Safeguarding Policies and Procedures

Elliott Walker

NORTH WEST TAEKWONDO (SPORTS & FITNESS)

SAFEGUARDING POLICIES AND PROCEDURES

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NWTKD ANTI BULLYING POLICY

NWTKD is committed to creating an atmosphere within Taekwondo activities for children and young people that explicitly acknowledges that any bullying is unacceptable.

All Instructors/staff/volunteers will be aware of NWTKD procedures to prevent and/or respond to observed or reported bullying.

Where adult to child bullying is suspected, observed or reported it must be managed as a concern about an adult's behaviour within safeguarding procedures.

All instructors, club officials, volunteers, children and young people and parents/carers should have an understanding of what bullying is

All children and young people and parents should know what the organisation policy is on bullying and what they should do if bullying arises

As an organisation we take bullying seriously. Children and young people and parents should be assured that they will be supported when bullying is reported, and that bullying will not be tolerated at any NWTKD club

This Policy statement has been agreed by the Management Committee of NWTKD and is mandatory for all Taekwondo activities supporting children and children and young people.

This Policy operates in conjunction with:

- NWTKD standards and the following organisation procedures
- Safeguarding and Child Protection Policy
- Codes of Conduct and Ethics
- Health and Safety Policy

2. Bullying – our definition

Bullying is deliberate, offensive, intimidating, malicious, abusive or insulting behaviour which makes the individual feel upset, threatened, humiliated or vulnerable.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g., taking another's belongings, threatening gestures, abusive notes or graffiti)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually, abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Discriminatory – about disability, gender, age or other differences
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse

- Mobile - threats by text messaging and calls
- Misuse of associated technology i.e., camera and video facilities.

Signs and Symptoms

A child or young person may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child;

- Is frightened walking to and from the club
- Begs to be driven to the club
- Changes their usual routine
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Runs away
- Cries themselves to sleep at night or have nightmares
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Stops eating
- Is frightened to say what's wrong
- Starts bullying other children and young people
- Is nervous or jumpy when a text message is received

These signs are not exhaustive and could actually indicate other problems, but bullying should be considered a possibility and should be investigated.

Cyber Bullying

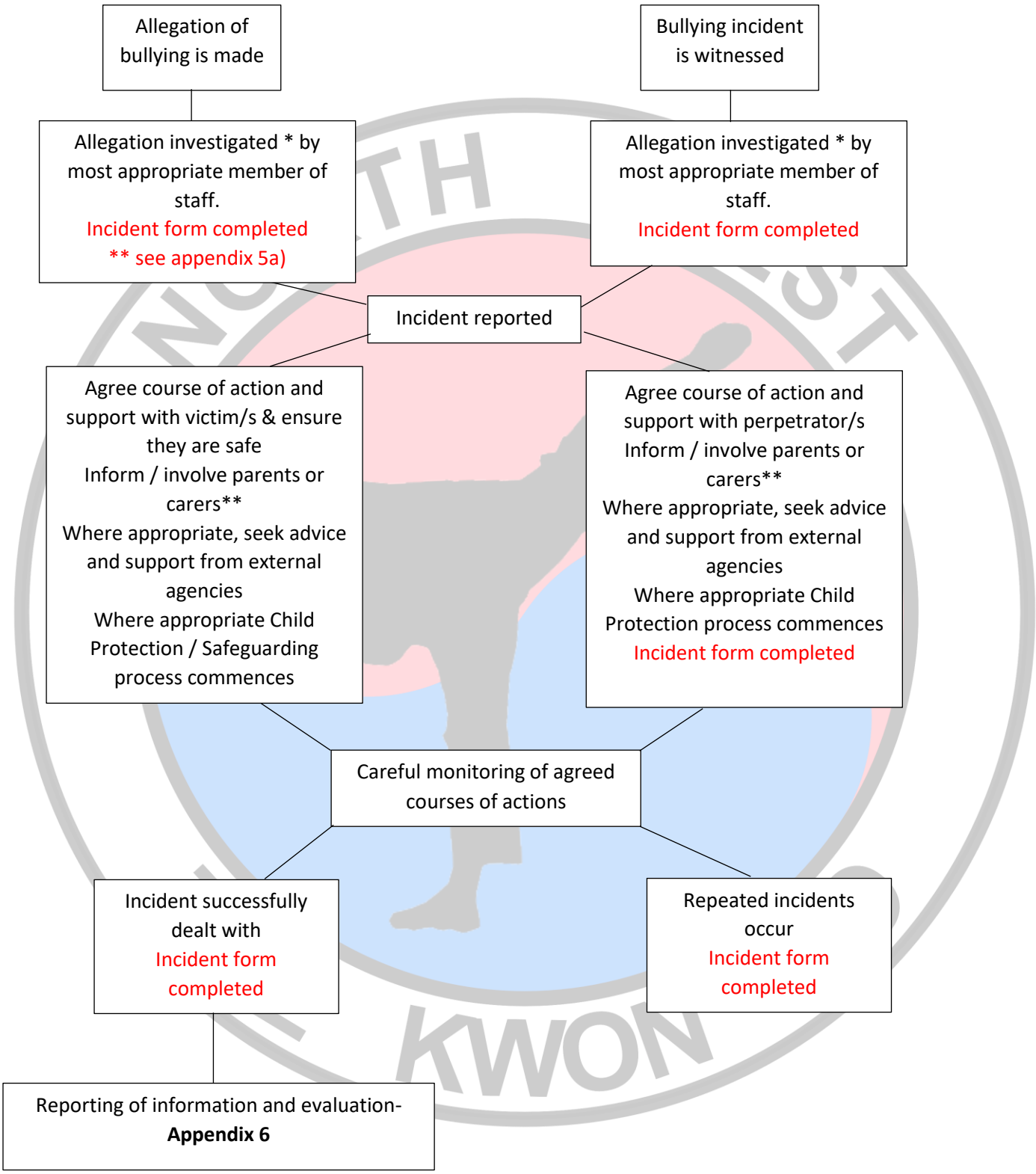
Cyber bullying is the term used to define bullying behaviour via mobile phone or over the internet through emails, instant messaging and social network sites. Texts, messages or images are sent or posted on sites which hurt, intimidate or embarrass another person.

North West TaeKwonDo Association embraces the advantages of modern technology in terms of the information sharing benefits it brings, however we are mindful of the potential for bullying to occur. Central to our anti-bullying policy it is the belief that 'all students have a right not to be bullied' and that 'bullying is always unacceptable'. We also recognise that we must 'take note of bullying perpetrated outside of the Taekwondo environment which spills over into everyday life. NWTKD will police cyber-bullying or any bullying aspects carried out by students both in and out of the taekwondo training sessions or events.

Cyber bullying has been covered in a separate section with the aim of embedding it into this policy once awareness has been sufficiently raised. (NWTKD Cyber bullying policy)

3. Reporting and Recording Bullying

SUGGESTED PROCEDURE FOR DEALING WITH ALLEGATIONS OF BULLYING



* Investigations should ensure that all parties are involved – victim, alleged perpetrator, bystanders etc.
** Where appropriate parent / carer and child / young person are made aware of their right to report incident to the police

4. Responding to Bullying

Bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). We will respond to all bullying incidents following the procedures outlined above, and will ensure that;

1. Children and young people are aware they can report bullying incidents to staff.

2. In cases of serious bullying, the incidents will be recorded by club officials and NWTKD.

3. In serious cases parents / carers should be informed and will be asked to come in to a meeting to discuss the problem.

4. If necessary and appropriate, police will be consulted.

5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

6. An attempt will be made to help the bully (bullies) change their behaviour.

5. Roles and Responsibilities of all instructors, club officials, children and young people, parents/carers, trustees / management committee members in implementing this policy

Instructor / club officials will encourage children to reduce incidences of the above behaviours by:

- Role modelling acceptable behaviour
- teaching appropriate methods of communication
- offering motivation for the individual to work with others
- building tolerance of group situations
- offering rewards for appropriate behaviour
- developing appropriate assertiveness skills
- ensuring each child is aware of the complaints procedure and how to access support
- having adults or peer mentors who are someone to turn to, and can be trusted to take action
- considering environmental or programme changes.

Any child who has been subjected to bullying-type behaviour will be supported, and all concerned will undertake a risk assessment to ensure that the victim, other children and the perpetrator are kept safe.

6. Strategies for prevention of bullying

Prevention - We will seek to prevent bullying by;

- Developing a code of behaviour or writing a set of group rules that sets out the ‘dos’ and ‘don’ts’ in terms of how everyone involved is expected to behave.
- Developing a comments, compliments and complaints procedure
- Open discussions during training about bullying

- Completing Feedback forms. Share comments on forms with rest of class
- Role play to give example to younger children what bullying is so that they can understand

Outcomes of bullying

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion from the club will be considered.
3. If possible, the children and young people will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7. Monitoring and evaluating the policy

The NWTKD Lead Safeguarding Officer is responsible for monitoring the effectiveness of the Safeguarding Policy and Guidelines via feedback and consultation with Instructors, club officials, children and their parents/legal guardians.

This policy will be reviewed on: 1st May 2025

Signature

Date

APPENDIX 5a – Bullying Report Form

Age	Sex	Name

1. How can we contact you (e.g. at home/at school/email/telephone)?

2. Describe what happened/is happening.

3. Where did it happen?

4. When did it happen?

5. Who was doing the bullying?

6. Did anyone else see it happen, and if so who?

7. Was the bullying a one-off incident or part of a bigger problem?

8. How did the bullying make you feel?

9. Were you physically hurt during the incident?

10. Did you need medical help?
11. Have you told anyone else about the bullying?

Friend	Brother / sister	Parent / carer	Teacher	Instructor	Club Welfare Officer	Other family member (please tell us who)

12. If you haven't told anyone else, what has put you off doing so?
13. What sort of help would you like to stop the bullying (e.g. someone to speak to the bullies and monitor the situation to ensure it doesn't get worse)?
14. Do you have any worries now that you have reported the bullying?
15. Review Date …… Comments

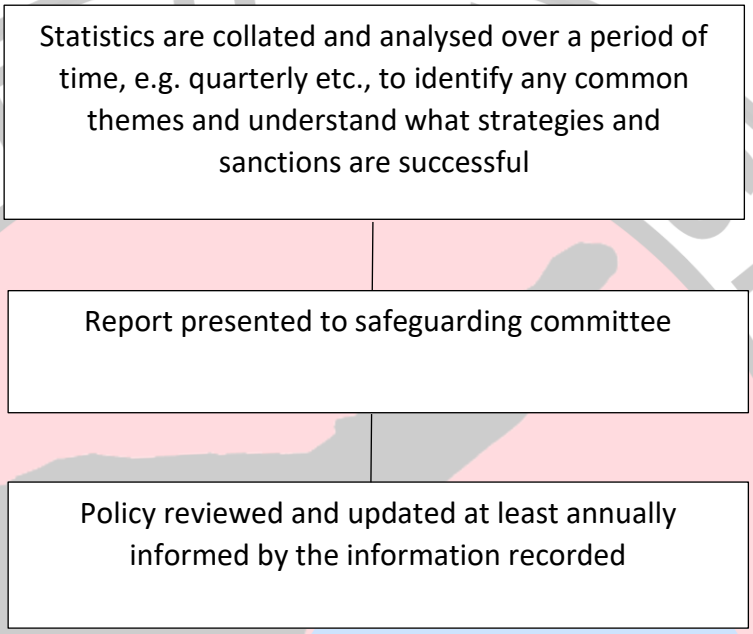
Admin use only

Incident logged (date): | | Review date: | |

Detail Initial Action taken:

APPENDIX 6

SUGGESTED MONITORING PROCESS FOR THE REPORTING OF BULLYING INCIDENTS



BEHAVIOUR MANAGEMENT POLICY

NWTKD recognises the importance of positive and effective behaviour management strategies in promoting children's, young people's welfare, learning and enjoyment in the martial art of Taekwondo.

The aims of our behaviour management policy are to help children/young people to:

- **Develop a sense of caring and respect for one another.**
- **Build caring and cooperative relationships with other children and adults.**
- **Develop a range of social skills and help them learn what constitutes acceptable behaviour.**
- **Develop confidence, self-discipline and self- esteem in an atmosphere of mutual respect and encouragement.**

NWTKD aims to provide a safe, supportive and encouraging environment in which Instructors and students will be engaged in developing the social, moral, cultural and sporting life of the students. In small training halls we need a common understanding of how we work together.

We aim to enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults within the lesson. We aim to allow all children and young people who train to reach a high level of self-esteem and where they are happy, feel good and enjoy each other's company.

We aim to maintain high standards of discipline and orderliness around the training hall, encouraging children and young people to take a pride in their surroundings and the wider community if in a sports or community centre.

This section identifies those types of good behaviour which will be the bedrock of our taekwondo life together. The normal law of the land applies.

Standards of behaviour

Summary of required behaviours

All children and young people and adults alike will:

- Treat each other with respect, courtesy and understanding (e.g. use quiet, polite speech, if required assist those who have mobility problems, assist with training resource dependent upon experience, put needs of others before your own.
- Wear the appropriate dobok and be of neat and tidy appearance.
- Respect property belonging either to the club or to individuals; i.e.
    - o Take care not to damage, mark or move property.
    - o Do not borrow without permission, do not steal.
    - o It is recommended that clothing and personal property be labelled as to avoid confusion.
    - o Accidental damage must be reported immediately to the Instructor or any club official.
- Items should not be left in the training area and should not be allowed to block doorways or emergency exits (such items will removed to a safe place).

• Talk only quietly in changing rooms, toilets and wait for help if assistance of any kind is required, never run around the training hall, behave in an orderly manner, and never push.

• Students may bring mobile telephones to training but the must be turned off during the lesson.

• Eat and drink only in designated areas, never in the training area.

• Arrive on time for training, tardiness can disrupt the rest of the class.

• Follow instructions given by your instructor or club official at all times when in the training hall.

Further detail on behaviour in the training hall, sports, community centres

Training halls should be places of security, calm, happiness and effective learning. All members of the club should make a positive contribution and must treat each other with respect and honour their status with dignity regardless of age, gender, ethnic origin, cultural background, sexual orientation, religious or political affiliation.

There will be no shouting, no name-calling, and no unkindness. Each will keep to his or her own property and not steal or keep things from their rightful owner(s), or knowingly damage any property belonging to an individual or the club. Each will contribute to maintaining a healthy and hygienic environment.

Conduct in lessons

Children must:
• follow instructions
• keep uniform and belt neat and tidy
• speak only when it necessary to do so
• bring everything needed to all lessons, any medication, drink, or training aids
• adhere to rules that are specific to the training syllabus
• if unsure of any instruction raise hand and ask question

Rewards for being a model student include
• praise from other students, instructor and club officials
• student of the month award
• good marks towards next grading
• good behaviour award
• best attendance award

Each training session every student will start afresh and the instructor must assume that they will behave appropriately. For repetition of unacceptable behaviour, the instructor should apply an appropriate level of sanction, bearing in mind the time interval between misdemeanours. In severe situations that include violence, wilful damage to property, verbal abuse and direct challenge to the instructor's authority, bullying, removal from the lesson should be the last resort.

Instructors and Club officials and children will work together to establish a clear set of ground rules governing all behaviour in their club. These will be periodically reviewed so that new children starting at the club have a say in how the rules of the club operate. Parents are welcome to be involved in this procedure to encourage unity and consistency.

The club will ensure that all staff and parents will make every effort to set a positive example to children by behaving in a friendly and tolerant manor themselves, promoting an atmosphere where children and adults respect and value one another.

The following routines should be followed by all instructors when teaching children and young people. The word 'lesson' should be taken to include all training-based activities.

1. Students should ensure that they have the appropriate uniform.

2. Bags must be put on the floor, out of the training area.

3. When an instructor or high Dan grade enters a lesson, the students in that lesson should stand to attention and bow when told to do so by senior person present.

4. Students should not talk or move about during the course of a lesson, unless it is part of a task set by the instructor.

5. At the start of each lesson, every student should be in full uniform, unless other approved circumstances exist.

6. Kick mitts and pads are to be used only for the work and subject they are intended for and not to be played with.

7. Licence books are not to be defaced and every precaution should be taken to keep them in good condition as they are your records of achievement.

8. Outside coats and mobile phones or any other articles not required during the lesson should be left in a safe place.

9. Eating or drinking is not allowed during training sessions, unless instructed to do so by the instructor.

10. Students are not permitted to leave the lesson other than in exceptional circumstances, to do so raise your hand and ask permission.

11. No student should disrupt the training of others in the class. Such disruption will be viewed as a most serious breach of the club's regulations.

12. When leaving the training hall, children and young people must exit in an orderly fashion so as to ensure that the room is left in as clean and organised state as possible. Instructor / Welfare officer/club official should be at the door checking each child as they leave and ensuring their safety and wellbeing

Parents are expected to:

• Be aware of the club's student Discipline Policy and actively support it, discussing any problems with the instructor, or the club welfare officer.

Instructors / Club Officials are expected to:

• set high standards of social behaviour, be polite, well disciplined and clean and tidy

• listen to children, making it clear through their response that children's comments and reactions matter

• seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them.

Competitions at other venues

All of the aims and responsibilities set out above apply when children are involved in any Taekwondo, sporting or social activity. All children are ambassadors for their club when on these journeys and expectations of behaviour and discipline are as high as those within their own club.

Discipline and Sanctions

Main aim

The main aim of the Discipline Policy is to maintain the highest levels of acceptable behaviour without having to resort to sanctions. The discipline applied as a result of misbehaviour will be fair, firm and appropriate so that children are left in no doubt that only the best is expected of them.

Acceptable behaviour

Children's behaviour is acceptable when they carry out their training sessions in accordance with the agreed policy and show respect and tolerance for others.

Discipline

We take every opportunity to teach and encourage children to behave as disciplined members of the Taekwondo community. When children do not behave appropriately, they are disciplined or punished according to need. The club will take a dual strategy approach to children who display significant behaviour problems. First, there is a structure of accepted behaviour and it will be expected that all children at the club work within it. If not, then the agreed club sanctions will apply. Secondly, all instructors and club officials acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties.

In the training hall

All at the club have agreed to expected standards of behaviour. These are clearly displayed in all club membership packs and instructors should remind children of them regularly. The aim is to provide a good and purposeful learning environment for the vast majority of children who wish to learn. A breach of these rules is met with an immediate response. If children misbehave in the training hall, they will be reprimanded, away from other children as not to cause them any unnecessary distress or embarrassment

Competitions at other venues

The agreed rules apply to all children. Club Officials will deal firmly and fairly with misbehaviour wherever it occurs in the club or on visits elsewhere, since all venues are regarded as extensions of the club and the children should act as ambassadors of our good name. Incidents of serious misbehaviour on visits outside of the club (i.e. Taekwondo away days and trips) will always be reported to parents.

The Club Officials

Any incidents reported to the Instructor or Club Officials are considered to be serious. The Instructor and welfare officer will interview the children and discuss the matter with them and decide what sanctions if any will be applied or if parents should be informed. If parents are told, they will be invited to discuss the incident with Instructor/Welfare Officer to find an agreed approach to improvement.

Exclusion

In very serious cases it may be necessary to consider excluding a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the club.

Bullying

The act of bullying is 'to threaten or persecute another person' and 'to make them do something they do not want to do'.

Most people have been bullied at some time in their lives, and clubs may have a problem with bullying at one time or another. Name-calling is the most common form of bullying. Boys usually bully boys, while both boys and girls bully girls. Boys experience more physical violence and threats than girls, although physical attacks on girls by girls are becoming more common. Girls tend to use more indirect methods that are harder to detect. Girls are more likely to be targeted by bullies.

Bullies are obviously not going to hurt someone under the nose of an adult, so they wait and watch for opportunities when club officials are not looking, or when the victim is on their own. It can occur in virtually any part of the lesson and even outside the training hall/premises, but it is most likely to happen, in changing rooms/toilets. A 'culture of

silence' persists – the majority of children do not tell anyone in authority about bullying. About 30% of victims do not tell anyone. Most victims who tell parents or instructors experience a positive outcome. About 75%-80% of pupils in surveys said they would not join in or would like to help a bullied child. Fewer said they would actually help.

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pain, paralysis, hyperventilation, visual symptoms, headaches, stomach aches and bed wetting (in younger children). Excuses to miss training, torn clothes, bruises, moodiness and a change in eating habits are other signs of bullying. Bullying clearly has a damaging effect on children. More than one in five severely bullied children will attempt to take their own life. In many cases the effects of bullying are not visible.

Sadly, children are never at a loss to find ways of hurting others. They often pick on something that is different about their victim or is in some way highlighted or stands out. For instance, they might tease someone about their weight, height, freckly face, hair colour, teeth and other physical features; the fact that they wear glasses or a hearing aid, or have a disability or speech impediment or other problems such as dyslexia or dyspraxia,; they might pick on individuals because of their family, friends, race, gender, religion or the different customs they practice or the fact that they go to church; they might make fun of them because they work hard, achieve good standards, and are more popular with other children; they could be unkind to them because they are shy or new to the club and so on.

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide, but their popularity provides increasing opportunities for misuse through cyber bullying. A recent study claimed that up to 34% of 12-15 year olds have experienced some sort of cyber bullying. It is crucial that children, who are particularly skilful at adapting to new technology, use their mobile telephones and the Internet safely and positively, and that they are aware of the consequences of misuse. All club staff, parents and young people have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of cyber bullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyber bullying can follow children into their private spaces such as their homes: there is no safe haven for the person being bullied. Cyber bullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

The latest guidance from the government includes practical tips on preventing cyber bullies such as: not responding to malicious texts or emails; saving evidence of cyber bullying; reporting incidents; keeping passwords safe; and not giving out personal details such as mobile phone numbers over the Internet.

Principles

In view of the seriousness of bullying as described above and its prevalence, the following must apply:

• All complaints and allegations must be taken seriously and investigated thoroughly

• Good behaviour must be reinforced by talking to the individual(s) concerned and a warning given that any repetition of bullying will result in punishment

• Reconciliation must be attempted, to include an acknowledgement of the hurt caused and an apology offered

• Serious cases require that the parents are informed

• The subsequent behaviour of the individual(s) concerned is to be carefully monitored

• Records must be kept of all significant incidents.

General principles may also be applied from the NGB Safeguarding Children Policy.

Policy on Bullying

It is the aim of the Club Behaviour Policy to help create a positive, supportive atmosphere, which is based on shared values and a sense of community.

The rules by which we conduct our affairs are derived from this aim and it is important that all instructors / club officials and children clearly understand them. It is equally important that all instructors / club officials should act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who witness it and less aggressive children can be drawn in by group pressure.

Bullying of whatever kind is unacceptable and must not be regarded as acceptable, or a necessary part of growing up. It must be clearly understood by everyone that it is wrong and will not be tolerated in the club, or on the way to and from the club.

Instructors / Club Officials should be alert to signs of bullying and harassment, must take seriously any complaint of bullying and deal with it firmly, fairly and promptly.

Bullying can take many forms, including:

• Physical – hit, kick or manhandle

• Verbal – teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin or personality

• Psychological – spreading rumours, excluding from activities/discussions/groups of friends

• Extortion – threats to obtain money or property

• Damage/Theft – to/of belongings.

As a club we seek to:

• Support children who are being bullied

• Help bullies to change their behaviour

• Meet those concerned individually and find out the facts of any incident

• Use peer group pressure to actively discourage bullying

• Break up bully groups where it seems necessary

• Inform parents immediately if the incident involves violence

• Involve parents at an early stage if an incident is serious or repeated

• Help children develop positive strategies and assertiveness

• Record incidents of bullying in the incident book so that they can be monitored

• Involve and discuss with children agreed club rules and behaviour

• Involve other agencies if necessary.

It is everyone's responsibility to try to prevent bullying from happening.

CHILDREN'S OWN CODE OF CONDUCT

- Listen to the Instructor
- Don't be naughty
- Don't run around
- Keep your belt tied properly
- Don't shout out loud
- Don't mess around during lesson
- No chewing gum or toffee during the lesson
- Be nice to other children, help them if they don't know what they are doing
- Always ask for help if you need it
- Don't leave the training hall without asking the Instructor.

COMPLAINTS GUIDELINES

Responsibilities As the governing body of Taekwondo we are required to have in place a procedure for all clubs to deal with complaints relating to the club and to any community facilities or services the club provides, we also require the complaint procedure to be publicised to all at every club.

NWTKD advise the following recommendations:

General parental complaints

The day-to-day running of the club the responsibility of the Instructor, club officials, it is recommended students' parents/carers put their concerns in writing to the Instructor / Welfare Officer and if this fails to resolve the issue, concerns should then be raised with the appropriate person in NWTKD. The complaint should set out fully the concerns and reasons why the complaint is being submitted, enclosing all previous correspondence relevant to the complaint. The complaint should be mailed to the appropriate person.

Roles and actions

NWTKD guidance on developing and applying complaints policies and procedures strongly encourages clubs to differentiate between concerns and complaints and in both cases, to keep procedures for dealing with them as informal as possible.

Guidance

NWTKD has produced guidance, including example policies and procedures

• Procedures relating to general complaints do not replace NWTKD's procedures relating to safeguarding concerns.

• Certain forms of complaint, e.g. any grievance or disciplinary procedures, also fall outside the scope of these general complaints procedures.

• Clubs are encouraged to involve their members, juniors or otherwise, parents, carers to:

- establish a member of club who will act as complaints coordinator and who will take the initial responsibility for handling complaints
- take a set formal procedure to reviewing and resolving complaints • have formal, published procedures with time limits
- make sure the club committee will deal with complaints that cannot be resolved by the complaints instructor / welfare officer
- Record complaints so the overall level, nature and outcome of complaints can be reviewed and any necessary steps taken to improve policies and procedures.

DISABILITY POLICY

Working with Local County Councils, The North West TaeKwonDo Association has produced an accessibility policy and plan for all its member clubs to adhere to.

The accessibility plan is required for:

• Increasing access for disabled pupils to the Taekwondo Clubs

• Improving access to the club's environment

• Improving written information for disabled pupils

There are three main duties:

• Not to treat disabled pupils less favourably

• To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage

• To prepare an accessibility strategy (Updated Training Programme)

We need to consider the requirements of current and future disabled students.

• The duty not to discriminate covers all aspects of Taekwondo activities.

• The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the club.

Legal Background

The Disability Discrimination Act – DDA, as amended by the SEN and Disability Act 2001, requires all clubs to plan to increase, over time, accessibility to taekwondo activities for disabled pupils. Instructors are required to prepare accessibility strategies covering the venues in their areas.

NWTKD and the clubs are required to plan for:

▪ Increasing access for the disabled into Taekwondo activities

▪ Improving access to the clubs physical training environment (through taekwondo training)

▪ Improving written information and guidance for disabled students with regards to Taekwondo training

The SEN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act (1995) by introducing new duties on LEAs and schools relating to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions policies, education and associated services.

There are three main duties:

• Not to treat disabled students less favourably

• To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage

• To prepare accessibility strategies and accessibility plans (clubs) for increasing, over time, the accessibility of clubs for disabled pupils to train in Taekwondo

Please note that these duties are all 'anticipatory'; The North West TaeKwonDo Association needs to consider the requirements of current and future disabled students. This means that instructors are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

The duty not to discriminate covers all aspects of Taekwondo activity, including external activities, such as competitions. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the club.

In deciding whether a step is reasonable, instructors may take into account the need to maintain;

• Training standards

• Available resources

• The practicalities of making a particular adjustment

• The health and safety of the disabled students and others and the interests of others

However, it is the view of both the DfES and the Disability Rights Commission that, where clubs have already developed inclusive cultures and practices, these legal duties should mean little extra work.

Definition of Disability

Students falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS asthma and progressive/degenerative conditions.

Taekwondo instructors must not automatically consider pupils with a disability to have special training needs.

Disability

The DDA definition states that 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'

Special Training Needs

Children have a special training need if they have a learning difficulty which calls for special provision to be made for those (Korean Terminology) Children have a learning difficulty if they:

• Have a significantly greater difficulty in physical activity than the majority of children of the same age

• Have a disability which prevents, or hinders, them from making use of physical movement of any kind generally performed for children of the same age during the lesson.

Clubs should always consider access issues when planning any work involving the alteration or improvement of their premises. Clubs should make every effort to improve access for disabled students to ensure the maximum benefit.

INCLUSION – A STATEMENT OF INTENT

INTRODUCTION

Inclusive practice and club improvement are linked. This is reflected in the recent changes in our inclusion policy.

The different parts of the plan will be supported by the development of policy and practice. The starting point for inclusion is the needs of the children and young people.

• The aim of Taekwondo training for children with additional needs – including those with STN, disabilities, or excluded from learning Taekwondo – are no different from those of all children and young people.

• Inclusion is not a state but a process that requires continued and planned development.

• Inclusive practice and school improvement are linked.

WHAT IS INCLUSIVE PHYSCIAL TRAINING?

Inclusive physical training uses proven methods of teaching from which all children can benefit; it assumes human differences are normal. Training must be adapted to the needs of the child, not the child fitted to the system.

Therefore, an Inclusive Training Programme that values diversity and meets a wide range of needs improves the achievements, health and fitness of all children and young people.

WHAT DOES NORTH WEST TAEKWONDO BELIEVE?

• Good clubs are inclusive schools.

• All children can learn successfully. The development of more inclusive clubs will help raise standards in fitness and health, by looking at how best to meet the needs of **all** children.

• Including children with additional needs in their local clubs is a major contributor to tackling discrimination. Inclusive Taekwondo training embraces the concept of equality of opportunity for all children.

• It is important to build upon the good practice in our special and full time clubs. This will maintain a range of specialist provision to ensure a choice for parents and children. This is very important for children with severe and complex needs.

• Change should be undertaken step by step, properly funded and guided by evidence of best practice.

WHAT DOES NORTH WEST TAEKWONDO WANT?

A strategic approach that ensures:-

• All NWTKD Associations work together to develop inclusive practice.

• Widespread acceptance on the part of club officials and instructors of the aims of inclusion.

• Clear links are made with other key plans from, health, social services and education.

• All pupils achieving the highest possible standards in learning Taekwondo.

• An approach that allows regular meetings with all concerned to test and check progress towards increasing inclusion.

• Clubs are given the resources they need so that they can make the best choices in meeting the physical needs of children by learning Taekwondo.

APPENDICES

This appendix sets out to offer some information on the more predominant SEN encountered in schools. It also offers links to some of the many possible websites where information is available on the areas listed in this appendix.

Typically, these websites offer details on the special need or medical condition, a section on frequently asked questions (FAQs) and some points of contact where further information and/or support can be accessed, possibly both nationally and locally. Neither the information nor the websites should be seen as exclusive. Rather, they provide one starting point for seeking additional help and advice. Similar websites exist for conditions not discussed here.

Clearly, those working with children and young people need to access appropriate advice from parents, medical staff, local authority (LA) staff etc. on carrying out risk assessments and preparing personal healthcare plans when developing and implementing a suitable programme of physical activity. These risk assessments and healthcare plans should be regularly reviewed and amended as necessary.

The websites that offer a useful starting point are listed immediately below each.

Asthma

Asthma is a common ailment and currently over one million children take medication for the condition. The usual symptoms of asthma include:

• Coughing

•Wheezing

• Shortness of breath and tightness in the chest.

Attacks can vary from very mild, which require little or no treatment, to those that are so severe, they require prompt medical support. Generally speaking, exercise is good for people with asthma although, for some, it can bring on the symptoms of asthma. Adults working with children with asthma should ensure that:

• Levels of fitness are increased gradually

• The child's inhaler is always available when exercising.

Safe practice in physical education and school sport:

• Where exercise triggers a child's asthma, they should use their inhaler before they warm up

• They should always warm up and cool down thoroughly

• The area is free of irritants that may trigger the child's asthma

• The child is allowed to stop exercising if symptoms occur and appropriate medical procedures are followed until the child feels well enough to take part.

Asthma UK

www.asthma.org.uk/

Attention Deficit Hyperactivity Disorder (ADHD)

Children with ADHD find it difficult to pay attention, concentrate and thus find remembering instructions difficult. It is sometimes treated with medication to help pupils focus and understand what is expected of them.

Adults working with children with ADHD should:

• Ensure instructions are clear and easy to follow

• Encourage pupils and reward their efforts and achievements

• Remain consistent in their approach

• Carefully risk assess physical activities, ensuring that potentially difficult situations can be well managed.

National Attention Deficit Disorder Information and Support Service www.addiss.co.uk/

Autism/Autistic Spectrum Disorder (ASD)/Asperger's Syndrome

Pupils with autism have difficulties with social communication. They tend to be egocentric in conversation, not realising that they should listen to others as well as make their own points. They do not understand jokes or sarcasm and can interpret phrases literally. Thus, told to 'pull their socks up', they will see this as an instruction, rather than an encouragement to work harder. In addition, such pupils like settled routines and sudden changes to these can cause severe anxiety.

Those working with autistic pupils should:

• Speak clearly and give pupils time to understand what is expected of them

• Encourage and give prompts where necessary

• Apply rules consistently

• Prepare pupils as much as possible for the activity they will be doing, such as showing them photographs, sharing plans or seeing demonstrations.

The National Autistic Society

www.autism.org.uk

Cerebral Palsy

Cerebral palsy is a group of conditions that results from damage to, or failure in the development of, part of the brain. It can affect movement and posture. It can present with a range of difficulties, including perceptual, communication, movement and control, sensory impairment, and short attention span.

Adults working with children with cerebral palsy should:

• Link with other professionals (e.g. physiotherapists) to develop an appropriate motor support

• Programme, including the use of any specialist equipment

• Encourage support from peers

• Ensure the child understands what is expected of him/her, possibly through the use of demonstration

• Praise the child and encourage independence.

Scope

www.scope.org.uk

Diabetes

Diabetes is a condition in which the amount of glucose (sugar) in the blood is too high because the body cannot use it properly. Having diabetes should not stop a child taking a full part in school activities. Indeed, keeping active is a part of a well-planned response to managing diabetes. Those working with children with diabetes should liaise with their parents and healthcare professionals to understand the individual needs of the children and how they may be addressed.

Adults working with children with diabetes should be aware:

• Of the symptoms associated with the onset of hypoglycaemia

• That a child with diabetes may carry with them a bag containing a blood glucose testing kit, food, glucose tablets, drinks etc., which he/she should be allowed to use as and when necessary

• That training programmes should be built up gradually.

Diabetes UK

www.diabetes.org.uk

Down's Syndrome (Trisomy 21)

Down's syndrome is a congenital condition caused at conception. It arises from a failure in cell division of chromosome 21 (hence Trisomy 21), leading to 47, rather than 46, chromosomes developing. Among other characteristics, those with Down's syndrome can have reduced muscle tone, heart conditions, hearing and vision difficulties, respiratory difficulties and learning difficulties that can impact upon physical activity.

Note: all children with Down's syndrome are different and advice should be sought on the exact needs of each individual.

Children with Down's syndrome should not be barred from physical activity. However, they do have a small risk of suffering acute dislocation of the atlantoaxial joint. As a result, should a child with Down's syndrome develop pain

behind the ear or elsewhere in the neck, abnormal head posture, deterioration of gait, manipulative skills or bowel and/or bladder control, specialist advice should be sought immediately. Further, some children with Down's syndrome may have a heart condition. Therefore, should a child complain of tiredness, he/she should be allowed to rest or sit out an activity and be monitored until he/she recovers.

In addition, adults working with children with Down's syndrome should:

• use demonstration, sign and gesture to support learning

• offer regular encouragement and praise for efforts

• speak directly to the pupil to reinforce instructions and ensure he/she understands the task

• liaise with other professionals in the development of a healthcare plan.

Down's Syndrome Association

www.downs-syndrome.org.uk

Dyspraxia

Dyspraxia is an impairment or immaturity in movement, often termed 'clumsy child syndrome'. The degree of difficulty experienced can vary greatly. Difficulties are often found with gross and fine motor skills. In addition, poor balance and difficulties in coordinating body parts can lead to poor performance in sport.

Adults working with pupils with dyspraxia should:

• liaise with physiotherapists and occupational therapists in the preparation of physical-activity programmes; it is worth noting that such programmes are also often of value to other pupils as well

• encourage effort

• encourage support from peers through the use of a 'buddy' system.

The Dyspraxia Foundation

www.dyspraxiafoundation.org.uk

Epilepsy

The effects of epilepsy vary from person to person. Indeed, it is possible that a child with epilepsy may never have a seizure at school. Thus, whether a child with epilepsy can take part in swimming, physical activities or educational visits should be based on that child's individual circumstances. Advice on this should appear in his/her individual healthcare plan and should be used to risk assess each activity, allowing the child either access to it or an alternative activity. In all cases, the pupil, his/her parents and, where necessary, healthcare professionals should be consulted in the formulation of the individual healthcare plan and associated risk assessment.

Adults working with children with epilepsy should:

• Make themselves aware of the precise nature of each child's needs with regard to epilepsy

• Make sure arrangements to support a pupil with epilepsy are in place (e.g. a 'buddy' who should be a strong swimmer or a poolside observer when swimming)

• Avoid prolonged underwater swimming or flickering strobe-like lighting, as either may cause the onset of a seizure

• Be aware of the appropriate first-aid response, should it be required

• Be vigilant wherever such pupils work at a height in gymnastics.

Epilepsy Research UK

www.epilepsyresearch.org.uk

Epilepsy Action

www.epilepsy.org.uk

Hearing Impairment

There are two main types of hearing loss.

There is conductive hearing loss, which is a where sounds cannot pass through the outer or middle ear. This is often caused by a build-up of fluid, as in the case of glue ear. In most cases, conductive hearing loss is temporary. Such conditions can clear up or require surgery.

The second type of hearing loss is sensorineural deafness, which is caused by a problem in the inner ear or auditory nerve. This is likely to be permanent.

Adults working with hearing-impaired pupils should:

• Get advice on the exact nature of the loss and how it affects the child

• Act appropriately on the advice received

• Give the pupil time to understand what is required of him/her

• Ensure the pupil can see the teacher and activity clearly

• Ensure they have eye contact with the pupil and his/her full attention before starting an activity or explanation

• Use gesture to encourage pupils

• Regularly check understanding

• Be aware of the need for a visual alternative to an auditory signal to stop either due to danger or during a game situation.

National Deaf Children's Society

www.ndcs.org.uk

Royal National Institute for Deaf People

www.rnid.org.uk

Muscular Dystrophy

Muscular dystrophy relates to a group of conditions characterised by a breakdown of muscle fibres, leading to weak and wasted muscles. Symptoms can appear at any time from birth onwards. Muscular dystrophy exists on a continuum from severely disabling with a marked impact on life expectancy through to a mild disability. It is a progressive condition, though the pace of deterioration will vary from child to child.

Regular exercise is often a key part of the child's physical-management programme. This programme may need to be daily and include swimming or hydrotherapy.

Those offering physical activities to pupils with muscular dystrophy should:

• liaise with a physiotherapist and occupational therapist to gain information on how to support the pupil's physical-management programme

• offer encouragement and praise for efforts

• be aware of changes in the child's physical condition and report these to specialist support.

Muscular Dystrophy Campaign

www.muscular-dystrophy.org

Social, Emotional and Behavioural Difficulties (SEBD)

Pupils who display social, emotional and behavioural difficulties require physical-activity programmes that are carefully planned. While some will cope well with team games, others can become agitated if their team is 'losing' and this can lead to disruption. Such pupils also lack confidence and self-belief and, as a result, can refuse to take part in an activity they are unsure of. Thus, activities are best carried out in small groups with appropriate levels of adult support.

These supporting adults should:

• Set clear and achievable targets for each activity

• Encourage pupils to take part by praising small improvements in performance

• Help create a team ethic where all pupils praise each other's efforts

• Ensure pupils have the opportunity to cool down and settle at the end of a physical-activity session prior to moving on to their next lesson or activity.

Social, Emotional and Behavioural Difficulties Association

www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/

Visual Impairment

Visual impairment exists along a continuum from those who have sufficient vision to manage most school tasks but may need some specialist support on occasion, through those who have severely restricted vision and may need support with mobility, good lighting and careful positioning to take part in activities, to those who are registered blind and will need specialist support. Such pupils' language usually develops normally and adults should discuss with them the nature of tasks set.

In addition, those working with visually impaired pupils should:

• Encourage independence through such things as mobility training (i.e. ensuring pupils are aware of the layout of the facilities which they are to use)

• Modify tasks to allow pupils access to a given task

• Encourage peer support

Royal National Institute of Blind People

www.rnib.org.uk

CLUB JUNIOR CODE OF CONDUCT

• Come to training properly equipped and prepared to enjoy yourself and make friends

• Consideration for others makes a happy session. Act considerately and politely to everybody at all times.

• Do not make any remarks about a person's race, gender, appearance or ability that would cause him/her to be upset or angry (see Club Equality Scheme for further details about protected characteristics).

• Bullying is a sign of weakness. Any kind of bullying or encouragement to bully is a wrong. Think to yourself "How would I like to be at the receiving end?" Always tell someone if you are being bullied or being made unhappy.

• Wear the correct uniform and belt at all times.

• Respect higher grades regardless of age

• Do not bring anything to training, which may be a danger to yourself or others, or any items of value irrelevant to your training session

• Do not leave the training hall without permission

INDUCTION FOR TRAINING INSTRUCTORS, COACHES, WELFARE OFFICERS, VOLUNTEERS

This Association / Club will:

• Ensure Governing Body approved coaching & safeguarding sessions for instructors/coaches/welfare officers/volunteers have been scheduled at the club and ALL participants are expected to qualify to at least basic awareness level.

• When appointing instructors / coaches/ welfare officers /volunteers consider their current or previous experience.

• Education and training in the basics of Safeguarding will apply to all instructors /coaches/welfare officers/ volunteers / management committee members working with the children or young members. NWTKD is committed to continuous updating and review of our current Safeguarding Policy.

• Safeguarding training should include:

• Basic awareness of Safeguarding issues.

• Our organisation's Safeguarding policies and procedures including our Code of Conduct.

• Training will be carefully selected to ensure it is sufficient. For instance, a 1-hour training session is unlikely to be very useful. A minimum of 3 hours is required for basic awareness raising & we will seek that training from a specific training provider with experience and knowledge of good practice in sport.

• Ensure that all new personnel have attended Safeguarding awareness workshop within six months of taking up their post. This opportunity should also be made available to parents and other volunteers to enable a culture of a child-focused club to prevail.

• Ensure all personnel and volunteers should receive induction and training appropriate to their role. Training should be updated and reviewed regularly for new personnel / volunteers and in line with changing legislation.

SAFEGUARDING - PROTECTING CHILDREN AND VULNERABLE ADULTS POLICY AND IMPLEMENTATION PROCEDURES CHECKLIST

Safeguarding - Protecting Children and Vulnerable Adults Policy and Implementation Procedures will only be effective if all instructors, coaches, officials, staff and volunteers in NWTKD own and understand them. This checklist is designed for Member Associations to facilitate this process:

• Identify designated child protection officer (CPO) ❑

• Add CPO name and contact details to procedure ❑

• Ensure CPO attends training on child protection and updates that training regularly ❑

• Ensure instructors/coaches/volunteers have a copy of child protection procedures ❑

• Ensure that instructors/coaches/volunteers know what to do if they have concerns about a child ❑

• Ensure all existing instructors/coaches/volunteers who have contact with children and vulnerable adults have relevant DBS Disclosures ❑

• Ensure that new staff/volunteers who have contact with children and vulnerable adults have relevant DBS Disclosures before they start work ❑

• Ensure that the premises conform to health and safety guidelines ❑

• Ensure that any letting arrangements are bound by contracts that include an agreement to adhere to the host organisation's child protection procedures ❑

NWTKD CLUB SAFEGUARDING COMMITMENT STATEMENT

NWTKD is committed to providing a safe, supportive learning/caring environment for all our students

The Club commitment is:

• To take its role in safeguarding and the protection of children and vulnerable groups and promotion of their welfare very seriously.

• To ensure all safeguarding matters are investigated following the NWTKD policy and appropriately reported/referred.

To achieve this, the Club will:

• Ensure Instructors are fully aware that safeguarding is a key responsibility.

• Have an appointed Safeguarding Welfare Officer.

• Support the Welfare Officer without question.

• Provide mandatory safeguarding training to all club officials irrespective of the person's role (protection of children and protection of vulnerable groups).

To achieve this, all club officials will:

• Take NWTKD's policy and commitment to safeguarding very seriously.

• Contribute to a safe, supportive caring environment for students and colleagues.

• Attend and complete mandatory safeguarding training as per NWTKD procedures.

• Keep up to date records as required.

Parents Carers will:

• Take NWTKD's policy and commitment to safeguarding very seriously.

• Never keep concerns about the safety of our students to yourself.

• Report any concerns to Club Welfare Officer.

• Abide by Code of Ethics and Conduct.

Remember it's your child's welfare

If you have any questions regarding safeguarding or have any concerns regarding the safety and welfare of a student, please speak to the Instructor / Club Welfare Officer.

Our Safeguarding Policy sets out the responsibilities of all club officials. A copy of NWTKD safeguarding policy can be obtained from the Instructor or club administration officer.

COMMUNICATION GUIDELINES

Instructors / Club Officials need to:

• Understand the context of communicating with children.

• Understand verbal and non-verbal communications and be able to use this skill in working with children and young people.

• Understand the different ways in which children/young people communicate and consider how to improve your skills.

• Understand how to take what children say seriously and develop good communication skills.

• Understand how to establish clear boundaries, balancing confidentiality and sharing information and be aware of when to refer on to another person / agency.

• Have experience in a range of techniques for communicating with children and young people of different ages.

• Have an understanding of the sense children make of adult communications both written and verbal.

• Practice active listening and questioning skills in a way which empowers children.

CYBER-BULLYING POLICY

North West TaeKwonDo embraces the advantages of modern technology in terms of the information sharing benefits it brings, however we are mindful of the potential for bullying to occur. Central to our anti-bullying policy it is the belief that 'all students have a right not to be bullied' and that 'bullying is always unacceptable'. We also recognise that we must 'take note of bullying perpetrated outside of the Taekwondo environment which spills over into everyday life. NWTKD will police cyber-bullying or any bullying aspects carried out by students both in and out of the Taekwondo training sessions or events.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Bebo, YouTube etc.

LEGAL ISSUES

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

POLICY

NWTKD educates its Instructors and students both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, continue to inform and educate them in these fast changing areas.

- NWTKD Instructors will respond effectively to any reports of cyber-bullying or harassment and has systems in place to respond to it. Where appropriate NWTKD will regularly review the anti-bullying procedures we have in place.
- Whilst training and guidance remain at the heart of what we do, NWTKD reserves the right to take action against those who take part in cyber-bullying.
- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- NWTKD supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- NWTKD will use, as appropriate, the full range of sanctions to correct, punish or remove students who bully fellow students or harass other students in this way, both in or out of club environment.

- NWTKD will use its power of confiscation where necessary to prevent students from committing crimes or misusing equipment during a training session.
- All students of the Taekwondo community are aware they have a duty to bring to the attention of the Instructor or Safeguarding Officers any example of cyber-bullying or harassment that they know about or suspect.

GUIDANCE FOR INSTRUCTORS, VOLUNTEERS, STUDENTS, PARENTS/CARERS

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones

- Ask the student or person concerned to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names Tell the student / person to save the message/image
- Go with the student / person and see the Instructor, Safeguarding or Welfare Officer. If it is a Child Protection concern a decision will then be made to contact Police and the NWTKD Lead Safeguarding Officer.

Computers, iPads, Tablets etc.

- Ask the Student to get up on-screen the material in question
- Ask the student to save the material in question
- If possible print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Accompany the student, taking the offending material, to the Instructor
- If it is a Child Protection concern report immediately to the Club Safeguarding Officer and decision then be made as to contact Police and the NWTKD Lead Safeguarding Officer.

GUIDANCE FOR STUDENTS

If you believe you or someone else is the victim of cyber-bullying, you must speak to your Instructor / Welfare Officer as soon as possible:

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to your Instructor / Welfare Officer or parent/carer (even if it is upsetting the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone that you do not know
- Stay in public areas in chat rooms

GUIDANCE FOR PARENTS

It is vital that parents and NWTKD and its clubs work together to ensure that all students are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. NWTKD as an organisation informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying. This will be available at all clubs:

- Instructors / Parents can help by making sure their child understands the NWTKD policy and, above all, how seriously NWTKD takes incidents of cyber-bullying

- Parents should also explain to their sons or daughters legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- If parents are aware of any problems within the Taekwondo club they should contact the instructor or club welfare officer or even the NGB Lead Safeguarding Officer as soon as possible. A meeting can then be arranged to discuss concerns or issues
- If the incident falls outside of Taekwondo NWTKD / club reserves the right to take action against bullying perpetrated outside Taekwondo which spills over into Taekwondo.

E-SAFETY AT HOME

Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following site:

www.nextgenerationlearning.org.uk/safeguarding-learners/Safeguarding-learners- content/Parents-and-carers/

NATIONAL BODIES

Further support and guidance may be obtained from the following:

www.nspcc.org.uk

www.antibullying.net/cyber-bullying1.htm

www.becta.org.uk for information on safeguarding learners

www.beatbullying.org

www.anti-bullyingalliance.org.uk

DATA PROTECTION POLICY

PURPOSE

The data protection act 1998 came into force on the 1st March 2000 and regulates how personal data about individuals can be held, stored and used.

AIM

The aim of the act is to ensure that the individuals fundamental rights and freedoms, and in particular their right to privacy, is adequately protected in the light of rapid technological advances that have transformed the way information can be collected stored and used.

REFERENCE

Data Protection Act 1998

http://www.dataprotection.gov.uk

The legislation consists of six parts, seventy five sections and sixteen schedules, although only a fraction relates to NWTKD records.

PROCEDURE

NWTKD will process individual's personal data fairly and lawfully and ensure that appropriate measures are taken to protect against unauthorised or unlawful processing of personal data and against accidental loss of, or damage to, personal data.

NWTKD needs to keep information about you for purposes connected with being a recognised governing body Instructor. The sort of information that is held includes information for contact names and addresses, DBS Disclosures relating to your checks with NWTKD.

The information we hold will be for our management and administrative use only but we may from time to time need to disclose some information we hold about you to relevant third parties (e.g. where legally obliged to do so by the Inland Revenue/Police and where requested to do so by yourself for the purpose of giving a reference).

NWTKD DBS PROCESS POLICY STATEMENT

It is a requirement of the DBS Code of Practice that all Registered Bodies must have a written policy on the correct handling and safekeeping of Disclosure information. It also obliges Registered Bodies to ensure that a body or individual, on whose behalf they are countersigning Disclosure applications, has a written policy.

General principles

As an organisation using the Disclosure & Barring Service (DBS) to help assess the suitability of applicants for positions of trust, North West TaeKwonDo Association complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 2018 and other relevant legislation pertaining with the safe handling, use, storage, retention and disposal of Disclosure information.

Storage and access

Disclosure information will be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

DISABILITY ACCESS POLICY

Working with Local County Councils, North West TaeKwonDo is required to produce an accessibility policy and plan.

The accessibility plan is required for:

- Increasing access for disabled pupils to the Taekwondo in Schools curriculum
- Improving access to the school's physical education environment
- Improving written information for disabled pupils

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare an accessibility strategy (Physical Education Programme)

We need to consider the requirements of current and future disabled pupils.

The duty not to discriminate covers all aspects of school life, including extracurricular

Taekwondo activities.

The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

FIRST AID

The Health and Safety (First Aid) Regulations 1981 (amended as of 1st October 2013) were made under the Health and Safety at Work, etc., Act 1974. The regulations specify all the requirements, which must be met in order to provide adequate first aid cover.

The new approved Code of Practice (ACOP) came into effect on 2 July 1990, which details the minimum requirements for first aid at work.

The standard of first aid cover for the school is based on the approved Code of Practice, although in most instances the number of qualified first aiders present far exceeds requirements.

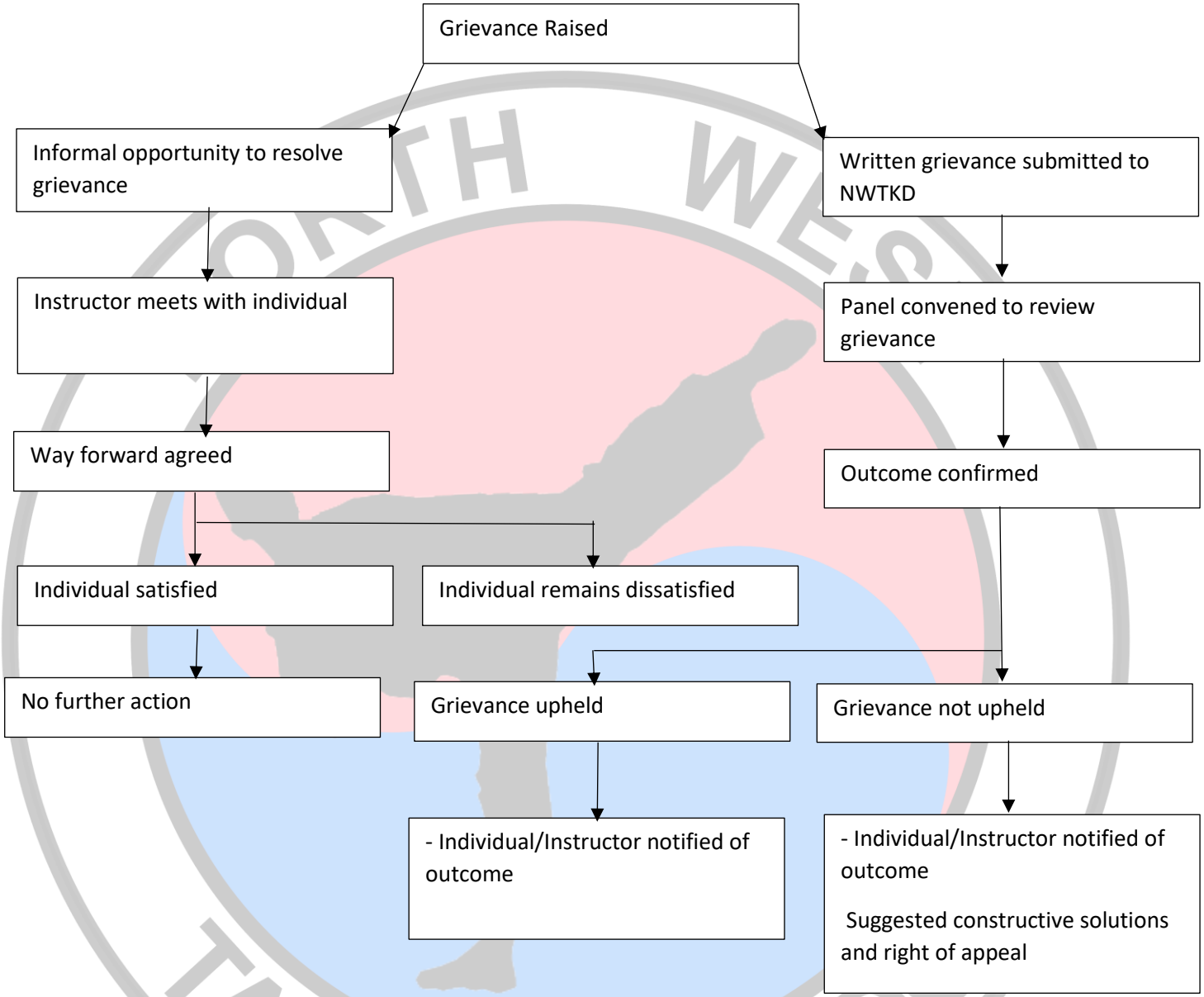
ACOP states that one first aider will be required during normal working hours for every 50 workers. This figure is based on office type activities, which are considered low risk.

The employer is required to make an assessment of his first aid requirements based on activities under his control, but the 1:50 ratio must always be considered a minimum.

In line with the NWTKD Code of Practice all school instructors and, in the case of cover by an assistant instructor, must hold a current First Aid certificate which is renewable every 3 years.

A template of the Accident/Incident Report form is to be found in your Instructor Pack.

GRIEVANCE POLICY



MAJOR ACCIDENT /INCIDENT PROCEDURE

Major accidents/incidents are where the person concerned required secondary treatment or ambulance/ police assistance was required. Major accident/incidents also include any situation that you feel you need assistance with or feel the Association Health and Safety Officer/Child Protection officer need to know about quicker than identified in the above minor accidents/incidents section.

Alert the official First Aid provider to the situation (if necessary).

Ensure that all other participants are adequately supervised (cancel the remainder of the session if necessary).

Emergency Services should be alerted by yourself or the facility staff (as required).

Contact the Association Health and Safety Officer/Child Protection Officer immediately after the accident to inform them of the accident/incident.

Complete the Accident/Incident Report Form at the scene of the accident/incident ensuring that all sections are filled in and signed.

MANAGING CHALLENGING BEHAVIOUR GUIDELINES

Whilst this document covers the majority of circumstances that you may be confronted with, we recommend for your perusal other documents which address this subject which are available from the NSPCC Child Protection in Sport Unit [CPSU]

NWTKD want all children and young people to enjoy our sport in a safe and healthy environment shared with like-minded other young people and adults. NWTKD has over 200 children and young people participating in Taekwondo activity. It is inevitable that you will be confronted with challenging behaviour from time to time.

Instructors, Coaches, Club Officials and volunteers who deliver Taekwondo activities to children may, on occasions, will be required to deal with a child's challenging behaviour.

These guidelines aim to promote good practice and to encourage a proactive response to supporting children to manage their own behaviour. They suggest some strategies and sanctions which can be used and also identify unacceptable sanctions or interventions which must never be used by Instructors, Coaches, Club Officials and volunteers. The guidelines will also include the views and suggestions of children.

These guidelines are based on the following principles:

• The welfare of the child is the paramount consideration.

• All those involved in activities including children, instructors, coaches / volunteers and parents/carers should be provided with clear guidelines about required standards of conduct, and NWTKD and club's process for responding to behaviour that is deemed unacceptable.

• Children must never be subject to any form of treatment that is harmful, abusive, humiliating or degrading.

• Some children exhibit challenging behaviour as a result of specific circumstances, e.g. a medical or psychological condition, and instructors may therefore require specific or additional guidance. These and any other specific needs the child may have should be discussed with parents/carers and the child prior to the child starting training, to ensure that an appropriate approach is agreed and, where necessary, additional support provided e.g. from external agencies, Children's Social Care services etc.

• Taekwondo can make a significant contribution to improving the life experience and outcomes for all children and young people. Every child should be supported to participate and, only in exceptional circumstances where the safety of a child or of other children cannot be maintained, should a child be excluded from club activities.

Planning Activities

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

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

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

Agreeing Acceptable and Unacceptable Behaviours

Instructors, Coaches, Club Officials and volunteers and parents carers should be involved in developing an agreed statement of what constitutes acceptable and unacceptable behaviour (code of conduct) and the range of sanctions which may be applied in response to unacceptable behaviour. This can be done when the child / young person enrols at the club.

Issues of behaviour and control should regularly be discussed with Instructors, Coaches, Club Officials and volunteers, parents/carers and children in the context of rights and responsibilities. When children are specifically asked, as a group, to draw up a code of conduct that will govern their participation in club activities, experience indicates that they tend to arrive at a very sensible working set of 'rules' with greater 'buy-in' from participants than those simply imposed by adults within the club. If and

When such a code is compiled, every member of the group can be asked to sign it, as can new members as they join.

Managing Challenging Behaviour

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

• Time out - from the activity, group or individual work.

• Reparation - the act or process of making amends.

• Restitution - the act of giving something back.

• Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.

• De-escalation of the situation - talking through with the child / young person.

• Increased supervision by Instructors, Coaches, Club Officials and volunteers

• Use of individual 'contracts' or agreements for their future or continued participation

• Sanctions or consequences e.g. missing an event.

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

• Temporary or permanent exclusion

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

• Physical punishment or the threat of such.

• Refusal to speak to or interact with the child.

• Being deprived of food, water, access to changing facilities or toilets or other essential facilities.

• Verbal intimidation, ridicule or humiliation.

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

Physical Intervention

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

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

The following must always be considered:

• Contact should be avoided with buttocks, genitals and breasts. Instructors, Coaches, Club Officials and 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.

• Instructors, Coaches, Club Officials and 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 - i.e. the minimum force needed to avert injury to a person or serious damage to property - applied for the shortest period of time.

• Instructors, Coaches, Club Officials and volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or staff/volunteers.

• Instructors, Coaches, Club Officials and volunteers shall never use physical intervention as a form of punishment.

• Physical intervention should NOT involve inflicting pain

• In amateur sparring or other like activities must never be used to control or punish a child or young person who is displaying challenging behaviour

• Where children are identified as having additional needs or behaviours that are likely to require physical intervention this should be discussed with parents/carers and where necessary the club will seek advice from or to work in partnership with external agencies (e.g. Children's Social Care) to ensure that a child or young person can be supported to participate safely. This may include asking for the provision of a suitably trained support worker / volunteer or accessing staff / volunteer training in physical intervention.

Any physical intervention used should be recorded as soon as possible after the incident by the Instructors, Coaches, Club Officials and volunteers involved using the NWTKD Incident Report Form and passed to the Club Welfare Officer as soon as possible.

Views of the child

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

A timely debrief for appropriate Instructors, Coaches, Club Officials and 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. Instructors, Coaches, Club Officials and 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 / young person's parents/carers about the child's needs and continued safe participation in the group or activity.

It is important that all Instructors, Coaches, Club Officials and volunteers, are made aware of and understand NWTKD's guidance about managing challenging behaviour to ensure that they are aware of ways in which they may need to intervene and are clear about the practice guidance in this area.

A policy for managing challenging behaviour

In conclusion, NWTKD have a duty of care to children and young people and have implement this policy and procedure on managing challenging behaviour and in doing so have incorporated this document into their child protection policy portfolio. An accompanying document to this NWTKD Policy to responding to Challenging Behaviour' outlines the following:

• The standard of conduct expected from Instructors, Coaches, Club Officials and volunteers,

• How the organisation will respond to unacceptable behaviours.

• How your organisation will respond to 'high risk' behaviours'. This will give children and young people a clear message about when staff may need to get involved to stop a particular form of behaviour, and describe options to avoid confrontation through for example, time out.

• The circumstances in which children will be restrained. A decision to restrain a child should be firmly based on the safety of the child and must NEVER be made as a punishment or to get children / young people to comply with instructions.

• The guidance, information or any support and / or training available to Instructors, Coaches, Club Officials and volunteers, particularly where they are supporting a child with recognised challenging behaviour to access club activities.

• The circumstances where external agencies will be contacted for support or in response to concerns e.g. – Children's Social Care services, the Police.

What will happen after an incident?

NWTKD have in place arrangements to check on the physical and emotional wellbeing of the child and staff, guidance on recording, who should be informed and a system for recording and monitoring.

MANAGING CHILDREN'S INAPPROPRIATE BEHAVIOUR

Strategies for dealing with inappropriate behaviour

Initially, quietly correct the child's behaviour

• Children even young ones know that there are rules about what behaviour is considered acceptable. Just drawing a child's attention to the fact that they have been noticed is usually enough to get them to change their behaviour.

• Do this as soon as possible after the unacceptable behaviour occurs.

Alternatively

• Use non-verbal cues where possible, move closer, nod, frown slightly or stare.

• Join in and partner the child whose behaviour has been problematic, without commenting.

• Divert their attention by asking a question,' John how is that kick coming along'

• Praise a good aspect of their involvement.

• Ask them if they are bored or having difficulty with any instructions.

• Remind them of the group rules and acceptable behaviour (do this privately)

• Address the behaviour not the character of the child 'that's a silly thing to do John' 'not you are silly John'

• Find out why they are misbehaving and ask if their behaviour is helpful to the group (privately)

If their behaviour is still problematic, then relate the problem back to the group rule.

• The instructor might ask 'what are you doing?' you know it's wrong then ask what they should be doing.

• Politely ask the child to change their behaviour, remind them of the consequence if they do not.

If the unacceptable behaviour continues

• Politely and calmly issue the consequence.

• Be respectful but be firm and clear.

• Do not use punishment, blame, shame, pain, ignoring or sarcasm.

• Be consistent.

• Be brief do not nag, lecture or interrogate.

• Remain calm, do not show anger and keep a cool head.

• Forgive and forget.

One way of dealing with unacceptable behaviour is to withdraw the child from the activity.

• Instruct a senior grade to take the child to the back of the class and participate in one to on training and if their behaviour improves then ask the child do they want to re-join the rest of the group.

• The one to one training area should always be at the back of the hall, away from the other children but still located close enough so as the Instructor/Club Welfare officer is able to supervise the activity.

• On the child's return to the group the Instructor should find an early opportunity to praise them in front of everybody else.

• Always be patient as some unacceptable behaviour may need some time to correct.

MINOR ACCIDENT/ INCIDENT PROCEDURE

Minor Accidents/Incident are where the person concerned did not require hospital/ secondary treatment or police assistance is not required.

Alert the official First Aid provider to the situation (if necessary)

Ensure that all other participants are adequately supervised.

Attend to the accident/incident. *Note:* please be aware of good practice in safeguarding and avoid wherever possible being in a one on one situation with a child and under no circumstances offer a child a lift home in your car.

Complete the Accident/Incident Report Form at the scene of the accident/incident ensuring that all sections are filled in and signed.

Keep the original of the Accident/Incident Report Form at the club. In addition to this a copy of the form should be sent to the association head office within 48 hours of the accident or incident occurring. The Association Health and Safety Officer will forward a copy to the NWTKD Insurance Officer if required.

If the accident/incident involves a child/young person, ensure the parent/carer is advised of the details as soon as possible or at the end of the activity/training session. If relevant, contact the Association and NWTKD Child Protection Officers as described in the NWTKD Child Protection Policy using the Incident Referral Report Form.

NWTKD RECRUITMENT OF EX OFFENDERS POLICY STATEMENT

It is a requirement of the DBS Code of Practice that all Registered Bodies must treat Disclosure applicants who have a criminal record fairly and do not discriminate because of a conviction or other information revealed. It also obliges Registered Bodies to have a written policy on the recruitment of ex-offenders; a copy of which can be given to Disclosure applicants at the outset of the recruitment process.

• As an organisation using the Disclosure & Barring Service (DBS) Disclosure service to assess applicants' suitability for positions of trust, NWTKD complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

•NWTKD is committed to the fair treatment of its staff, instructors, potential instructors or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

• We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

• We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all instructors for acceptance based on their skills, qualifications and experience.

• A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For the position of an instructor a Disclosure is required, all application forms, and information briefs will contain a statement that a Disclosure will be requested in the event of the individual being accepted as a registered instructor.

• A Disclosure is required as part of the acceptance process, we encourage all instructors to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within NWTKD and we guarantee that this information will only be seen by those who need to see it as part of the acceptance process.

• Unless the nature of the position allows NWTKD to ask questions about your entire criminal record, we only ask about 'unspent' convictions as defined in the Rehabilitation of Offenders Act 1974.

• We ensure that all those in NWTKD who are involved in the acceptance process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

• At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to refusal of recognition by NWTKD.

• We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

• We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before refusing a conditional offer of acceptance to be a registered instructor.

Having a criminal record will not necessarily bar you from becoming a registered instructor with NWTKD. This will depend on the nature of the position and the circumstances and background of your offences.

NWTKD designated person is;

Mr Elliott Walker

Telephone 07834 452063

OPERATIONAL PRACTICE REPORTING

General Guidelines

Through NWTKD's commitment to safeguarding the welfare of children all Instructors/Club Welfare Officer must immediately report any concerns they may have to their Association Safeguarding Officer

The appropriate Incident Referral Form should be completed by Welfare Officer/Instructors with immediate effect.

If a member of the public makes an Instructor/Club Welfare Officer aware of any suspicion which falls outside of the above scope, the individual must be encouraged to contact the Police or Social Services. In these circumstances, Instructors / Welfare Officers must complete the appropriate Incident Referral Form and comply with the reporting procedure.

All Instructors / Welfare Officers are required to report any suspicion or concern as soon as possible. Time is of the essence.

If an Instructor / Welfare Officer is made aware of an incident during training sessions or at any Taekwondo event, and the suspect has left the premises, Instructors / Welfare Officers should, where possible, record and report their concern by completing the appropriate Incident Referral Form and comply with the reporting procedure.

If a member of the public reports a suspicion to an Instructor / Welfare Officer whilst the suspect is still on the premises the individual should be encouraged to contact the Police or Social Services about their concerns.

In an emergency situation contact the Police, Social Services or Association Safeguarding Officer for advice. Instructors / Welfare Officers must follow this up when it is safe to do so by completing the appropriate Incident Referral Form and comply with the reporting procedure.

In all instances, the reporting of suspicions or incidents must be kept confidential. All reports will contain sensitive data and are subject to the Data Protection Act.

All the above procedures must be logged with date and time on the Association / Clubs relevant records and were relevant timescales depending on severity must be set against the incident for follow up.

If the timescales expire then it is the duty of the reporting person to follow up the referral to find if there is any conclusion to the incident.

What is child abuse?

Maltreatment or neglect of a child resulting in injury or harm. It could be;

Physical	Shaking, beating, burning or failure to provide the necessities of life (eg food). This could also include the nature and intensity of training if it exceeds the child's capacity.
Verbal	Belittling, excessive shouting or teasing.
Emotional	Failure to provide warmth, attention, supervision or normal living experiences. Also subjecting the child to unreasonable expectations for performance.
Sexual	Incest or other indecent sexual activity. Involving the child in pornography, either as an observer or as a participant.

It can happen anywhere -there are no specific "types" of background or people and it happens often – there are more than 5,000 cases of abuse reported each year.

Recognising Child Abuse

It is not easy to identify abuse. No one sign will indicate that it is occurring. There are some general guidelines but even these are not 100% certain.

If you think that a child is being abused – get advice quickly.

Abuse could produce any of these types of behaviour:

Sudden mood changes, self-mutilation, regression (baby-like behaviour), over compliance. Aggression, difficulties in mixing/ playing with other children.

It could be physical;

Showing injuries such as bruising, scratching, bums, fractures with a dubious explanation. Or involve neglect for example failing to provide sufficient food, clothing, health and hygiene.

Emotional;

Involving disapproval, threats or humiliation

Or Sexual;

Leading to Injuries in genital/ rectal areas, itching, soreness, difficulty in walking, recurrent stomach ache, headaches, fainting and/ or high levels of sexual references in speech.

As you can see, at least some of these signs could be caused by things other than abuse.

There are some points to remember;

Bruising is a difficult area. All active children get bruises in the course of normal movement or play. Grabbing or striking bruises to the arms a body are different to those from general childhood "knocks"' to shins and arms. But, most children who are seriously injured or die have recurrent bruising often for months or years. Bruises are present in 9 out of 10 cases of physical injury.

Burns. 10% of abused children have had burns and many have had multiple burns

Falls. Falls down stairs or out of bed very rarely cause fractures. Accidental fractures rarely involve the skull and are usually single line fractures of long bones.

What should you do if you suspect abuse?

If you have concerns you should discuss them with the NWTKD Child Protection Officer.

When a child wants to confide in you, there are some important points to remember:

• Be accessible and receptive

• Listen carefully and take it seriously.

• Reassure the child he/she is right to tell

• Make careful records of what was said - as soon as possible after speaking to the child (draw pictures of any marking on the child's body.)

• Don't jump to conclusions, lead the child with any questioning or try to push them into disclosing information

• Don't speculate or accuse anyone

• Don’t make promises that you cannot keep

• Don't over react or show too much shock to the child

• Do advise the child that you will need to speak to someone else about what they have said

Report the incident to NWTKD Child Protection Officer

Parents/ Guardians right to know

The parent(s) or guardian(s) of a child have a right to know that an allegation of abuse has been made, someone else (probably Social Services but definitely not you) will advise them if they decide to investigate.

What might happen if you make a report?

It is not the responsibility of any Association or Club to decide whether or not child abuse is taking place. There is, however, a responsibility to protect children in order that appropriate agencies can then make inquiries and take any necessary action to protect the child.

Local authority social services departments have a statutory duty under the Children Act I 989 to ensure the welfare of a child. When a child protection referral is made, social service staff have a legal responsibility to investigate. This may involve talking to the child and family and gathering information from other people who know the child. Inquiries may be carried out jointly with the police.

If you do report your concerns to Social Services or another agency, and they decide to investigate, you may be asked to attend part of a "case conference" where social workers and other people involved with the child (such as teachers) will discuss if there have been any other signs and make a decision about what to do. Don't worry that action will be taken to protect a child purely on what you have reported - "case conferences" are set up so that a range of people can compare what they know. **Professional Social Workers decide what to do**, after considering **all** the available evidence.

If a complaint or allegation of child abuse is made against a member of NWTKD

The following action should be taken: •

A report by the parent/ guardian or co-worker should be made directly to the Association Child Protection Officer. If the complaint is about the CPO, it should be made to another Senior Instructor

• The Child Protection Officer (Senior instructor) will then contact the local social services or other organisation – NSPCC/CHILDLINE and discuss the complaint with them.

• Under no circumstances should the Child Protection Officer (Senior Instructor) try to deal with this matter personally

• The Association will take an immediate decision (using it's disciplinary procedure) as to whether the instructor/Assistant Instructor should be suspended

• Every effort will be made to protect the confidentially of all parties involved.

• Allegations of abuse may be made some period of time after the event. For example, by an adult who was abused as a child by a member of staff who is still currently working with children. Where such an allegation is made, the Association / Club should follow the procedures given above and report the matter to the social services department or police.

•The Association disciplinary procedure should be used to decide upon reinstatement/expulsion. It may be appropriate to wait for the results of any social services/ police investigations.

Preventing accusations of improper behaviour against the Instructor

All instructors should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

• Always working in an open environment (e g. avoiding private or unobserved situations and encouraging open communication with no secrets).

• Treating all young people/disabled adults equally, and with respect and dignity

• Always putting the welfare of each young person first, before winning or achieving goals

• Maintaining an appropriate distance with students

• Building balanced relationships based on mutual trust which empowers children to share in the decision-making process

• Making sport fun, enjoyable and promoting fair play.

• Involving parents/carers wherever possible. For example, encouraging them to take responsibility for their children in the changing rooms. If it necessary to assist with clothing/changing ensure others are present.

• Being an excellent role model -this includes not smoking or drinking alcohol in the company of young people.

• Giving enthusiastic and constructive feedback rather than negative criticism.

• Recognising the developmental needs and capacity of young people and disabled adults -avoiding excessive training or competition and not pushing them against their will.

• Ensure any injury that occurs is reported to the School staff and their procedures followed. If the injury is minor and is treatable in class then maintain a record of the injury along with the details of any treatment given.

• Welcome and encourage parents to stay and watch their children being taught

• Avoid situations where you are alone with one or a few children

• Keep doors open when working in an enclosed environment

• Arrange to meet children with parents present

• Exercise extreme caution where physical contact with a child is needed

Practices to be avoided

The following should be avoided except in emergencies. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session:

• Avoid spending excessive amounts of time alone with children away from others. Ensure another responsible adult is present.

• Avoid taking or dropping off a child to an event (unless another responsible adult is present and you have gained the consent of a parent/guardian with whom you already have a rapport.

• Giving inappropriate sanctions which may cause harm or humiliation.

The following should never be sanctioned. You should never:

• Engage in rough or sexually provocative games, including horseplay

- Share a room with a child
- Allow or engage in any form of inappropriate touching
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments to a child, even in fun
- Reduce a child to tears as a form of control
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon
- Leave a child with another adult, unsupervised, who has not been CRB cleared through the Association.
- Do things of a personal nature for children or disabled adults, that they can do for themselves
- Invite or allow children to stay with you at your home unsupervised.

N.B. It may sometimes be necessary for Instructors or volunteers to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents and students involved. There is a need to be responsive to a person's reactions. If a person is fully dependant on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

RETURNING TO TAEKWONDO TRAINING AFTER A HEAD INJURY

Anyone who has a head injury during a Taekwondo event needs to immediately stop all activity and not return to play that day. Being active again before the brain returns to normal functioning increases the person's risk of having a more serious brain injury.

Every person involved in a Taekwondo event (every instructor, coach, player, parent and trainer) needs to be trained to know the symptoms of a concussion. And all need to know the importance of getting medical help when a student has a head injury. (https://www.webmd.com/brain/concussion-traumatic-brain-injury-symptoms-causes-treatments)

The decision about when a student can safely return to training must be made by a doctor. The doctor decides on a case-by-case basis. Things that help the doctor decide when the student can return to training include:

- The symptoms the student has.
- The student's medical history.
- The student's concussion history.
- The student's medicine use.
- The type of event, competition, training session.
- The student's ability to stand and keep his or her balance.
- The students' ability to pay attention and to answer questions that test learning and memory.
- How quickly the student can solve problems.

Doctors and other concussion specialists agree that a student must not return to training until symptoms are completely gone, both at rest and during exercise or exertion. Using medicine to improve concussion symptoms is not the same thing as being symptom-free. Medicines must be stopped before a student can be considered symptom-free. **Children and teens have longer recovery times.** So they may have to wait longer before they can return to training.

The first treatment for a concussion is rest, both physical and mental. The return to training needs to occur in a gradual, step-by-step way:

1. No activity. This means complete physical and mental rest.
2. Light Taekwondo activity. This can include exercise at less than 70% maximum heart rate. No resistance training is included in this step.
3. Taekwondo-specific exercise. This includes drills but no head impact.
4. Non-contact training drills. The student may also begin light resistance training.
5. Full contact practice i.e. competition. **A medical professional must agree that the student is ready**, then the student can participate in normal training.
6. Return to training. This is the final step and allows the student to join in normal Taekwondo activities

The student must be symptom-free for 28 Days at the current level of activity before moving on to the next step. If one or more symptoms return, the student needs to go back to the previous level of activity with no symptoms for at least 28 Days before trying to do more. **A doctor must always make the final decision about whether a student is ready to return to full-contact play.**

These general rules apply to return to training after a first concussion. After more than one concussion, the student will most likely need a longer recovery time. Because the risk for a second concussion is greatest within 10 days of the first concussion, it's very important to make sure the student is completely recovered before he or she returns to training. A second injury, even if it is not a head injury, could cause permanent brain damage or death.

SHARING INFORMATION

Why do we share information?

• To ensure the fullest possible picture of the child's or young person's circumstances
• To enable practitioners to assess the needs of the child, young person properly
• To co-ordinate and improve service provision to the child, young person and family
• To protect other adults and children and young people within your club
If you are unsure about sharing information, seek advice from your **Safeguarding Officer**

Some examples of information to be shared:

Over a period of time as an Instructor you get to know your students fairly well, their attitude, dress, temperament etc. If you see any changes that cause you concern such as

• Student seems e.g. hungry, inappropriately dressed, has hygiene concerns, dobok dirty
• Student's behaviour is concerning e.g. aggressive, withdrawn, unhappy, overly familiar, sexually inappropriate;
• Suspicion/evidence student has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns;
• Things said by/about student that are concerning

Who should I share information with?

Low level issues should be shared with support team, welfare officer at your club, as soon as possible.

Serious issues about a child or young person should **only** be reported to the Lead Safeguarding Officer. This should be done **immediately**. The LSO will decide who else needs to have this information.

Details of these contacts are available in club packs.

If you think the student is in danger, then contact the appropriate authority immediately

Any allegation or disclosure involving a member of staff, a child's carer or a volunteer at the club **must** be reported directly **and only** to the Lead Safeguarding Officer.

NWTKD Club Pack – Index Safeguarding Sharing.

SAFEGUARDING INDUCTION STANDARDS FOR STAFF HAVE CONTACT WITH CHILDREN

Context

These induction standards are designed as being additional to those set by organisations internally or by regulatory bodies.

They describe a minimum standard that can be used within NWTKD. The Induction has been developed by the NWTKD Safeguarding Team to support Associations, Clubs in ensuring that all staff who have contact with children have access to, and understand, basic processes relating to safeguarding children.

1. Standard one

Within one month of commencement all staff who work with children should:

a) Be provided with a copy of North West TaeKwonDo Safeguarding Policy and Procedures
b) Know who in the organisation has the lead for safeguarding issues
c) Have read the organisation's child protection policy, allegations management policy and whistle blowing (confidential reporting) policy.

A suggested proforma for recording this is attached as **Appendix A.**

2. Standard two

Within six weeks of commencement of the Role, the Association Safeguarding Officer should discuss with the person, their understanding of:

a) 'What to do if you are worried a child is being abused' (DfES 2015)
b) The organisation's child protection policy, allegations management policy and whistle blowing (confidential reporting) policy.
c) The relevance to their agency of the above.
d) Their understanding of important contacts and how to contact them at a local and national level
e) The importance of dealing with children with special needs.

Key areas for discussion area attached as **Appendix B.**

The discussion should conclude with the Association Safeguarding Officer and member signing and dating a document to be kept on the clubs records that the actions required in Standard one and Standard two have been completed.

APPENDIX A

I confirm that. …… (name) on ……. (date) as a ……(job title) has been given the following :

a) NWTKD Basic Safeguarding Awareness Presentation

I can confirm that they know who in the organisation has the lead for child protection issues.

I can confirm that they have read the following:

b) the organisation's child protection policy
c) the organisation's allegations management policy
d) the organisation's whistleblowing (confidential reporting) policy

They are aware of North West TaeKwonDo Safeguarding Procedures

We will discuss the understanding of these documents and the procedures

…… (date)

Signed……Association S.O.

…… (date)

Signed……

…… (date)

APPENDIX B

Key issues for discussion, including the relevance to their agency of the following:

1. What to do if…

• The process for making a referral.

• The process indicating when to take urgent action.

• The key principles for information sharing.

• This should be linked to the NWTKD Information sharing protocol.

2. Organisational Child Protection, Allegations management and whistle blowing (confidential reporting) policies

• Ensure the employee understands to whom in the organisation they should report child protection concerns.

• Ensure the member understands to whom in the organisation they should report concerns about employees or volunteers.

Staff who have contact with children

Induction agreement

I confirm that on …….. (date) we discussed key issues as detailed in North West TaeKwonDo Policy and Procedures with ……(Name)

I am satisfied that the member has understood these issues and has the knowledge to take appropriate measures in their responsibility for safeguarding children. This is a necessary aspect of successful completion of the probationary period for the post.

The employee has applied for appropriate Local Councils/National (NSPCC) Child Protection/Safeguarding Children training on

…… (date)

Signed……..Employee

…… (date)

Signed……Line Manager

……. (date)

NWTKD TRANSGENDER POLICY

Mission statement

NWTKD acknowledge the value of each member's individuality. It is the core aim of NWTKD that all individuals are encouraged to reach their full potential. We will seek to achieve this through the creation of a safe, inclusive and welcoming environment.

Purpose of the Policy

1. The purpose of this policy is to support those involved in Taekwondo, particularly instructors, to respond appropriately, sensitively and fairly with transgender individuals. This includes NWTKD tournaments and national team selection.

2. This policy exists to reassure transgender students of the protection and support they have, both within law and NWTKD policies and procedures.

3. The policy also supports member organisations in meeting the requirements of the Equality Act 2010, which lists gender reassignment as one of the nine protected characteristics on the grounds of which people are protected from unlawful discrimination.

NWTKD's commitment

4. NWTKD is fully committed to tackling transphobia and promoting the inclusion of transgender individuals in Taekwondo

5. NWTKD aims to create an inclusive, trans-friendly culture in Taekwondo, free from discrimination, harassment and victimisation.

6. No person will be treated less favourably on the grounds of transgender identity or reassignment.

Definitions

7. In this policy, 'female' refers to an individual living as and identifying as female on a full-time basis.

8. In this policy, 'male' refers to an individual living as and identifying as male on a full-time basis.

Scope of the policy

9. This policy applies to NWTKD sanctioned events including competitions and gradings.

10. NWTKD members should comply with, and adopt, this policy and associated guidance as a minimum standard within their clubs.

Competition

A transgender student who wishes to compete solely in the patterns division will be eligible to compete as the sex with which they identify.

Male to Female transgender

11. Transgender students who have transitioned before puberty, or students who have not yet entered puberty will be eligible to compete as a female.

12. Transgender students who have transitioned after puberty must demonstrate that their total testosterone level in serum has been below 10nmol/L for at least 12 months prior to their first competition.

13. Female to Male transgender students will be eligible to compete in the male divisions without restriction.

Confidentiality

NWTKD will respect the confidentiality of all transgender individuals.

Protection against harassment and bullying

NWTKD recognises it is the right of every individual to choose whether to be open about their gender identity and history. To 'out' someone without permission is a form of harassment and a criminal offence.

Transphobic bullying and harassment contravene NWTKD's code of conduct.

Additional guidance

If a student does approach you and tells you they are transgender it would be advisable to have a suitable response prepared. Try to make a time where the student can let you know how best you can support them, this would be a good time to discuss who, if anyone they would like to share this with. A student may feel confident about telling other people themselves or they may prefer you to explain to other students. It is not appropriate to ask a student that you suspect may be transgender about their status.

Students should be allowed to use the facilities which match their chosen gender. If another student feels uncomfortable then, where possible, they should be offered a suitable alternative. Where possible gender neutral facilities are a sensible alternative. It would not be appropriate to offer accessible toilets or changing rooms to a transgender student.

Genderqueer/genderfluid/genderneutral/bigendered/intersex

A student's gender identity should not have any impact on their ability to train in Taekwondo. It would sensible to ask people how they would like to be addressed e.g. he/she/they, or simply by their name! For competition purposes the rules for transgender students would apply.

Glossary

Transgender – a person whose sense of personal identity does not correspond with the sex they were assigned with at birth.
Genderqueer – a person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.
Genderneutral – a person who doesn't identify as male or female.
Genderfluid – a person who doesn't identify themselves as having a fixed gender. Their gender can vary over time or in response to different circumstances.
Bigendered – a person who moves between two gender identities, male and female.
Intersex – a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes doesn't fit the typical definitions of male or female.
Non binary – an umbrella term for a person who does not identify as male or female.

For further advice and information:

www.stonewall.org.uk
www.pridesports.org.uk
www.gendertrust.org.uk

SELF DISCLOSURE CONCERNS PROCEDURE

If a volunteer wishes to assist in any part of the Taekwondo club's activities and this involves minimum contact with children then they will be asked by the Instructor or Welfare Officer to complete a Self-Disclosure form.

If there are no issues or concerns regarding the Self Disclosure form then permission will be given to participate in the given role.

If there are concerns then the following procedures, set out in the system as:

Green - No Concerns

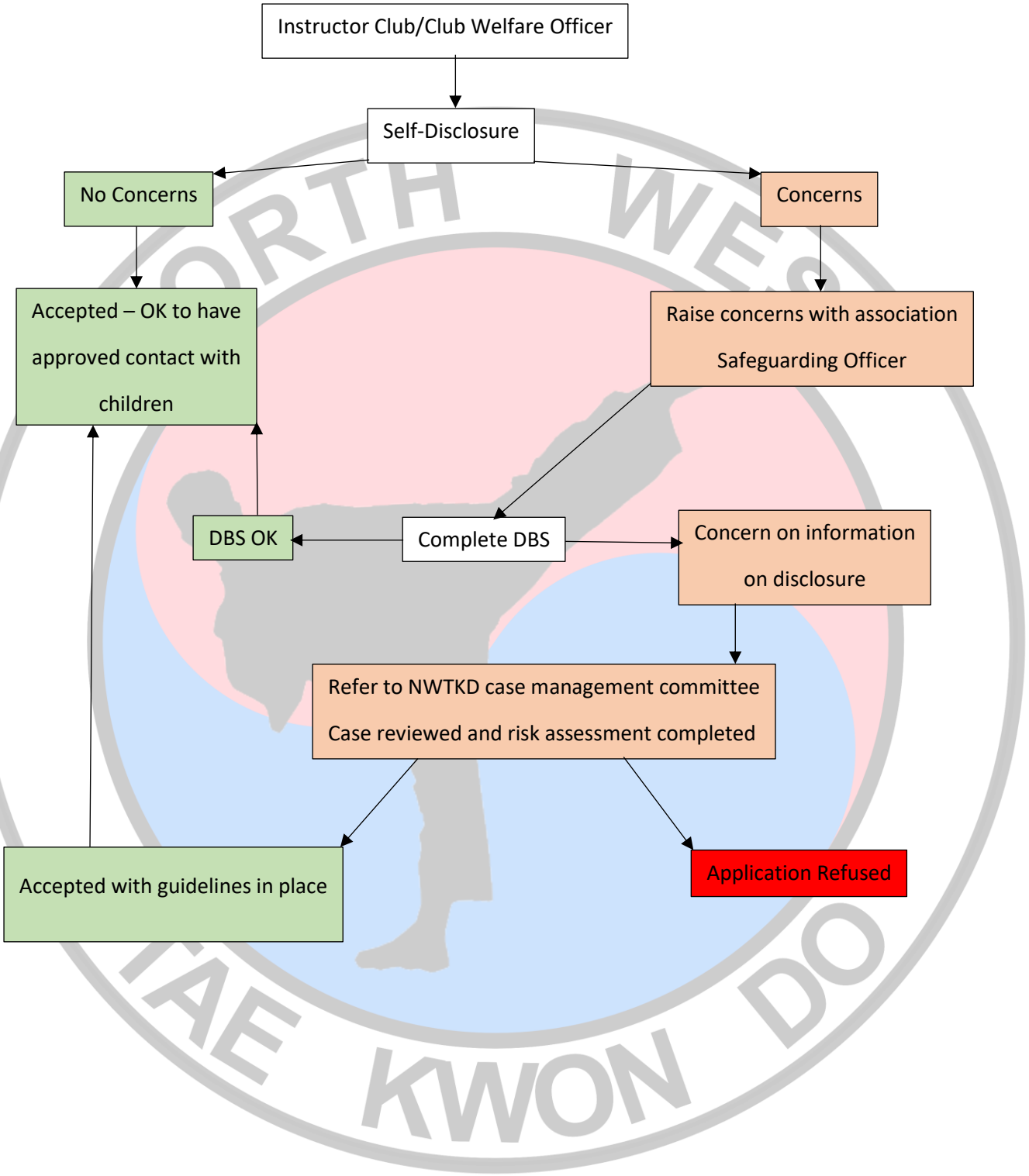
Amber - Discussing Concerns

Red - Concerns upheld and position refused

should be adhered to.

If an Instructor/Club Welfare Officer has a concern about the information on a Self-Disclosure, then Amber stage of the procedure will become active. The concerns must then be discussed with their Association Safeguarding Officer, if it is agreed that the concern is valid then the applicant will be requested to complete an Enhanced DBS check via the NWTKD Lead Safeguarding Officer, if they still wish to assist in club activities.

If the DBS confirms the concerns then the case is referred to the Case Management team to be reviewed and assessed, the outcome of this should be either Green light accepted with guidelines in place or Red light application refused.


Instructor Club/Club Welfare Officer
Self-Disclosure
No Concerns
Concerns
Accepted – OK to have approved contact with children
Raise concerns with association Safeguarding Officer
DBS OK
Complete DBS
Concern on information on disclosure
Refer to NWTKD case management committee
Case reviewed and risk assessment completed
Accepted with guidelines in place
Application Refused

WHISTLE BLOWING POLICY

North West TaeKwonDo Association has established procedures for enabling instructors and members to share, in confidence with a designated person, concerns they may have about a colleague's behaviour.

These concerns may be linked to protection of children or vulnerable adults, or behaviour which pushes boundaries beyond acceptable limits. If this is consistently ignored, a culture may develop within an organization whereby instructors, students and young people are 'silenced'.

North West TaeKwonDo Association is fully supportive of 'whistle blowing' for the sake of a child or a vulnerable adult and will provide support and protect those who 'whistle blow'.

Whilst it is difficult to express concerns about colleagues, it is important that these concerns are communicated to NWTKD. All Instructors and members will be encouraged to talk to NWTKD if they become aware of anything which makes them feel uncomfortable in accordance with the Whistle blowing Policy.

Please refer to NWTKD Code of Ethics – Appendix E for the process to follow for this policy.

CLOSE CONTACT POLICY

The following activities are deemed part of normal training:

1. Step Sparring
2. Sparring
3. Self Defence
4. Groundwork

Classes are taught to ensure that students have a realistic understanding of self-defence and the skills associated with dealing with different sizes and strength of other persons. This means as part of normal training you will reasonably paired with different partners as part of development.

The following are not considered as close contact activities. The Association expects no special circumstances or controls for the following:

1. Step Sparring
2. Sparring

This means that during a class that students will be asked to changed partner at the instructor's discretion. If you choose not to participate for personal reasons then this may have a detrimental impact to your ability to grade.

The Association will where possible ensure adequate risks are managed for the following:

1. Groundwork
2. Self Defence

Where very close contact activities take place Instructors should limit the following:

1. Groundwork for male to females, where inadvertent touching could be perceived negatively.
2. Groundwork for adults to children, where inadvertent touching could be perceived negatively.
3. Exceptions may be made for close family members or where it is required for testing and is closely managed under Instructor guidance.

Self-defence activities could be defined as close or very close contact dependant on the activity performed:

1. Therefore, where very close contact is required the above advice stands.
2. Where close contact is required Instructors should carefully manage each situation on its merits.

   To be noted:
   a. It is advised to only put new students with similar genders.
   b. Groups of adult and children should be avoided where possible.
   c. More senior students may be mixed under supervision.

If there are any cultural issues, then these MUST be discussed prior to joining NWTKD.