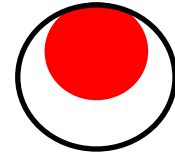




WOKING KARATE CLUB

INSTRUCTOR CODE OF CONDUCT



1. INTRODUCTION

This guidance has been produced to help our instructors establish the safest possible teaching environment which safeguards children and vulnerable adults and reduce the risk of instructors being falsely accused of improper or unprofessional conduct. This applies to all locations where the Club provide instruction.

All instructors will be given a copy of this document and be asked to sign it to confirm acceptance.

2. TERMS

- Children means everyone under the age of 18
- A vulnerable adult is described as a person aged 18 years or over, who is in receipt of or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

3. DUTY OF CARE

All instructors, whether paid or voluntary, have a duty to keep children and vulnerable adults safe and to protect them from sexual, physical and emotional harm. Failure to do so may be regarded as professional neglect.

The duty of care is, in part, exercised through development of respectful, caring and professional relationships between instructor and pupil and behaviour by instructors that demonstrates integrity, maturity and good judgement.

4. EXERCISE OF PROFESSIONAL JUDGEMENT

This guidance highlights behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which the instructor will have to make decisions or take action in the best interest of a child or vulnerable adult which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interest and welfare of pupils in their charge and in so doing, will be seen to be acting reasonably.

Instructors should always consider whether their actions are warranted, proportionate and safe and applied equitably.

5. POWER AND POSITIONS OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children or vulnerable adults in education settings are in positions of trust in relation to the people in their care. A relationship between an instructor and a pupil cannot be a relationship between equals.

Wherever possible instructors should avoid behaviour which might be misinterpreted by others and report or record any incident with this potential.

6. BEHAVIOUR

All instructors should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers pupils and public in general.

Instructors should not:

- Make sexual remarks to, or about, a pupil
- Discuss their own sexual relationships with, or in the presence of pupils
- Discuss a pupil's sexual relationships in appropriate settings or contexts
- Make (or encourage others to make) unprofessional or inappropriate comments about pupils which might humiliate them

7. GIFTS, REWARDS AND SELECTION OF PUPILS

There are occasions when children or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Instructors must not give personal gifts to pupils.

Instructors should exercise care when selecting pupils for teams in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity.

8. INFATUATIONS

Instructors need to be aware that it is not uncommon for pupils to be strongly attracted to an instructor and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Instructors should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against instructors.

An instructor who becomes aware that a pupil may be infatuated with them, or another instructor, should discuss this at the earliest opportunity with the Senior Instructor.

9. SOCIAL CONTACT

Instructors should not establish or see to establish social contact with pupils or parents for the purpose of securing a friendship or to pursue or strengthen a friendship.

Instructors should

- Always approve any planned social contact with pupils or parents with the Senior Instructor
- Advise the Senior Instructor of any social contact they have with a pupil which may give rise to concern.
- Report any situation which they feel might compromise the club or their professional standing as an instructor
- Refrain from sending personal communication to pupils e.g. letters and card unless agreed with the Senior Instructor

10. COMMUNICATION WITH PUPILS USING TECHNOLOGY

Communication with children and adults, by whatever method should take place within professional boundaries and instructors should avoid any personal subject matter. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, webcams, websites and blogs.

Instructors should not give their personal contact details to children or vulnerable adults including email, home or mobile telephone numbers unless agreed in advance with the senior instructor.

Facebook

Instructors with Facebook and Social Media accounts must ensure privacy systems are in place. They must not accept children/vulnerable adults as "friends".

11. PHYSICAL CONTACT AND INTERVENTION

There are occasions where it is appropriate for instructors to have physical contact with pupils but it is crucial that they only do so in ways appropriate to their professional role.

Instructors should:

- Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- Never touch a child or vulnerable adult in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact will be open to scrutiny
- Never indulge in horseplay, tickling or fun fights
- Always encourage children where possible to undertake self-care tasks independently or with the assistance of a parent. If a parent is not going to be available they must delegate the responsibility. It must not be undertaken by an instructor.

Instructors will on occasions have to initiate physical contact with pupils in order to support a child/ vulnerable adult so they can perform a technique safely, to demonstrate a particular technique or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity. Instructors should remain sensitive to any discomfort expressed verbally or non-verbally.

12. CHILDREN OR VULNERABLE ADULTS IN DISTRESS

There may be occasions when a distressed child or vulnerable adult needs comfort and reassurance. This may include age-appropriate physical contact. Instructors should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Instructors should:

- Consider the way in which they offer comfort to a distressed pupil
- Report situations which may give rise for concern to the senior instructor.

13. ABUSE AND NEGLECT

All instructors should be aware of the signs of abuse and be able to identify any cases of children who may be in need of help and protection. Any such cases must be reported to the Senior Instructor who will record them and take appropriate action. In no circumstances should instructors raise their concerns with anyone else.

Signs of abuse in children and vulnerable adults – see appendix 1 on page 9

- Suspicious bruises with unsatisfactory explanations
- Self injury
- Bite Marks
- Burns and Scalds
- Significant change in behaviour

14. ONE TO ONE TRAINING

Instructors must never agree to one to one training with children or vulnerable adults.

15. TRANSPORTING CHILDREN OR VULNERABLE ADULTS

Instructors must never agree to transporting children or vulnerable adults in their own transport without the prior permission of the Senior Instructor and only in extenuating circumstances.

16. BASIC FIRST AID

Only trained first aiders should give basic first aid.

17. PHOTOGRAPHY, VIDEOS ETC

Instructors must not:

- Take, display or distribute images of children or vulnerable adults unless they have consent to do so/it is part of a planned activity.
- Take images of children or vulnerable adults using their personal mobile phones.

18. WHISTLE BLOWING (or concerns about another instructor)

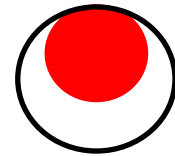
Whistle Blowing is the mechanism by which instructors can voice their concerns, made in good faith, without the fear of repercussion. Instructors should report any behaviour which causes concern to the Senior Instructor.

19. COMMUNICATION

Regular meetings will be held with all instructors to provide support for the above.



WOKING KARATE CLUB
INSTRUCTOR CODE OF CONDUCT



I confirm that I have received a copy of the Instructor Code of Conduct and understand that as an Instructor with Woking Karate Club it is my duty to read it and adhere to the Code at all times.

Name	Signature	Date
Fil Artusa		
Carmine Contessa		
Sharad Karia		
Neil Rennoldson		
Nihal Jayawardana		
Warren Calvert		
Roy Thomas		