

Safeguarding Children and Vulnerable People Who Participate in Chinese Martial Arts

Shaolin Temple Martial Arts and Cultural Centre

Member of British Council for Chinese Martial Arts (BCCMA)



Myrsini Christodoulelli
Safeguarding Officer
Mobile: 0738 715 2994
Email: safeguarding@shaolintemplecc.org

Shaolin Temple Martial Arts and Cultural Centre

Child Protection Policy

*Safeguarding Children and Vulnerable People
Who Participate in Chinese Martial Arts*

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1. Introduction

This policy is adopted from British Council for Chinese Martial Arts (BCCMA) as the governing body for Shaolin Temple Martial Arts and Cultural Centre (STCC).

- 1.1 The Shaolin Temple Martial Arts and Cultural Centre (STCC) is a member of the British Council for Chinese Martial arts recognised as authentic Chinese martial arts training organisation. The, STCC is a non-political, non-profit making organisation.
- 1.2 As well as adhering all BCCMA policies, STCC also works with other associations / federations to promote child protection and safeguarding,
- 1.3 Since its inception, the STCC has remained committed to safeguarding and ensuring the welfare of children and vulnerable people who participate in its activities under the instruction and supervision of STCC Coaches, where relevant, in accordance with: section 175 of the Education Act 2002; Children Act 2004; Safeguarding Children in Education (2004); and Safeguarding Vulnerable Groups Act 2006. On 15 April 2013 the new Working Together guidance replaced: Working together to safeguard children (2010), the Framework for the assessment of children in need and their families (2000) and statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007).
- 1.4 The STCC Executive Board believes that ‘Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone’s responsibility’. Everyone who comes into contact with children and families has a role to play.
- 1.5 The legislative requirements and expectations on individual services to safeguard and promote the welfare of children. Safeguarding and promoting the welfare of children is defined as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes
- 1.6 The STCC Executive Board and coaching team considers the welfare of children and vulnerable people participating in its activities to be of primary importance. It is a key objective of the Executive Board to regularly review the latest good practice in child protection and to report annually to the STCC Annual General Meeting (AGM).
- 1.7 The STCC Executive Board, through its directives and training programme, communicates and implements protocol to ensure that the STCC coaches adopt best practice in: the management of its classes and training; the recruitment of its Coaches, staff and volunteers; and dealing with accusations of abuse involving staff or other participants in its classes.
- 1.8 The designated Child Protection Officer and Welfare *Myrsini C Christodoulelli* is responsible for the coordination reports of child protection issues.
Myrsini's, Mobile: 0738 715 2994 , Email: safeguarding@shaolintemplecc.org
- 1.9 The STCC Executive Board is aware of the importance of child protection and safeguarding vulnerable people in sport, specifically in the practice of

its activities. It is a corporate responsibility of the STCC Executive Board to ensure that children and vulnerable people placed in the care of its Coaches, staff and volunteers are appropriately protected - as a minimum, in accordance with the guidance issued by Sport England. The STCC is open to working with other organisations and sharing information (as appropriate) to promote the safeguarding of children and vulnerable people in the wider community.

2. Policy Position

2.1 The STCC Executive Board believe that:

- Children and young people have the right to protection from neglect, physical, emotional and sexual abuse.
- STCC members have a responsibility for the protection of young people and for reporting concerns about a young person's welfare or safety.
- A child or young person's welfare is the paramount consideration.
- If any conflict between the needs of the child or young person and those of the parents or carers, the needs of the young person are put first.
- Child protection must take account of the racial, linguistic, cultural and religious needs and differences of young people and families.
- Children and young people are listened to and taken seriously, whatever their level of development or communication.
- Children and young people's wishes and feelings are taken into account and they are involved in decisions about their future in ways appropriate to their age and understanding.
- Work with the children and young person is sensitive to their particular needs and circumstances.
- All children and young people are treated with respect and accorded full civil and legal rights.

3. Safeguarding and Child Protection

3.1 Any adult working in the STCC, involved in teaching or other activities of the organisation, in either a paid or voluntary capacity, has a duty of care to the young people, vulnerable adults and themselves to provide a safe and caring environment. It is vital that any coach, Instructor, official or any other person assisting with young people and vulnerable adults' activities has the ability to provide patience, understanding and encouragement.

3.2 Understanding of individuals' development and the ability to communicate with them is more important than knowledge of Chinese martial arts. Children and young people and vulnerable adults have a right to protection from the potential threat of abuse. They must be protected from all forms of discrimination and abuse and treated equally, regardless of age, gender, race, culture, religion, language, sexual orientation or ability. Public or private facility providers which engage the services of STCC members on a paid or voluntary basis, and the employee themselves must be aware of the dangers of abuse, the forms it can take and its recognition, and demonstrate good practice within their training sessions.

4. Definition of Abuse

4.1 The definitions of abuse have become more sophisticated as the legal and medical systems have increasingly recognised events and behaviours that infringe on individuals rights and/or do harm. For the purposes of this

document we will refer to the definitions used by the Department of Health in their guidance No Secrets: Guidance on Developing and Implementing Multi-agency Policies and Procedures to Protect Vulnerable Adults from Abuse (2000) and in the DoH, Home Office and Department for Education and Employment (DfEE) (1999) document, Working Together to Safeguard Children. The DoH (2000) states that:

Abuse is a violation of an individual's human and civil rights by any other person or persons.

It continues:

Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can happen in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

- 4.2 A review of the literature shows a high level of agreement among governmental and other agencies about the characterisation of abuse. Currently the Department of Health identifies six categories of abuse: physical; sexual; psychological/emotional; financial or material; neglect and acts of omission; and discriminatory. These have become better known in the further education system in recent years. Definitions of these follow:

- 4.2.1 Neglect: Where adults fail to meet a young person or vulnerable adult's basic needs like food or warm clothing, or fail or refuse to give young people and vulnerable adults love, affection and attention. Young people and vulnerable adults might also be constantly left alone or unsupervised. Neglect in a sporting situation could include an instructor not ensuring that young people and vulnerable adults were safe, exposing them to undue heat or cold, or to unnecessary risk of injury.
- 4.2.2 Physical: Where adults or other young people physically hurt or injure young people and vulnerable adults, for example by hitting, slapping, pushing, kicking, shaking, squeezing, burning, biting, restraint, inappropriate sanctions or by giving young people and vulnerable adults alcohol, inappropriate drugs or poisonous substances. In sports situations, physical abuse might occur when the nature and intensity of training exceeds the capacity of the immature and growing body of the child.
- 4.2.3 Sexual: Girls and boys are abused when they are used by adults or other young people (both male and female) to meet the adult's own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. The display of pornographic material (books, videos or pictures) to young people and vulnerable adults is also a form of abuse. Coaching or activities which involve physical contact with young people and vulnerable adults could create potential situations where sexual abuse could go unnoticed. The power of the instructor over young people and vulnerable adults, if misused, could also lead to the development of situations in which abuse may occur.

- 4.2.4 Emotional: Persistent lack of love and affection, where a child or vulnerable adult may be constantly shouted at, threatened or taunted and become very nervous and withdrawn, would constitute emotional abuse. Emotional abuse could also occur when there is constant overprotection (which prevents a child or vulnerable adult from socialising), or there is neglect, physical or sexual abuse. Emotional abuse might occur in sport sessions if young people and vulnerable adults are subjected to constant criticism, bullying or unrealistic pressure to perform to high expectations.
- 4.2.5 Bullying: It is important to recognise that in some cases of abuse, it may not always be an adult abusing a young person or vulnerable adult. It could be that the abuser is a young person or vulnerable adult themselves and this is recognised as bullying. It is important to be aware that adults can bully too. Bullying may be seen as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.
- 4.2.6 Although anyone can be the target of bullying, victims are often shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability or belonging to a different race, faith or culture.
- 4.2.7 Bullying often takes place in schools or other environments where children meet, and research shows it can and does occur where there is inadequate supervision – on the way to and from school, at a sporting event, in the playground and changing rooms.

5. Indicators of Abuse

- 5.1 Some indications that a child or vulnerable adult has been abused may include:
- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
 - An injury for which the explanation seems inconsistent or for which multiple explanations are given.
 - The child or vulnerable adult describes what appears to be an abusive act involving him/her.
 - Someone else (a child or adult) expressing concern about the welfare of another child or vulnerable adult.
 - Unexplained changes in behaviour over time eg becoming very quiet, withdrawn or displaying sudden bursts of temper.
 - Inappropriate sexual awareness.
 - Engaging in explicit sexual behaviour.
 - Distrust of adults, particularly those with whom a close relationship would normally be expected.
 - An apparent difficulty in making friends.
 - The prevention by an adult from socialising with other young people or adults.
 - Displaying variations in eating patterns including overeating or loss of appetite.
 - Weight loss for no apparent reason.
 - An increasingly dirty or unkempt appearance.

- 5.2 This list is not exhaustive and the presence of one or more indicators is not proof that abuse has actually taken place. It is not the responsibility of those working with young people and vulnerable adults to decide that child abuse has occurred but it is their responsibility to recognise and act on any concerns by reporting any incident to the STCC's safeguarding committee and completing an Incident Referral Report Form for referral to the appropriate authority.

6. Organisational Changes

- 6.1 On 1 December 2012 the work of the Criminal Records Bureau (CRB) was merged with the Independent Safeguarding Authority (ISA) to form the Disclosure and Barring Service (DBS). From 1 December 'CRB checks' have been known as 'DBS checks'.
- 6.2 In spring 2015 the Safeguarding Children in Martial Arts (SCiMA) pilot project will be established to provide professional services and signposting to child protection and safeguarding learning opportunities and development activities, for martial arts coaches in the England and Wales. Working with National Governing Bodies (NGBs), SCiMA will also be established as an umbrella body for individual coaches who wish to apply for DBS checks and access learning opportunities in England and Wales. The SCiMA website was due to be launched spring 2015, In the meantime DBS checks can be provided through the ICMA for BCCMA members. For more information contact the Administrator at the ICMA on admin@kusohu.co.uk or visit the ICMA website www.icma.kusohu.co.uk.

7. Membership and License Requirement

- 7.1 Anyone working regularly with children, whether on a voluntary or employed basis, needs to have an enhanced DBS (Disclosure and Barring Service) check — formerly known as an enhanced CRB check. New members of staff must not be allowed to work unsupervised with children until a satisfactory enhanced DBS check has been received.
- 7.2 In martial arts coaching, the definition of regularly is a range: from once a week or more to one day in one month or more. Overnight (between 12 midnight and 6am) supervision would require special permission from the Child Protection and Safeguarding Officer, approved by the Executive Board, in advance.

8. Coaching and Instructing License Specification

- 8.1 It is recognised that not all martial arts coaches will be trained to teach children, young people or people with disabilities. It is expected that coaches will have undertaken the appropriate training to coach: children; young people with disabilities; adults with disabilities; and adults, where applicable. When completing the MADC process coaches will need to specify the groups that they have been trained (or intend to be trained as part of the MADC process) to coach, as one of the following coaching bands:

- A – Children, young people and adults (including people with disabilities).
- B – Children, young people and adults.
- C – Adults (including people with disabilities).
- D – Adults.
- E – Assistant Coach (may only assist an appropriately trained coach).

U – Unqualified.

- 8.2 The coaching band can be endorsed by STCC once the appropriate training has been undertaken and the DBS check made, where applicable.

9. Definition of Volunteer

- 5.1 The DBS definition of a volunteer is defined in the Police Act 1997 (criminal records) Regulations 2002 as:

“Any person engaged in an activity which involves spending, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit some third party and not a close relative.”

To qualify for a free-of-charge criminal record check, the applicant must not benefit directly from the position the DBS application is being submitted for. The applicant must not:

- benefit directly from the position for which the DBS application is being submitted;
- receive any payment (except for travel and other approved out-of-pocket expenses);
- be on a work placement;
- be on a course that requires them to do this job role; and
- be in a trainee position that will lead to a full time role/qualification.

10. Coaches' Responsibilities

- 10.1 Anyone working in regulated activity whether on a voluntary or employed basis, needs to have an enhanced DBS check and new members of staff must not be allowed to work in regulated activity un-supervised with children until a satisfactory enhanced DBS check has been received, with the only exception that an Assistant (Junior) Coach does not require a DBS check at this time.
- 10.2 STCC Coaches must have acquired their style/system Instructor certification to be qualified as a Martial Arts Coach (this usually takes a minimum of 5 years and can be recognised by the acquisition of a 'Black Sash'). As well as having competence in their style of martial arts, STCC Coaches should also complete (as a minimum) training in: Coaching (Level 2), First Aid and Child Protection. STCC coaches must be adults (18 years of age or older).
- 10.3 STCC Assistant (Junior) Coaches (by definition aged 16 to 17 years of age) do not require a DBS check but may only teach when supervised by a STCC Coach (as defined in 10.1).
- 10.4 STCC Coaches are required to have a DBS check conducted, if working in regulated activity with children and young people.
- 10.5 It is the responsibility of a STCC Coaches to ensure that the child and vulnerable persons' experience of Martial Arts is high quality, enjoyable and safe. The class structure is designed to help participants grow in terms of physical ability (skills and competence in the martial arts) but also to allow personal, social and emotional development.

- 10.6 The grading exam of STCC is operated autonomously by its Chief Coaches which allows participants to set goals and achieve based on specifics of the style. STCC Coaches work with children to develop qualities including team work, confidence, cooperation, independence, leadership and self-esteem. The Chinese martial arts with its emphasis on self-discipline, self-control, self-respect, and a code of conduct which encourages excellence but also helping others to achieve to develop oneself and others is integral to the instruction imparted by STCC Coaches.

11. Coaches' Requirements

- 11.1 As STCC Coach you may already have an enhanced CRB check (replaced by the DBS check). The DBS checks to bring you up to date and compliance. We intend to make this process as simple as possible and seamless in terms of you meeting the legislative requirements to teach children and young people. The documents that you need will depend on the route the application takes. The applicant must try to provide documents from route 1 first. The Tables of information required are listed at Annex A.

Route 1 - The applicant must be able to show:

- 1 document from Table 1
- 2 other documents from either Table 1 or Table 2a or 2b
- One of the documents must show the applicant's current address.

Route 2 - If the applicant doesn't have any of the documents in Table 1, then they must be able to show:

- 1 document from Table 2a
- 2 other documents from either Table 2a or 2b
- One of the documents must show the applicant's current address. The organisation conducting their ID check must then also use an appropriate external ID validation service to check the application.

Route 3 - can only be used if it hasn't been possible to process the application through Routes 1 or 2.

For Route 3, the applicant must be able to show:

- a birth certificate issued after the time of birth (UK and Channel Islands)
- 1 document from Table 2a
- 3 further documents from Table 2a or 2b
- One of the documents must show the applicant's current address. If the applicant can't provide these documents they may need to be fingerprinted.

12. Children and Vulnerable People in Martial Arts

- 12.1 The STCC ensure that all Coaches, staff and volunteers who are responsible for the instruction and/or supervision of children and vulnerable people are aware of the STCC's policies and procedures on safeguarding and promoting the welfare of children and vulnerable people. Emphasis has been placed on the importance of listening to children and vulnerable people,

particularly when they are expressing concerns about their welfare whilst practicing martial arts.

- 12.2 (*For Future Growth*) The STCC Executive Board recommend that each STCC club appoint a Welfare Officer, as the designated person to whom individuals or groups should report their child protection concerns initially. The Welfare Officer should be identified to new participants and their parents on arrival. The Welfare Office should then coordinate their approach to the concern raised with the STCC's Designated Safeguarding Officer, Child Protection and Welfare.
- 12.3 In each STCC training location / offices, the Welfare Officer in consultation with the leader for Child Protection and Welfare, should ensure that effective systems are in place for children, vulnerable people, staff and other people to make a complaint where there are concerns that action to safeguard and promote a child's welfare has not been taken in accordance with the STCC's procedures. It is also the responsibility of the STCC's Welfare Officer to address accusations of abuse and/or bullying between participants (non-staff related); and to investigate these accusations and to take the necessary action which may include excluding perpetrators, and informing the authorities, where appropriate.
- 12.4 Participation in Martial arts may include risk of personal injury. Countermeasures (specific class programmes) are put in place to ensure that this risk is mitigated for adults and eliminated in the case of children and vulnerable people. Although the STCC makes every effort to manage any risk of personal injury, it is a requirement for all Coaches and students to be insured and licensed to participate in Chinese martial arts.
- 12.5 Students may attain qualifications in Martial arts that are recognised by the appropriate International governing bodies and valid Worldwide. The training regime will include the practical application of the skills acquired during the lessons.
- 12.6 Children and vulnerable people are taught Martial arts techniques in the context of self-defence and instruction keeps physical contact to a minimum. Where parents attend classes with their children, they are encouraged to participate and to work with their children specifically where contact is necessary but only when sufficient technical skills in Martial arts have been acquired (as assessed through the STCC assessment). Female Coaches are also available to work with children and vulnerable people where there may be cultural or religious concerns.
- 12.7 Self-defence simulation such as two-person choreographed sequences will enable the student to take part in contact training. Tao Lu (Forms) training, including the use of weapons, will also allow the student to develop co-ordination and sparring tactics. There are also internal and external body training methods to condition the body in line with martial arts training demands. In the intermediate to advanced stages of training, athletes may commence sparring practice: semi (light) contact initially; through a structured full contact training transition period (14 to 17 years of age) into full contact. When an adult (18 years of age or older), into full-contact sparring, if desired, and when competent.
- 12.8 The STCC firmly believe that all children should be able to enjoy physical activity whatever their circumstances or abilities, and for many this opportunity

is only available to them through school or community activities. For those children who demonstrate abilities or talents within the Martial arts at club level, the STCC is committed to support their development into competitive and/or elite sport at national and international level.

13. Safe Participation in Martial Arts

- 13.1 Martial arts have a history dating back thousands of years. In comparison to other sports, the benefits of participation in Martial arts have been shown to be wide ranging for young and old alike. Martial arts have been described as an art form and a sport - one which you can practice from childhood to old age. Participation in Martial arts has a track record for improving concentration, coordination, flexibility, endurance, stamina and strength - it is a comprehensive sporting activity.
- 13.2 Martial arts has undisputed long term health benefits, these include: managing obesity and improved physical fitness which may lead to a reduction in the risk of some health problems. The child's experience of these benefits has been proven to be more significant as STCC classes are regarded as high quality, enjoyable and safe, which has motivated participants to adopt a healthy lifestyle, and to continue to participate in Martial arts into adulthood.

14. Tackling Bullying in Martial Arts

- 14.1 The STCC Executive Board recognises that bullying can have a profound impact on emotional and mental health, leading to depression, self-harming and even suicide. We have an anti-bullying policy setting out the respective rights and responsibilities of the young people and their carers in preventing and dealing with bullying.
- 14.2 The STCC Executive Board encourages members to raise awareness of bullying through developing a culture in which respect and consideration for others is fundamental. We encourage young people to report bullying in the knowledge that it will be taken seriously.
- 14.3 STCC Coaches should seek to eliminate bullying behaviour. They should aim to boost a young person's self-esteem and create a positive environment both of which we recognise as important factors in preventing young people from being bullied and/or becoming bullies.
- 14.4 The STCC encourage particular attention to promoting a high level of awareness or risk and high standards of practice and to strengthen the capacity for young people to help themselves.

15. Implementation

- 15.1 Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about any action to take. Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people and vulnerable adults in order to harm them. A coach, instructor, official or volunteer may have regular contact with young people and vulnerable adults and be an important link in identifying cases where a young person needs protection. All cases of suspected poor practice and abuse should be reported following the guidelines in this document.

When a young person participates in Martial arts having been subjected to abuse outside the sporting environment, Martial arts can play a crucial role in identifying and reporting concerns. In such instances, STCC members must work with the appropriate agencies to ensure the young person receives the required support following disclosure and investigation.

- 15.2 There have been a number of studies which suggest that young people and vulnerable adults with disabilities are at an increased risk of abuse due to various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves, or to adequately communicate that abuse has occurred. Young people and vulnerable adults from ethnic minorities, who may also be experiencing racial discrimination, are also more vulnerable.

16. Guidance on Effective Practice

- 16.1 All STCC members are required to demonstrate exemplary behaviour in order to promote young people and vulnerable adults' welfare and reduce the likelihood of allegations being made. The following are common sense examples of how to create a positive culture and climate within sporting activities/events.

- 16.1 Effective practice can be demonstrated by:

- Always working in an open environment (eg avoiding private or unobserved situations and encouraging an open environment (eg no secrets).
- Treating all young people and vulnerable adults equally, and with respect and dignity.
- Always putting the welfare of each young person first, before winning or achieving goals.
- Maintaining a safe and appropriate distance with young people and vulnerable adults (eg it is not appropriate to have an intimate relationship with a young person or to share a room with them).
- Building balanced relationships based on mutual trust which empowers young people and vulnerable adults to share in the decision-making process.
- Making sport fun, enjoyable and promoting fair play.
- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines provided by the STCC. Care is needed, as it is difficult to maintain hand positions when the young person is constantly moving. Young people and vulnerable adults and carers should always be consulted and their agreement gained
- Keeping up to date with the technical skills, qualifications and insurance in sport
- Involving parents wherever possible (eg for the responsibility of their young people and vulnerable adults in the changing rooms). If groups have to be supervised in the changing rooms, always ensure parents/coaches/ officials work in pairs.
- Ensuring that if mixed gender participants are taken away they should always be accompanied by a male and female member of staff. (NB: however, same gender abuse can also occur).
- Ensuring that at competitions or residential events, adults should not enter young people and vulnerable adult's rooms or invite young people and vulnerable adults into their rooms.

- Being an excellent role model - this includes not smoking or drinking alcohol in the company of young people and vulnerable adults and promoting a healthy diet.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people and vulnerable adults - avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to act in loco parentis (Appendix R), if the need arises to give permission for the administration of emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Where an Instructor (or Coach) witnesses an injury this must be reported to the parents at the first opportunity.
- Requesting written parental consent if young people and vulnerable adults are required to be transported in coaches/coaches/officials/volunteers' etc, cars.

17. Instructor (Coach) to Student (Athlete) Ratio

17.1 Martial arts are practised by both male and female students of all ages and abilities. It is the registered instructor's responsibility to ensure that they have undertaken a risk assessment for the session and that there is sufficient supervision to carry out the planned activities in a safe and open environment.

17.2 A general guideline would be:

Participant Age Group	Competitive Programs One coach to:	Recreational classes One coach to:
3-5 years old	Not Applicable	6-8 participants
6-11 years old	6-8 participants	8-10 participants
12-16 years old	6-8 participants	8-10 participants
17 + years old	8-10 participants	20 participants

17.2 However, if at all possible there should be a minimum of two adults in charge irrespective of the number of children.

17.3 In classes for students aged 13 years of age or older, the numbers attending may be more but it is usually the case that there are sufficient senior students or assistant coaches to work with smaller groups under the supervision of the instructor.

18. Appropriate Behaviour in Changing Rooms

18.1 Young people and vulnerable adults should be supervised at all times in the changing rooms by their parent/carer. Adult members should not change or shower at the same time using the same facility as young people and

vulnerable adults. If you are involved in a mixed gender activity, separate facilities should be made available.

- 18.2 If young people and vulnerable adults are uncomfortable changing or showering in public no pressure should be placed on them to do so. Encourage them to do this at home.
- 18.3 If your activity/event has participants with disabilities involve them and their carers in deciding how they should be assisted and ensure they are able to consent to the assistance that is offered.
- 18.4 No photographic equipment should be used in the changing room environment. This includes cameras, video cameras, mobile phones with photographic capabilities, etc.

19. Appropriate Behaviour when Providing First Aid Treatment

- 19.1 It is recommended that no young person or vulnerable adult should be treated in any way in a situation where the young person/vulnerable adult is on his/her own in a treatment room with the door closed. Prior to medical treatment being carried out on a young person/vulnerable adult, parental/carer consent in the written form must be sought where appropriate.
- 19.2 It is recommended that all treatment procedures are explained fully to the young person/ vulnerable adult and verbal consent is given before they are carried out.
- 19.3 It is strongly recommended that all treatment procedures should be 'open', ie the door remains open, parents/carers are invited to observe treatment procedures. Where strict medical confidentiality is to be observed then the parents/carers of the young person/ vulnerable adult should be invited to attend.
- 19.4 It is recommended that if treating an area of the body which is potentially embarrassing to a young person/vulnerable adult (ie the groin), a suitable adult (ideally a parent/carer) acting as a chaperone should be present.
- 19.5 It is important to maintain medical confidentiality and patient dignity at all times.

20. Practice to Avoid

- 20.1 The following should be avoided except in emergencies. If cases arise where these situations are unavoidable they should only occur with the full knowledge and consent of someone in charge at the activity/event or the young person's parent or vulnerable adult's carer. For example, a young person sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a young person up at the end of a session:
 - Avoid transporting young people and vulnerable adults in your car unless in a medical emergency
 - Avoid spending time alone with young people and vulnerable adults away from others

21. Inappropriate Practice

- 21.1 The following should never be sanctioned. STCC members in a position of trust as an Instructor or Coach should never:
- Take young people and vulnerable adults to your home where they will be alone with you
 - Engage in rough, physical or sexually provocative games, including horseplay
 - Share a room with a young person
 - Allow or engage in any form of inappropriate touching
 - Allow young people and vulnerable adults to use inappropriate language unchallenged
 - Make sexually suggestive comments to a young person, even in fun
 - Reduce a young person to tears as a form of control
 - Allow allegations made by a young person to go unrecorded or not acted upon
 - Do things of a personal nature for young people or disabled adults that they can do for themselves
 - Invite or allow young people and vulnerable adults to stay with you at your home unsupervised
- 21.2 It may sometimes be necessary for staff or volunteers to do things of a personal nature for young people and vulnerable adults, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and written consent of parents/carers and the young people or vulnerable adults involved. There is a need to be responsive to a person's reactions.
- 21.3 If a person is fully dependent 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 young person to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.
- 21.4 If any of the following incidents should occur, they should be reported immediately to another colleague and make a written record of the event. Parents/carers should also be informed of the incident:
- If you accidentally hurt a young person/vulnerable adult;
 - If he/she seems distressed in any manner; and/or
 - If a young person/vulnerable.

22. Concerned About a Child

- 22.1 If a young person chooses to share information with a STCC member about an abusive incident, the matter should be reported to the Welfare Officer who should ensure that the young person feels supported and that they have done the right thing. The Welfare Officer role will be one of listening as opposed to questioning, in order to not impede any subsequent investigation undertaken in line with achieving best evidence confidentially. The matter should then be reported to the appropriate authorities and escalated to the head of Safeguarding and Welfare.
- 22.2 If you are concerned about a child or are under 18 and concerned for yourself then you should report it. You can do this anonymously, and your confidentiality will be respected.
Contact ChildLine on: 0800 1111 or visit their website: <http://www.childline.org.uk>.

- 22.3 If you are concerned that a child is at risk of immediate injury, death, then phone 999 NOW and report it.

23. Help and Advice

- 23.1 The NSPCC operates a free 24 hour helpline (0808 800 5000) to provide advice and support to anyone with concerns about the welfare or safety of a child. In addition, the Child Protection in Sport Unit (CPSU) has been established to assist sports organisations and individuals in developing and implementing effective safeguarding policies and procedures. The CPSU website is a valuable source of information and advice: www.thecpsu.org.uk.

24. BCCMA Director for Child Protection and Welfare Information

- 24.1 For more information on the BCCMA's policy and procedures regarding safeguarding children and vulnerable people, please contact the BCCMA's Director for Child Protection and Welfare (Rob Simpson):

E-mail:	bryan.andrews@bccma.com
Website:	www.bccma.com

Annex A – Identity Documents**Table 1: Primary Identity Documents**

Document	Notes
Passport	Any current and valid passport
Biometric residence permit	UK
Current driving licence – photo card with counterpart	UK/Isle of Man/Channel Islands (full or provisional)
Birth certificate - issued at time of birth	UK and Channel Islands – including those issued by UK authorities overseas, eg Embassies, High Commissions and HM Forces

Table 2a: Trusted Government Documents

Document	Notes
Current driving licence – old-style paper version	UK
Current photo driving licence	Non-UK licences must be valid for up to 12 months from the date the applicant entered the UK
Birth certificate – issued after time of birth	UK and Channel Islands
Marriage/civil partnership certificate	UK and Channel Islands
Adoption certificate	UK and Channel Islands
HM Forces ID card	UK
Firearms licence	UK and Channel Islands

Table 2b: Financial and Social History Documents

Document	Notes
Mortgage statement	UK or EEA Issued in last 12 months
Bank or building society statement	UK and Channel Islands or EEA Issued in last 3 months
Bank or building society account opening confirmation letter	UK Must still be valid
Credit card statement	UK or EEA Issued in last 3 months
Financial statement, eg pension or endowment	UK Issued in last 12 months
P45 or P60 statement	UK and Channel Islands Issued in last 12 months
Council Tax statement	UK and Channel Islands Issued in last 12 months
Work permit or visa	UK Valid up to expiry date
Letter of sponsorship from future employment provider	Non-UK or non-EEA only - valid only for applicants residing outside of the UK at time of application Must still be valid
Utility bill	UK – not mobile telephone bill Issued in last 3 months
Benefit statement, eg Child Benefit, Pension	UK Issued in last 3 months
Central or local government, government agency, or local council document giving entitlement, eg from the Department for Work and Pensions, the Employment Service, HMRC	UK and Channel Islands Issued in last 3 months
EU National ID card	Must still be valid
Cards carrying the PASS accreditation logo	UK and Channel Islands Must still be valid
Letter from Head Teacher or College Principal	UK - for 16 to 19 year olds in full time education - only used in exceptional circumstances if other documents Must still be valid cannot be provided