

# SKE Safeguarding Policies - 2020



# Contents

Safeguarding Policy- Children (2020)	3
Safeguarding Policy- Adults (2020)	16
Codes of Conduct	27
Anti-bullying Policy	29
Online Safety and Social Media Policy	32
Text and Email messaging Policy	34
Photography and filming consent form	36
Managing Challenging Behaviour Policy	38
Policy for Transporting Children or Young People	41
Safe/ Late Collection Policy	42
Head Injury Protocol	44

## **Safeguarding Policy- Children (2020)**

Shotokan Karate England (SKE) acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice.

Karate can have a very powerful and positive influence on people, especially young people. Not only can it provide opportunities for enjoyment and achievement, it can develop valuable qualities such as self-esteem, self-confidence, leadership and teamwork.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, all children

- Have a positive and enjoyable experience of karate in a safe and child centred environment
- Are protected from abuse whilst participating in karate or outside of the activity.

SKE acknowledges that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

### **Policy Aims**

The aim of the SKE Child Protection Policy is to promote good practice:

- Promote and prioritise the safety and wellbeing of children and young people
- Provide children and young people with the highest standards of instruction and safe teaching practice
- Ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safe-guarding concerns relating to children and young people.
- Ensure that all incidents of poor practice and allegations of abuse will be taken seriously and responded to swiftly and appropriately and ensure that support is provided to the individual/s who raise or disclose the concern
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored

- Prevent the employment/deployment of unsuitable individuals
- Ensure robust safeguarding arrangements and procedures are in operation.
- The policy recognises and builds on the legal and statutory definition of a child – a young person under the age of 18 years [Children’s Act 1989] whilst recognising that children under the age of 5 years are too young to study a martial art.

The Policy and procedures will be widely promoted and are mandatory for everyone involved with Shotokan Karate England, whether they act in a voluntary or professional capacity. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation

**NB:** *These guidelines cannot cover every eventuality, and Instructors must always use initiative and common sense when assessing the appropriateness of their actions and advice.*

### **Monitoring**

The policy will be reviewed by the Safeguarding Sub-committee a year after development and then every three years, or in the following circumstances:

- changes in legislation and/or government guidance/ Sport England guidance
- as required by the Local Safeguarding Children Board
- as a result of any other event or recommendation

## **Guidelines for SKE Association Instructors- Promoting Good Practice**

### **Introduction**

Child abuse can arouse strong emotions in those facing such a situation. Abuse can occur within many situations including the home, school and sporting environments. It is a fact of life that some individuals will actively seek employment or voluntary work with young people in order to harm them.

A Coach, Instructor, Teacher, Official or volunteer helper may have regular contact with young people and be an important link in identifying cases where a child may need protection.

All karate Instructors must be encouraged to demonstrate exemplary behaviour in order to safeguard children and young people and protect themselves from false allegations.

### **Guidelines for Good Teaching Practice**

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

#### **a. General Teaching Guidelines**

##### ***Instructors must:***

- Place the well-being and safety of the child above the development of performance
- Ensure that skills are taught in a safe, secure manner, paying due regard to the physical development of young students
- Try to ensure that they are never completely unobserved, especially when working with an individual child
- Respect the rights, worth and dignity of all and treat everyone with equality
- Always try to ensure that their teaching practices are well considered and safe
- Always try to ensure that their teaching practices reflect the high standards expected of Karateka
- Ensure that if groups are to be supervised in changing rooms that gender is appropriate
- Ensure that mixed groups or teams of children are accompanied by at least one male and one female supervisor, when travelling away from home for competition or training

##### **What constitutes good general teaching practice?**

- Treating all students equally and with respect and dignity
- Building balanced relationships based on mutual trust
- Making training enjoyable and fun
- Promoting fair play
- Keeping up to date with teaching knowledge, skills, qualifications and insurance
- Taking action to prevent intimate relationships developing with students
- Getting to know students and their parents/carers
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of students who are children, not swearing or using discriminatory language.

- Giving enthusiastic and constructive feedback rather than negative criticism
- Recognising the developmental needs and capacity of young students (e.g.: avoiding excessive training and competition and not pushing them against their will.)

## **b. Karate Specific Teaching Guidelines**

**Good discipline is an essential element of the karate ethos.** It helps build good, strong character, aids concentration and ensures a safe training environment.

**Physical contact is seen as a necessary and positive part of teaching Karate.** It is acceptable practice as long as it is appropriate and done in a safe and open manner. Instructors might manually adjust a student's technique, for example, by straightening a wrist or moving a block to a more effective position. Testing the strength of a technique or stance by applying controlled pressure is also acceptable as is the movement of a child to safety, to avoid a collision. Physical contact may also sometimes be used to re-assure or reward, for example, a light pat on the back or shoulder. However, a child must never be touched anywhere sexual or where it could be perceived as being sexual.

**Supervision of young students is a requirement of all instructors.** A child taking part in a class must not be allowed to leave the dojo without the permission of the Instructor. Where practicable, supervision must be provided. Parents and carers must be advised to deliver and collect their children at the correct times for training and not leave them at the Dojo unless appropriate arrangements have been made for their care and supervision before and after class times.

**Transportation of young students to and from the dojo/events.** Instructors must not offer to give a child a lift in their car unless there is no other viable option. The child's parents must be informed beforehand if at all possible. See the Policies for Late Collection and Transporting Children and Young People for further details.

### ***Instructors Must:***

- Always ensure that children are fit to train
- Try to match children for size and weight for sparring wherever possible
- Take great care, especially where children train in the proximity of adults, to avoid collision injury
- Always take into account the age, grade and ability of children
- Encourage effort in a positive way
- Ensure that premises for training are safe and free from risk of excessive temperatures - either heat or cold and children have adequate hydration, especially in hot weather.

### ***Instructors Must Not:***

- Use constant criticism, taunting or place unrealistic pressure on an individual to perform to high expectations. This can be viewed as emotional bullying
- Touch a child in any way that could be deemed inappropriate
- Foster inappropriate relationships
- Allow other adults [volunteers or students] to involve a child in any of the above abuses of power while in the care of the instructor
- Allow children to take part in certain load bearing exercises, for example weight training or knuckle push-ups

### **Acceptable practice, poor practice or abuse?**

In some cases it is hard to distinguish between poor teaching practice and abuse. Your responsibility is to do everything within your power to ensure your teaching practice is beyond reproach.

An instructor must always examine their own teaching methods and practices and remember the basic principle that everything must be in the best interests of the child.

### **1. What Constitutes Unacceptable Practice**

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

Physical abuse  
Emotional abuse  
Neglect  
Sexual abuse

The following are more comprehensive descriptions of these categories.

#### **Physical Abuse**

In general terms this would include hitting, shaking etc. it would also be where drugs or alcohol [specifically with children] are tolerated or advocated.

In Karate this may include:

- An instructor deliberately striking a child in order to inflict pain and damage
- An instructor encouraging another student to strike a child in order to inflict pain and damage

- An instructor asking, or allowing, a child to follow an inappropriate or excessive training regime, that is likely to lead to physical harm or exceed the capacity of the child's immature and growing body.

### **Emotional Abuse**

This may occur if children are subject to:

- Constant criticism
- Bullying
- Taunting of individuals
- Unrealistic pressure to perform to high expectations by a parent or Instructor

Instructors must consider the potential emotional abuse from excessive training regimes or in relation to competition.

### **Neglect**

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

- Safe
- Free from risk of excessive cold or heat
- Free from risk of serious injury
- Properly insured

### **Sexual Abuse**

Sport situations, which involve physical contact for example; supporting or guiding, could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over young people.

This may be described as Instructors involving children in any form of sexual activity or allowing children to be involved in any form of sexual activity together, whilst under the supervision of the Instructor.

This would also include allowing children to see pornographic material or taking photos for inappropriate use.

## **2. What signs indicate abuse?**

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

Abuse may not be apparent from physical signs, but changes in behaviour are common indicators.

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

Some examples of physical signs are:

- Unexplained bruising or injuries and a reluctance to talk about them.
- A change in appearance observed over a long period of time [e.g.: weight changes or dirty and unkempt appearance.]
- Self harm or mutilation

Some examples of behavioural indicators are:

- Excessive fear of making mistakes
- Aggression or temper outbursts
- Fear of going home
- Flinching when approached or touched
- Reluctance to get changed for training
- Depression

These signs are indicators, not confirmation, of abuse. However, if an Instructor notices these signs on more than one occasion then they must record and report their concerns to the Association Safeguarding Officer.

Do not give medicine or apply creams to a child, and let them put plasters on themselves, having first attempted to confirm that they are NOT allergic to plasters.

## **Reporting Procedures**

### **a. What to do in the event of a complaint.**

- If a complaint is received about an adult within Shotokan Karate England you must pass it directly to the Safe-guarding Officer for investigation.
- If the complaint directly involves the Safe-guarding Officer, it must be passed to the Chairman of the Executive Committee for further investigation.

If any of the following incidents occur you must report it immediately to another Instructor or colleague and inform the parents/guardians of a child if:

- You accidentally hurt a child or young student
- A child or young person misunderstands or misinterprets something you have said or done

You must record what has happened as soon as possible after the incident preferably on the form [Appendix 2] attached to this document. This must then be forwarded to the Safe-guarding Officer in case of future complaint.

### **b. What to do if you suspect abuse**

Although it is a difficult and sensitive issue, child abuse can and does occur within institutions and settings other than the home. It is important that instructors are aware of this possibility and that all allegations are taken seriously and appropriate action pursued. This includes anyone working in a voluntary or paid capacity.

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

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

### **c. Children look up to Instructors and may confide in them**

Children may tell someone directly or indirectly that they are being abused. This will have taken enormous courage on their part, because it is possible that they will have been threatened by the abuser and will be very frightened of the consequences. In all cases, children will tell you because they want the abuse to stop. It is, therefore, very important that you listen to them and take them seriously. Abuse can have long lasting and very damaging effects on children.

**DO NOT ASK QUESTIONS. LET THEM TALK. WRITE EVERYTHING DOWN IMMEDIATELY, OR AS SOON AS POSSIBLE, AND CONTACT AUTHORITIES.**

If a child tells you about someone's inappropriate behaviour, always:

- Stay calm and reassure the child
- Ensure he/she is safe, feels safe and does not feel to blame for what has happened
- Listen carefully and show the child that you are taking seriously what has been said
- Be honest. Explain that you will have to tell someone else, to help stop the behaviour that is distressing
- Make a note of what was said as soon as possible after the event
- **PHONE POLICE IF YOU FEEL THAT THEY ARE IN IMMEDIATE RISK OF HARM, THEY WILL TAKE OVER ANY CONFIDENTIALITY**
- Gain medical attention immediately, if required, and inform police or social services

It is your responsibility to act if you are concerned about the behaviour of an adult towards a child or if you feel a child is being bullied.

Always contact the Safe-guarding Officer who will pass your concerns to the appropriate authority for further investigation. If you feel unable to contact the Officer, pass your concerns to the Chairman of the Executive Committee or, if you feel that appropriate action is not being taken, you must pass your concerns to the police or Social Services. Both organisations have specialist units trained to deal with these situations. Social Services phone numbers are in the telephone directory.

### **Recruitment**

Instructor Training will be offered to those adult SKE members who are interested in teaching once they have attained 1<sup>st</sup> kyu grading level and Instructor Examination once Shodan grading level has been attained.

## **Protecting Instructors and Volunteers from False Allegations**

To prevent the possibility of wrongful allegations, Instructors must adopt the good practice guidelines advocated in this document and follow the advice below:

- Always work in an open environment – avoid private locations [e.g. taking children to your home for extra tuition.]
- Maintain a safe and appropriate distance [e.g. it is not appropriate to have an intimate relationship with a young student.]
- Involve parents and/or guardians wherever possible.
- Avoid horseplay, sexually suggestive comments or language.
- Be aware of current Safeguarding information and knowledge and attend the SKE annual Instructor courses.
- Hold a DBS [Disclosure and Barring service] enhanced disclosure certificate as proof that the instructor has no criminal record that may preclude him or her from working with children.
- Adhere to the Karate Code of Conduct

## **Other Concerns**

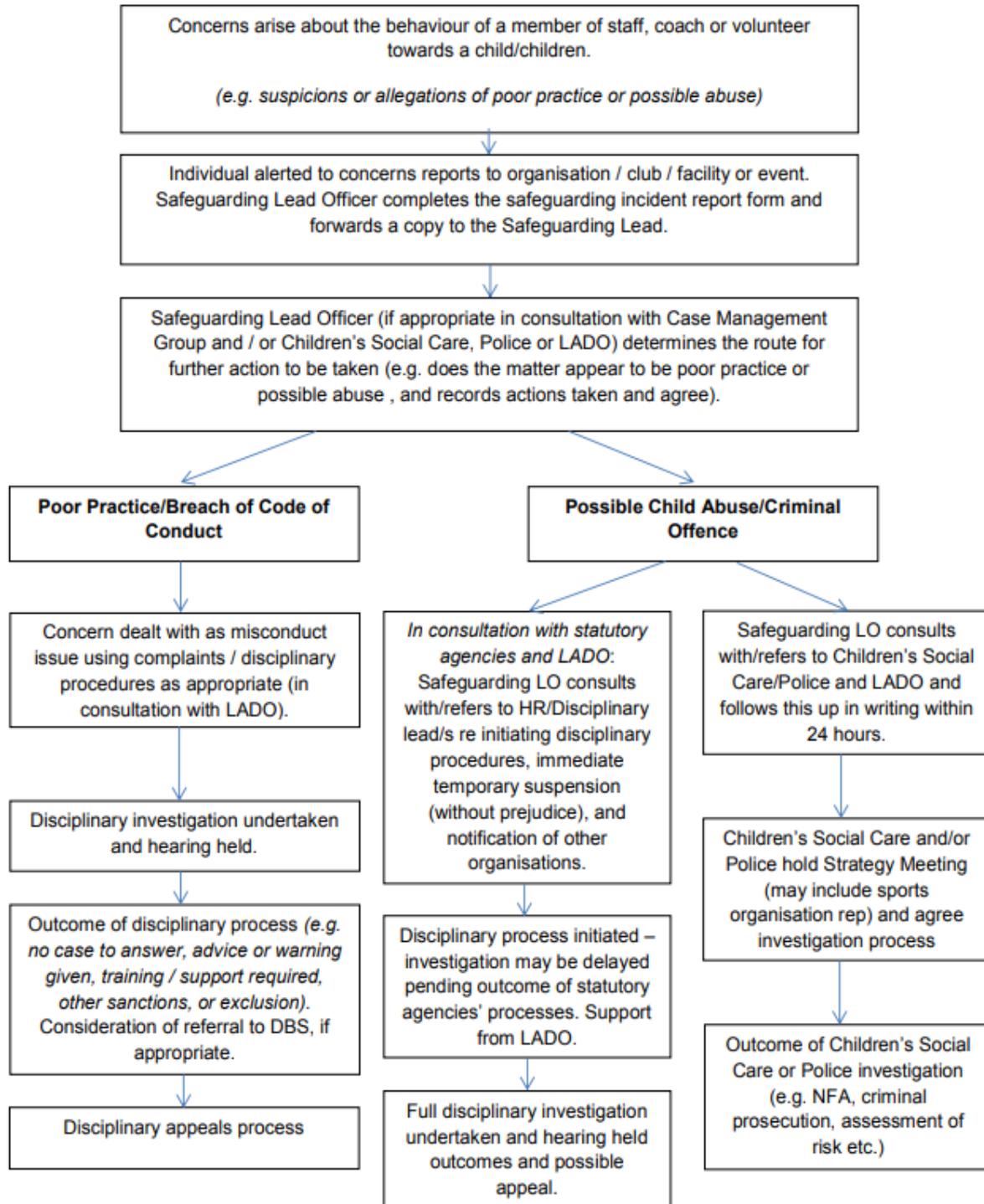
These guidelines provide some of the steps for safe and sound Karate Instructing. Any queries may be addressed to the Association Executive Committee through the Association Secretary. SKE will always endeavour to provide up to date information through literature and courses for its new and existing instructors.

## **Investigation Process**

When a complaint is received it will be dealt with within the process outlined in Appendix 1. In the event of an allegation being proved and disciplinary action being taken, this information will be shared with the appropriate authorities.

## Safeguarding Children Flowchart

### 1. About the behaviour of the organisation's staff member or volunteer (e.g. allegation about a coach or officer's behaviour towards a child)



## **2. Procedures in the event of an Allegation or Suspicions of Abuse**

- A. In the event of a complaint from or about a child
  1. Complaint must be reported to the association Safeguarding Officer
  2. The Safeguarding Officer will inform the Executive Committee as soon as possible
  3. The Executive will decide, in consultation with the Safeguarding Officer, to:
    - a. take no further action
    - b. take further action
  4. If the Executive feels that no further action is necessary, all parties concerned must be notified immediately.
  5. If the Executive feel that further action is necessary, they will choose one of the following options:
    - a. to appoint supervision
    - b. to suspend
    - c. to caution
    - d. to dismiss
    - e. to seek advice from the Child Protection Advisory Group
    - f. to seek advice from the NSPCC
    - g. to inform the Police and Social Services
  6. The Executive will have the authority to immediately appoint supervision or suspend if they feel it is in the interest of safety.
  7. The police may decide, following investigation, to:
    - a. recommend no further action
    - b. refer the matter back to the Executive for disciplinary action
    - c. prosecute
  8. If a criminal offence against a child is proven, the Executive must dismiss the offender.
- B. In the event of a disclosure from the DBS Service or a complaint from or about a colleague, the procedures to follow will be as per the flowchart on the previous page.
- C. In the event of a complaint about the Safeguarding Officer, the procedures to follow will be as per the flowchart, but the Safeguarding Officer shall be excluded from the consultation process.
- D. Any decision reached by the Safeguarding Officer and Executive will be final.

## Appendix 1

**Please photocopy this page if you need to make a report**

### Record of Incident Form

Date.....Time.....

Place of  
Incident.....

Name of person making report.....

Address.....

Post Code.....

Tel..... Email.....

Name of child.....Age.....

D.O.B.....

Address of  
child.....

Post Code.....Tel No.....

What happened? Accident, Incident or Disclosure\* [Please circle appropriate word]

Use reverse side if more space required.

Describe events if accident/incident

If disclosure, what the child said:

Your own observations:

Any action taken [informed parents/guardians, Safeguarding Officer, police or doctor]:

Signature.....SKE Licence  
No.....

**Further Information**

Policies, procedures and supporting information are available on the Shotokan Karate England website: <http://shotokan-karate-england.co.uk>

Review date: January 2022

SKE Safeguarding Officer: Liz Denton

Mobile: 07776437937

Email: [shotokarate.east@gmail.co.uk](mailto:shotokarate.east@gmail.co.uk)

## Safeguarding Policy- Adults (2020)

Shotokan Karate England (SKE) is committed to creating and maintaining a safe and positive environment and accepts our responsibility to safeguard the welfare of all adults involved in karate in accordance with the Care Act 2014.

Shotokan Karate England's Safeguarding Adults Policy and Procedures apply to all individuals within the Organisation.

SKE will encourage and support partner organisations to adopt and demonstrate their commitment to the principles and practice of equality as set out in this Safeguarding Adults Policy and Procedures.

### Principles

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

- All adults, regardless of age, ability or disability, gender, race, religion, ethnic origin, sexual orientation, marital or gender status have the right to be protected from abuse and poor practice and to participate in an enjoyable and safe environment.
- SKE will seek to ensure that our sport is inclusive and make reasonable adjustments for any ability, disability or impairment and recognise that these may change over time.
- The rights, dignity and worth of all adults will always be respected.
- We all have a shared responsibility to ensure the safety and well-being of all adults and will act appropriately and report concerns whether these concerns arise within SKE , for example inappropriate behaviour of a coach, or in the wider community.
- All allegations will be taken seriously and responded to quickly in line with SKE's Safeguarding Adults Policy and Procedures.
- Shotokan Karate England recognises the role and responsibilities of the statutory agencies in safeguarding adults and is committed to complying with the procedures of the Local Safeguarding Adults Boards.

- The Policy recognises and builds on the legal and statutory definition of an adult: anyone aged 18 or over.

## **Monitoring**

The policy will be reviewed by the Safeguarding Sub-committee a year after development and then every three years, or in the following circumstances:

- changes in legislation and/or government guidance/ Sport England guidance
- as required by the Local Safeguarding Board
- as a result of any other event or recommendation

## **Principles of Adult Safeguarding – Care Act 2014**

- **Empowerment** - People being supported and encouraged to make their own decisions and informed consent.
- **Prevention** – It is better to take action before harm occurs.
- **Proportionality** – The least intrusive response appropriate to the risk presented.
- **Protection** – Support and representation for those in greatest need.
- **Partnership** – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
- **Accountability** – Accountability and transparency in delivering safeguarding.

“I understand the role of everyone involved in my life and so do they.”

## **Making Safeguarding personal**

This means that adult safeguarding should be person-led and outcome focussed. It engages the person in a conversation about how best to respond to their safeguarding situation in a way that enhances involvement, choice and control, in addition to improving quality of life, well-being and safety. Wherever possible, aim to ascertain their view of what they would like to happen and maintain their involvement in the safeguarding process, seeking their consent to share information outside of the organisation where necessary.

### **Wellbeing Principle**

The concept of wellbeing is threaded throughout the Care Act and it is one that is relevant to adult safeguarding in sport and activity. The Act sets out broad categories that contribute to our sense of wellbeing. By keeping these themes in mind, we can all ensure that adult participants can take part in karate fully.

- Personal dignity (including treatment of the individual with respect)
- Physical and mental health and emotional wellbeing
- Protection from abuse and neglect
- Control by the individual over their day-to-day life (including over care and support provided and the way they are provided)
- Participation in work, education, training or recreation
- Social and economic wellbeing
- Domestic, family and personal domains
- Suitability of the individual's living accommodation
- The individual's contribution to society.

### **Legislation**

- This Policy has been developed taking into consideration the following legislation:
- The Care Act 2014
- The Protection of Freedoms Act 2012
- Domestic Violence, Crime and Victims (Amendment) Act 2012
- The Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- Mental Capacity Act 2005
- Sexual Offences Act 2003
- The Human Rights Act 1998
- The Data Protection Act 1998

### **Definitions**

An 'Adult at Risk' is a person aged 18 or over who has needs for care and support (whether or not the local authority is meeting any of those needs) and is experiencing, or is at risk of, abuse or neglect and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

An 'Adult in need of care and support' is determined by a range of factors, including personal characteristics, factors associated with their situation or environment and social factors. The likelihood of an adult in need of care and support experiencing harm or abuse should be determined by considering a range of social, environmental and clinical factors, not merely because they may be defined by one or more of the above.

Abuse is a violation of an individual's human and civil rights by another person or persons. See section 4 for further explanations.

Adult safeguarding is protecting a person's right to live in safety, free from abuse and neglect.

Capacity refers to the ability to make a decision at a particular time, for example when under considerable stress. The starting assumption must always be that a person has the capacity to make a decision unless it can be established that they lack capacity (MCA 2005)

### **What constitutes abuse and neglect?**

There are various categories and patterns and circumstances in which they may occur. The categories are not exhaustive.

#### **Self-neglect**

This covers a wide range of behaviour: neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

#### **Modern Slavery**

This encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

#### **Domestic Abuse and coercive control**

This includes psychological, physical, sexual, financial and emotional abuse. It also includes so-called 'honour' based violence. It can occur between any family members.

#### **Discriminatory Abuse**

Discrimination is abuse which centres on a difference or perceived difference particular in respect to race, gender or disability or any protected characteristics of the Equality Act.

#### **Organisational Abuse**

This includes neglect and poor care practice within an institution or specific care setting or in relation to care provided in one's own home. This may range from one off incidents to on-going ill treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

#### **Physical Abuse**

This includes hitting, slapping, pushing, kicking, shaking or inappropriate restraint.

#### **Sexual Abuse**

This may include rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual

acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

### **Financial or Material Abuse**

This including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

### **Neglect**

Neglect may result from ignoring medical or physical care needs, failure to provide access to appropriate health social care or educational services, the withholding of medication, adequate nutrition and heating.

### **Emotional or Psychological Abuse**

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

### **Also relevant are:**

#### **Cyber Bullying**

Cyber bullying occurs when someone uses technology to repeatedly makes fun of another Online via emails or text messages uses online forums with the intention of harming, humiliating or isolating another person.

#### **Forced Marriage**

Forced marriage is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. The forced marriage of adults with learning disabilities occurs when the adult does not have the capacity to consent to the marriage.

#### **Mate Crime**

'Mate crime' as defined by the Safety Net Project as occurring 'when vulnerable people are befriended by someone who they know, who goes on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual.

#### **Radicalisation**

The aim of radicalisation is to attract people to their reasoning, inspire new recruits and embed their extreme views and persuade vulnerable individuals of the legitimacy of their cause. This may be through a relationship, or through social media.

## **1. Signs and indicators of abuse and neglect**

Abuse can take place in any context and by all manner of perpetrator. Abuse may be inflicted by anyone in the Organisation or members or Instructors may suspect that a member is being abused or neglected outside of the club setting. There are many signs and indicators that may suggest someone is being abused or neglected, these include but are not limited to:

- Unexplained bruises or injuries – or lack of medical attention when an injury is present.
- Person has belongings or money going missing.
- Person is not attending / no longer enjoying their sessions
- Someone losing or gaining weight or whose appearance becomes unkempt, or shows deterioration in hygiene.
- A change in the behaviour or confidence of a person. For example, a participant may be looking quiet and withdrawn when a specific person comes to collect them.
- They may self-harm.
- They may have a fear of a particular group or individual.
- They may tell you / another person they are being abused – i.e. a disclosure.
- Not meeting the needs of the participant, e.g. training without a necessary break.
- A coach intentionally striking an athlete.
- This could be a fellow athlete who sends unwanted sexually explicit text messages to a learning disabled adult they are training alongside.
- This could be a karateka threatening another with physical harm and persistently blaming them for poor performance.

## **2. What to do if you have a concern or someone raises concerns with you.**

If you have concerns about an adult's safety and or wellbeing you must act on these.

- It is not your responsibility to decide whether or not an adult has been abused. It is however everyone's responsibility to respond to and report concerns.
- If you are concerned someone is in immediate danger, contact the police on 999 straight away. Where you suspect that a crime is being committed, you must involve the police.
- If you have concerns and or you are told about possible or alleged abuse, poor practice or welfare issues, you must report this to the SKE Safeguarding Officer. If the Safeguarding Officer is implicated then report to the SKE Executive Committee.
- When raising your concern with the Club Safeguarding Officer, remember that it is good practice to seek the adult's views on what they would like to happen next and to inform the adult you will be passing on your concern.

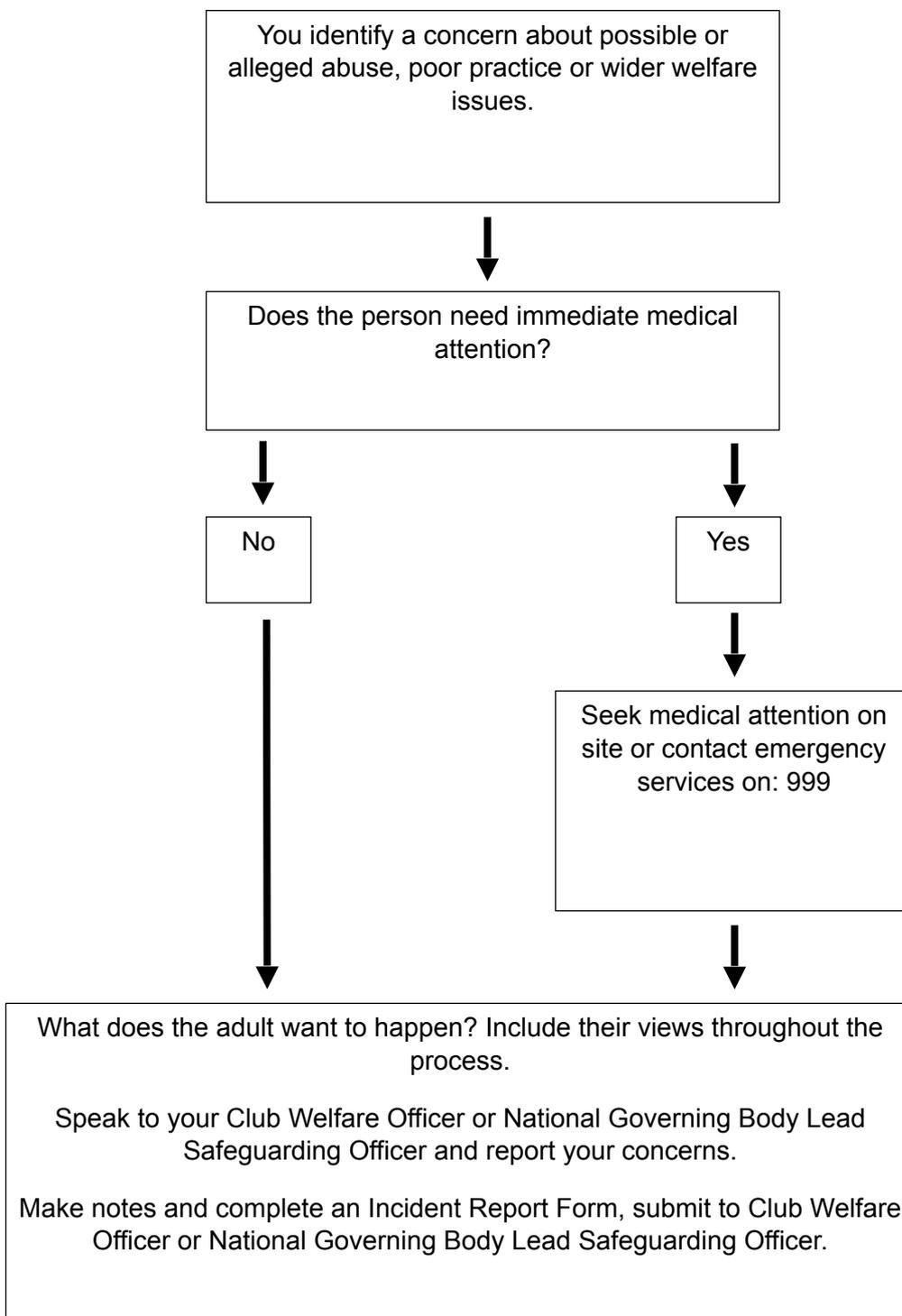
- It is important when considering your concern that you also ensure that keep the person informed about any decisions and action taken about them and always consider their needs and wishes.

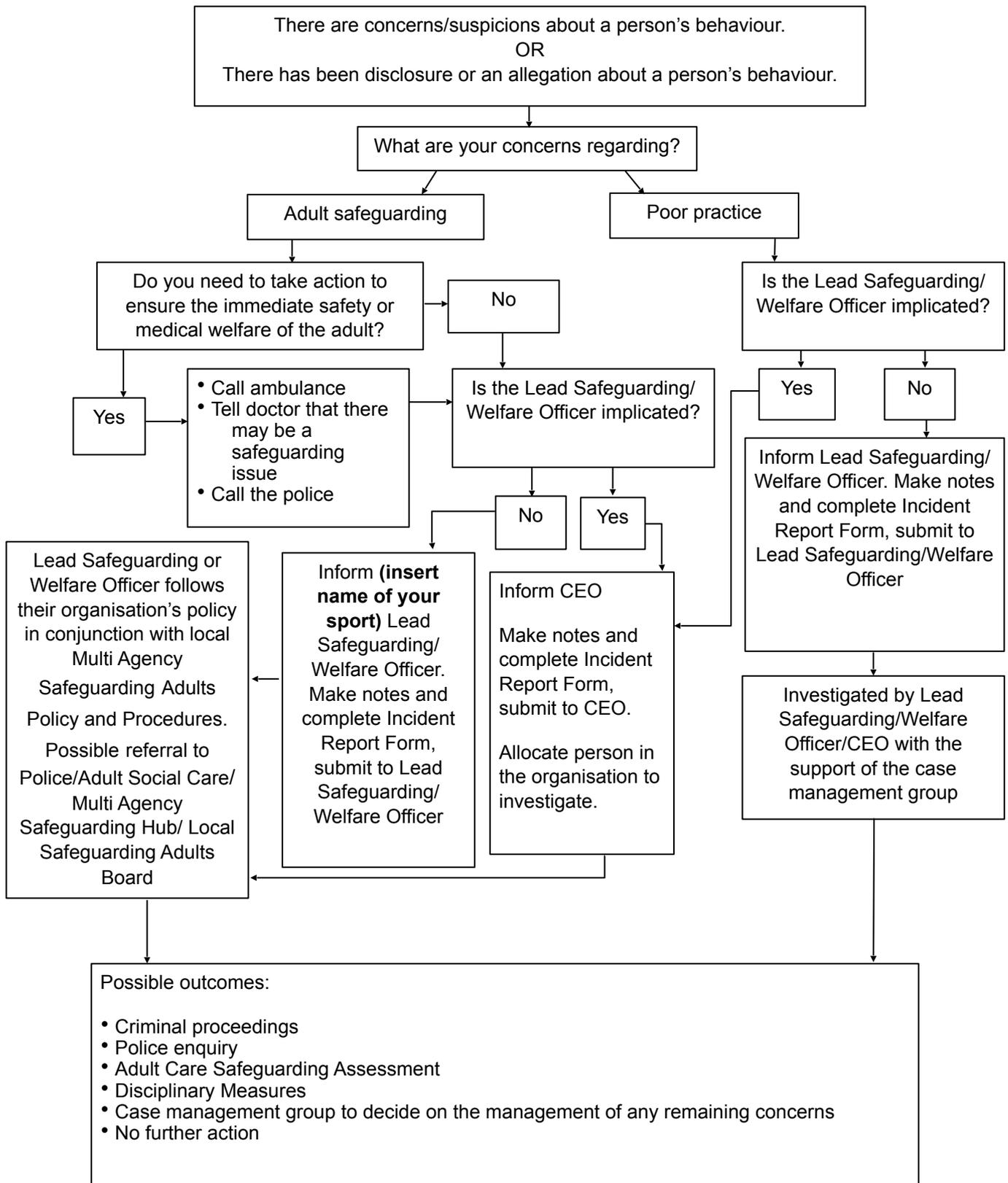
### **3. How to respond to a concern**

- Make a note of your concerns.
- Make a note of what the person has said using his or her own words as soon as practicable. Complete an Incident Form and submit to the SKE Safeguarding Officer.
- Remember to make safeguarding personal. Discuss your concerns with the adult, obtain their view of what they would like to happen, but inform them it's your duty to pass on your concerns to your lead safeguarding or welfare officer.
- Describe the circumstances in which the disclosure came about.
- Take care to distinguish between fact, observation, allegation and opinion. It is important that the information you have is accurate.
- Be mindful of the need to be confidential at all times, this information must only be shared with the Safeguarding Officer and others on a need to know basis.
- If the matter is urgent and relates to the immediate safety of an adult at risk then contact the emergency services immediately.

## Safeguarding Adults Flowchart

### Dealing with Concerns, Suspicions or Disclosure





**Remember to involve the adult at risk throughout the process wherever possible and gain consent for any referrals to social care if the person has capacity**

#### **4. Good practice, poor practice and abuse**

It can be difficult to distinguish poor practice from abuse, whether intentional or accidental. It is not the responsibility of any individual involved in SKE to make judgements regarding whether or not abuse is taking place, however, they have the responsibility to recognise and identify poor practice and potential abuse, and act on this if they have concerns.

Good practice

SKE expects that Instructors of adult karateka:

- Adopt and endorse the Shotokan Karate England Instructor Codes of Conduct.
- Have completed Safeguarding training in basic awareness in working with and Safeguarding Adults.
- Aim to make the experience of karate with SKE fun and enjoyable.
- Promote fairness and playing by the rules.
- Not tolerate the use of prohibited or illegal substances.
- Treat all adults equally and preserve their dignity; this includes giving more and less talented members of a group similar attention, time and respect.

#### **5. Further Information**

Policies, procedures and supporting information are available on the Shotokan Karate England website: <http://shotokan-karate-england.co.uk>

Review date: January 2021

SKE Safeguarding Officer: Liz Denton

Mobile: 0777643937

Email: [shotokarate.east@gmail.co.uk](mailto:shotokarate.east@gmail.co.uk)

Appendix 1

YOUR INFORMATION	
Your name:	Address:
Contact number:	Email:

Details of the Adult at Risk:	
Name:	Address
Date of birth:	
Contact Number:	Email:

INCIDENT DETAILS	
Date:	Time:
Details of the allegation or concerns: <i>State what you were told/observed and what was said. Try to use the person's own words where possible.</i>	

Has the person concerned expressed how they would like the situation to be dealt with?
Any action taken?

Signature:	Role in SKE/License number:
Date:	Time:

## **Codes of Conduct**

### **Code of Conduct for Instructors**

- Instructors must ensure that every individual is treated equally and with respect and dignity, paying particular attention to the young or more vulnerable.
- Good teaching practice should be adhered to, as set out in the Guidelines for Good Teaching Practice and not involve any type of abuse.
- Instructors should act as an excellent role model at all times, maintaining a high standard of behaviour and encourage the same from others within the Club
- Instructors will work in partnership with other members, parents and students within SKE
- Instructors should show commitment to their own training by attending the Annual Instructor Training Course and Safeguarding update on a yearly basis as well as all other mandatory courses
- All relationships will be conducted in an open and honest manner, never engaging in an inappropriate relationship with a young person in their care.
- The position of trust will not be abused in any way
- Insurance will be kept up-to-date and details provided to the SKE Secretary
- Any incident of concern will be recorded in accordance with the SKE guidelines.

### **Code of Conduct for Parents/Carers**

- Support your child in their activity and help them to give their best and enjoy it
- Never force them to participate
- Ensure they arrive fit to participate
- Praise their good effort and performance, not just good results
- Never verbally or physically abuse your child for failure – encourage them to learn from the experience
- Set an example by accepting judgements made by Officials and referees and encourage good sportsmanship
- Use correct and proper language at all times
- Always recognize when your child has done their best

## **Code of Conduct for Young People**

This is to help you get the best out of your karate and to keep you safe

- Follow the Dojo Code and the Dojo Etiquette and rules as set out in your license– this sets out what is expected of you
- Arrive on time for training and events
- Always give your best effort
- Show courtesy to your Instructors, Referees and Officials and those training with you.
- Accept failure as well as success and show a positive example
- If you feel uncomfortable about the behaviour of others, please tell someone that you trust.
- Never use offensive language
- Treat all others equally, with dignity and respect

## Anti-bullying Policy

Our Anti-bullying Policy sets out how we feel about bullying as an Organisation; what we will do to tackle it and how we will support children and young people who experience or display bullying behaviour.

### **Bullying**

- All forms of bullying will be acted upon
- Everybody in SKE organisation has a responsibility to work together to stop bullying
- Bullying can include online as well as offline behaviour
- Bullying behaviour can include:
  - Physically pushing, kicking, hitting, pinching, etc;
  - Name calling, spreading rumours, persistent teasing and humiliation or the continual ignoring of others;
  - Posting of derogatory or abusive comments, videos or images on social media;
  - Racial, homophobic, transphobic or sexist comments, taunts or gestures;
  - Sexual comments, suggestions or behaviour;
  - Unwanted physical contact;

### **Our Club Organisation will:**

- Recognise its duty of care and responsibility to safeguard members from harm;
- Promote and implement this anti-bullying policy in addition to our safeguarding policy and procedures;
- Ensure that bullying behaviour is not tolerated or condoned;

- Require all members of SKE organisation and its clubs to sign up to this policy;
- Take action to investigate and respond to any reports of bullying made by any club member(s) and to ensure all members are made aware of our anti-bullying policies;
- Encourage and facilitate children and young people to play an active part in developing and adopting a code of conduct for behaviour;
- Ensure that instructors are given access to information, guidance and training on bullying (to be included at the Instructors Course).

**Each Instructor/assistant instructor/member will:**

- Encourage individuals to speak out about bullying behaviour;
- Respect every child's need for and right to a safe environment where safety, security, praise, recognition and opportunity for taking responsibility are available;
- Respect feelings and views of others;
- Recognise that everyone is important and equal and that our differences make each of us special and worthy of being valued;
- Show appreciation of others by acknowledging individual qualities, contributions and progress;
- Ensure safety by having rules and practices carefully explained and displayed for all to see including the Dojo Code, which should be seen in each club as well as members having a valid and up to date licence book.
- Report incidents of bullying behaviour they see – by doing nothing, you are condoning the behaviour.
- Facilitate group discussion on bullying and other issues/behavioural problems.

**Supporting Children:**

- SKE and its instructors will let children members know who will listen to and support them;
- We will create an “open door” ethos where members feel confident to talk to an instructor about bullying behaviour or any other issue that affects them;
- Potential barriers (including those associated with a child's disability) will be acknowledged and addressed
- We will make sure children are aware of helpline numbers and these will be displayed on our SKE Website;

- Anyone who reports an incident of bullying will be listened to carefully and reports will be taken seriously and investigated.
- Members experiencing bullying behaviour will be supported and helped to uphold their right to continue training in a safe environment;
- Those who display bullying behaviour will be supported and encouraged to develop better relationships. Should it become necessary, sanctions will be appropriate and fair.

### **Support to the Parents/Guardians**

- Parents or guardians will be directed to the club or organisation's bullying policies and practices on the SKE Website.
- Any experience of bullying behaviour will be discussed with the child's parents or guardians;
- Parents will be consulted on action to be taken (for both parties) and SKE or its instructors will agree on these;
- Information and advice on coping with bullying will be made available on the SKE website;

Useful Contacts:

NSPCC Helpline 0808 800 5000

Childline: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

Anti-bullying Alliance: [www.antibullyingalliance.org](http://www.antibullyingalliance.org)

# Online Safety and Social Media Policy

## Introduction

Social media is part of life for many of us and whilst there are many benefits, there are also potential risks. This Policy provides guidance on how Shotokan Karate England (SKE) uses the internet and social media and the procedures for doing so. It also outlines the behaviour we expect from our Instructors, volunteers, parents, members and young people.

## Aims

- To protect children and young people involved with SKE and who use technology (e.g. mobile phones, games consoles and internet) this section out
- To provide Instructors and helpers with policy and procedural information about online safety and inform them how to respond to incidents
- To ensure SKE is operating in line with our values and Policies regarding online behaviour.

## Our online presence

- All Club social media accounts will have two administrators who will have access to protected passwords for each account. The account should be monitored by at least one designated person who holds a current DBS certification.
- The designated person will seek advice from the Safeguarding Officer re safeguarding requirements.
- Inappropriate posts will be removed, with an explanation as to why and anyone affected will be informed (including parents)
- Account, page and event settings will be set to private so that only members can see the content
- No identifying details will be used such as address, school or contact details
- Parents will be asked for permission for photographs and videos to be used on social media (as on the membership form).
- Members under the age of 18 will require their parent/guardian's permission for us to contact them through social media

## Personal Social Media Accounts

Social media is constantly evolving and we should assume that others could see anything we post despite privacy settings.

- Personal profiles should be set to private and privacy setting regularly reviewed.
- Assume that anything posted can be traced back to SKE, colleagues, students and parents.
- Personal views should not be represented as those of the organization
- No material should be posted that could be seen as sexually explicit

- Instructors should observe requirements of the Equality Act 2010 and Human Rights Act 1998 and not use any derogatory, offensive or discriminatory language.
- No information including videos and photos should be posted that could bring SKE into disrepute

### **Instructors/Assistant Instructors & volunteers**

- Instructors/Assistant Instructors/volunteers will be made aware of this Policy and follow it accordingly
- In case of concern about the use of social media or the internet, they should seek the advice of the Safeguarding Officer
- They should not ‘follow’ or accept ‘friend’ requests from young people (under 18) on social media
- Any content posted by staff should be accurate and appropriate as they may be followed on social media
- Instructors should not communicate with young people (under 18) via personal accounts or private messages
- Personal social media accounts should not be used as a way of communicating with parents – a more formal method such as face-to-face, emailing, writing or the use of an Organisation account should be used

### **Children/Young people**

- Do not invite your Instructor/ or Club Official to be your friend as they will refuse, as that would breach good practice
- Consider who you are inviting to be your ‘friend’
- Remember that anything you say or any photos, pictures or videos can be shared with others who you may not wish to see them

### **Further information on keeping children safe online**

The following websites provide helpful information for Organisations, students and parents, to help them protect their children from harm:

NSPCC / O2 Helpline 0808 800 5002 – [WWW.o2.co.uk/help/nspcc/child-protection](http://WWW.o2.co.uk/help/nspcc/child-protection)

Child Exploitation and Online Protection Centre (CEOP) – [www.ceop.police.uk](http://www.ceop.police.uk)

Childnet – [www.childnet.com](http://www.childnet.com)

The UK Safer Internet Centre – [www.safeinternet.org.uk](http://www.safeinternet.org.uk)

## **Text and Email messaging Policy**

### **Benefits and risks**

Individual Clubs within Shotokan Karate England (SKE) may choose to use text messaging as a way to communicate information and to remind students / parents about events and additional activities. These are primarily group messages. It is a cheap, direct form of communication, can reach a group of people and messages are likely to be read as most people keep a mobile with them. It can also be good for morale and improve retention.

Group emails are also used as a means of communication to a wide group to keep them informed about events within the Shotokan Karate England.. These guidelines primarily are concerned with these group messaging systems but recognise that on occasion, contact may be made by or to a young person for example about their attendance at a specific event or if they are a helper at their Club.

Safeguarding risks for children and young people associated with texting include appropriate access to, use or sharing of personal details (e.g. names and numbers), the opportunity for unwanted contact or text bullying by peers, being sent inappropriate materials, being groomed for sexual abuse and direct contact and sexual abuse.

For adults risks include misinterpretation of communication, risk of investigation and disciplinary action.

### **Using of mobile phones / digital technology to communicate**

The following precautions are advocated:

- Avoid having personal phone numbers for young people and seek contact through a parent/ guardian instead
- Seek parental permission on each occasion if there is a need to contact a young person directly (the purpose should be identified and agreed) and use a method of accountability such as also sending a copy of the text to the parent
- Texts should be used for communicating information, e.g. events and reminders, not for private conversation
- A young person (under 18) may wish to join a Club group (e.g. What's App) as a means to take responsibility for organizing themselves by being aware of any notifications. In this case, a parent should give consent and also be a group member.
- Information should be in relation to the activity, not individual conversation.
- Phone users should respect the privacy of others and not take photos of others if it could invade their privacy

- If communication is misinterpreted by a young person, end the conversation/stop replying, suggest to discuss at the next class or event/ if concerned seek advice from the Safeguarding Officer.

## **Use of Email**

- Only staff that have an Enhanced DBS check should have access to the emailing system
- Personal contact details should be kept in a locked cabinet / password protected electronic system. Information should not be shared with other organizations.
- Emails must make it clear which Organisation has sent the message, rather than just the email address and name of the sender.
- Emails should have a message at the bottom that offers the opportunity to unsubscribe.
- Parents/carers should give consent for an email to be sent to a young person (under 18)
- At least one other member of staff should be copied in to any email sent to children/young people
- Emails should never include any offensive language and should be signed off professionally.
- Any staff using text and emailing for communication should have been through relevant safeguarding checks (Enhanced level DBS checks) and should have received Safeguarding training.

## Photography and filming consent form

Name of organisation:	Shotokan Karate England (SKE)
-----------------------	-------------------------------

In accordance with our child protection policy we will not permit photographs, video or other images of young people to be taken without the consent of the child or the parent if the child is under 18.

Shotokan Karate England (SKE) will take all steps to ensure these images are used solely for the purposes they are intended. If you become aware that these images are being used inappropriately you should inform SKE immediately.

Consent information:	
<i>To be completed by child:</i>	
<ul style="list-style-type: none"> <li>• I give permission for my photograph to be used within the club for display purposes</li> <li>• I give permission for my photograph to be used within other printed publications</li> <li>• I give permission for my photograph to be used on the club's website</li> <li>• I give permission for videos of me to be used on the club's website</li> <li>• I give permission for my photograph to be used on the club's social media pages</li> <li>• I give permission for videos of me to be used on the club's social media pages</li> </ul>	
<b>Signature of child:</b>	<b>Print name child:</b>
<b>Date:</b>	

Consent must be obtained from parents as well as the child (under 18 years).

---

*To be completed by parent:*

- I give permission for my child's photograph to be used within the club for display purposes
- I give permission for my child's photograph to be used within other printed publications
- I give permission for my child's photograph to be used on the club's website
- I give permission for my child to be videoed for use on the club's website
- I give permission for my child's photograph to be used on the club's social media pages
- I give permission for my child to be videoed for use on the club's social media pages
- I can confirm that I have read, or been made aware of how these images or videos will be stored within the organisation.

**Signature of parent:**

**Print name of parent:**

**Date:**

# Managing Challenging Behaviour Policy

## Purpose

Instructors and Assistant Instructors may on occasions be required to deal with challenging behaviour from a child or young person. Management is seen as a joint responsibility between the Instructors, parents and children.

These guidelines are to promote good practice and ensure that each party is aware of their role and responsibilities. The safety of the child is paramount and everyone has the right to enjoy the activities in which they take part. Guidelines are based on the following principles:

- The welfare of the child is paramount
- All parties should be aware of the standard of behaviour required (see the Code of Conduct)
- Children must never be subjected to any form of treatment that is harmful, abusive, humiliating or degrading
- Some children may have specific needs (such as communication, behaviour management, understanding) which may be due to medical conditions and these should be discussed with the parent/carer as soon as they are identified and before the child joins the class. It may be appropriate to make a record of an agreed plan and give copies to all involved.
- Children should be supported to participate and karate can be of huge benefit to their behaviour. Exclusion should be seen as a last resort, after all efforts have been exhausted and where the safety of that child or others cannot be maintained.

## Planning Classes

Planning is around the group as a whole, but must also take into consideration individual needs to ensure safe participation. The following should be addressed:

- Assessment of any risk due to the child's behaviour
- Instructor/assistant ratios and the type of activity planned, to maintain safety of the group.
- All Instructors should be aware of the information, to provide a consistent approach
- It may be useful /appropriate to seek advice from carers or outside agencies

## **Agreeing Acceptable/Unacceptable Behaviour**

Instructors, assistant instructors, parents/carers, children and young people should be involved in an agreement:

- about what constitutes acceptable and unacceptable behaviour
- the type of sanctions which may be used in response to unacceptable behaviour

Where challenges are anticipated, for example due to a child's medical condition or learning impairment, a clear plan should be agreed with all parties and recorded.

Parents/carers should understand the expectations on their children and reinforce this with them ahead of any class or event.

## **Managing Challenging Behaviour**

The response should be:

- Proportionate to the actions
- Imposed as soon as is practicable
- Fully explained to the child and their parent/carer

The following options can be considered for children who display negative or challenging behaviour:

Time out – from the class or specific activity

Reparation – making amends

Restitution – giving something back

Behavioural reinforcement – rewards/praise for good behaviour, consequences for bad behaviour

De-escalation of the situation – talking with the child, distracting them from the behaviour

Increased supervision – Instructors. Assistant Instructors

Increased involvement – parents/carers

Sanctions or consequences – e.g. missing out on an activity or event

Seeking specialist support – e.g. from a carer or other agencies to get information and resources, or Social Care if there are any concerns.

Exclusion – temporary or permanent

The following should never be used:

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

## **Physical Intervention**

Physical intervention should always be avoided, unless it is essential to prevent the child from harming themselves or others and seen as the only option. It should be a considered option rather than a reflex. If employing physical intervention deemed necessary, consider the following:

- Aim to achieve an outcome that is in the best interests of the child whose behaviour is causing concern
- Use the minimum force necessary to prevent injury to a person or serious damage to property and for the shortest possible time
- Ideally have another adult present
- Physical intervention should not be used as a punishment or to inflict pain
- Avoid any restraint that could be seen as sexual – avoid any contact with buttocks, breasts and genitals.
- Only use restraint if all other options are exhausted
- Record as soon as possible on the SKE Incident Reporting Form and passed on to the Safeguarding officer

Parents/carers should always be informed after an incident where an Instructor has had to intervene physically.

# Policy for Transporting Children or Young People

## Introduction

Shotokan Karate England places responsibility for organising transport to and from classes/events on the parents, who should ensure that appropriate arrangements are made. If private arrangements are made, e.g. with another parent, they are responsible for the safety and suitability of that arrangement.

Should transportation of young people be organized by a Club or Instructor (for example to a competition or event), the organizer has a responsibility to take reasonable steps to safeguard these young people for whom they have a duty of care.

## Consideration

Best practice dictates that Instructors/volunteers are discouraged from taking children alone in their car but recognise that on occasion this may be the only option, if all other alternatives are exhausted. There may also be an occasion where a minibus is used for group transport, for example to an outside competition.

- Ensure that any driver has completed an Enhanced DBS check
- Parents/carers should have consented to the arrangement and be aware of the reasons why and how long the journey should take
- The young person should be happy with the arrangement and be aware that they have someone to turn to if they have any concerns.
- The driver must have a full driving license, valid car insurance and MOT
- The driver should be contactable by mobile phone and have emergency contact numbers for parents/carers.
- Try to have more than one child in the car, seat them in the back of the car and drop them off together.
- If children are regularly dropped off, alternate which child is dropped off last
- Seatbelts should be worn at all times. For guidance please see: <https://gov.uk/seat-belts-law/overview>. In a minibus, seatbelts must be available and the driver is responsible to ensure they are used.

## **Safe/ Late Collection Policy**

### **Purpose**

Students will either have parents/ carers who stay during the class, are dropped off and collected from the venue, or make their own way there and back. It would be expected that young children are brought directly to and collected from the class.

If a child who is normally brought to the class has a different collection arrangement or has been asked to go home unaccompanied, Instructors should be made aware.

Should there be any concern about the safety of the child going with a parent or carer who may be under the influence of drugs or alcohol, advice will need to be sought- from Social Care or the Police.

If the child expresses concern about going home with a particular person, this should also be taken seriously.

Occasionally a parent or carer can be unavoidably delayed. They would be expected to contact the Centre/venue as soon as possible so a message can be passed on to the Instructor. If the parent/carer wishes the child to be taken home with someone else, this should be clearly expressed and consent given.

### **Action**

A child under 16 should not be left alone. Ideally 2 adults would remain behind if in a remote setting (not a Sports Centre). After a 'reasonable' period of time, the following procedure should be followed:

1. Try to contact the parent/carer with the contact details held
2. If unsuccessful, try the emergency contact.
3. Ask the child if they have a number for another family member who can be contacted
4. Inform the organization Safeguarding Officer about what has happened
5. If no-one can be contacted, contact the local Police for advice

The child may understandably be very upset. Try to avoid transporting the child unless there is no other option or if this has been requested by the family and the child is happy about this. We recognize that some Instructors may not wish to do this at all. Please refer to the Policy for Transportation of Children or Young People for guidance. The Club Safeguarding Officer can also be contacted for advice.

In case of persistent late collection, a meeting should be called with the parent/carer. If there are any concerns or this persists, the advice of the Safeguarding Officer should be taken and contact with Social care considered.

SKE will not be held accountable for children once they have left the centre to make their way home. Parents/Guardians are responsible for ensuring the safe arrival and collection of children from the centre.

## Head Injury Protocol

Concussion can occur in almost any session of sport, physical activity, play and during travel. All concussions are taken seriously to safeguard health and welfare and whilst Shotokan Karate England strives to avoid this by putting safety measures in place, sometimes an accident is unavoidable.

All SKE Instructors undertake First Aid Training and updates and at least one First-Aider is always present at SKE's training sessions, grading events and courses. First Aid is provided by an outside organization for the kumite events in our Championships.

### **Recognising Concussion :**

A concussion or minor brain injury is a temporary disturbance in brain function as a result of a blow to the head. Generally there is no long-term damage if treated with appropriate medical attention and both physical and mental rest.

Sometimes symptoms can be so mild as to only last seconds or a couple of minutes and can be missed. If in doubt, ***sit the member out of the class***. All injuries should be recorded in the Accident book and a Head Injury Advice Sheet should be given to the parent/guardian of under 18 year olds or to the member if over 18 years of age.

### **Signs of concussion include:**

Dizziness

Nausea or vomiting

Lack of balance / unsteadiness

Confusion

Memory Loss

Blurred or distorted vision

Headache

Abnormal behaviour e.g. change in personality

***The parent/carer should be contacted to collect the child and a medical assessment advised.***

## **Danger Signs**

Deteriorating consciousness (becoming drowsy)  
Increased confusion or irritability  
Double or blurred vision  
Severe or increasing headache  
Seizure or convulsion  
Repeated vomiting  
Loss of power, tingling or burning in limbs  
Bleeding/fluid from one or both ears.

***Call 999.***

## **Loss of consciousness**

Do not remove an unconscious casualty from the area as there may be an underlying injury to the neck. Maintain the head in position. Check breathing and be prepared to perform CPR if needed, whilst awaiting an ambulance.

Think of the 4 R's:

**Recognise:** signs and symptoms and danger signs

**Remove:** administer first aid and remove the student from the area if safe to do so. Students should not continue to train in that session.

**Recover:** the student should have rest until symptom-free and ideally should not return to training for 14 days after a concussion.

**Return:** members should have resumed studies / work before returning to karate, be symptom free and not taking any medication to treat symptoms. It is recommended to avoid activities that pose a further risk of a head injury for a minimum of 14 days.

Ensure all incidents are recorded in the Club Accident Book.

Emergency contact numbers should be available at every session.

<https://www.nhs.uk/conditions/concussion/>

<https://www.headway.org.uk/media/3997/minor-head-injury-and-concussion-e-booklet.pdf>