



# Safeguarding Children Policy and Procedures

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## 1. Commitment to Safeguarding

Throughout this document the Elite Martial Arts is referred to as the EMAR /EMAR Dojo.

At Elite Martial Arts Richmond (EMAR) we are committed to safeguarding children and young people, and we expect everyone who works in our school/club to share this commitment. Our school/club takes all welfare concerns seriously and encourages children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

The EMAR fully recognises the need to make optimal provision for the safeguarding and wellbeing of children and young persons, that participate in the sport of karate, either as a self-defence art or sport environment, and acknowledges its moral and legal responsibility to ensure that:

- The welfare of the child is paramount
- All children, whatever their age, culture, disability, gender, language, racial origin religious beliefs and/or sexual identity have the right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- All staff (paid or unpaid) working within our organisation have a responsibility to report concerns to the appropriate child protection officer.

The EMAR is committed to working in partnership with all agencies to ensure best practice when working with children and young people who within our club are the majority.

Adopting best practice will help to safeguard those participants from potential abuse as well as protecting coaches and other adults in positions of responsibility from any potential allegation of abuse.

This document is binding and provides procedures and guidance to everyone within the EMAR, whether working in a voluntary or professional capacity.



## 2.Principles

Elite Martial Arts Richmond (EMAR) 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 such as Working Together to Safeguard Children 2018 and complies with best practice 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 centered environment.
- are protected from abuse whilst participating in activity organised within EMAR premises or outside.
- all children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. As such EMAR will strive to ensure the safety and protection of all children involved in our sport through adherence to the Child Protection guidelines ratified and adopted by the EMAR and approved by Sport England and the NSPCC Child Protection in Sport Unit.
- EMAR 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 EMAR 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
  - ensure information is shared with relevant agencies when necessary for child protection purposes
  - prevent the employment/deployment of unsuitable individuals
  - ensure our workforce is aware of all relevant legislation affecting those in Positions of Trust



- ensure robust safeguarding arrangements and procedures are in operation

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

### **3.Relevant Legislation & Statutory Guidance**

- Human Rights Act 1998
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children 2018
- Domestic Abuse Act 2021
- The Code of Practice for Victims of Crime 2021
- Modern Slavery Act 2015
- Keeping Children Safe in Education 2022
- Sexual Offences Act 2003 (To include Section 22A – the expansion of Positions of Trust to include sports coaches)
- Data Protection Act 2018

### **4. 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).

This generally applies in Scotland but in some cases, for example for parts of the Scottish Child Protection Process it will be 16.

### **5.Promoting Good Practice**

- Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with a judgement about the appropriate action to take.
- Abuse can occur within many situations including the home, school and the sporting environment. It is a fact of life that some individuals will actively seek employment or voluntary work with young people in order to harm them. A coach, instructor, teacher, official or volunteer may have regular



contact with young people and be an important link in identifying cases where a young person needs protection. All cases of poor practice should be reported to following the guidelines in this document. When a child enters the club having experienced abuse outside the sporting environment, sport can play a crucial role in improving the child's self-esteem. In such instances the club must work with the appropriate agencies to ensure the child receives the required support.

## 6. Good Practice Guidelines

- All those involved in EMAR Dojo should be encouraged to demonstrate exemplary behaviour in order to safeguard children and young people and protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate within Martial Arts:
  - Good practice means:
    - Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication)
    - Treating all young people/disabled adults equally, and with respect and dignity.
    - Placing the welfare and safety of the child or young person first above the development of performance or competition.
    - Maintaining a safe and appropriate distance with players (e.g. it is not appropriate to have an intimate relationship with a child or to share a room with them).
    - Building balanced relationships based on mutual trust, which empowers children to share in the decision-making process.
    - Making sport fun, enjoyable and promoting fair play.
    - Where any form of manual or physical support is required, it should be provided openly and in accordance with the EMAR Club Guidelines
    - Keeping up to date with the technical skills, qualifications and insurance within Karate.
    - Involving parents/carers wherever possible (e.g., for the responsibility of their children in the changing rooms). If groups have to be supervised in the changing rooms, always ensure parents/teachers/coaches/officials work in pairs.
    - Ensuring when mixed teams are taken away, they should always be accompanied by male and female member of staff (NB however, same gender abuse can also occur).
    - Ensuring that at tournaments or residential events, adults should not enter children's rooms or invite children into their rooms.
    - Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
    - Giving enthusiastic and constructive feedback rather than negative criticism.



- Recognising the developmental needs and capacity of young people and disabled adults – avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to act in loco parentis, if the need arises to give permission for the administration of emergency first aid.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if club officials are required to transport young people in their cars.
- Martial Arts Instructors need to understand the added responsibilities of teaching children and also basic principles of growth and development through childhood to adolescence. Exercises should be appropriate to age and build. Instructors should not simply treat children as small adults, with small adult bodies.
  - There is no minimum age for a child beginning Martial Arts, as the build and maturity of individuals varies so much. However, the nature of the class must be tailored to consider these factors.
  - In general, the younger the child, the shorter the attentions span. One hour is generally considered sufficient training time for the average 12-year-old or below. Pre-adolescent children have a metabolism that is not naturally suited to generating anaerobic power, and therefore they exercise better aerobically, that is, at a steadily maintained rate. However, they can soon become conditioned to tolerate exercise in the short explosive bursts that more suit Karate training.
  - Children should not do assisted stretching - they generally don't need to, and there is a real risk of damage with an inconsiderate or over-enthusiastic partner.
  - Children should be carefully matched for size and weight for sparring practice.
  - Great care must be taken, especially where children train in the proximity of adults, to avoid collision injury.
  - Children should not do certain conditioning exercises; especially those, which are heavy, load bearing, for example weight training or knuckle push-ups. Children should not do any heavy or impact work but should concentrate on the development of speed, mobility, skill and general fitness.
  - No head contact is permitted for children participating in kumite or partner work due to significant, evidenced based health concerns surrounding the impacts of concussion



## 7. Practices to be avoided

- The following should be avoided except in emergencies. If a case arises where these situations are unavoidable (e.g. the child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session), it should be with the full knowledge and consent of someone in charge in the club or the child's parents. Otherwise, avoid:
  - Spending excessive amounts of time alone with children away from others.
  - Taking or dropping off a child to an event.
- The EMAR follows the specific guidance of the NSPCC Safe Sports Events document and Sports check document regarding our events and also events our members will be travelling to. EMAR guidance covers – Transport arrangements, travel checklists, supervision and staffing, emergency procedures, insurance special overnight arrangements and any special health requirements. Within our provision for young talented athletes EMAR follow, Sport England, UK Sport and BOA guidelines as detailed within our Athlete Charter.
- The following should be avoided except in emergencies. If cases arise where these situations are unavoidable, they should only occur with the full knowledge and consent of someone in charge in the club or the child's parents. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session.
  - Avoid spending excessive amounts of time alone with children away from others
  - Avoid taking children to your home where they will be alone with you.

You should never:

- Engage in rough, physical or sexually provocative games, including horseplay
- Share a room with a child
- Allow or engage in any form of inappropriate touching
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments to a child, even in fun
- Reduce a child to tears with intent, as a form of control
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon
- Do things of a personal nature for children or disabled adults that they can do for themselves
- Invite or allow children to stay with you at your home unsupervised



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

### **Incidents that must be reported / recorded**

- If any of the following occur you should report this immediately to another colleague and record the incident. You should also ensure the parents of the child are told if:
  - You accidentally hurt a child or young person
  - He/she seems distressed in any manner.
  - A student appears to be sexually aroused by your actions.
  - A child or young person misunderstands or misinterprets something you have done.
  
- Contained within the EMAR Club guidelines document are some practical ways in which you should help safeguard children and young people who take part in Karate training within EMAR Dojo:
  - Coach Ratios
  - Changing room awareness
  - Dealing with injuries and illness
  - Collection of children by Parents/carers
  - Discipline issues
  - Physical contact issues
  - Sexual Activity issues
  - Participants with disabilities

### **8.Types of Abuse and Neglect**

All EMAR 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. (See Peer-on-Peer abuse later in this document)

### **Position Of Trust:**

As of 28 June 2022, the law in England and Wales states that those in a position of trust in sports organisations, such as a coach, cannot legally have a sexual relationship with young people they look after, under 18 years old. The Sexual Offences Act 2003 is amended as follows.

*A person (A) is in a position of trust in relation to another person (B) if he/she coaches, teaches, trains, supervises or instructs B, on a regular basis, in a sport or a religion, and he/she knows that they coach, teach, train, supervise or instruct B, on a regular basis, in that sport or religion.*

### **Physical abuse:**

A form of abuse which may involve hitting, kicking, punching, 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. Bullying includes hitting or threatening a child with violence, taking their things, calling them names or insulting them, making them do things they won't want to do, and deliberately humiliating or ignoring them. 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.

### **Peer-on-Peer /Child-on-Child Abuse:**

Peer-on-peer sexual abuse is a form of harmful sexual behaviour where sexual abuse takes place between children of a **similar age or stage of development**.

Child-on-child sexual abuse is a form of HSB that takes place between children **of any age or stage of development**.

Peer on peer / Child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.

**Neglect:** Is when a child is not looked after properly, including having no place to stay, or not enough food to eat, or clothes to keep them warm. It also includes if the child is not given medical care when they need it, including medication. For some disabled children, it could include if their carer took away the things they needed for everyday life - like their wheelchair or communication board. Or not helping a disabled child who needed help using the toilet.

### **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:**

Bullying falls under four main categories, psychological, verbal, physical and cyberbullying and its effects can have far-reaching consequences. Bullying can have an impact on anyone, children and adults in school or at work. It can seriously affect someone's physical and mental health. Sustained bullying can cause



stress, emotional issues, social problems, physical disorders and in some serious cases, self-harm or even death.

### **Child Exploitation:**

Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimisation, oppression, or ill-treatment.

### **Child Criminal Exploitation:**

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur using technology.

### **Child Sexual Exploitation:**

Child Sexual Exploitation (CSE) is a form of sexual abuse of young people. It is not just something that affects teenage girls or specific groups and can happen in and out of school. It involves an individual or group coercing, manipulating and deceiving a child into sexual activity. Children as young as 8 have been sexually exploited.

### **Hate crimes:**

Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

### **Abuse in domestic settings:**

Much verbal, physical, emotional, and sexual abuse and neglect takes place in the home within the context of the intimate relationships between family members that take place within the home. Abuse between relationship partners is sometimes referred to as "partner abuse", "domestic violence", "relationship violence", or "family violence". Much child abuse and elder abuse takes place within the home as well.



### **Honour based violence:**

Honour Based Abuse can take many forms, including child marriage, virginity testing, enforced abortion, forced marriage, female genital mutilation, as well as physical, sexual and economic abuse and coercive control.

### **Forced marriage:**

A forced marriage is where one or both people do not or cannot consent to the marriage, and pressure, coercion or abuse is used to force them into marriage. The pressure put on people to marry against their will may be by physical/threat of physical harm to them or another. It can include the use of physical or sexual violence, use of emotional and/or psychological abuse and can include making someone feel like they are bringing 'shame' on their family if they do not agree to the marriage.

Note – Forced marriage should not be confused with an “arranged marriage” where both people agree and consent to marriage that may have been arranged within the couple’s community or between their families.

### **Trafficking/ Modern Slavery:**

Human Trafficking is defined as the arranging or facilitation of the travel of another person for the purposes of exploitation. ‘Arranging’ includes the facilitation, recruitment, transporting, transferring, harbouring or receiving of a child for the purpose of exploitation. It is irrelevant whether the child consents to the travel/movement. A child is trafficked if he/she is provided with the means to travel (ticket/taxi/money etc.) in order to carry out a criminal offence, i.e., to carry & sell drugs, to conceal weapons/stolen goods. A child cannot consent to being exploited & must not be judged as them freely making a choice.

### **Gang Violence/County Lines:**

The term “Gang” does not have a precise definition. Section 34(5) Policing & Crime Act 2009, (amended by the Serious Crime Act 2015) states that someone/thing is ‘gang related’ if it occurs in the course of, or is otherwise related to, the activities of a group that:

- Consists of at least three people; and
- Has one or more characteristics that enable its members to be identified by others as a group.
- Many groups of people may share a community, friendship or common characteristics such as age, but an additional feature of a gang is that it carries out criminal activity.

‘County Lines’ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other



form of 'deal line'. They are likely to exploit children and adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

## **Radicalisation**

Religious or political indoctrination used to coerce individuals for purposes of promoting violence/civil unrest/racial disharmony.

The EMAR recognise that the principles of karate - including teamwork, respect, discipline and sportsmanship - can act as fundamental building blocks to preventing radicalisation at every level. This in turn allows children from diverse backgrounds to reach their full potential within the sport.

It is important to note that the general risks surrounding radicalisation of children and young people varies geographically and by age group.

As of July 2015 all schools and childcare providers under Section 26 of the Counter Terrorism and Security Act 2015 were mandated by law to pay due regard to the prevention of young people being radicalised and recruited to terrorism. Whilst this legislation is targeted specifically at schools all agencies which come into contact with children and young people must also seek to prevent radicalisation. The Prevent strategy links closely with the EMAR's duty of care to look after the health and wellbeing of all children within our club.

## **Government's antiterrorism strategy CONTEST which involves the programme PREVENT.**

### The Strategy and its Aims

CONTEST is based around four key work streams which are aimed at reducing the risk to the United Kingdom.

These four key work streams are:

- Pursue: Stop terrorist attacks from occurring
- Prevent: Stop people from becoming terrorists or supporting terrorist organisations/cells
- Protect: Strengthen protection against terrorism and any actions thereof
- Prepare: Mitigate any impact of terrorism and any actions thereof

Prevent is a strategy which is adopted throughout a wide range of organisations encompassing both the public sector and private sector as well as charitable organisations and voluntary groups.

The Prevent initiative has three distinct objectives which include:



1. Respond to the ideological challenges posed by terrorism and the threat from proponents of terrorism
2. Deter people from being drawn into terrorism initially
3. Work collaboratively with institutions and wider society to address risks of radicalisation

The overarching aim of Prevent is to safeguard/protect individuals who may be vulnerable to radicalisation. Radicalisation against terrorism is not exclusive to one brand of terrorism and crosses the political and religious spectrum.

### The Exploitation Process

It is universally acknowledged that there are no one set of circumstances which can explain why vulnerable people become involved in terrorism however it is widely understood that personal experiences affect the ways in which vulnerable individuals deal with their external environments. The factors are likely to be personal and unique from child to child. Radicalisers who attempt to convert children and young people to their cause will often prey upon somebodies' vulnerabilities. Contact between the vulnerable child/young person and the radicaliser can also take many forms from face-to-face contact to social networking and other forms of media but often through a combination of methods. Nonetheless, it is more commonplace for those who are vulnerable to become involved in terrorism and related activities through the influence of their family and peer group and it therefore takes on a distinctly social element.

Whilst the social element cannot be discounted, the internet is increasingly playing a part in radicalisation as it provides a platform for the promotion of terrorist related propaganda to a wide audience at the click of a button. Members should therefore be mindful of any content which romanticises violence or makes apologies for terrorism being shared and discussed by students either online, at classes or away on competition.

The principle of dealing with Prevent related risks is the same as managing other safeguarding risks. All members who have contact with children should be alert to any changes in a child's behaviour which could be indicative that they require protection.

Whilst any radicalisation signs may differ greatly from one child to another (with children also known to hide their views) this policy does not require EMAR officials, instructors or associations to undertake intrusive interventions into family life but to take action when potentially concerning behaviour has been identified.

However, there is no obligation or expectation that the EMAR or Association members will take on a surveillance or enforcement role rather any concerns should be flagged to the relevant Child Protection



Lead for each region. The Child Protection Lead will then liaise with partner organisation in order to contribute to the prevention of terrorism and making safety a shared endeavour

### **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 EMAR 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 be

Sanctioned include:

- use of excessive, physical or humiliating punishments/behaviour;
- 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 or legislation such as that relating to those in Positions of Trust;
- 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;
- travelling alone with a young person by offering lifts to and from sessions/ competitions;
- 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.



## 9. Signs and Indicators of Abuse and Neglect

Every child is unique, so behavioural signs of abuse will vary from child to child. In addition, the impact of abuse is likely to be influenced by the child's age, the nature and extent of the abuse, and the help and support the child receives. However, there are some behaviours that are commonly seen in children and young people who have been abused:

Indicators that a young person may be being abused/neglected 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/presentation/appearance (e.g., becoming very quiet, withdrawn or displaying sudden outbursts of temper, unexplained missing episodes);
- If he or she shows inappropriate sexual awareness or behaviour for their age.
- engaging in sexually explicit behaviour;
- pains, itching, bruising, or bleeding in or near the genital area.
- sudden or unusual distrust of adults, particularly those with whom a close relationship would normally be expected;
- the child appears distrustful of a particular adult, or a parent or a coach with whom you would expect there to be a close relationship.
- having difficulty in making friends;
- being prevented from socialising with other young people;
- displaying variations in eating patterns including overeating or loss of appetite;
- sudden weight change;
- If he or she refuses to remove clothing for normal activities or wants to keep covered up in warm weather.
- becoming increasingly dirty or unkempt.
- attending with unusual amounts/unexplained gifts/money
- Some disabled children may not be able to communicate verbally about abuse that they may be experiencing or have witnessed. It is therefore important to observe these children for signs other than 'telling'.





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. These signs should be seen as a possible indication of abuse and not as a confirmation. Changes in a child's behaviour can be the result of a wide range of factors.

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.

Visible signs such as bruising or other injuries cannot be taken as proof of abuse. For example, some disabled children may show extreme changes in behaviour, or be more accident prone, as a result of their impairment.

A child or young person may also try to tell a person directly about abuse. It is very important to listen carefully and respond sensitively. The EMAR has a responsibility to act on any concerns

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

EMAR 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 recognized EMAR is not responsible for deciding if abuse has occurred. It does, however, have a duty to respond and report concerns.

#### **The EMAR have an appropriately trained Designated Safeguarding Lead (DSL) 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 EMAR (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 EMAR the DSL/Deputy must report the matter to the Local Authority Designated Officer/ NGB 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.

### **11.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 free flow of information and do not question other than to ensure the child is safe
- Ask questions for clarification of key detail only, such as the name and address of the person accused (if known) & the relationship to the child.
- Reassure them that they are not to blame, they are believed 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.
- Consider how to keep them safe immediately after their disclosure
- 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.
- 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.



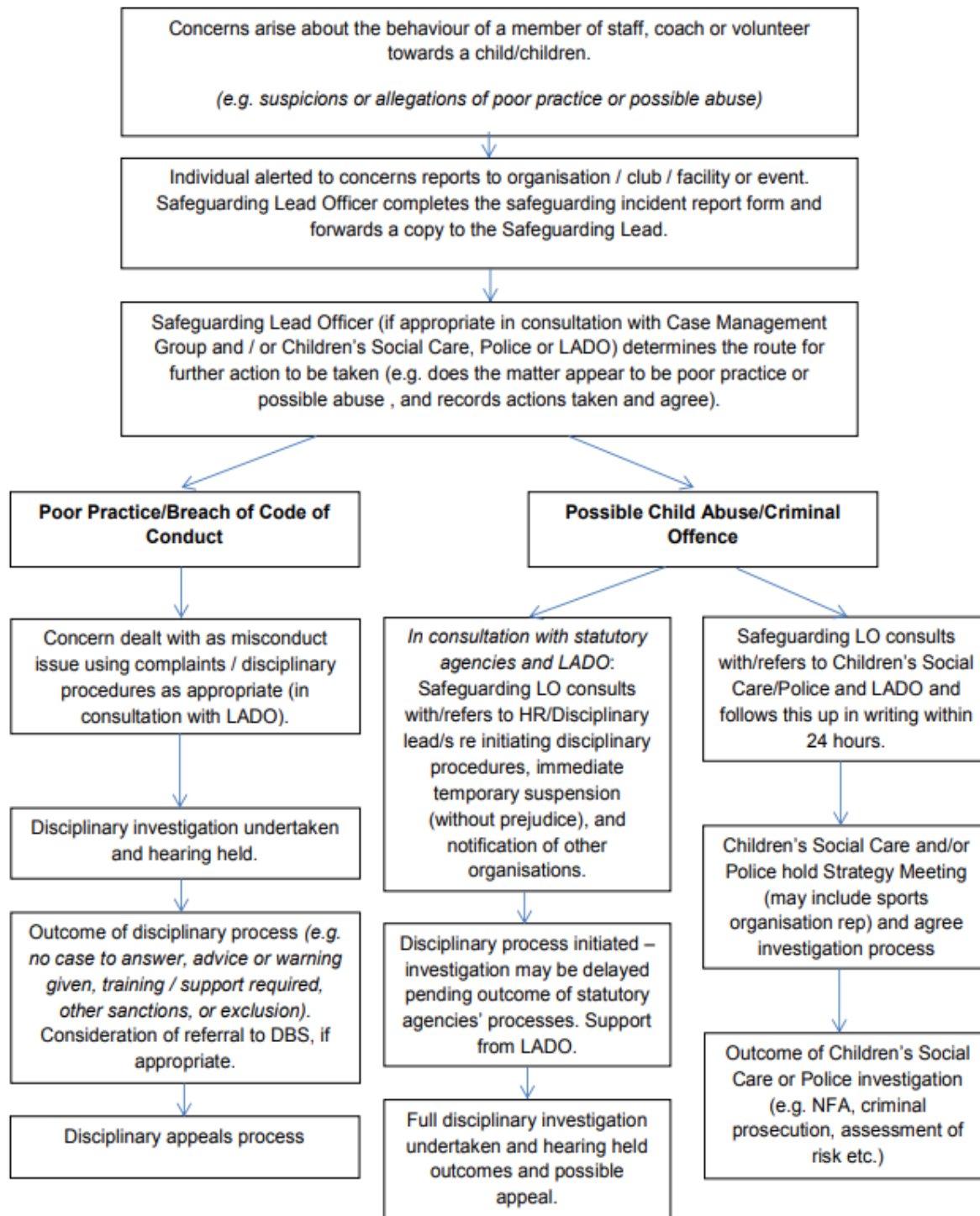
- Where the concern or allegation is about a member of staff or a volunteer, this must like all other concerns be reported to the DSL or Deputy. The DSL if they consider the concern to be serious, for example potentially child abuse or a crime they must report the incident to the Local Authority Designated 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 (unless this is likely to place the child at further risk of serious harm). 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)





## **12. 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 and where relevant, using the school/club report form. 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 clearly describe 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.

## **13. Codes of Conduct and Ethics**

The Codes of Conduct and ethics for all those involved at EMAR 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 EMAR will show their understanding and commitment to the Codes of Conduct and ethics by signing a copy of the relevant guidance sheet.

## **14. Safer Recruiting**

At the EMAR we take all reasonable steps to ensure unsuitable people are prevented from working with children. Whilst there may be some reservations that volunteers could be put off by having to go through a recruitment process, it is important to ensure reasonable steps have been taken to identify unsuitable individuals. A guidance sheet can be found which outlines safer recruiting in further detail.

## **15. Supervision, support and training**

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



EMAR 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.

## **16. Whistleblowing**

It's important that people within the EMAR 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.

## **17. 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. You can access the relevant policy on EMAR website.

## **18. Other organisational procedures can be accessed on EMAR website.**

- Equity Policy
- Complaints and grievance procedures
- Disciplinary Procedures
- Health and Safety policy
- Adults Safeguarding Policy
- Safe Practice Policy
- Codes of Conduct



## 19. Useful contacts

### Club EMAR Welfare Officer/ Designated Safeguarding Lead

- Name: Elliot Sims
- Email: [elliotsims90@gmail.com](mailto:elliotsims90@gmail.com)
- Telephone: 07399597084

### Local Authority Safeguarding Lead

- London Borough of Richmond upon Thames Council
- [https://www.richmond.gov.uk/local\\_safeguarding\\_children\\_partnership](https://www.richmond.gov.uk/local_safeguarding_children_partnership)
- <https://richmondcvcs.org.uk/child-protection/>
- Telephone: 020 8547 5008 / 020 8770 5000

### Local Authority Safeguarding Lead

- Wandsworth Council
- <https://www.wandsworth.gov.uk/safeguarding-and-adult-abuse/>
- 020 8871 6000

### NSPCC/CPSU

- 0808 800 5000
- [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- For more information around Positions of Trust