

Child Protection Policy



The International ShinKen-Do Organisation recognizes that it has both a moral and legal obligation to ensure that when it is given responsibility for children, it provides them with the highest possible standard of care.

It recognizes that:

1. Children's welfare must always be the first priority
2. All children have a right to be protected from harm
3. All allegations should be taken seriously and responded to quickly
4. It needs to encourage interaction between children and the Organisation and to ensure that the best principles for conduct are conveyed to them
5. It needs to encourage continued participation of children in both training and competition
6. It needs to define the relationships between children and the Organisation and take the ShinKen-Do specifics into consideration including rules and a need for the Instructor to be aware of the demands that ShinKen-Do may place upon a young developing ShinKen-Do'ist

Guideline for Good Teaching Practice

The guidelines for good teaching practice are provided to protect children and ensure that instructors are protected accusations for child abuse. Also to assure parents that the highest standards of teaching are being followed within the Organisation.

General Teaching Guidelines

Instructors must place the well-being and safety of the child above the development of performance.

1. Ensure that skills are taught in a safe, secure manner and paying due regard to the physical development of young people.
2. Always be open when working with young children especially where they and an individual child are completely unobserved.
3. Ensure groups are to be supervised in changing rooms that gender is appropriate.
4. Ensure that where mixed teams compete away from home they are accompanied by at least one male and one female.
5. Respect the rights and dignity of all and respect everyone with equality.
6. Always try to ensure that their teaching –practices are well considered and safe.
7. Always try to ensure that that teaching practice reflects the high standards expected of the Organisation.
8. Always try to ensure that they meet all the requirements and conditions in these guidelines

What Constitutes to Good General Teaching Practice

Good Teaching Practice can be:

- A) Treating all children equally and with respect and dignity.
- B) Building balance and relationship based on mutual trust
- C) Making training fun and enjoyable
- D) Promoting fair play
- E) Keeping up to date with teaching knowledge skills qualification and insurances.
- F) Taking action to prevent intimate relationship developing with students.
- G) Getting to know parents and their parents/carers
- H) Being an excellent role model – this includes not drinking alcohol or smoking in the company of children
- I) Giving enthusiastic and constructive feedback rather than negative criticism.
- J) Recognising the development needs and capacity of he children (e.g. avoiding excessive training and competition, and not pushing then against their will

ShinKen-Do Teaching Children Guidelines

As the mental and maturity of individual vary so much the Organisation has instructed that the age for a child training within its Dojos is 7 and upwards. Instructors need to understand the added responsibilities of teaching children and also the basic principle of growth and development through childhood to adolescence. Exercise should be appropriate to age and build and instructors should not simply treat children as small adults with small adult bodies. 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 soon can become condition to tolerate exercise in the short explosive burst that more suit ShinKen-Do Training. Some children have difficulty in concentrating and Martial Arts training have been shown to improve their ability to concentrate, which can be beneficial in other aspects of their life such as education.

Good discipline is seen as an essential element of the ShinKen-Do ethos. It helps build a good character and ensure a good and training environment. This discipline is for the good of all children and does not constitute abuse.

Respect for senior grades and for their instruction and decisions is also a vital element of the discipline of ShinKen-Do.

Physical contact is seen as a necessary and positive part of ShinKen-Do and is acceptable practice as long as it is appropriate and done in a safe and open manner. Instructors might manually adjust a student technique- for example by straightening a wrist or moving a block to a more effective position. They will often test the strength of a child's technique or their balance by applying pressure. They may need to move a child for safety, e.g. to avoid collision or prevent them falling. Physical contact may also be used to re-assure or reward-for example, a light pat on the back or shoulder.

A child taking part in a class should not be allowed to leave the Dojo without the permission of the instructor. Where practicable, supervision should be provided. Parent or guardians should be advised when to deliver and collect the children, and not to leave children at the Dojo unless the Instructor or a responsible person is present if there is no other viable option, it is acceptable for an instructor to give a child a lift in their car but it is important to inform the parents.

Instructors Should

- A)** Always ensure that children are fit to train
- B)** Not allow children to do assisted stretching- they generally do not need to and there is a real risk of damage with an inconsiderate or over enthusiastic partner
- C)** Try to match children for size and weight for sparring whatever possible
- D)** Take great care especially where children train in the proximity of adults, to avoid collision injury.
- E)** Always take into account the age grade and ability of children involved in ShinKen-Do. Care should be taken with certain exercise and equipment and consideration should be given to the potential outcome of any activity.
- F)** Not allow children to perform certain condition exercises, especially those that are heavy load-bearing, for example weight training of knuckle pushups.
- G)** Not allow children to do heavy bag or heavy impact work-rather, they should concentrate on the development of speed mobility skill and general fitness

Acceptable practice poor practice abuse?

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

An instructor must always examine their own teaching methods and practices and remember the basic principle that thy must be in the best interest of the Child.

What constitutes to unacceptable practice?

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

Physical Abuse

Emotional Abuse

Neglect

Sexual Abuse

The following are more comprehensive description of these categories

Physical Abuse

In general terms, this would include hitting and shaking etc. It would also be where drugs or alcohol (specifically with children) are advocated or tolerated.

In ShinKen-Do this may include:

- A) An instructor deliberately striking a child in order to inflict pain and damage
- B) An instructor encouraging another student to strike a child in order to inflict pain and damage
- C) An instructor asking a child to train in a reckless way which is likely to lead to physical harm

Emotional Abuse.

This may occur is children are subjected to:

- A) Constant Criticism
- B) Bullying
- C) Constant taunting of individuals
- D) Unrealistic pressure to expect high expectations

Instructors should also consider the potential emotional abuse from excessive pressure during training regime or in relation to competition.

Neglect:

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

- A) Safe
- B) Free from risk of excessive cold, heat, or injury
- C) Properly insured

Sexual Abuse This may result in instructors involving children in any form of sexual activity This may be the result of instructors allowing other adult members to involve children in any for of sexual activity. Showing Children pornographic material is also a form of sexual abuse.

What Signs might indicate Abuse

Abuse may result from various causes through the misuse of power by adults or peers in any of the above ways Abuse may not be apparent from physical signs. Here may be behavioral indicators particularly changes in behavior. Children may tell someone directly or indirectly that they are being abused. This would have taken enormous courage on their part because its is possible they will have been threaten by the abuser not to tell, or will have been aware and are very frighten of the consequences. In all cases, children will tell you because they want the abuse to stop, therefore it is very important that you listen to them and take them seriously. Abuse can go unnoticed for a long time; yet have lasting and very damaging effect on children.

Physical indicators of emotional abuse include A) A failure to thrive or grow, particularly if the child puts on weight in other circumstances (e.g. in hospital or away from home)

B) Development delay, either in terms of physical or emotional progress

There are physical and behavioral signs that might raise concerns about the welfare or safety of a child.

Some example of physical Signs are: A) Unexplained bruising or injuries and a reluctance to talk about them

B) A change in appearance observed over a long period of time (e.g. a student losing weight or becoming increasingly dirty or unkempt)

C) Self Harm mutilation

D) Covering Arms and legs even when hot.

Some example of behavioral signs are

- A) Excessive fear of making mistakes
- B) Fear of parents being contacted
- C) Fear of parents being contacted
- D) Aggressive behavior or severe temper outburst
- E) Running away

- F) Fear of going home (E.G after training)
- G) Flinching when approached or touched
- H) Depression
- I) Neurotic Behavior (E.G hair twisting, rocking)
- J) Being unable to play, unwilling to take part
- K) Withdrawn behavior

These signs are indicators not confirmations of abuse. However if an instructor notices any of these signs regularly or more than one sign, they should record and report their concerns.

Reporting Procedures

What to do if you suspect Abuse

Although it is a sensitive and difficult issue child abuse can and does occur within institutions and within other settings other than home. It is crucial those instructors are aware of this possibility and that all allegations are taken seriously and appropriate action pursued. This would include anyone working with children on a paid or voluntary capacity and there are established procedures to follow should any concerns arise.

If you suspect a child is being abused by an instructor, student, parent, or carer, you will have to report your concern in order that the abuse is investigated and stopped. If you are worried remember it is not your responsibility to decide if abuse is taking place but it is your responsibility to act on your concerns and do something about it. If a child tells you about someone's behaviour (e.g. an adult or another Child) which he she finds disturbing, always:

- A) Stay Calm and reassure the child- ensure he /she is safe, feels safe and does not feel to blame for what happen
- B) Listen carefully, show and tell the child that you are taking seriously what is being said.
- C) Be honest; explain you will have to tell someone else to help stop the behavior that is distressing.
- D) Make note of what was said as soon as possible after the event
- E) Maintain confidentiality only share the information on a need to know basis and if it will help the student
- F) Gain medical attention immediately if required and if appropriate contact police or social services.

It is your responsibility to act if you are concerned about the behavior of an adult towards a child or if you feel a young person/disabled adult is being bullied:

- A) Always follow the International ShinKen-Do Organisation guidelines.
- B) Report your concerns with full details to the Branch Chief or Organisation Head. It is their responsibility to act.
- C) If you feel the appropriate action has not been taken, you must contact the social services or the police. Both Organisation have specialist units trained to deal with these situations and their numbers are on the phone book.
- D) If you were abused in the past, you can still seek help to deal with how you feel, there are many confidential helplines and Organization's in the phone book. Please find the courage to call-especially if the perpetrator is still involved in instructing and has access to other children.

Do you have any other concerns?

These guideline provide some of the steps for safe and sound ShinKen-Do training. Any further questions can be address to the International ShinKen-Do Organisation Head Office. The International ShinKen-Do will always endeavor to provide up to date information through literature and courses for its existing and new members.

Protecting Instructor and Volunteers from false allegations. To prevent the possibility of wrongful allegations about your teaching, adopt the good practice guidelines and advice advocated by the International ShinKen-Do Organisation. In addition to the points made earlier, instructors should remember to follow the advice below:

- A) To always work in an open environment- avoid private location (e.g. taking children to instructors home)
- B) To maintain a safe and appropriate distance with students (e.g. it is not appropriate to have intimate relationship with a young student or to share a room with them).
- C) To involve parents and/or guardians wherever possible
- D) To be aware of the International ShinKen-Do child protection policy and their responsibilities

- E) To adhere to the International Shi9nKJen-Do Organization code of conduct
- F) To avoid any horseplay sexuality suggestive comments or language
- G) To be aware of current child protection information and knowledge.

Police Checks

It is required that those working with children in particular circumstances are Police checked to ensure that they do not have a criminal records which may preclude them from teaching children. It is important to know that is not necessary to gain a police check in every situation. However there are three main circumstances in instructing children when a police check should be sought:

A) When it involves one to one contact separate from other adults and children without consent of parents or guardians

B) When it is unsupervised and no other responsible adult is likely to be present

C) When the situation is isolated from family surroundings for example, going on holidays.

However, the most situations will not fall under the above circumstances and therefore a police check is not required if the candidate has the correct qualifications and a suitable background history.

Investigation Process

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