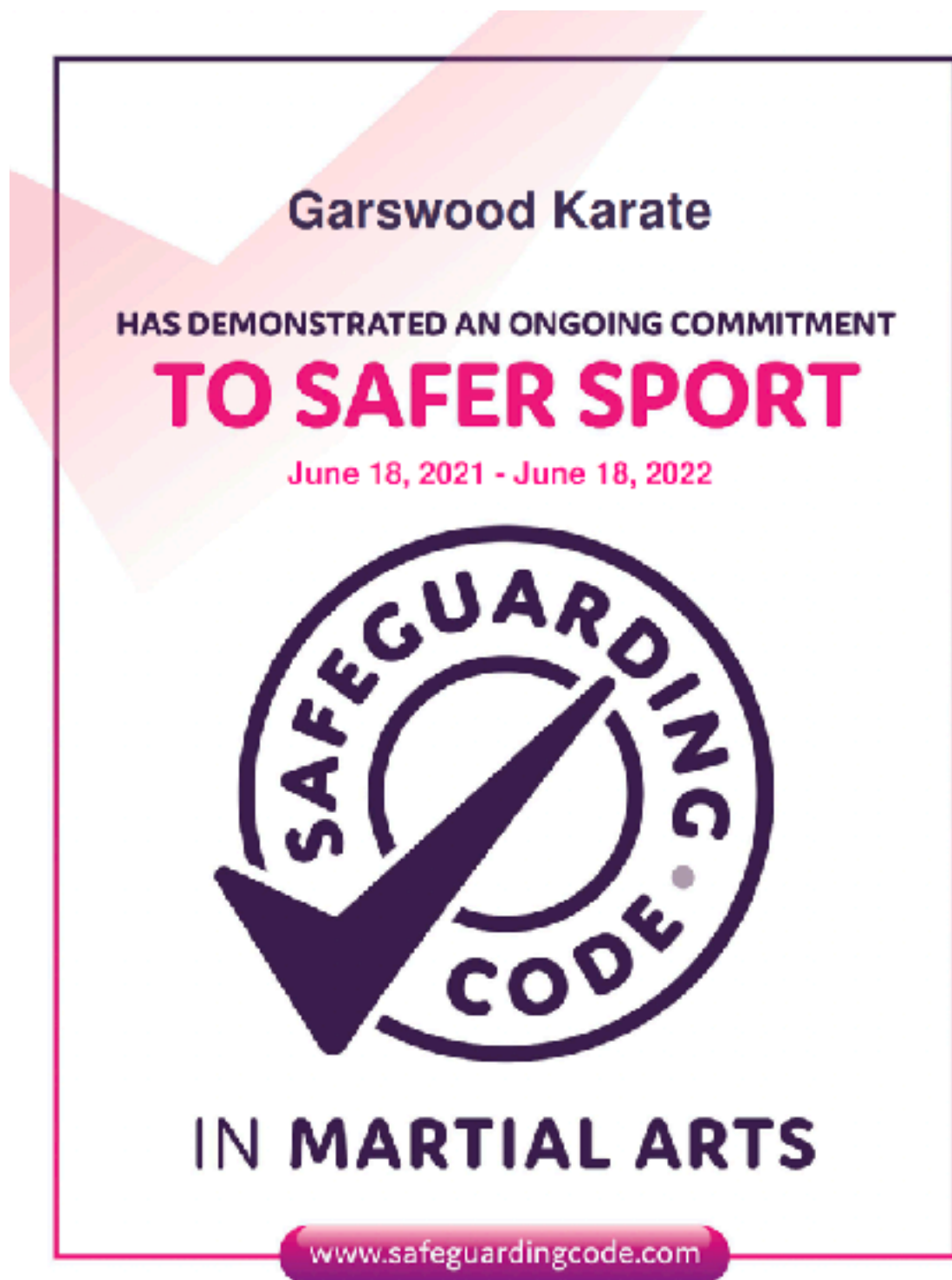


GARSWOOD KARATE

SAFEGUARDING CHILDREN AND ADULTS



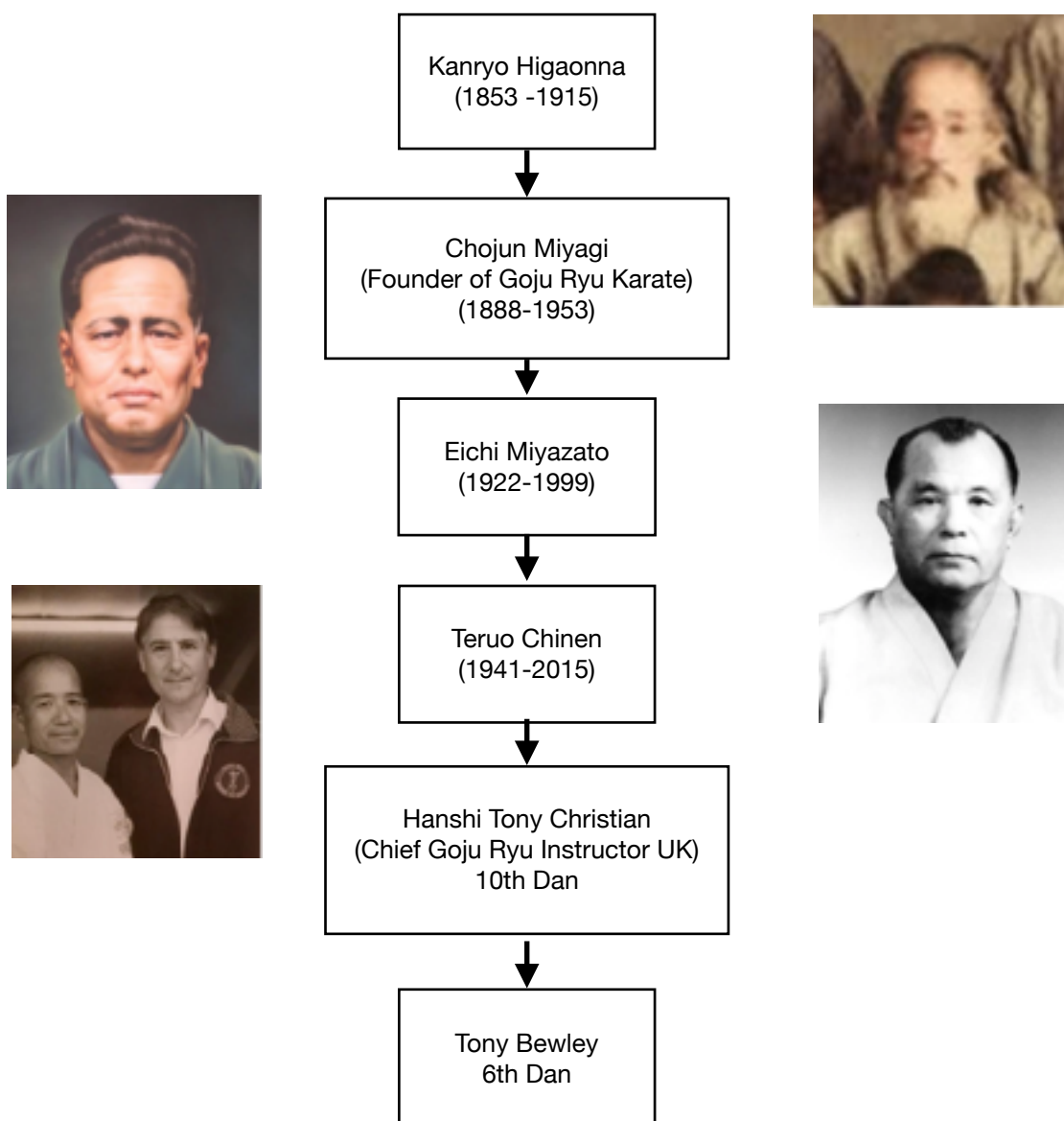


This document contains all of the policies and guidelines in respect of Safeguarding for Garswood Karate.

**About:**

Garswood Karate practices traditional Goju Ryu Karate, the roots of which are directly traced to the early foundation of Karate in Okinawa.

The club is run by *Sensei* Tony Bewley a 6th Dan British Karate Association with over 30 years of experience in Goju Ryu Karate. Goju Ryu (Japanese for "Hard-soft style") is a style of karate, so named as it uses a combination of hard and soft techniques. Tony is assisted when necessary by volunteers who are senior blackbelts within the club.



Hanshi Tony Christian introduced a 'code of ethics' or ***dojo kun*** into his training regime. This is displayed and discussed at all children's lessons by the instructor as it aims to develop the character of the student as much as their physical ability.

Dojo Kun

Character
Sincerity
Effort
Etiquette
Self Control

Sensei Tony Bewley has added a further element to his classes.

Dedication

Separate children and adult classes are held on Mondays and Thursdays in Garswood and Tuesdays in Buckshaw Village.

St Andrews Mission hall,
Garswood Road,
Garswood,
Ashton-in-Makerfield,
Wigan, WN40TU

Buckshaw Village Community Centre,
Unity Place,
Buckshaw Village,
Chorley, PR7 7HZ

The club is affiliated to the British Karate Association



The club website is <https://www.garswoodkarate.com>



Garswood Goju Ryu <https://www.facebook.com/groups/61486279749/>



@tonybew1



07812 111145

Acknowledgments:

In developing this code, the club is grateful to the following organisations for the provision of information and materials.



Child Protection in Sport Unit

NSPCC



Record of Review, Amendment and Update

Date	Details of review, amendment or update	Issued by	Approved By
1st March 2020	Version 1.0 Update of policy and procedures in order to apply to Sport England Safeguarding Code	Alan Astbury	Tony Bewley
27 April 2020	Version 0.3- pre release version. Update to document following discussions with Tony Bewley; agreed to submit as draft to Sport England. Move Practical guidance forward to part 1	Alan Astbury	Tony Bewley
19 May 2020	Version 1.01 Agreed version with Sport England ahead of awarding certificate.	Alan Astbury	Tony Bewley
18 June 2021	Version 1.02 Reviewed and reissued Safety Policy Statement	Alan Astbury	Tony Bewley
02 Dec 2021	Version 1.03 Insert Updated Certificate	Alan Astbury	Tony Bewley

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Safeguarding policy statement

Garswood Karate acknowledges the duty of care to safeguard and promote the welfare of children and adults. It is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Sport England requirements.

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 sport at Garswood Karate in a safe and child centred environment
- are protected from abuse whilst participating in Karate or outside of the activity.

Garswood Karate acknowledges that some children and adults, 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.

As part of our safeguarding policy Garswood Karate will

- promote and prioritise the safety and wellbeing of children and young people
- ensure that any vulnerable adults are treated with respect
- 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 safeguarding concerns, particularly relating to children and young people
- ensure appropriate action is taken in the event of incidents/concerns of abuse and support 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 use unsuitable volunteers
- ensure robust safeguarding arrangements and procedures are in operation.

The policy and procedures will be widely promoted and are mandatory for everyone involved in Garswood Karate. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

Monitoring

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

- changes in legislation and/or government guidance
- as required by the Local Safeguarding Children Board, UK Sport and/or Home Country Sports Councils as a result of any other significant change or event.

Signed: **Tony Bewley; Owner and Instructor**



(Last reviewed April 2021)

Practical Guidance

1.1 Information for Parents

Parents will be provided with a copy of the clubs procedures and risk assessments (below) and asked to sign for receipt.

Garswood Karate will only take children over 5 years old. Parents may be asked to show proof of age for younger children. Garswood Karate instructors will endeavour never to be alone with a child for any reason. It is expected that a parent or other responsible adult will remain with children under the age of 13 during the lesson.

All children should be dressed in their Karate Gi (or training clothes) before arriving at the dojo. If a child needs to change at the dojo the child's parent or guardian should assist, making use of the male and female toilets as a changing area and accompanying their child when in the toilets.

All children should attempt to use the toilet before a Karate lesson commences. If a child requires the toilet during a lesson, it is expected that the parent will accompany younger children. For older children, an instructor will ensure the toilet area is not in use before the child goes alone.

No junior students should leave the dojo unsupervised and whilst the instructor will make every attempt to ensure that no karate student does leave the dojo unnoticed, if a junior karate student does attempt to leave, it is the responsibility of everyone to bring this to the instructors notice.

At the end of a lesson the child's parent or recognised guardian, must personally accompany or collect their child from the dojo. It is not enough to be parked outside waiting. If an older child has not been collected within 30 minutes of the end of a Karate lesson, attempts will be made to contact the parent/ guardian by phone.

Please remember it is the parent's/guardian's responsibility to be on time to pick up their child/ children under their care.

If a child receives minor injuries such as superficial cuts and bruises local attendance will be given, if parents or carers have agreed beforehand when signing the club disclaimer form. All injuries will be entered into an accident book. Any injury that appears to be more serious than a cut or a minor knock may necessitate a call for medical assistance. Parents or carers must be in attendance or contactable at all times.

Parents or carers wishing to take photographs of their child must ask permission of the instructor before doing so. If they do not wish their child to be photographed they must notify the instructor and their child will be omitted from the photograph. (see Social Media policy)

It is the responsibility of the parent to ensure that contact details and the child's health information are up to date, as recorded on the membership application form.

As part of the child protection procedures there are no children to be dropped off in the Dojo unless there are at least 2 adults in attendance the parent or Guardian should come in to the DoJo and check with the instructor that there are 2 adults in attendance. Could you please ensure that your child goes to the toilet before the lesson starts, if your Child requires the toilet during the lesson then you should accompany them to the toilet. Photographs can only be taken with the instructors and parents' consent. These procedures are to protect your child and the instructors.

Could all Parents please be respectful to the instructors and students. When there is a lesson in progress speak quietly; otherwise the child may not hear the instructor and any safety instruction given. Please ensure that you make any phone calls outside. If you require your child's attention then bring this to the attention of one of the instructors.

Lessons

Martial Arts are activities where safe practice is essential to help prevent injury. Children* are particularly vulnerable as they are still developing mentally and physically, so training methods need to be modified as described below. (*also includes Adults at Risk)

- **Warm Ups**

All activities will first include a thorough warm up which is appropriate for the activity taking place. To help reduce the risk of injury, specific attention will be paid to those muscle groups that will be used during later activity.

Lessons will avoid excessive stretching and exercises such as press-ups on the knuckles or hitting heavy bags; the joints of children are still developing and can be damaged by these exercises.

- **Throwing, grappling and strangling**

The risks include but are not limited to falling on unsuitable surfaces; landing on the head; damage to the joints from locks; strangulation.

Safe practice will include, but is not limited to:

- Children will be taught how to perform break falls on Judo mats, which are available for use.
- Having an experienced instructor who will ensure that children are not taught to use locks, throws or strangles which will cause injury. Children are NOT taught strangle holds, and not expected to use them in the course of their karate training.
- Ensuring that children are taught how to break fall safely under supervision.
- Using mats whenever possible to practice break falls
- Not allowing children to throw each other unless they can control the throw and person being thrown. As a child learning kata applications, they will be shown how to position for a throw and only gently put their opponent (Uke) down.

- **Strikes, punches and kicks**

The risks include but are not limited to concussion (brain injury) from heavy blows to the head; damage to internal organs and joints from heavy blows; injury from inappropriate stretching and other exercises.

- The club does hold or enter sparring competitions
- Children's* lessons are to be non contact with other children. All practice punches and kicks will be against belts, pads or other safe equipment
- Children will not be allowed any contact sparring
- Any practice sparring will be 'light touch' only and under the direct supervision of a controlling instructor.
- No child will be forced to practice spar if they do not wish to.

- **Weapons**

Knives and other are a real and present danger to individuals and society. They are also part of the tradition of martial arts. The club will never glorify the use of weapons and the instructor will always balance the discussions about weapons with the reality of their use and injuries they may cause.

In raising the threat of weapons, it will never be suggested that anyone, other than the most expert persons might defend themselves adequately.

Safe demonstrations to children, may be performed to show how weapons developed within the kata (forms used) of the Goju Ryu style of karate.

Safe practice will include but is not limited to:

-
- Good supervision at all times by Instructors
- Children below 1st Dan will not be allowed to practice any weapons. At this level it is only with consultation with the child and parent or carer.
- Children may only use rubber or other 'safe' training weapons approved by the Instructor when under close supervision

Above all, safe practice means having a suitably qualified and experienced instructor who will ensure that children are not exposed to the above risks and who can make a training session enjoyable whilst maintaining the discipline essential to learning a Martial Art.

1.2 Risk Assessments

The following risk assessments are reviewed at least annually by the club safeguarding group.

Task	Who may be harmed and how	Controls
Access and Egress	Students may slip or trip if they are not paying attention when entering and leaving the DoJo.	<p>Care to be taken by all visitor's and students to walk In an orderly manner to and from the DoJo.</p> <p>Children to be supervised by parent or carer at all times on entering and leaving, and before the start and at the end of lessons.</p> <p>DoJo floor to brushed before every lesson and inspected by the Instructor; students or parents and carers may bring to the Instructor's attention any damage or hazards identified.</p> <p>The floor may be polished and care should be taken to avoid slipping.</p> <p>Parents or carers and children are asked to enter and leave through the main door, and not use secondary doors such as fire escape doors.</p>
Unauthorised club entry	Students observed or approached by unknown adult.	<p>During a karate lesson, parents or carers may leave the seating area for a short period for example to visit the toilet or their car.</p> <p>Occasionally someone may enter the club room who is unknown to those present. Whilst the instructor will attempt to monitor persons entering and leaving; all parents, carers or students are expected to bring any concerns to the instructor's attention, so that they may speak to the person concerned if required.</p>

Task	Who may be harmed and how	Controls
Training- Collisions with fixtures and fittings	Students may suffer impact injuries if they collide into fixtures and fittings.	<p>All tables and chairs will be removed from the training area before the karate training commences.</p> <p>Parental and observers seating may be arranged around the edge of the room as agreed by the instructor's</p> <p>Training areas will aim to avoid radiators in the room which may be hot.</p>
Training- students distracted	Students may not be able to hear and follow the instructors rules if distracted by observers	<p>Parents and carers are asked to respect the instructor's needs by speaking quietly during the lesson and taking any phone calls outside the training area.</p> <p>Parents or carers with other children in attendance must control the behaviour of those children so they do not distract the students.</p> <p>In the event that a parent needs to contact their child then please first attract the instructor's attention.</p>
Training- student distraction taking drinks during the lesson.	Students may cause disruption by taking breaks to get drinks from their parents or carers.	<p>The instruction given to children should not, in normal circumstances require them to take breaks for hydration during the lesson. In circumstances where an individual child requires this, the parent should discuss with the instructor beforehand.</p> <p>During hot periods the instructor may manage a mid session break if required.</p>

Task	Who may be harmed and how	Controls
Training- behaviour	Students may be injured due to the adverse behaviour of themselves or other students.	<p>The senior instructor has a duty for the safety of all students. Occasionally a misbehaving student may need to be spoken to if it is felt that their continued behaviour may disrupt the safety of themselves or other children.</p> <p>If needed the parent of carer may be asked to withdraw them from part of or the remainder of the lesson.</p> <p>Bullying from one student to another will not be accepted in any form.</p>
Electric shock	Students, parents, carers and other guests may suffer electric shock.	The chief instructor for each site will request that the landlord provides assurance that the electrical installation is in a sound condition and complies with appropriate IEE regulations.
Fire Safety	Students, parents, carers and other guests may suffer from the effects of fire and smoke.	<p>There is a strict no smoking policy in accordance with legal requirements. Parents are asked not to smoke at the entrance to the DoJo.</p> <p>There are no naked flame (sources of ignition) used within the premises.</p>
Training- wearing jewellery	Students may be injured if their jewellery impacts on themselves, catches another student or is forcibly pulled off whilst training with another student.	<p>Students should ensure that all jewellery and watches are removed before the start of the karate lesson. This is also to protect the said jewellery item from loss and damage.</p> <p>Adults bringing children to train should be aware of the jewellery which they are wearing and may bring any matters to the attention of the senior instructor on duty.</p>

Task	Who may be harmed and how	Controls
Fire Evacuation	Students, parents, carers and other guests may suffer from the effects of fire and smoke.	<p>In the event of a fire, there are emergency exits Fire extinguishers are placed at the exits. There is no expectation that anyone in the hall will fight a fire. Safe evacuation of all persons is the only priority.</p> <p>In the event of a fire evacuation all students parents and carers should calmly leave the premises and meet at the following location:</p> <ul style="list-style-type: none"> • Parish Hall to the side of the main gates <p>The senior grade instructor will take a roll call and then release the child to the parents or carer.</p> <p>The senior instructor will also advise the fire brigade if any child is not accounted for.</p> <p>Parents and carers are requested not to just collect their child and leave the site without the roll call as this may endanger anyone going back into the building to look for their child.</p>
Infections	Students may suffer cuts or infections from other students during training.	<p>Many illnesses are contagious and the close physical nature of karate increases the likelihood of catching a virus from other students.</p> <p>Should a student be ill their responsible adult should bring this to the instructor's attention. Medical advice should be sought if there are any doubts over the ability of a student to train.</p> <p>Students should be encouraged to use a clean disposable handkerchief if they have a cold and to wash their hands before and after the lesson.</p> <p>Where the student has a foot infection, the student may train if wearing karate shoes, pumps or appropriate slip resistant socks.</p> <p>Any student requiring medication such as inhalers should bring the medication with them.</p>

Task	Who may be harmed and how	Controls
Uncontrolled karate techniques	Students may suffer from falls or hit other students suffering impact injuries.	<p>Karate is taught responsibly to students. The intention is to introduce them to the benefits of the art, in a fun environment without them getting hurt or upset.</p> <p>Younger students will practice with minimal contact (strikes and locks) against other students. As they mature then the instructor will introduce safe methods of contact so that they may eventually graduate to the adult class.</p> <p>GoJu Ryu karate does not engage in competition "fighting".</p> <p>Students should minimise the risk of a badly controlled technique by paying particular attention to the Instructor and senior students who will always teach safe controlled Karate.</p> <p>It is the parents or carers of student to reaffirm the Importance of control and concentration when training with partners. Students will be taught "break falling" as part of the normal Karate syllabus, however If you are unsure of how to fall it is your responsibility to ask an Instructor or senior student.</p> <p>The lesson will be supervised at all times by the senior grade and taught with consideration for each individual's physical ability•</p>
Uncontrolled karate techniques	Students may suffer from falls or hit other students suffering impact injuries when practising outside the lesson.	Students are encouraged to practice the skills being taught to them. Parents or carers are wholly responsible for any practice outside the DoJo.

The following pages contain details of the Safeguarding Policies in full. These policies and guidance are to ensure Garswood Karate remains aligned to Sport England requirements and will be reviewed and updated as necessary.

2.0 Safeguarding Children Policy and Procedure

Commitment to Safeguarding

At Garswood Karate we are committed to safeguarding children and young people under the age of eighteen and we expect everyone who works in our school to share this commitment. Adults in our school/club take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

2.1 Principles

Garswood Karate 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 Working Together to Safeguard Children 2018 and complies with best practice [if affiliated insert name of regulatory body] requirements.

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 in a safe and child centred environment.
- are protected from abuse whilst participating in activity organised within Garswood Karate premises or outside.

Garswood Karate 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. As part of our safeguarding policy Garswood Karate will

- promote and prioritise the safety and wellbeing of children and young people.
- 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 safeguarding concerns relating to children and young people.
- ensure appropriate action is taken in the event of incidents/concerns of abuse and support 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 and procedures will be widely promoted and are mandatory for everyone involved in Garswood Karate. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

2.2 Legislation & Statutory Guidance

- Human Rights Act 1998
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018
- Sexual Offences Act 2003
- Data Protection Act 2018

2.3 Definitions

In England, Northern Ireland and Wales a child is someone under the age of 18, whether living with their families, in state care, or living independently (Working Together to Safeguard Children 2018).

2.4 Types of Abuse & Neglect (according to Keeping Children Safe in Education 2018)

All school/club staff and volunteers should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

• Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

• Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

• Emotional abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or

‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.

- **Related issues**

In addition to the above categories, there are other forms of harm or abuse that should involve the police and other organisations working together to protect children. These include:

- Bullying
- Child Sexual Exploitation
- Hate crimes
- Abuse in domestic settings
- Honour based violence
- Forced marriage
- Human trafficking
- Exploitation by radicalisers who promote violence
- Membership of gangs inclined to use violence.

Many of these areas are addressed in local multi-agency child or vulnerable adult safeguarding procedures. You may feel that these situations are so unlikely to arise that you would never be required to respond. However, it is as well to be aware of these other related areas, just in case your suspicions are raised.

Poor practice

Sometimes, your concerns may relate to poor practice, where an adult or another young person's behaviour is inappropriate and may be causing distress to a child or young person. In the application of this policy, poor practice includes any behaviour which contravenes the principles of this document or the relevant Club/School/Academy/NGB Code of Conduct or brings Martial Arts into disrepute, or which infringes an individual's rights. Where poor practice is serious or repeated this could also constitute abuse and should be reported immediately. Examples of poor practice towards students, which should never to be sanctioned include:

- use of excessive, physical or humiliating punishments;
- failure to act when you witness possible abuse or bullying;
- being unaware of, or breaching, any relevant policy such as the Code of Ethics and Conduct;
- spending excessive amounts of time alone with young people away from others;
- inviting or allowing young people into your home where they will be alone with you;
- engaging in rough, physical or sexually provocative activity;
- allowing young people to use inappropriate language unchallenged;
- making sexually suggestive comments even in fun;
- reducing a person to tears as a form of control;
- allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon;
- doing things of a personal nature for young people that they can do for themselves; sharing a bedroom with a young person you are not related to, even with parental permission.

Some participants may require assistance with personal care due to being very young or disabled. If a young person needs this level of support, it should be made clear to their parent/s that this can only be carried out by a designated carer and not by the instructor. Even if the instructor is trained in carrying out personal care tasks, this compromises their role as trainer and places them and the child in a vulnerable position. These support arrangements should clearly be in place and agreed to by all parties prior to the activities commencing.

2.5 Signs and Indicators of Abuse and Neglect

Indicators that a young person may be being abused may include the following:

- 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;
- the young person describes what appears to be an abusive act involving him/her;
- someone else (a young person or adult) expresses concern about the welfare of another;
- unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper);
- inappropriate sexual awareness;
- engaging in sexually explicit behaviour;
- sudden or unusual distrust of adults, particularly those with whom a close relationship would normally be expected;
- having difficulty in making friends;
- being prevented from socialising with other young people;
- displaying variations in eating patterns including overeating or loss of appetite;
- or a sudden weight change;
- becoming increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. A good working relationship with parent/guardians will help to identify any other concerns that a young person may be experiencing. For example, a family bereavement which could cause some of the changes listed above.

Remember it is not the responsibility of Garswood Karate to decide if child abuse is occurring but it is their responsibility to act on any concerns by reporting them.

2.6 What to do if you have a concern or someone raises concerns with you.

Garswood Karate recognises *'everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action'* (page 11 para 16 Working Together to Safeguard Children 2018).

Whilst accepting this duty it is recognised Garswood Karate is not responsible for deciding if abuse has occurred. It does however have a duty to respond and report concerns.

The Garswood Karate will have an appropriately trained Designated Safeguarding Lead and Deputy.

All safeguarding concerns and poor practice occurrences, except if the issue concerns those individuals, **must** be reported to the DSL / Deputy. This includes issues raised concerning the activities of instructors or volunteers or, where there are concerns outside of the Garswood Karate (for example at home, school or in the wider community). Where there is an allegation against an instructor or volunteer who works with children at the Garswood Karate the DSL/Deputy must report the matter to the Local Authority Designated Officer.

Instructors and volunteers must also report the following to the DSL / Deputy and make a written record of what they have done, seen or heard:

- They have accidentally hurt a child;
- a child seems distressed in any manner;
- a child appears to be sexually aroused by their actions;
- a child misunderstands or misinterprets something they have said or done.

If you think a child is in immediate danger or requires medical attention, you should call the emergency services on 999. You can also ring the NSPCC helpline on 0808 800 5000 to report immediate risks. This is an immediate responsibility and will take priority over informing the Designated Safeguard Lead or Deputy.

2.7 How to respond to a concern

It is always difficult to hear about or witness harm or abuse experienced by a child or young person. The following points will be helpful for both you and the child should they choose to disclose abuse to you:

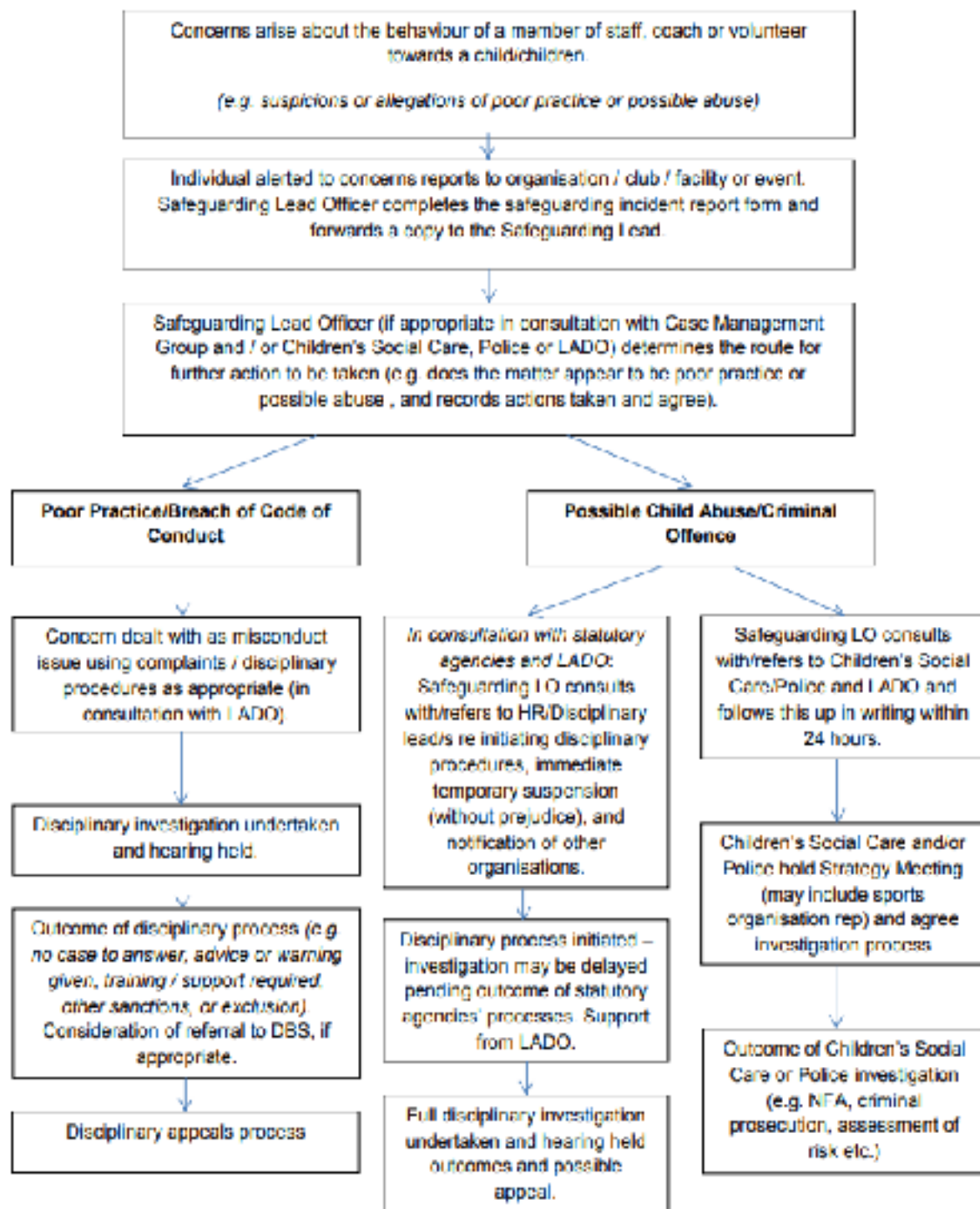
- Stay calm.
- Listen carefully to what is said and try not to interrupt.
- Find an appropriate point early on to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Allow them to continue at their own pace.
- Ask questions for clarification only and avoid asking questions that suggest an answer (leading questions).
- Reassure them that they are not to blame and have done the right thing in telling you. If the concern is serious explain that you will need to get support from other trained people to help keep the child safe. This must be shared even if the child doesn't want you to tell anyone else.
- Tell them what you will do next and with whom the information will be shared. If they are adamant that they do not wish the information to be shared, explain that you will have to tell your Designated Safeguarding Lead and that it will be discussed further with them.
- Be aware of the possibility of forensic evidence if the disclosure relates to a recent incident of physical harm or injury and try to protect any supporting materials e.g. bedding or clothing.
- Contact your Designated Safeguarding Lead.

- Where you are unable to contact your Designated Person, advice can be sought from statutory agencies or the NSPCC Helpline.
- All serious concerns must be referred to statutory agencies.
- Where the concern or allegation is about a member of staff or a volunteer, this must like all other concerns be reported to the Designated Safeguarding Lead (DSL) or Deputy. The DSL if they consider the concern to be serious, for example potentially child abuse or a crime they must report the incident to the Local Authority Designated Officer or the Police.

When a safeguarding concern or poor practice has been identified concerning a specific child the parents/guardians/carers of that child should be notified. Where the DSL/Deputy has reported the incident to the statutory authorities, advice should be sought from them regarding this duty before notifying the parents/guardians/carers.

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)



2.8 Recording

Should a child make a disclosure a record in writing must be made as soon as possible, using their words as closely as possible. Note the date, time, any names mentioned, names and addresses to whom the information was given and who else is aware of the allegation. Note or describe clearly any visible injury.

Take care to distinguish between fact, observation, allegation and opinion. It is important that the information you have is accurate.

Recording of any incident, including possible abuse or poor practice incidents, should also follow this procedure. In all situations, including those in which the cause of concern arises either from a disclosure of abuse or from suspicion of abuse, it is vitally important to record the details, regardless of whether they are shared with a statutory agency, as soon as possible using the Incident Referral Form

The record should be clear and factual as it may be needed by child or adult protection agencies and may, in the future, be used as evidence in court. Records should be kept securely and shared only with those who need to know about the incident.

Throughout the process of any safeguarding cases, accurate records should be made and maintained.

2.9 Codes of Conduct and Ethics

The codes of conduct and ethics for all those involved at Garswood Karate can be found as a separate guidance sheet. It is essential these are followed in so the highest possible standards of behaviour and conduct in Martial Arts activities are maintained. The principles must be adhered to at all times so that Martial Arts can be enjoyed by all. All those involved at [insert name of school/club] will show their understanding and commitment to the codes of conduct and ethics by signing a copy of the relevant guidance sheet.

2.10 Safer Recruiting

At the Garswood Karate we take all reasonable steps to ensure unsuitable people are prevented from working with children.

2.11 Supervision, support and training

Once recruited, all volunteers at the Garswood Karate will be well informed, trained, supervised and supported to ensure that they effectively safeguard children and know how to respond to any concerns.

Garswood Karate will ensure that training and resources are available to encourage the development of ~~staff and~~ volunteers. This will include:

- an induction to the work and the school/club
- a trial period in which to develop skills whilst supervised
- ongoing support and monitoring

There are currently no formal qualifications specifically for safeguarding and protecting children in sport. However, training developed by sports and other organisations is available to strengthen the skills and knowledge of the sporting children's workforce to safeguard children and young people. Training plays an important role in equipping staff and volunteers to do their job safely and effectively. Different safeguarding training is available depending on the person's role.

2.12 Whistleblowing

It's important that people within the Garswood Karate have the confidence to come forward to speak or act if they're unhappy with anything.

Whistleblowing occurs when a person raises a concern about dangerous or illegal activity, or any wrongdoing within their sports organisation. The NSPCC has a [whistleblowing advice line](#) to support professionals who have concerns about how child protection issues are being handled in their own or another organisation.

2.13 Complaints

In order to ensure we develop an open culture where children and staff feel able to express any concerns, we have a procedure for dealing with complaints from a child, worker, volunteer, parent or carer.

This should be linked to the organisation's complaints procedures, ensuring the provision of support and advocacy for the people involved.

2.14 Links to other organisational procedures

- Adults at Risk Safeguarding Policy

Useful contacts

Club: Garswood Karate Welfare Officer/ Designated Safeguarding Lead

- Name: Tony Bewley
- Email: tony.bewley@hotmail.co.uk
- Telephone: 07812 111145

Local Authority Safeguarding Lead

- Name: Contact Cares Team; St Helens Council
- Email:
- Telephone: 01744 676767

NSPCC

- 0808 800 5000
- help@nspcc.org.uk

CHILDLINE

- 0800 111111
- Childline.org.uk

Safeguarding Adults Policy and Procedures

Introduction

Garswood Karate 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.

Garswood Karate safeguarding adults policy and procedures apply to all individuals involved in **Garswood Karate**.

Garswood Karate will encourage and support partner organisations, including clubs, counties, suppliers, and sponsors to adopt and demonstrate their commitment to the principles and practice of equality as set out in this safeguarding adults policy and procedures.

1. 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.
- **Garswood Karate** will seek to ensure that our sport is inclusive and make reasonable adjustments for any ability, disability or impairment, we will also commit to continuous development, monitoring and review.
- The rights, dignity and worth of all adults will always be respected.
- We recognise that ability and disability can change over time, such that some adults may be additionally vulnerable to abuse, in particular those adults with care and support needs
- 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 **Garswood Karate** 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 **Garswood Karate** Safeguarding Adults Policy and Procedures.
- **Garswood Karate** 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 six principles of adult safeguarding

The Care Act 2014 sets out the following principles that should underpin safeguarding of adults

- **Empowerment** - People being supported and encouraged to make their own decisions and informed consent.

“I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens.”

- **Prevention** – It is better to take action before harm occurs.

“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”

- **Proportionality** – The least intrusive response appropriate to the risk presented.
“I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed.”
- **Protection** – Support and representation for those in greatest need.
“I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want.”
- **Partnership** – Local solutions through services working with their communities.
Communities have a part to play in preventing, detecting and reporting neglect and abuse
“I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.”
- **Accountability** – Accountability and transparency in delivering safeguarding.
“I understand the role of everyone involved in my life and so do they.”

Making Safeguarding personal

‘Making safeguarding personal’ 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. As well as improving quality of life, well-being and safety.

Wherever possible discuss safeguarding concerns with the adult to get their view of what they would like to happen and keep them involved 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. Wellbeing is different for each of us however 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.

2. Legislation

The practices and procedures within this policy are based on the principles contained within the UK legislation and Government Guidance and have been developed to complement the Safeguarding Adults Boards policy and procedures. They take the following into consideration:

- 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

3. Definitions

To assist working through and understanding this policy a number of key definitions need to be explained:

Adult is anyone aged 18 or over.

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.

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.

Naturally, a person's disability or frailty does not mean that they will inevitably experience harm or abuse.

In the context of safeguarding adults, 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 descriptors.

In recent years there has been a marked shift away from using the term 'vulnerable' to describe adults potentially at risk from harm or abuse.

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).

4.Types of Abuse and Neglect

There are different types and patterns of abuse and neglect and different circumstances in which they may take place. The Care Act 2014 identifies the following as an illustrative guide and is not intended to be exhaustive list as to the sort of behaviour which could give rise to a safeguarding concern.

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 – 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 – including 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 particularly with respect to race, gender or disability or any of the protected characteristics of the Equality Act.

Organisational Abuse – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, 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 – including hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions.

Sexual Abuse – including 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 – 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 – including ignoring medical or physical care needs, failure to provide access to appropriate health social care or educational services, the withholding of the necessities of life, such as 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.

Not included in the Care Act 2014 but also relevant:

Cyber Bullying – cyber bullying occurs when someone repeatedly makes fun of another person online or repeatedly picks on another person through emails or text messages, or uses online forums with the intention of harming, damaging, humiliating or isolating another person. It can be used to carry out many different types of bullying (such as racist bullying, homophobic bullying, or bullying related to special educational needs and disabilities) but instead of the perpetrator carrying out the bullying face-to-face, they use technology as a means to do it.

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. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of a third party in identifying a spouse. The Anti-social Behaviour, Crime and Policing Act 2014 make it a criminal offence to force someone to marry. The forced marriage of adults with learning disabilities occurs when the adult does not have the capacity to consent to the marriage.

Mate Crime – a ‘mate crime’ as defined by the Safety Net Project as ‘when vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual.’ Mate Crime is carried out by someone the adult knows and often happens in private. In recent years there have been a number of Serious Case Reviews relating to people with a learning disability who were murdered or seriously harmed by people who purported to be their friend.

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 direct through a relationship, or through social media.

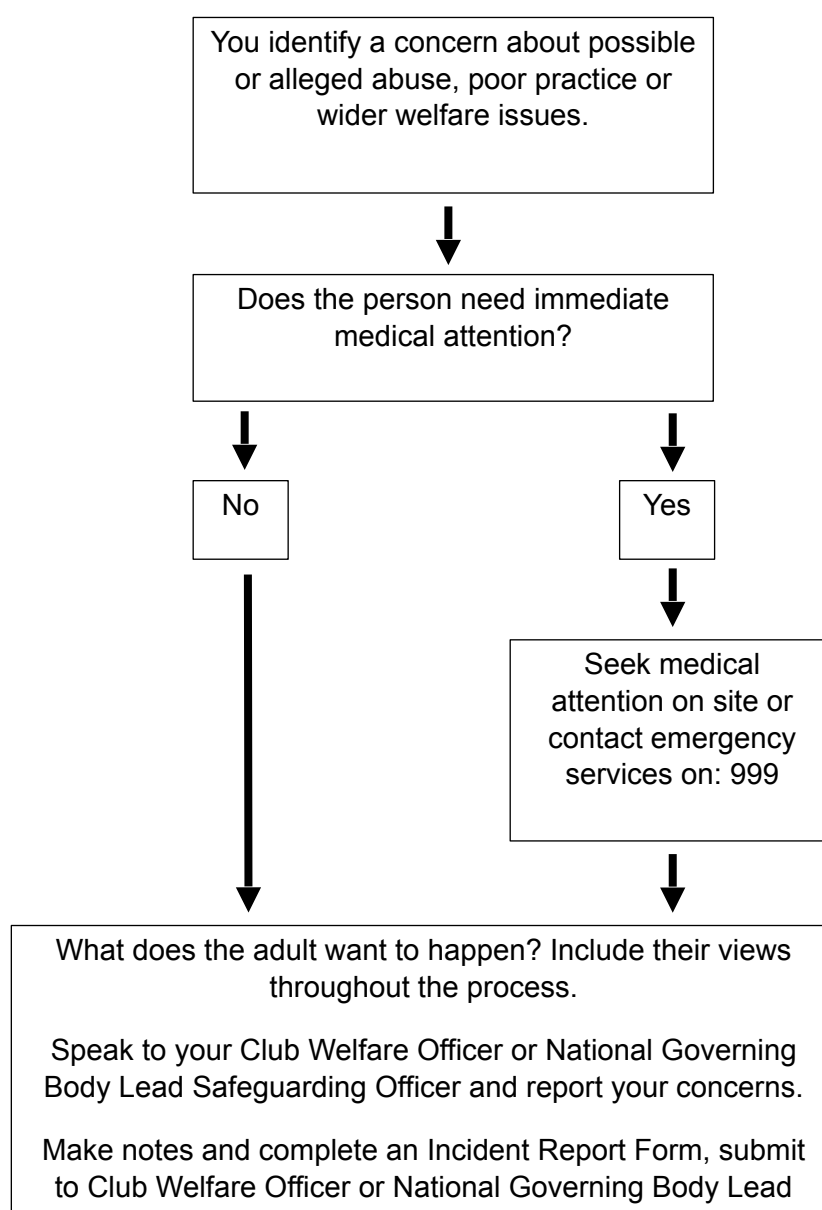
5. Signs and indicators of abuse and neglect

Abuse can take place in any context and by all manner of perpetrator. Abuse may be inflicted by anyone in the club who an athlete comes into contact with. Or club members, workers, volunteers or coaches may suspect that an athlete 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. you may notice that a participant in a team has been missing from practice sessions and is not responding to reminders from team members or coaches.
- Someone losing or gaining weight / an unkempt appearance. this could be a player whose appearance becomes unkempt, does not wear suitable sports kit and deterioration in hygiene.
- A change in the behaviour or confidence of a person. For example, a participant may be looking quiet and withdrawn when their brother comes to collect them from sessions, in contrast to their personal assistant whom they greet with a smile.
- 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.
- Harassing of a club member because they are or are perceived to have protected characteristics.
- Not meeting the needs of the participant. E.g. this could be 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 an athlete threatening another athlete with physical harm and persistently blaming them for poor performance.

6. What to do if you have a concern or someone raises concerns with you.



Safeguarding is everyone's responsibility.

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 your responsibility to act on any concerns.

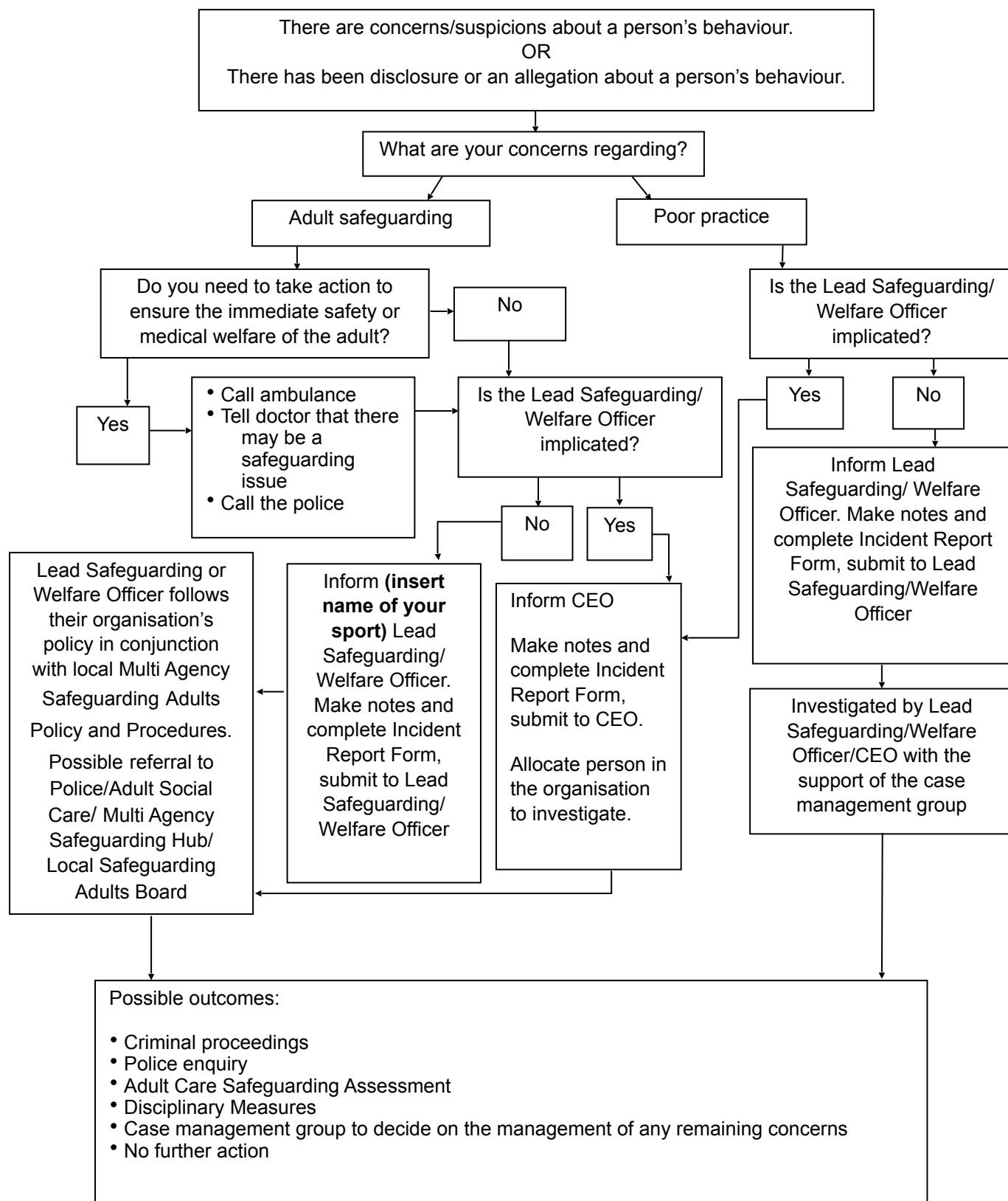
- It is not your responsibility to decide whether or not an adult has been abused. It is however everyone's responsibility to respond to and report concerns.
- If you are concerned someone is in immediate danger, contact the police on 999 straight away. Where you suspect that a crime is being committed, you must involve the police.
- If you have concerns and or you are told about possible or alleged abuse, poor practice or wider welfare issues you must report this to the Garswood Karate Lead Safeguarding or Welfare Officer, or, if the Lead Safeguarding or Welfare Officer is implicated then report to the **British Karate Association**.
- When raising your concern with the Club Welfare Officer or Lead Safeguarding Officer, remember Making Safeguarding Personal. 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 and
- 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.

7. 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 Garswood Karate Lead Safeguarding or Welfare Officer.
- Remember to make safeguarding personal. Discuss your safeguarding 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 your Lead Safeguarding or Welfare 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.

8. 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

9. Roles and responsibilities of those within Garswood Karate

- Garswood Karate is committed to having the following in place:
- A Lead Safeguarding/Welfare Officer to produce and disseminate guidance and resources to support the policy and procedures.
- A clear line of accountability within the organisation for work on promoting the welfare of all adults.
- Procedures for dealing with allegations of abuse or poor practice against members of staff and volunteers.
- A Steering Group or Case Management or Case Referral Group that effectively deals with issues, manages concerns and refers to a disciplinary panel where necessary (i.e. where concerns arise about the behaviour of someone within Garswood Karate)
- A Disciplinary Panel will be formed as required for a given incident, if appropriate and should a threshold be met.
- Arrangements to work effectively with other organisations to safeguard and promote the welfare of adults, including arrangements for sharing information.
- Appropriate whistle blowing procedures and an open and inclusive culture that enables safeguarding and equality and diversity issues to be addressed.
- Clear codes of conduct are in place for coaches, participants, officials, spectators and other relevant individuals.

10. Good practice, poor practice and abuse**Introduction**

It can be difficult to distinguish poor practice from abuse, whether intentional or accidental.

It is not the responsibility of any individual involved in Garswood Karate to make judgements regarding whether or not abuse is taking place, however, all (insert name of your organisation) personnel have the responsibility to recognise and identify poor practice and potential abuse, and act on this if they have concerns.

Good practice

Garswood Karate expects that that coaches of adults:

- Adopt and endorse the Garswood Karate Coaches Codes of Conduct.
- Have completed a course in basic awareness in working with and Safeguarding Adults.

Everyone should:

- Aim to make the experience of Garswood Karate 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.

11. Relevant Policies

This policy should be read in conjunction with the following policies within the safeguarding of children (section 2).

- Whistle Blowing
- Social media
- Complaints
- Disciplinary

12. Further Information

Policies, procedures and supporting information are available on the Garswood Karate website: **www.garswoodkarate.com**

Lead Safeguarding or Welfare Officer: **Tony Bewley**

Review date

This policy will be reviewed every two years or sooner in the event of legislative changes or revised policies and best practice.

Appendix 1

Incident Report Form

Safeguarding Adults Incident form

To be completed as fully as possible if you have concerns regarding an adult. It is important to inform the adult about your concerns and that you have a duty to pass the information onto the safeguarding officer. The safeguarding officer will then look at the information and start to plan a course of action, in conjunction with yourself, the adult involved and if necessary social care or other relevant organisations.

Section 1 – details of adult at risk	
Name of adult	
Address	
Date of Birth	
Age if date of birth not known	
GP practice (if known)	
Contact number	
Section 2 – your details	
Name	
Contact phone number(s)	
Email address	
Line manager or alternative contact	
Name of organisation/club	
Your Role in organisation	
Section 3 – details of Concern	
Detail what you have seen/been told/other that makes you believe the adult at risk is being abused or is at risk of abuse (include dates/times/evidence from records/photos etc.)	

Section 4 - Abuse type(s) – please tick as many as you feel may apply		
Physical	Psychological	Financial
Sexual	Discriminatory	Organisational (formerly institutional)
Neglect	Hate incident/crime	Mate Crime
Internet abuse	Modern slavery	Female genital Mutilation (FGM)
Forced Marriage	Domestic abuse	Radicalisation
Self-Neglect		
Section 5 - Have you discussed your concerns with the adult? What are their views, what outcomes have they stated they want (if any)?		
Section 5A – Reasons for not discussing with the adult		
Adult lacks capacity		
Adult unable to communicate their views		
Discussion would increase the risk		
State why the risks would increase		
Section 5B - Have you discussed your concerns with anyone else? E.g. carer/parent. What are their views?		

Section 6 – What action have you taken /agreed with the adult to reduce the risks?	
Information passed to Safeguarding Officer, confirm details:	Referral to Social Care Confirm details:
Contact with the police Confirm details:	Referral to other agency – please confirm details:
Other – please state what	
No action agreed – state why	
Section 7 – Risk to others	
Are any other adults at risk Yes/No – delete as appropriate	
If yes state why and what actions have been taken to address these?	
Are any children at risk Yes/No Delete as appropriate	
If yes state why and what actions have been taken to address these?	
Signed:	
Date:	

OFFICE USE ONLY
Section 8 – sharing the concerns (To be completed by Lead Safeguarding Officer)
Details of your contact with the adult at risk. Have they consented to information being shared outside of (insert name of your organisation) ?
Details of contact with the Social Care Team where the adult at risk lives – advice can be still sought without giving personal details if you do not have consent for a referral
Details of any other agencies contacted
Details of the outcome of this concern

Appendix 2

Guidance and information

Making Safeguarding Personal

There has been a cultural shift towards Making Safeguarding Personal within the safeguarding process. This is a move from prioritising outcomes demanded by bureaucratic systems. The safeguarding process used to involve gathering a detailed account of what happened and determining who did what to whom. Now the outcomes are defined by the person at the centre of the safeguarding process.

The safeguarding process places a stronger emphasis on achieving satisfactory outcomes that take into account the individual choices and requirements of everyone involved.

“What good is it making someone safer if it merely makes them miserable?” – Lord Justice Mundy, “What Price Dignity?” (2010)

What this means in practice is that adults should be more involved in the safeguarding process. Their views, wishes, feelings and beliefs must be taken into account when decisions are made.

The Care Act 2014 builds on the concept, stating that “We all have different preferences, histories, circumstances and lifestyles so it is unhelpful to prescribe a process that must be followed whenever a concern is raised.”

However, the Act is also clear that there are key issues that should be taken into account when abuse or neglect are suspected, and that there should be clear guidelines regarding this.

<https://www.local.gov.uk/topics/social-care-health-and-integration/adult-social-care/making-safeguarding-personal>

Capacity – Guidance on Making Decisions

The issue of capacity or decision making is a key one in safeguarding adults. It is useful for organisations to have an overview of the concept of capacity.

We make many decisions every day, often without realising. We make so many decisions that it's easy to take this ability for granted.

But some people are only able to make some decisions, and a small number of people cannot make any decisions. Being unable to make a decision is called "lacking capacity".

To make a decision we need to:

- Understand information
- Remember it for long enough
- Think about the information
- Communicate our decision

A person's ability to do this may be affected by things like learning disability, dementia, mental health needs, acquired brain injury, and physical ill health.

The Mental Capacity Act 2005 (MCA) states that every individual has the right to make their own decisions and provides the framework for this to happen.

The MCA is about making sure that people over the age of 16 have the support they need to make as many decisions as possible.

The MCA also protects people who need family, friends, or paid support staff to make decisions for them because they lack capacity to make specific decisions.

Our ability to make decisions can change over the course of a day.

Here are some examples that demonstrate how the timing of a question can affect the response:

- A person with epilepsy may not be able to make a decision following a seizure.
- Someone who is anxious may not be able to make a decision at that point.
- A person may not be able to respond as quickly if they have just taken some medication that causes fatigue.

In each of these examples, it may appear as though the person cannot make a decision. But later in the day, presented with the same decision, they may be able to at least be involved.

The MCA recognises that capacity is decision-specific, so no one will be labelled as entirely lacking capacity. The MCA also recognises that decisions can be about big life-changing events, such as where to live, but equally about small events, such as what to wear on a cold day.

To help you to understand the MCA, consider the following five points:

1. Assume that people are able to make decisions, unless it is shown that they are not. If you have concerns about a person's level of understanding, you should check this with them, and if applicable, with the people supporting them.
2. Give people as much support as they need to make decisions. You may be involved in this – you might need to think about the way you communicate or provide information, and you may be asked your opinion.
3. People have the right to make unwise decisions. The important thing is that they understand the implications. If they understand the implications, consider how risks might be minimised.
4. If someone is not able to make a decision, then the person helping them must only make decisions in their "best interests". This means that the decision must be what is best for the person, not for anyone else. If someone was making a decision on your behalf, you would want it to reflect the decision you would make if you were able to.
5. Find the least restrictive way of doing what needs to be done.

Remember:

- You should not discriminate or make assumptions about someone's ability to make decisions, and you should not pre-empt a best-interest's decision merely on the basis of a person's age, appearance, condition, or behaviour.
- When it comes to decision-making, you could be involved in a minor way, or asked to provide more detail. The way you provide information might influence a person's ultimate decision. A person may be receiving support that is not in-line with the MCA, so you must be prepared to address this.

Consent and Information Sharing

Workers and volunteers within sports and physical activity organisations should always share safeguarding concerns in line with their organisation's policy, usually with their safeguarding lead or welfare officer in the first instance, except in emergency situations. As long as it does not increase the risk to the individual, the worker or volunteer should explain to them that it is their duty to share their concern with their safeguarding lead or welfare officer.

The safeguarding lead or welfare officer will then consider the situation and plan the actions that need to be taken, in conjunction with the adult at risk and in line with the organisation's policy and procedures and local safeguarding adults board policy and procedures.

To make an adult safeguarding referral you need to call the local safeguarding adults team. This may be part of a MASH (Multi-Agency Safeguarding Hub). A conversation can be had with the safeguarding adults team without disclosing the identity of the person in the first instance. If it is thought that a referral needs to be made to the safeguarding adults team, consent should be sought where possible from the adult at risk.

Individuals may not give their consent to the sharing of safeguarding information with the safeguarding adult's team for a number of reasons. Reassurance, appropriate support and revisiting the issues at another time may help to change their view on whether it is best to share information.

If they still do not consent, then their wishes should usually be respected. However, there are circumstances where information can be shared without consent such as when the adult does not have the capacity to consent, it is in the public interest because it may affect other people or a serious crime has been committed. This should always be discussed with your safeguarding lead and the local authority safeguarding adults team.

If someone does not want you to share information outside of the organisation or you do not have consent to share the information, ask yourself the following questions:

- Is the adult placing themselves at further risk of harm?
- Is someone else likely to get hurt?
- Has a criminal offence occurred? This includes: theft or burglary of items, physical abuse, sexual abuse, forced to give extra money for lessons (financial abuse) or harassment.
- Is there suspicion that a crime has occurred?

If the answer to any of the questions above is 'yes' - then you can share without consent and need to share the information.

When sharing information there are seven Golden Rules that should always be followed.

1. Seek advice if in any doubt
2. Be transparent - The Data Protection Act (DPA) is not a barrier to sharing information but to ensure that personal information is shared appropriately; except in circumstances where by doing so places the person at significant risk of harm.
3. Consider the public interest - Base all decisions to share information on the safety and well-being of that person or others that may be affected by their actions.
4. Share with consent where appropriate - Where possible, respond to the wishes of those who do not consent to share confidential information. You may still share information without consent, if this is in the public interest.
5. Keep a record - Record your decision and reasons to share or not share information.
6. Accurate, necessary, proportionate, relevant and secure - Ensure all information shared is accurate, up-to-date; necessary and share with only those who need to have it.
7. Remember the purpose of the Data Protection Act (DPA) is to ensure personal information is shared appropriately, except in circumstances where by doing so may place the person or others at significant harm.

Appendix 3

Legislation and Government Initiatives

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

The Sexual Offences Act introduced a number of new offences concerning vulnerable adults and children. www.opsi.gov.uk

Mental Capacity Act 2005

<http://www.legislation.gov.uk/ukpga/2005/9/introduction>

Its general principle is that everybody has capacity unless it is proved otherwise, that they should be supported to make their own decisions, that anything done for or on behalf of people without capacity must be in their best interests and there should be least restrictive intervention. www.dca.gov.uk

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Introduced the new Vetting and Barring Scheme and the role of the Independent Safeguarding Authority. The Act places a statutory duty on all those working with vulnerable groups to register and undergo an advanced vetting process with criminal sanctions for non-compliance. www.opsi.gov.uk

Deprivation of Liberty Safeguards

<https://www.gov.uk/government/collections/dh-mental-capacity-act-2005-deprivation-of-liberty-safeguards>

Introduced into the Mental Capacity Act 2005 and came into force in April 2009. Designed to provide appropriate safeguards for vulnerable people who have a mental disorder and lack the capacity to consent to the arrangements made for their care or treatment, and who may be deprived of their liberty in their best interests in order to protect them from harm.

Disclosure & Barring Service 2013

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

Criminal record checks: guidance for employers - How employers or organisations can request criminal records checks on potential employees from the Disclosure and Barring Service (DBS). www.gov.uk/db-update-service

The Care Act 2014 – statutory guidance

<http://www.legislation.gov.uk/ukpga/2014/23/introduction/enacted>

The Care Act introduces new responsibilities for local authorities. It also has major implications for adult care and support providers, people who use services, carers and advocates. It replaces No Secrets and puts adult safeguarding on a statutory footing.

Making Safeguarding Personal Guide 2014

<http://www.local.gov.uk/documents/10180/5852661/Making+Safeguarding+Personal+++Guide+2014/4213d016-2732-40d4-bbc0-d0d8639ef0df>

This guide is intended to support councils and their partners to develop outcomes-focused, person-centred safeguarding practice.

Appendix 4

Useful contacts

Ann Craft Trust - Safeguarding Adults in Sport and Activity:

Website: www.anncrafttrust.org

Email: Ann-Craft-Trust@nottingham.ac.uk

Telephone: 0115 951 5400

4.0 Public Liability and Professional Indemnity Insurance

Garswood Karate confirms it retains appropriate levels of insurance.

Volunteers maintain their British Karate Association licence which provides them with additional personal liability insurance.

All volunteers agree to DBS checks being made at the appropriate intervals (Currently 3 years). The cost of this is funded by Garswood Karate.

5.0 Codes of Conduct

5.1 Reporting Concerns

Garswood AKD has a Safeguarding Group which consists of the Chief Instructor Tony Bewley, together with those senior blackbelts who volunteer to help with children.

This group will meet Annually to consider the following:

Outcomes of any concerns or complaints received
Any emerging issues
Review of Risk Assessments
Complementary Training needs for example first aid training
DBS reviews required
That the existing policies and procedures are up to date.

Any concerns raised about the behaviour of a volunteer or instructor.

Given the simple organisational nature of the club, any concerns raised about a volunteer will be dealt with immediately and confidentially with the volunteer concerned by **Tony Bewley**.

In the event that the matter is not resolved or a more formal complaint is made (see below) the volunteer will be asked to stand down, pending the outcome of the enquiry.

This enquiry will follow current Child Protection in Sport guidelines, and will involve other members of the safeguarding group.

In the event of a complaint against the owner, Tony Bewley, the same investigation process will follow but will be led by the BKA if deemed appropriate .

5.2 Complaints Procedure

Garswood Karate are committed to providing a high-quality service to all our participants, children/young people and adults; parents/carers. When something goes wrong, we need you to tell us about it. This will help us to improve our standards.

If you have a complaint, please contact us with the details. We have 28 days to consider your complaint.

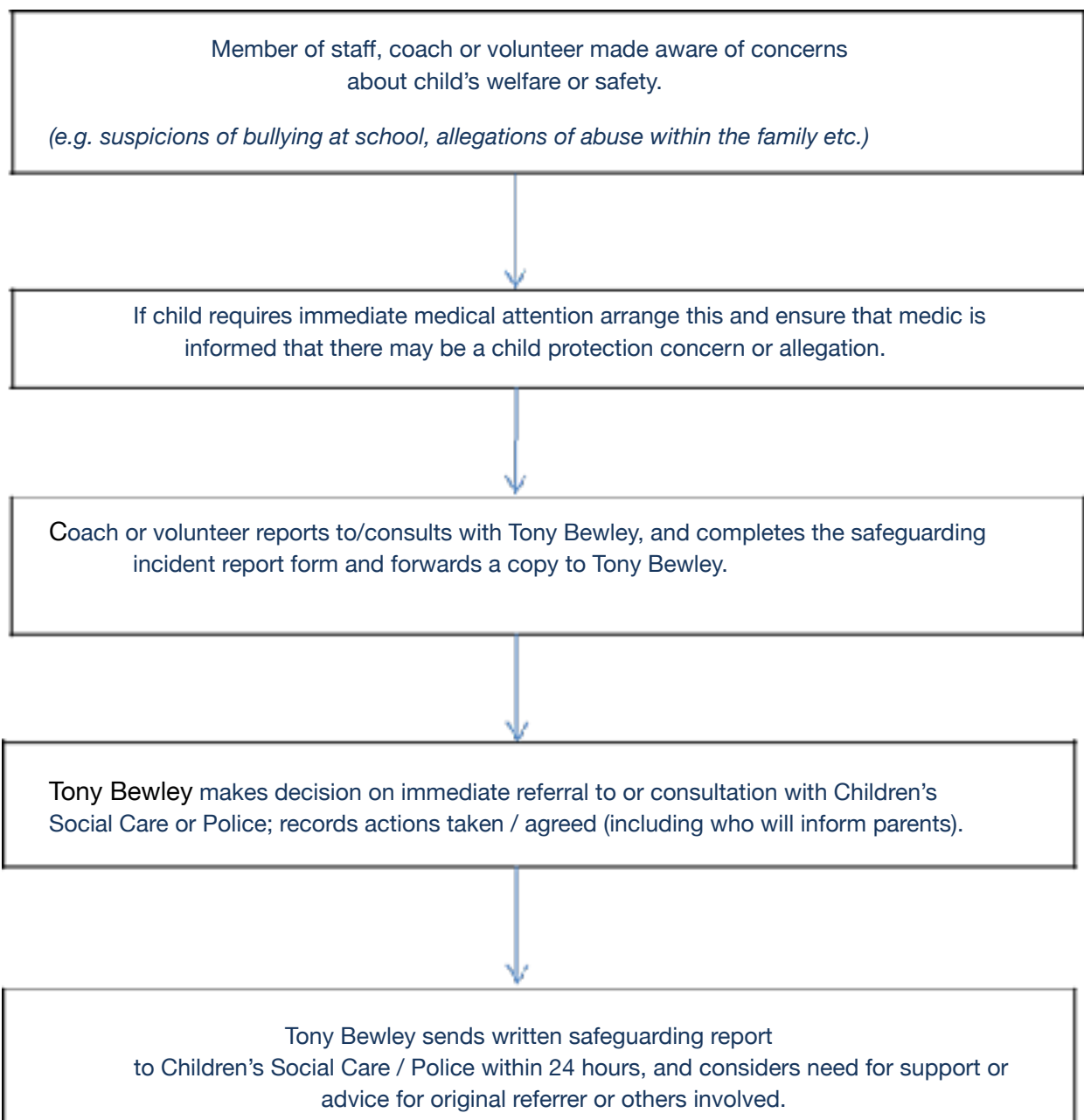
What will happen next?

1. We will send you a letter acknowledging receipt of your complaint within three days of receiving it, enclosing a copy of this procedure.
2. We will then investigate your complaint. This will normally involve passing your complaint to our client care partner who will review your matter file and speak to the member of staff who acted for you.
3. We will then invite you to a meeting to discuss and hopefully resolve your complaint. S/he will do this within 14 days of sending you the acknowledgement letter.

4. Within three days of the meeting, we will write to you to confirm what took place and any solutions s/he has agreed with you.
5. If you do not want a meeting or it is not possible, we will send you a detailed written reply to your complaint, including his/her suggestions for resolving the matter, within 21 days of sending you the acknowledgement letter.
6. At this stage, if you are still not satisfied, you should contact us again and we will arrange for someone unconnected with the matter to speak with you.
7. We will write to you within 14 days of receiving your request for a review, confirming our final position on your complaint and explaining our reasons.

Outline safeguarding reporting procedure concerns

About children and young people arising outside of sport (e.g. *at home, school or in the community*).



5.4 Code of conduct for volunteers

Note: Where we refer to 'parents' we mean parents and carers inclusively. The term 'children' or 'child' describes any person under the age of 18.

As a volunteer at our club or activity, we'd like you to:

- implement our safeguarding policy and procedures
- report any concerns about or allegations of abuse or poor practice to our welfare officer listen to any concerns that parents or young people might have
- consider your behaviour - do not engage in any behaviour that constitutes any form of abuse
- respect your position of trust and maintain appropriate boundaries and relationships with young people. Engaging in sexual behaviour with any child under the age of 16 is illegal keep any coaching and safeguarding training up to date
- keep children in your sessions safe by supervising appropriately, using safe methods and techniques and by putting children's safety first
- make sure you've got appropriate staffing ratios of adult to participant before the session begins
- ensure equipment is fit for purpose, safe to use and accessible
- respect children's trust and rights whilst being honest and open with them
- champion everyone's right to take part and celebrate difference in our club or by not discriminating against anyone, regardless of gender, race, sexual orientation or ability
- stop play if an injury happens, administer minor first aid and call for help when necessary
- use constructive and positive methods of developing children's skills, without humiliating or harming them
- behave appropriately online in accordance with our online safety and acceptable use policy
- challenge and address instances of poor, negative, aggressive or bullying behaviour amongst young people
- lead by example when it comes to good sportsmanship, positive behaviour and commitment to the sport
- develop positive relationships with parents and catch up with them regularly about their child's development
- **make our club a friendly and welcoming place to be**

As a volunteer, we understand you have the right to:

- enjoy the time you spend with us and be supported in your role
- be informed of our safeguarding and reporting procedures and what you need to do if something isn't right
- have access to ongoing training in all aspects of your role
- be listened to

- be involved and contribute towards decisions within the club or activity be respected and treated fairly by us and our governing body
- feel welcomed, valued and not judged based on your race, gender, sexuality or ability
- be protected from physical or emotional abuse from children or parents and be supported to resolve conflicts

We expect all of our volunteers to follow the behaviours and requests set out in this code. If any staff member or volunteer behaves in a way which contradicts any of the points set out above, we'll address the problem straight away and aim to resolve the issue.

Continued issues and repeated breaches of this code may result in us disallowing you to volunteer as an instructor with the club.

Signature of volunteer

Print name:

Signature (TB)

Tony Bewley

Date:

5.5 Code of conduct for parents and carers

Note: Where we refer to 'parents' we mean parents and carers inclusively. The term 'children' or 'child' describes any person under the age of 18.

As a parent of a child taking part in our club or activity, we'd like you to:

The essentials

- make sure your child has the right kit for the session as well as enough food and drink
- try to make sure your child arrives to sessions on time and is picked up promptly; or let us know if you're running late or if your child is going home with someone else
- complete all consent, contact and medical forms and update us straight away if anything changes
- make sure your child wears any protective kit we provide for them
- maintain a good relationship with your child's coach or trainer and catch up with them as much as you can about your child's development
- talk to us if you have any concerns about any part of your child's involvement - we want to hear from you

Behaviour

- try and learn about your child's sport and what it means to them
- take the time to talk to your child about what you both want to achieve through sport remember that children get a wide range of benefits from participating in sport, like making friends, getting exercise and developing skills.
- listen when your child says they don't want to do something
- think about how the way you react and behave effects not just your child but other children too
- use social media responsibly when talking about what goes on at our club, by behaving in the same way online as you would in person
- talk to your child about embracing good etiquette and sportsmanship encourage your child to play by the rules
- ensure that your child understands their code of conduct

As a parent, we understand you have the right to:

- be assured that your child is safeguarded during their time with us see any of our policies and procedures at any time
- know who the welfare officer responsible for your child is and have their contact details be involved and contribute towards decisions within the club or activity
- know what training and qualifications our staff have
- be informed of problems or concerns relating to your child
- know what happens if there's an accident or injury, be informed if your child is

- injured and see records of any accidents
- have your consent sought for anything outside of our initial consent form, such as permission to go on trips or photography
- have any concerns about any aspect of your child's welfare listened to and responded to

We expect all parents to follow the behaviours and requests set out in this code and the practical guidelines provided. If any parent behaves in a way which contradicts any of the points set out above, we'll address the problem straight away with the parent and aim to resolve the issue.

Persistent concerns or breaches may result in parents being asked not to attend games if their attendance is considered a risk to the welfare and enjoyment of young participants.

Continued issues and repeated breaches of this code may result in us regrettably asking your child to leave the activity, event or club permanently, something we never want to do.

5.6 Code of conduct for children and young people

Note: Where we refer to 'parents' we mean parents and Carers inclusively. The term 'children' or 'child' describes any person under the age of 18.

As a young person taking part in our club or activity, we'd like you to:

The essentials

- Keep yourself safe by listening to your coach or trainer, behaving responsibly and speak out when something isn't right
- When you're with us, stay in the places where you're supposed to, don't wander off or leave without telling a member of staff
- Take care of our equipment and premises as if they were your own
- Make it to practices or sessions on time.
- Bring the right kit to practice and wear appropriate kit for the weather
- Do not smoke or consume alcohol on our premises or during practices.

Behaviour

- Respect and celebrate difference in our club or activity and not discriminate against anyone else on the grounds of gender, race, sexual orientation or ability
- Report any incidents of bullying, including homophobia and transphobia to a member of staff, even if you're just a witness
- Treat other young people with respect and appreciate that everyone has different levels of skill and talent
- Make our club or activity a welcoming and friendly place to be
- Support and encourage your teammates. Tell them when they've done well and be there for them when they're struggling
- Respect our staff, and the staff and young players from other teams
- Be a good sport, celebrate when we win and be gracious when we lose
- Play the rules and have fun
- Follow our online safety and internet use policies
- Get involved in club or activity decisions, it's your sport too

As a student, we understand you have the right to:

- Enjoy the time you spend with us and know that you're safe
- Be told who you can talk to if something's not right
- Be listened to
- Be involved and contribute towards decisions within the club or activity
- Be respected by us and other team members and be treated fairly
- Feel welcomed, valued and not judged based on your race, gender, sexuality or ability be encouraged and develop skills with our help
- Be looked after if there's an accident or injury and have your parents informed if needed.

6 Other information

6.1 Social Media Policy

Social media (including personal and professional websites, blogs, chat rooms and bulletin boards; social networks, such as Facebook, LinkedIn, Twitter and Instagram; video-sharing sites such as YouTube) are a common means of communication and self-expression.

Potential risks for young people

Online safety risks for young people can include, but are not limited to:

- posting personal information that can identify and locate a child offline
- potential for inappropriate relationships between adults in positions of trust and the young people they work with
- sexual grooming, luring, exploitation and abuse, or unwanted contact
- exposure to inappropriate content, including pornography, racist or hate material or violent behaviour
- glorifying activities such as drug taking or excessive drinking

It's essential that volunteers, members and players make informed decisions about how they use the internet, mobile phone and email communications to protect our club and our people.

Everyone involved in our club has the responsibility to safeguard both on and off the field/pitch/court, including communications.

The clubs Facebook page is restricted to members only.

It is the responsibility of all members to:-

1. Refrain from publishing comments about other clubs, karateka any controversial or potentially inflammatory subjects.
2. Avoid hostile or harassing communications in any posts or other online communications. Harassment is any offensive conduct based on a person's race, sex, gender identity, national origin, colour, disability, age sexual orientation, veteran status, marital status, religion or any other status protected by law.
3. Clubs should identify all copyrighted or borrowed material with citations and links. When publishing direct paraphrased quotes, thoughts, ideas, photos or videos, give credit to the original publisher or author.
4. The club will be responsible for reviewing responses to online posts and resolving any concerns before they are posted.
5. If a blogger or any other online participant posts an inaccurate, accessory or negative comment about your club or anyone associated with the club, do not reply but seek advice from your NGB/CSP or Sport England.



6.2 Photography

The club adopts and endorses the advice provided by child protection in Sport

<https://thecpsu.org.uk/help-advice/topics/photography/#heading-top>

The following extracts are from the NSPCC website

Parents and young people generally welcome opportunities to celebrate or publicise their involvement and achievements when taking part in sport by photographing children at events.

What are the risks?

Children may be identified, contacted or groomed

Including the child's personal information (full name, address) alongside their image can make them identifiable and therefore vulnerable to individuals looking to locate, contact or '**groom**' **children for abuse**.

Even if personal details are kept confidential, other details identifying the sports organisation, school or club, or their favourite sportsperson or team, can also be used to groom the child.

There's increased risk of identification of, and contact with, a child:

- by someone in circumstances where there are legal restrictions – such as if the child is in local-authority care or placed with an adoptive family
- where it's potentially dangerous to reveal the child's whereabouts to an estranged parent due to previous concerns about domestic violence

Someone might make inappropriate or illegal images of children

Photo or video content may itself be inappropriate, or images may be used inappropriately or out of context:

- some individuals deliberately target sports activities and set out to take inappropriate photos in ways that are potentially illegal and harmful, such as:
 - images of children changing
 - photos taken in the toilets
 - using a camera at ground level to photograph up girls' skirts
- images that appear ambiguous can be used inappropriately and out of context by others (for example, images from some angles of gymnasts doing the splits)
- images can easily be copied and edited, perhaps to create child-abuse images
- images shared privately online can be re-shared, possibly entering the public domain on websites or social media.

Minimising the risks

- Parents are not allowed to take photographs or video during lessons
- At gradings, the consent of all parents and carers present will be obtained before any group celebration photographs are taken. If any parent or child objects, then those children concerned will not be photographed.
- .

These forms of digital media and communication can provide great benefits. However, they can also pose potential safeguarding risks to children and young people.