, language, racial origin, socio- economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.
- Child protection is everyone's responsibility.
- Children have the right to express views on all matters which affect them, should they wish to do so.
- The York Karate shall work in partnership together with children and parents/carers to promote the welfare, health and development of children.

### **York Karate will:**

- Promote the health and welfare of children by providing opportunities for them to take part in Karate safely.
- Respect and promote the rights, wishes and feelings of children.
- Promote and implement appropriate procedures to safeguard the well-being of children and protect them from abuse.
- Recruit, train, support and supervise its staff, members and volunteers to adopt best practice to safeguard and protect children from abuse and to reduce risk to themselves.
- Require staff, members and volunteers to adopt and abide by this Child Protection



Policy and associated procedures.

- Respond to any allegations of misconduct or abuse of children in line with this Policy and these procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures.
- Observe guidelines issued by the local Safeguarding Board for the protection of children.
- Regularly monitor and evaluate the implementation of this Policy and associated procedures.

**This Policy and Procedures will be reviewed:**

- In accordance with changes in legislation and guidance on the protection of children or following any changes within York Karate.
- Following any issues or concerns raised about the protection of children within York Karate.
- In all other circumstances, at least every year.

2. CODE OF CONDUCT FOR WORKING WITH CHILDREN

A Code of Conduct

- sets out what behaviour is acceptable and unacceptable
- defines standards of practice expected from those to whom it applies
- forms the basis for challenging and improving practice
- helps to safeguard staff/volunteers by encouraging them to adhere to agreed standards of practice
- sets out for children and parents/carers the standards of practice which they and the organisation should expect from those who work/volunteer with children

2.1 York Karate supports and requires all members to observe the following standards of practice, including verbal and non-verbal actions, when involved in activities with children.

- 2.2 All concerns about breach of this Code of Conduct will be taken seriously and responded to in line with The York Karate Disciplinary Rules and Procedures and/or Procedure for Responding to Concerns about Child Abuse.



## GOOD PRACTICE

- Make sport fun, enjoyable and promote fair play.
- Treat all children equally, with respect, dignity and fairness.
- Involve parents/carers wherever possible.
- Build balanced relationships based on mutual trust.
- Include children in the decision-making process wherever possible.
- Always work in an open environment, wherever possible. Avoid private or unobserved situations.
- Put the welfare of each child first before winning or achieving performance goals.
- Be an excellent role model including not smoking or drinking alcohol in the company of children.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Recognise the developmental needs and capacity of children.
- Avoid excessive training and competition, pushing children against their will and putting undue pressure on them.

### Responding to concerns

2.3 It can be very difficult to know what to do if faced with a concern about a child, especially if the concern involves someone you know. A set procedure ensures that everyone is clear on what action to take in the event of suspected abuse or inappropriate behaviour. It gives staff and volunteers clear, important steps to follow; ensuring action is taken quickly and in the best interests of the child.

2.4 These procedures apply to all staff/volunteers involved with York Karate

### 3. CONCERNS ABOUT THE ABUSE OF A CHILD

***No member of York Karate shall investigate allegations of abuse or decide whether or not a child has been abused.***

3.1 Allegations of abuse must always be taken seriously. False allegations are very rare. If a child says or indicates they are being abused or information is obtained which gives concern that a child is being abused, the information must be responded to on the same day in line with the following procedure.



### ***How to Respond***

- React calmly so as not to frighten the child.
- Listen to the child and take what they say seriously. Do not show disbelief.
- Reassure the child they are not to blame and were right to tell someone.
- Be aware of interpreting what a child says, especially if they have learning or physical disabilities which affect their ability to communicate or English is not their first language.
- Do not assume that the experience was bad or painful - it may have been neutral or even pleasurable.
- Avoid projecting your own reactions onto the child.
- Avoid asking any questions. If necessary only ask enough questions to gain basic information to establish the possibility that abuse may have occurred. Only use open-ended, non-leading questions e.g. Who? Where? When?
- Do not introduce personal information from either your own experiences or those of other children.

### **Avoid:**

- Panicking.
- Showing shock or distaste.
- Probing for more information than is offered.
- Speculating or making assumptions.
- Making negative comments about the person against whom the allegation has been made.
- Approaching the individual against whom the allegation has been made.
- Making promises or agreeing to keep secrets and giving a guarantee of confidentiality.



### **Observation/Information from an individual or agency**

3.2 A concern or possible abuse of a child may be observed by another child or adult and information can come from an individual or another agency/organisation.

3.3 Where there is uncertainty about what to do with the information, directly from a child's disclosure or from someone else, the Welfare Officer must firstly be consulted for advice on the appropriate course of action.

3.4 If the Welfare Officer is unavailable and immediate response is required, the police and social work services must be consulted for advice. They have a statutory responsibility for the protection of children and they may already hold other concerning information about the child. Record any advice given.

**3.5 If you are concerned about the *immediate* safety of the child:** Take whatever action is required to ensure the child's immediate safety. Pass the information immediately to the police and seek their advice.

3.6 A written record of the information will be completed as soon as possible. The following information will help the police and social workers decide what action to take next:

- Child's name, age and date of birth.
- Child's home address and telephone number.
- Any times, dates or other relevant information.
- Whether the person making the report is expressing their own concern or the concerns of another person.
- The child's account, if it can be given, of what has happened and how any injuries occurred *using the child's own words*.
- The nature of the concern (include all of the information obtained during the initial account e.g. time, date, location).
- A description of any visible (when normally dressed) injuries or bruising, behavioral signs, indirect signs (do not physically examine the child).
- Details of any witnesses.
- Whether the child's parents/carers have been informed.
- Details of anyone else who has been consulted and the information obtained from them.
- If it is not the child making the report, whether the child has been spoken to, if so what was said *using the child's own words*.
- The child's views on the situation.





3.7 If completing the form electronically, do not save copies to the hard drive, disk or pen drive. Print a copy, sign and date and then delete immediately. Pass the record to social work services or the police and to the Welfare Officer that day.

### ***Sharing Concerns with Parents/Carers***

3.8 Where there are concerns that the parents/carers may be responsible for or have knowledge of the abuse, sharing concerns with the parents/carers may place the child at further risk. ***In such cases advice must always firstly be sought from the police or social work services as to who informs the parents/carers.***

### ***WHAT IS CHILD ABUSE and NEGLECT? SIGNS AND INDICATORS***

*“Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger.”*

3.9 The following examples are ways in which children may be abused or harmed, either within or out of sport.

3.10 The different ways in which children can be abused.

- |                     |                     |
|---------------------|---------------------|
| (i) Emotional Abuse | (ii) Physical Abuse |
| (iii) Neglect       | (iii) Sexual Abuse  |

3.11 These categories are not mutually exclusive. For example, a child experiencing physical abuse is undoubtedly experiencing emotional abuse as well. The following definitions show the different ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child.

### **Identifying Child Abuse**

3.12 Although the physical and behavioural signs listed may be symptomatic of abuse, they may not always be an indicator and, conversely, children experiencing abuse may not demonstrate any of these signs.

3.13 Child abuse is often difficult to recognise. It is not the responsibility of anyone involved in sport to decide whether or not a child has been abused. This is the role of trained



professionals. We all, however, have a duty to act on any concerns about abuse.

### 3.14 (i) **EMOTIONAL ABUSE**

*“...is the persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. ”*

It may involve the imposition of age or developmentally inappropriate expectations of a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

#### **Examples of Emotional Abuse in Sport**

- Persistent failure to show any respect to a child e.g. continually ignoring a child.
- Constantly humiliating a child by telling them they are useless.
- Continually being aggressive towards a child making them feel frightened.
- Acting in a way which is detrimental to the child’s self-esteem.

Signs which **may** raise concerns about emotional abuse include:

- low self-esteem      • significant decline in concentration
- running away      • indiscriminate friendliness and neediness
- extremes of passivity or aggression      • self-harm or mutilation

### 3.15 (ii) **PHYSICAL ABUSE**

*“...is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after”.*

Most children sustain accidental cuts and bruises throughout childhood. These are likely to occur in parts of the body like elbows, shins and knees. An important indicator of physical abuse is where the bruises or injuries are unexplained or the explanation does not fit the injury or the injury appears on parts of the body where accidental injuries are unlikely e.g. on the cheeks or thighs.



The age of the child must also be considered. It is possible that some injuries may have occurred for other reasons e.g. skin disorders, rare bone diseases.

### **Examples of Physical Abuse in Sport**

Bodily harm that may be caused by:

- I. Over training or dangerous training of athletes.
- II. Over playing an athlete.
- III. Failure to do a risk assessment of physical limits or pre-existing medical conditions.
- IV. Administering, condoning or failure to intervene in drug use.

Signs which may raise concerns about physical abuse include:

- refusal to discuss injuries
- aggression towards others
- improbable excuses given to explain injuries
- fear of parents being approached for an explanation
- running away
- untreated injuries
- excessive physical punishment
- avoiding activities due to injuries or possibility of injuries being discovered
- unexplained injuries, particularly if recurrent
- wearing long or extra clothing to hide injuries

### **3.16 (III) NEGLECT**

*“...is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child’s basic emotional needs”.*

Neglect may also result in the child being diagnosed as suffering from ‘non-organic failure to thrive’, where they have significantly failed to reach normal weight and growth of development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious



childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

### **Examples of Physical Neglect in Sport**

- Exposing a child to extreme weather conditions e.g. heat and cold.
- Failing to seek medical attention for injuries.
- Exposing a child to risk of injury through the use of unsafe equipment.
- Exposing a child to a hazardous environment without a proper risk assessment of the activity.
- Failing to provide adequate nutrition and water.

Signs which may raise concerns about neglect include -

- Constant hunger
- Poor personal hygiene and/or poor state of clothing
- Constant tiredness
- Frequent lateness or unexplained non-attendance (particularly at school)
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

### **3.17 (iii) SEXUAL ABUSE**

*“...is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves*



*forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways”.*

Some of the aforementioned activities can occur through the internet. Boys and girls are sexually abused by males and females, including persons to whom they are and are not related and by other young people. This includes people from all walks of life.

Some children may never be able to tell someone they have been sexually abused. Changes in a child's behaviour may be a sign something has happened. In some cases there may be no physical or behavioural signs to suggest that a child has been sexually abused.

### **Examples of Sexual Abuse in Sport**

- Exposure to sexually explicit inappropriate language or jokes.
- Showing a child pornographic material or using a child to produce such material.
- Inappropriate touching.
- Sexual intercourse and/or sexual activity with a child under 16.

The following signs may raise concerns about sexual abuse:

- lack of trust in adults or over familiarity with adults, fear of a particular adult
- sleep disturbance (nightmares, bed-wetting, fear of sleeping alone)
- social isolation – being withdrawn or introverted, poor peer relationship
- running away from home
- girls taking over the mothering role
- “Grooming” including over the internet
- wearing extra clothing / clothing tied tight (e.g. tracksuit trousers); reluctance to wear sports kit

### **Children and Young People with a Learning or Physical Disability**

Particular care should be taken by all staff and volunteers when working with children affected by disability.

Children and young people who have a learning or physical disability are more vulnerable to abuse. This is because:

- They are often dependent on a number of people for care and handling, some of which can be
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of an intimate nature.

- They may be unable to understand the inappropriateness of the actions or communicate to others that something is wrong.
- Signs of abuse can be misinterpreted as a symptom of the disability.
- Like other children, they are fearful of the consequences of disclosing abuse.
- Attitudes and assumptions that children with disabilities are not abused.
- They may be unable to resist abuse due to physical impairment.
- Of negative attitudes towards children with disabilities.
- Possible failures to recognise the impact of abuse on children with disabilities.

#### 4 CONCERNS ABOUT THE GENERAL WELFARE OF A CHILD (not involving concerns about child abuse)

4.1 York Karate is committed to working in partnership with parents/carers whenever there are concerns about a child. Parents/carers have the primary responsibility for the safety and well-being of their children.

4.2 Where the concern does not involve the possibility of abuse, worries may be discussed with parents/carers. For example, if a child seems withdrawn, he/she may have experienced an upset in the family, such as a parental separation, divorce or bereavement. Common sense is advised in these situations.

4.3 Any significant, untoward or unusual incidents which cause concern about the welfare of a child should be recorded and reported to the Welfare Officer as soon as possible. Parents/carers should also be informed of the circumstances as soon as possible.

4.4 Advice should be sought from the Welfare Officer if there is any uncertainty about the appropriate course of action where there are concerns about the general welfare of a child.

#### 5. CONCERNS ABOUT THE CONDUCT OF A MEMBER OF STAFF/VOLUNTEER

5.1 This section of the procedure should be read in conjunction with the Disciplinary Rules and Procedures. The following section details the procedure to be followed where the concern is about a member of staff/volunteer.

5.2 These procedures aim to ensure that all concerns about the conduct of a member of staff/volunteer are dealt with in a timely, appropriate and proportionate manner. No member of staff/volunteer in receipt of information that causes concern about the conduct of a member of staff/volunteer towards children shall keep that information to himself or herself, or attempt to deal with the matter on their own.



5.3 In the event of an investigation into the conduct of a member of staff/volunteer, all actions will be informed by the principles of natural justice:

- Employees and volunteers will be made aware of the nature of concern or complaint.
- Where the concern is about possible child abuse, advice will firstly be taken from the police as to what can be said to the employee or volunteer.
- An employee or volunteer will be given an opportunity to put forward their case.
- York Karate and the Welfare Committee will act in good faith and ensure the matter is dealt with impartially and as quickly as possible in the circumstances.

5.4 In all cases where there are concerns about the conduct of a member of staff/volunteer towards children, the welfare of the child will be the paramount consideration.

***At any point in responding to concerns about the conduct of a member of staff/volunteer, advice may be sought from the police or social work services.***

## RESPONDING TO CONCERNS ABOUT THE CONDUCT OF A MEMBER OF STAFF/VOLUNTEER

### 6. DUTY OF CARE

6.1 York Karate has a duty of care towards all children involved in activities. Children under the age of 16 years should not be placed in positions of sole responsibility in relation to other children. These guidelines apply to all children and young people under the age of 18 years. Common sense should be applied when considering the circumstances of older children and all children should have the opportunity to express their views on matters which affect them, should they wish to do so.

6.2 As karate takes place in many different structures, locations, environments and formats, it is impossible to provide specific guidance on many of the issues covered. The following guidelines are therefore based on generally recognised good practice and common sense. Ultimately, most practical situations will require a judgment to be made about what is practicable and reasonable in the circumstances.



## **Adult to child ratios**

6.3 As a general guide, the following factors will be taken into consideration when deciding how many adults are required to safely supervise children:

- The number of children involved in the activity.
- The age, maturity and experience of the children.
- Whether any of the group leaders or children has a learning or physical disability or special requirements.
- Whether any of the children have challenging behaviour.
- The particular hazards associated with the activity.
- The particular hazards associated with the environment.
- The level of qualification and experience of the leaders.
- The programme of activities.

## **Planning activities**

6.4 Good coaching practice requires planning sessions around the group as a whole but also involves taking into consideration the needs of each individual athlete within that group. As part of a risk assessment, coaches should consider whether any members of the group have been challenging in the past or are likely to present any difficulties in relation to the tasks involved, the other participants or the environment.

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

6.6 All those delivering activities to children should receive training on these guidelines and should be supported to address issues of challenging behaviour through regular supervision.

## **Physical Contact**

6.7 All forms of physical contact should respect and be sensitive to the needs and wishes of the child and should take place in a culture of dignity and respect for all children. Children should be encouraged to express their views on physical contact.

6.8 In the first instance, coaching techniques should be delivered by demonstration (either by the coach or an athlete who can display the technique being taught). Educational instruction





should be clearly explained with a description of how it is proposed to handle or have contact with the child before doing so. This should be accompanied by asking if the child is comfortable. Manual support should be provided openly and must always be proportionate to the circumstances.

6.9 If it is necessary to help a child with personal tasks e.g. toileting or changing, the child and parents/carers should be encouraged to express a preference regarding the support and should be encouraged to speak out about methods of support with which they are uncomfortable. Staff/volunteers should work with parents/carers and children to develop practiced routines for personal care so that parents/carers and children know what to expect. Do not take on the responsibility for tasks for which you are not appropriately trained e.g. manual assistance for a child with a physical disability.

### **First Aid and the Treatment of Injuries**

6.10 All staff/volunteers must ensure:

- There is an accessible and well-resourced first aid kit at the venue.
- They are aware of any pre-existing medical conditions, medicines being taken by participants or existing injuries and treatment required.
- Only those with a current, recognised First Aid qualification treat injuries. In more serious cases assistance should be obtained from a medically qualified professional as soon as possible.
- An injury report is completed if a child sustains a significant injury along with the details of any treatment given. Common sense should be applied when determining which injuries are significant.
- Where possible, access to medical advice and/or assistance is available.
- A child's parents/carers are informed of any injury and action taken as soon as possible.
- The circumstances in which any accidents occur are reviewed to avoid future repetitions.

### **Sexual Activity**

6.11 Within sport, as within other activities, sexual relationships do occur. It is important to address sexual activity both between children and young people and between adults and young people.

6.12 **Sexual activity between children/young people involved in sport** should be prohibited during team events, in sports facilities and social activities organised by York Karate. Inappropriate or criminal sexual behaviour committed by a young person will lead to disciplinary action in accordance with York Karate's Disciplinary Rules Procedure and reports being made to external agencies such as the police or children's social care.



**6.13 Sexual interactions between adults and young people (16+) involved in sport** raise serious issues given the power imbalance inherent in the relationship. Where a young person is of the age of consent the power of the adult over that young person may influence their ability to genuinely consent to sexual activity. A coach or other adult in a position of authority may have significant power or influence over a young person's career.

6.14 Sexual activity between adults and young people (16+) involved in the same sport should be prohibited when the adult is in a position of trust or authority (coach, trainer, official). Inappropriate or criminal sexual behaviour committed by an adult should lead to suspension and disciplinary action in accordance with York Karate's Disciplinary Rules and Procedures, which in the case of criminal action must include contacting the police.

**6.15 Sexual activity between adults and children under the age of 16** is a criminal act and immediate action must be taken to report it to the police.

### **Managing Challenging Behaviour**

6.16 Staff/volunteers delivering activities to children may, from time to time, require to deal with a child's challenging behaviour.

6.17 These guidelines aim to promote good practice which can help support children to manage their own behaviour. They suggest some strategies and sanctions which can be used and also identify unacceptable actions or interventions which must *never* be used by staff or volunteers.

6.18 These guidelines are based on the following principles:

- The welfare of the child is the paramount consideration.
- A risk assessment should be completed for all activities which take into consideration the needs of all children involved in the activity.
- Children must never be subject to any form of treatment that is harmful, abusive, humiliating or degrading and should always be able to maintain their respect and dignity.
- No member of staff should attempt to respond to challenging behaviour by using techniques for which they have not been trained.

6.19 Staff, volunteers, children and parents/carers should be involved in developing an agreed statement of what constitutes acceptable and unacceptable behaviour. They should also agree upon the range of options which may be applied in response to unacceptable behaviour (e.g. dropped from the team for one game etc). This can be done at the start of the season, in advance of a trip away from home or as part of a welcome session at a residential camp.



6.20 Issues of behaviour and control should regularly be discussed with staff, volunteers, parents/carers and children in the context of rights and responsibilities. It is beneficial to ask children as a group to set out what behaviour they find acceptable and unacceptable within their group/team. It is also helpful to ask them what the consequences of breaking these rules should be. Experience shows that they will tend to come up with a sensible and working set of 'rules'. If and when such a list is compiled, every member of the group can be asked to sign it, as can new members as they join. It can then be beneficial to have a copy of the 'rules' visible for reference during the activity.

6.21 In dealing with children who display risk-taking or challenging behaviours, staff and volunteers might consider the following options:

- Time out - from the activity, group or individual work.
- Making up - the act or process of making amends.
- Payback - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- Calming the situation - talking through with the child.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Consequences e.g. missing an outing.

6.22 Adults and children shall never be permitted to use any of the following as a means of managing a child's behaviour:

- Physical punishment or the threat of such.
- The withdrawal of communication with the child.
- Being deprived of food, water or access to changing facilities or toilets.
- Verbal intimidation, ridicule or humiliation.

6.23 Staff and volunteers should review the needs of any child on whom consequences are frequently imposed. This review should involve the child and parents/carers to ensure an informed decision is made about the child's future or continued participation in the group or activity. Whilst it would always be against the wishes of everyone involved with York Karate, ultimately, if a child continues to present a high level of risk or danger to him or herself, or others, he or she may have to be barred from activity in the sport, in line with York Karate's Disciplinary Rules and Procedures.

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



challenging behaviour.

6.25 Physical contact to prevent something happening should always be the result of conscious decision- making and not a reaction. Before physically intervening, the member of staff or volunteer should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?'

6.26 The following must always be considered:

- Contact should be avoided with buttocks, genitals and breasts. Staff/volunteers should never behave in a way which could be interpreted as sexual.
- Any form of physical intervention should achieve an outcome that is in the best interests of the child whose behaviour is of immediate concern.
- Staff/volunteers should consider the circumstances, the risks associated with employing physical intervention compared with the risks of not employing physical intervention.
- The scale and nature of physical intervention must always be proportionate to the behaviour of the young person and the nature of harm/ damage they might cause.
- All forms of physical intervention should employ only a reasonable amount of force - the minimum force needed to avert injury to a person or serious damage to property – applied for the shortest period of time.
- Staff/volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or staff/volunteers.
- Staff/volunteers shall never use physical intervention as a form of punishment.

6.27 Any physical intervention used should be recorded as soon as possible after the incident by the staff/volunteers involved and passed to the Welfare Officer as soon as possible.

6.28 A timely debrief for staff/volunteers, the child and parents/carers should always take place following an incident where physical intervention has been used. This should include ensuring that the physical and emotional well-being of those involved has been addressed and ongoing support offered where necessary. Staff/volunteers, children and parents/carers should be given an opportunity to talk about what happened in a calm and safe environment.

**There should also be a discussion with the child and parents/carers about the child's needs and continued safe participation in the group or activity.**

### **Transporting Children**

6.29 Where it is necessary to transport children, the following good practice is required:



- Where parents/carers make arrangements for the transportation of children to and from the activity, it will be the responsibility of the parents/carers to satisfy themselves about the appropriateness and safety of the arrangements.
- Where York Karate makes arrangements for the transportation of children the members of staff/volunteers involved will undertake a risk assessment of the transportation required. This will include an assessment of the following areas:
  - Ensuring that all vehicles and drivers are correctly insured for the purpose.
  - Ensuring the driver has a valid and appropriate license for the vehicle being used.
  - All reasonable safety measures are available e.g. fitted, working seatbelts, booster seats where appropriate.
  - An appropriate ratio of adults per child.
  - Ensuring drivers have adequate breaks.
- When transporting children, wherever possible they should be in the back seat of the car for health and safety reasons.
- Where practicable and planned, written parent/carer consent will be requested if staff/volunteers are required to transport children.

6.30 To safeguard the member of staff/volunteer the following good practice is required:

- Agree a collection policy with parents/carers which will include a clear and shared understanding of arrangements for collection at the end of a session.
- Always tell another member of staff/volunteer that you are transporting a child, give details of the route and the anticipated length of the journey.
- Take all reasonable safety measures e.g. children in the back seat, seatbelts worn.
- Where possible, have another adult accompany you on the journey.
- Call ahead to inform the child's parents/carers that you are giving them a lift and inform them when you expect to arrive.

6.31 On some occasions, parents/carers can be late when picking their child up at the end of a session. It is not the responsibility of York Karate to transport children home on behalf of parents/carers who have been delayed. It is therefore important for the guidelines below to be followed:

- It is clear that while the club/session/training is running then leaders and coaches have a duty of care to the children that are in their charge. This is a principle of good practice and one which we all should sign up to.



- When the session has finished, obligations that we have under guidance, good practice and legislation still remain. We still have care and control of the child in the absence of a parent/carer or other responsible adult.

## TRIPS AWAY FROM HOME (INVOLVING OVERNIGHT STAYS)

### ***1. Designate a Child Protection Officer for the Trip***

6.32 Those in charge of the group will be responsible for the safety and wellbeing of children in their care. It is recommended that one of the group leader's co-ordinates the arrangements to safeguard the safety and welfare of children during the trip. The Child Protection Officer should ensure all practical arrangements have been addressed and act as the main contact for dealing with any concerns about the safety and welfare of children whilst away from home. A detailed itinerary will be prepared and copies provided to the designated contact for York Karate and parents/carers.

### ***2. Risk Assessment***

6.33 Potential area of risk should be identified at the planning stage through a risk assessment, which should be recorded in writing. Safeguards should be put in place to manage the risks, where appropriate. Risk assessment should be an on-going process throughout the trip as groups can often find themselves in unexpected situations despite the best laid plans!

### ***3. Travel Arrangements***

6.34 Organisers must ensure there is adequate and relevant insurance cover (including travel and medical insurance). If the trip involves travel abroad, organisers shall ensure they are aware of local procedures for dealing with concerns about the welfare of children and are familiar with the details of the emergency services in the location of the visit. Children should be informed of any local customs.

### ***4. Adult to Child Ratios***

6.35 All trips away should be planned to involve at least two adults, preferably one male and one female where possible. The guidelines on adult to child ratios above will inform an assessment of the numbers of adults required to safely supervise the group.

Those involved should be recruited and selected in accordance with the procedure for recruitment and selection of staff/volunteers in regulated work with children.

Group leaders should be familiar with and agree to abide by York Karate's Child Protection



Policy, Procedures and Code of Conduct.

## **5. *Accommodation***

6.36 Organisers should find out as much as possible about the accommodation and the surroundings at the planning stage. Where possible, an initial visit to the venue/accommodation should take place to help those organising the trip identify all practical issues and allow time to address them in advance, in consultation with children and parents/carers where appropriate.

6.37 The following is a (non-exhaustive) list of some of the practical things which should be considered in advance about the arrangements for accommodation:

- Location: central and remote locations both present different challenges.
- Accommodation facility: health & safety of building confirmed by owners/providers.
- Sleeping arrangements. These will enable suitable sharing in terms of age and gender and appropriately located staff/volunteer bedrooms for both supervision and ease of access in case of emergency. Parents/carers and children should be consulted in advance about arrangements for sharing where possible and appropriate.
- Appropriate safeguards where others have access to the sleeping quarters.
- Special access or adaptive aids required by group leaders or children.
- Environmental factors.
- Personal safety issues.

## **6. *Involving Parents/Carers***

6.38 Where possible, a meeting should be held with parents/carers before departure to share information about the trip, answer their questions and make joint decisions about arrangements where appropriate. A Code of Conduct shall be agreed with children and parents/carers in advance of the trip along with sanctions for unacceptable behaviour.

6.39 Parents/carers must make sure their details held by the club and emergency contact details are up to date.

6.40 In the event of an emergency at home during the trip, parents/carers should be encouraged to make contact with the group leaders in the first instance so that arrangements can be put in place to support the child on hearing any distressing news.

## **7. *During the Trip***

6.41 Organisers must ensure arrangements are in place for the supervision and risk assessment of activities during free time. Children shall not be allowed to wander alone in unfamiliar places.





6.42 Group leaders should have clear roles and responsibilities for the duration of the trip. They must not be over familiar with or fraternise with children during the trip and remember that they are in a position of trust at all times. The use of alcohol and/or drugs or engaging in sexual relationships (between two young people) should not be condoned during the trip.

6.43 Group leaders should maintain an overview of the wellbeing of all children during the trip. This can help to identify issues at an early stage and resolve them as quickly as possible. Children can participate in this process by, for example, taking turns to complete a daily diary about the trip. This can be an overt or discreet way for them to communicate things (both positive and negative) that they want you to know.

## **8. *After the Trip***

6.44 Where appropriate, a de-brief will take place with all those involved in the trip, including children. This will provide an opportunity to reflect on what went well, not so well and what could have been done differently. Feedback will be used to inform future trips.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) AND SOCIAL MEDIA**

6.45 Technology advances extremely quickly, meaning ways in which we communicate and receive and absorb information are changing all the time. This provides a great opportunity for organisations to promote their activities and communicate easily with members. But it can also put children and young people at considerable risk, which is why safeguards must be put in place.

6.46 Whether your organisation is considering setting up a social networking page or using email to inform young people about match details, be aware that the following guidelines should be met:

- Where possible, try to ensure that no one is excluded, e.g. young people who may not have access to a mobile phone/internet etc;
- **that permission is sought from parents/carers for all children under 16 years;**
- that the need for the technology is clearly identified and its use is specific;
- that it is the organisation who is communicating information – one-to-one interaction is strongly discouraged and safeguards should be in place and settings adjusted to prevent this happening;
- children and young people should be briefed about the introduction of the technology. They should also be given information on how to keep themselves safe and who to report any concerns to at York Karate;
- All concerns about the inappropriate use of technology will be dealt with in line with York Karate's Disciplinary Rules and Procedures and/or Procedure for Responding to Concerns





about a Child/Concerns About the Conduct of a Member of Staff or Volunteer. This may include the concerns being reported to the police.

6.47 Further advice is available from the Child Exploitation and Online Protection Centre (CEOP) (see *useful contacts*).

### **Communications Technology**

6.48 There are significant benefits for organisations using texts/emails and setting up social networking sites. Not only is it cheap, it's one of the most direct forms of communication with young people. However, there are risks. Adults who seek to harm children have been known to use messaging to “groom” children.

For children and young people, the safeguarding risks of these technologies include:

- inappropriate access to, use or sharing of personal details (e.g. names, email addresses);
- unwanted contact with children by adults with wrongful/questionable intent;
- being sent offensive or otherwise inappropriate material;
- online bullying by peers;
- grooming for sexual abuse;
- direct contact and abuse.

For adults, risks involved include:

- their communication with children being misinterpreted;
- potential investigation (internal or by statutory agencies);
- potential disciplinary action.

6.49 Staff/volunteers must consider whether it is necessary to communicate with children via text and email. The general principle is that all communications with children should be open, transparent and appropriate.

6.50 Good practice would include agreeing with children and parents/carers what kind of information will be communicated directly to children by text message. This information should only be “need to know” information such as the last minute cancellation of a training session.

6.51 In the first instance parent/carer consent must be obtained for all children under 16 years. Contact should always be made at the phone number/email address the parent has provided on the child's behalf. Parents/carers should be offered the option to be copied in to any messages their child will be sent. Although consent is not legally required for young people aged between 16 and 18 it is still recommended that parents are informed of the intention to send their



child(ren) emails or texts. It is also good practice to obtain the consent of the 16 to 18-year-old.

6.52 The following good practice is also required:

- All phone numbers/email addresses of children and young people should be recorded and kept securely in a locked cabinet or password-protected electronic file or database;
- The number of people with access to children and young people's details should be kept to a practical minimum.
- Messages should never contain any offensive, abusive or inappropriate language. They should not be open to misinterpretation;
- The organisation should be clear that messages should be sent only to communicate details of meeting points, training, match details, competition results etc. The same message should be sent to every member of the group/team. One-to-one messaging arrangements between coaches/volunteers and children should be strongly discouraged.

6.53 The internet brings with it an opportunity for organisations to extend their community profile, advertise and communicate easily with their members. Sometimes this is done via social networking sites such as Facebook and Twitter. Thought should be given to content, tone and how sites or social networking sites and pages will be monitored. In terms of publishing information and pictures the following good practice should be noted:

#### 6.54 *Permission*

- Parent/carer consent must be obtained for all children aged under 16 before publishing any information or pictures of a child. If the material is changed from the time of consent, the parents/carers must be informed and consent provided for the changes.
- Special care must be taken in relation to vulnerable children e.g. child fleeing domestic violence or a child with a disability, and consideration given to whether publication would place the child at risk.
- Young athletes who have a public profile as a result of their achievements are entitled to the same protection as all other children. In these cases, common sense is required when implementing these guidelines. All decisions should reflect the best interests of the child.

#### 6.55 *Use of Images and Information*

- Information published on the websites/social networking sites must never include personal information that could identify a child e.g. home address, email address,



telephone number of a child. All contact must be directed to York Karate. Credit for achievements by a child should be restricted to first names e.g. Tracey was Player of the Year 2018.

- Children must never be portrayed in a demeaning, tasteless or a provocative manner. Children should never be portrayed in a state of partial undress, other than when depicting an action shot within the context of the sport. Attire such as tracksuits or t-shirts may be more appropriate.
- Information about specific events or meetings e.g. coaching sessions must not be distributed to any individuals other than to those directly concerned.

#### *6.56 Concerns*

- Any concerns or enquiries about publications or the internet should be reported to the York Karate Welfare Officer.

### **SOCIAL NETWORKING SITES**

6.57 The following is recommended if the organisation decides to allow mutual access between it and its members (including children):

#### *Permission*

- Obtain permission from parents/carers of under 16s to allow mutual interaction with the organisation profile. Make parents/carers aware of the profile's existence, the site the child will be accessing and the restrictions of use for this preferred site.
- An official agreement should be in place which states that access to members' profiles are used only to pass on relevant information or to answer questions regarding organisation or sport issues. This agreement should also be incorporated into York Karate's Code of Conduct.
- Set up a York Karate profile rather than staff/volunteer profiles. This avoids access from members to individual's profiles.

#### *Concerns*

- Informal online "chat" with members around subjects outside the sport/activity should be immediately discouraged. Private matters or questions should also be discouraged. However, any disclosures should be removed from the site and dealt with in line with Responding to Concerns about a Child/Concerns About the Conduct of a Member of Staff/Volunteer.



## INTERNET FORUMS

6.58 There has been an increase in the use and abuse of internet forums to target individuals or to engage contributors in debates which can cause upset and embarrassment to children and young people. Sites should be well monitored and any offending comments removed. A coach, member of staff or volunteer should refrain from being drawn into any debates concerning selection, performance or personalities – even where the subject of the discussion is anonymous. This could be considered a breach of the code of conduct or poor practice.

## MOBILE PHONE CAMERAS/VIDEOS

6.59 There have already been a number of cases where children have been placed at risk as a result of the ability to discreetly record and transmit images through mobile phones. There is also scope for humiliation and embarrassment if films or images are shared on popular websites such as YouTube. The use of mobile phones in this way can be very difficult to monitor.

6.60 Particular care is required in areas where personal privacy is important e.g. changing rooms, bathrooms and sleeping quarters. No photographs or video footage should ever be permitted in such areas of personal privacy.

## THE USE OF PHOTOGRAPHS, FILM AND VIDEO

6.61 Photos and video clips can be used to celebrate achievements, promote your activities and let people know that bit more about your team, club or sport. Footage is also recorded for performance development reasons. The aim of these guidelines is not to curb such activity but to ensure that children are protected from those who would seek to take or manipulate photos and video footage in a way that harms children or places them at risk of harm.

6.62 Some sports take place in areas where organisers have little or no control over the environment such as open river or areas to which the public have general rights of access e.g. the open countryside. In these circumstances, organisers should take all reasonable steps to promote the safe use of photographing and filming and to respond to any concerns raised.

### *Scope*

- York Karate will take all reasonable steps to promote the safe use of photographing and filming at all events and activities with which it is associated. However, York Karate has no power to prevent individuals photographing or filming in public places.
- York Karate reserves the right at all times to prohibit the use of photography, film or video at any event or activity with which it is associated.



### *Notification*

- Parents/carers and children will be informed they may, from time to time, be photographed or filmed whilst participating in Karate. This could be for one of the following reasons:
  - (i) Video footage for performance development.
  - (ii) Media coverage of an event or achievement.
  - (iii) Promotional purposes e.g. website or publication.
- Materials promoting events will state, where relevant, that photography and filming will take place.
- Those who have sought and obtained permission to photograph or film will be formally identifiable e.g. a badge or sticker will be issued, after production of the letter of approval and identification.
- Information about what to do if concerned about photographing and filming will be available at all events.
- Registration of intention to photograph will be required on the day. This enables tracking of the equipment and operator should concerns arise in the future.

### *Permission*

- Consent must be obtained from the child's parents/carers before any photography or filming takes place.
- Special care must be taken in relation to vulnerable children e.g. child fleeing domestic violence or a child with a disability, and consideration given to whether publication or use of the pictures/film would place the child at risk.
- Young athletes who have a public profile as a result of their achievements are entitled to the same protection as all other children. In these cases, common sense is required when implementing these guidelines. All decisions should reflect the best interests of the child.
- All actions by York Karate will be based on the best interests of the child.

### *Use of Images and Information*

- No unsupervised access or one-to-one sessions will be allowed unless this has been explicitly agreed with the child and parents/carers.
- No photographing or filming will be permitted in changing areas.
- All images and accompanying information will comply with York Karate's Safe in Care Guidelines, where this is within the control of York Karate
- York Karate will ensure that all negatives, copies of videos and digital photograph files



are stored in a secure place. These will not be kept for any longer than is necessary having regard to the purposes for which they were taken.

- Images will not be shared with external agencies unless express permission is obtained from the child and parents/carers.

### *Concerns*

- Anyone behaving in a way which could reasonably be viewed as inappropriate in relation to filming or photographing should be reported to the person in charge on the day. They should be approached for an explanation. If a satisfactory explanation is not provided, the circumstances should be reported to the person in charge on the day or the York Karate Welfare Officer.
- Where appropriate, concerns should also be reported to the police.

### VOLUNTEERS AGED 18 OR UNDER

6.63 There is no legal barrier to anyone aged 18 or under becoming a coach or volunteer with children or young people. If their remit falls into that of regulated work as per the Employment law then they should be subject to the same recruitment and selection procedures as other volunteers.

6.64 Anyone under 16 is defined as a child and it is not recommended that they take up regulated work with children.

6.65 They can, however, be encouraged to help out and should be supervised by a more senior qualified coach or volunteer who has been appropriately vetted. In turn, the organisation has a responsibility to support the supervising coach.

6.66 Remember that young coaches or volunteers may come under different pressures (e.g. lack of respect from peers, closeness in age could lead to possible relationship) so regular supervision, training and extra support is recommended.

6.67 It is important that adult to child ratios are reassessed as a young volunteer may not be experienced/capable of overseeing a group of children and young people.

### PREVENTING AND RESPONDING TO BULLYING BEHAVIOUR

6.68 Bullying may be seen as particularly hurtful behaviour where it is difficult for those being bullied to defend themselves. It can be a 'one-off' occurrence or repeated over a period of time, and can take many forms including children being bullied by adults, their peers and in some cases by members of their families. Bullying can be difficult to identify because it often happens away from York Karate Child Protection Policy



others and those who are bullied often do not tell anyone. Bullying is not always deliberate.

### **Examples of Bullying**

- Physical e.g. theft, hitting, kicking (in some cases, this might constitute an assault).
- Verbal (including teasing) e.g. spreading rumours, threats or name-calling, ridicule or humiliation.
- Emotional e.g. isolating a child from the activities or social acceptance of the peer group.
- Cyberbullying e.g. sending insulting messages via text or emails; posting images or upsetting information on social networking sites or forums etc.
- Using abusive or insulting behaviour in a manner which causes alarm or distress.
- Prejudiced based – singling out children who are perceived as different due to, e.g. race, gender, sexual orientation, disability, children who are asylum seekers, looked after children, young carers and so on.
- Having belongings stolen or damaged.
- Being targeted because of who the child is or who they are perceived to be.

Signs that **may** raise concerns about bullying include:

- hesitation or reluctance to attend training or activity
- reluctance to go to certain places or work with a certain individual
- often last one picked for a team or group activity for no apparent reason, or being picked on when they think your back is turned
- clothing or personal possessions go missing or get damaged  
'losing' pocket money repeatedly
- bruising or other injuries
- becoming nervous and withdrawn
- suddenly prone to lashing out at people, either physically or verbally, when normally quiet

6.69 When talking about bullying, it's never helpful to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. It is preferable to talk about someone displaying bullying behaviour rather than label them a 'bully' – behaviour can be changed with help and support.

### **6.70 Action to help children and young people on the receiving end of bullying behaviour:**

- Cultivate an ethos where there's an anti-bullying culture – it is especially important that adults are good role models for children and young people.
- Take all signs of bullying very seriously.





- Encourage all children to speak and share their concerns. Help those being bullied to speak out and tell the person in charge or someone in authority. Create an open environment.
- Take all allegations seriously and take action to ensure the young person is safe. Speak with those being bullied and those displaying bullying behaviour separately.
- Reassure the young person that you can be trusted and will help them, although you can't promise to tell no-one else.
- Keep records of what is said i.e. what happened, by whom and when.
- In cases of cyberbullying advise young people who are being bullied by text, email etc to retain the communication or to print it out.
- Report any concerns to the person in charge at the organisation where the bullying is occurring.

#### **6.71 Support for children and young people involved in bullying behaviour:**

- Talk with the young person (or people), explain the situation and try to get them to understand the consequences of their behaviour.
- In some cases it might be worth considering seeking an apology from those involved in bullying behaviour (for example where those on the receiving end wish reconciliation). Apologies are only of real value however, when they are genuine.
- Be sensitive and use good judgment when it comes to informing parents/carers of those whose negative behaviour is impacting on others. Put the child at the centre – will telling the parents/carers result in more problems for the young person?
- If appropriate, insist on the return of 'borrowed' items and compensation for the person/people being bullied.
- Impose consequences as necessary, e.g. exclusion from the team until behaviour standards are improved. Sport offers good opportunities for this.
- Encourage and support those displaying bullying behaviour to change this behaviour. Ask them to consider the impact their actions are having.
- Keep a written record of action taken.





## **7. USEFUL CONTACTS AND WEBSITES**

<b>York Karate</b>  Instructor – Simon Flint	<a href="http://www.yorkkarate.net">www.yorkkarate.net</a>  07814545013
<b>York Karate Committee members</b>  Chair – Child Protection Officer – Secretary –	
<b>Legislation</b>	<a href="http://www.opsi.gov.uk/index.htm">www.opsi.gov.uk/index.htm</a>
<b>Child Exploitation Online Protection (CEOP)</b>	<a href="http://www.ceop.police.uk">www.ceop.police.uk</a>
<b>Respect Me</b>	<a href="http://www.respectme.org.uk">www.respectme.org.uk</a>
<b>Anti Bullying Network</b>	<a href="http://www.antibullying.net/">www.antibullying.net/</a>

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