



GREAT BRITAIN TANG SOO DO



TRADITIONALISM, PROFESSIONALISM AND BROTHERHOOD.

Instructors Safeguarding and Child Protection Guidelines Oct 2025

Participation in Martial Arts can and does provide valuable life experiences. Sporting activities offer significant opportunities for participants to develop social skills, self-esteem, confidence, teamwork, and leadership qualities that develop a well-rounded individual.

Great Britain Tang Soo Do Association acknowledges that despite all the benefits of participation, sport can provide easy access to children and present opportunities for an individual who wants to harm children. We also accept that the welfare and safety of children and vulnerable adults is the responsibility of everyone involved in our organisation.

Most children and vulnerable adults are well cared for and have happy and trusting relationships with adults. However, some less fortunate can be vulnerable to neglect or abuse, whether physical, emotional, or sexual. The abuse may occur in the home, at school, in the park or in the sporting environment. It is known that some perpetrators of abuse may actively seek employment or voluntary work with children in order to harm them.

For further information please see our G.B. Tang Soo Do Safeguarding Policy Statement.

1. General Advice - There are many ways in which we can provide a safe environment for our students to train in and for our Instructors to teach in. Below are a few suggestions which we would like you to consider for your classes.

- a. Have you Risk assessed your training hall to ensure that it safe to use for your purpose.
- b. If you are running children or young people only classes do you have the correct ratio of adult assistants to juniors in your class.
 - i. No adults should participate in a class of 4 to 6 years old.
 - ii. Children aged 4 to 6 years one adult per 6 children.
 - iii. Children aged 7 to 12 years one adult per 8 children.
 - iv. Children & Young People aged 13 to 18 years one adult per 10 children.
 - v. Instructor must have assistance from a member of Great Britain Tang Soo Do Association at every class or failing that a chaperone.
- c. Ideally the assistant should have a minimum of 1st Dan Black Belt and be of the opposite gender to the Instructor.
- d. Where this is impracticable, the Board of Senior Masters may authorise assistants with different qualifications, provided that the welfare of the children is not compromised.
- e. Avoid unchaperoned one child alone with one adult situations.
- f. Do not take children or young people to the toilet.
- g. Do not change in the same area as students.
- h. Do not provide transportation to your students.
- i. Be a Good role model.
- j. Do not be friends on Social Media with children.
- k. Do not show favouritism.
- l. Be aware of potential bullying etc.
- m. Be aware of vulnerabilities in your classes.





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2. Responsibilities of Instructors.

- It is not the responsibility of an instructor to decide whether a student is being or has been abused.
- It is their responsibility, however, to take action to protect a student through following the prescribed procedures. Non-action is not an option in the protection of young people, and they do have a duty to act.
- It is also their responsibility to ensure that only those who need to be informed are told and that confidentiality is respected at all times.

3. Responsibility of the Organisation

It is the responsibility of Great Britain Tang Soo Do Association to :

- Ensure that its instructors are trained in procedures for dealing with allegations or legitimate suspicions of child abuse.
- Implement such policies as seem best suited to ensure the prompt and proper handling of such situations.
- Monitor its policy and practice and make improvements where practicable.

4. Responsibilities of the Lead Designated Safeguarding Officer

Appointed LDSO :- Master Gaynor Russell

The LDSO will be responsible for advising and guiding Great Britain Tang Soo Do and its instructors in relation to Safeguarding procedures ensuring the reporting procedure is properly observed and adhered to.

5. Code of conduct for Instructors

You are responsible for:

- prioritising the welfare of all students.
- providing a safe environment for students.
 - ensuring equipment is used safely and for its intended purpose.
 - having good awareness of issues to do with safeguarding and child protection and acting when appropriate.
- following our principles, policies, and procedures.
 - including our policies and procedures for safeguarding, whistleblowing, and online safety.
- staying within the law at all times.
- modelling good behaviour for all students to follow.
- challenging all inappropriate behaviour and reporting any breaches of the behaviour code to the LDSO.
- reporting all concerns about abusive behaviour, following our safeguarding procedures.
 - this includes inappropriate behaviour displayed by an adult or child and directed at anybody of any age.
- avoid young participants and adult partnerships for exercises where at all possible.
 - if the need arises, ensure that both parties are comfortable with the situation and that the situation is monitored.
- avoid any free sparring between adults and children where at all possible,
 - on occasions where this may be necessary, make sure that both parties are aware of responsibilities and the situation is monitored.
 - best practice would be to only allow an adult in partnership with a junior during free-sparring sessions to only defend and not attack!
- for certain exercises it may be necessary to pair adults with children for teaching purposes.





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- ensure that the adult is aware of their responsibilities and that these occasions are supervised.
- Written consent must be obtained before a child is taken on any trip to participate in activities at a venue other than their regular training location.

You should:

- listen to and respect students at all times.
- value and take students contributions seriously.
- respect a student's right to personal privacy as far as possible.
 - if you need to break confidentiality in order to follow safeguarding procedures, it is important to explain this to the student at the earliest opportunity.
- treat students fairly and without prejudice or discrimination.
- understand that students are individuals with individual needs.
- respect differences in age, gender, sexual orientation, culture, race, ethnicity, disability, LGBTQ, and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation.
- challenge discrimination and prejudice.
- encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.
- promote relationships that are based on openness, honesty, trust, and respect
- avoid showing favouritism.
- be patient with others.
- exercise caution when you are discussing sensitive issues with students.
- ensure your contact with students is appropriate and relevant to the nature of the activity you participate in.
- ensure that whenever possible, there is more than one adult present during activities with children and young people.
 - if a situation arises where you are alone with a child or young person, ensure that you are within sight or can be heard by other adults.
 - if a child specifically asks for or needs individual time with you, ensure other adult students in class, know where you and the child are.
- only provide personal care in an emergency and make sure there is more than one adult present if possible.
 - unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

When working with students you must not:

- allow concerns or allegations to go unreported.
- take unnecessary risks.
- smoke, consume alcohol or use illegal substances.
- develop inappropriate relationships with children and young people.
- make inappropriate promises to all students.
- engage in behaviour that is in any way abusive.
 - including having any form of sexual contact with a child or young person.
- children and young people should not be given your personal contact details (mobile number, email, or postal address) or should you have contact with them via a personal social media account.





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- act in a way that can be perceived as threatening or intrusive.
- patronise or belittle students.
- make sarcastic, insensitive, derogatory, or sexually suggestive comments or gestures to or in front of students.

6. Behaviour codes for students

Students should:

- be supportive and kind to others.
- be friendly.
- listen to others.
- be helpful.
- have good manners.
- treat everyone with respect.
- take responsibility for your own behaviour.
- talk to their Instructor about anything that worries or concerns them.
- follow this code of behaviour and other rules (including the law).
- join in and have fun!

Students should not:

- be disrespectful to anyone else.
- bully other people (online or offline).
- behave in a way that could be intimidating.
- be abusive towards anyone.

7. What Happens if the code of behaviour is not followed.

- This code of behaviour is part of our process for making sure everyone who takes part in our activities gets the support they need.

Minor First Incident

- If you behave in a way that does not follow our behaviour code, our Instructors will remind you about it and ask you to change your behaviour.

Formal Warning

- If you continue not to follow the code of behaviour after your first reminder, or if your behaviour is more serious, you will be given a formal warning by your Instructor running your activity.
- They will make a record about what happened and if you are a child or young person, inform your parents or carers if it is appropriate. They will also talk with you about what happened and agree what support you need to improve your behaviour in the future.
- We might also decide that further steps should be taken, such as restricting you from taking part in specific activities.





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Final Warning

- If the support we have put in place is not helping you to change your behaviour, we might need to give you a final warning. Again, this will be recorded, and if you are a child or young person, we will inform your parents or carers as appropriate.
- At this point, we might need to talk with you and if you are a child or young person, your parents, or carers, about other services that might be more able to give you the support you need.

Safeguarding Procedures

- If any Instructor or assistant becomes concerned that your behaviour suggests you might need protection or that you might present a risk of harm to other students, they will follow our safeguarding procedures. This might involve making a referral to the local authority.
- If safeguarding procedures are necessary, we will talk this through with you and if you are a child or young person, your parents, or carers as soon as possible, unless doing so would put you in danger or interfere with a police investigation.

The role of parents and carers

- We see parents and carers as important in encouraging positive behaviour and will involve them as appropriate.
- We will always inform and involve your parents or carers if you receive a formal warning about your behaviour, unless doing so would put you in danger.

8. Abuse: is a form of maltreatment of a child.

- a. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- b. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.
- c. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- d. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- e. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- f. Children may be abused by an adult or adults or by another child or children.

9. 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.

10. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

- a. 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.





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- b. 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.
- c. 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.
- d. It may involve seeing or hearing the ill-treatment of another.
- e. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- f. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

11. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

- a. 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.
- b. 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.
- c. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.
- d. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

12. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

- a. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.
- b. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment.
- c. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

13. Safeguarding Issues: All instructors should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

- a. Further safeguarding issues to be aware of are Child-On-Child Abuse, online or in person, Sexual Harassment, Bullying, Abuse in Intimate Relationships, Domestic Abuse, Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Forced Marriage.





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- b. Mental Health Problems, in some cases, can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.
- c. This list is not exhaustive, but all things listed can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.
- d. In line with K.C.S.I.E. recommendations we should be mindful of AI generated images or documents being included on our Club social media and Website pages.

For details of dealing with an incident or concern please see “Incident or Concern Actions”

