

Great Britain Tang Soo Do Association



Safeguarding Policy Statement

Instructors Copy



Schedule of Reviews and Amendments

Great Britain TSD Child Protection Policy	2014	Policy Created
Bi-Annual Review – No changes made	2016	Policy Review
Revision changes – CP Officers	2018	Revised 2018
Annual Review – No changes deemed necessary	2019	Review Only
Annual Review – No changes deemed necessary	2020	Review Only
Annual Review – No changes deemed necessary	2021	Review Only
Great Britain TSD Safeguarding Policy created	2022	New Policy 2022
Types of Abuse appendix inserted at Appendix 2. Policy reviewed in line with K.C.S.I.E, Policy advice.	2023	31/10/23



Safeguarding Policy Statement

Great Britain Tang Soo Do Association aims to provide a safe and welcoming environment, for both children and adults, to learn and practice the Korean Martial art of Tang Soo Do. To achieve this aim, we maintain a register of all our Instructors and Clubs, ensuring that all Instructors are DBS checked, hold a current valid First Aid Qualification, are fully insured, and receive annual safeguarding training, provided by our Lead Designated Safeguarding Officer.

The purpose of this policy statement is:

- To protect children, young people and adults who receive Great Britain Tang Soo Do Association's services from harm.
- To provide Instructors, as well as children, young people, adults, and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone acting on behalf of Great Britain Tang Soo Do Association, including the board of Senior Masters, Area Instructors, Instructors, Assistant Instructors, and children, young people, and vulnerable adults.



We believe that:

- Children, young people, and vulnerable adults should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children, young people, and vulnerable adults, to keep them safe and to practise in a way that protects them.

We recognise that:

- The welfare of children, young people and vulnerable adults is paramount in all the work we do and in the decisions we take.
- Working in partnership with children, young people, vulnerable adults, parents, carers, and other agencies is essential in promoting young people's welfare.
- All children, young people, vulnerable adults regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, or LGBTQ, have an equal right to protection from all types of harm and abuse.
- Children, young people, adults, and LGBTQ may be additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Extra safeguards may be needed to keep children, young people and adults who are additionally vulnerable, safe from abuse.

We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them.
- Appointing a nominated safeguarding lead for all students, children, young people, vulnerable adults, and the board member responsible for safeguarding.
- Adopting safeguarding best practices through our policies, procedures, and code of conduct for Instructors and students.
- Developing and implementing an effective online safety policy and related procedures.
- Providing effective management for Instructors through, support, training, measures so that all Instructors and students are aware and follow our policies, procedures, and behave confidently and competently.

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- Selecting instructors safely, ensuring all necessary checks are made.
- Recording, storing, and using information professionally and securely, in line with data protection legislation and guidance.
- Sharing information about safeguarding and good practice with students and their families via leaflets, posters, group work and one-to-one discussions.
- Making sure that children, young people, vulnerable adults, and their families know where to go for help if they have a concern.
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, adults, parents, families, and carers appropriately.
- Using our procedures to manage any allegations against Instructors or children, young people, and vulnerable adults appropriately.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, adults, and Instructors, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where Instructors, children, young people, adults, and their families, treat each other with respect and are comfortable about sharing concerns.

Contact details:-

Nominated Lead Designated Safeguarding Officer (LDSO)

Name - Master Gaynor Russell

Phone/Email – +44 7800 923780 cpo@gbtsda.com
master.grussell@gbtsda.com

Board member responsible for safeguarding

Name - Master Mike Allen

Phone/Email – +44 7944 078007 master.mallen@gbtsda.com

If the above officers are unavailable, then please contact the area Instructor in the first instance, as shown in the list below.

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Area Instructors

East Anglia Area – Grandmaster Mujahid Khan

Phone/Email – +44 7973 636740 grandmaster.khan@gbtsda.com

Southeast Area – To be Appointed

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Southwest Area – Master Tim Butcher.

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Wales Area – Master Jemma Morgan

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Midlands Area – Master Indy Bening.

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Northern Area – Master Martin Silk

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Supporting Documents:

This policy statement should be read alongside our organisational policies, procedures, guidance, and other related documents:

1. Role description for the Lead Designated Safeguarding Officer.
2. What constitutes abuse, includes different types and issues.
3. What to do if you have a concern about your child or another student.
4. Dealing with disclosures and concerns about a student. (a child, a young person, or an adult.)
5. Managing allegations against Instructors.
6. Recording concerns and information sharing.
7. Child protection records retention and storage.
8. Sexual Harassment Policy Statement
9. Code of conduct for Instructors.

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- 10.** Behaviour codes for Students - children, young people, and adults.
- 11.** Photography and sharing images guidance.
- 12.** Safer recruitment.
- 13.** Online safety.
- 14.** Anti-bullying.
- 15.** Managing complaints.
- 16.** Whistle blowing.
- 17.** Health and Safety.
- 18.** Induction, training, supervision, and support.
- 19.** Adult to child supervision ratios.



Appendix 1. - Role description for Lead Designated Safeguarding Officer.(LDSO)

- The Lead Designated Safeguarding Officer will be responsible for advising and guiding Club Instructors, Class Instructors and Assistant Instructors in relation to safeguarding and child protection procedures and ensuring the reporting procedure is properly observed and adhered to.
- Where bullying is alleged against a member of Great Britain Tang Soo Do Association the LDSO will ensure that, where appropriate, the Organisation's internal complaints procedure is initiated, and progressed through to a proper conclusion.
- Where abuse is alleged, the LDSO shall ensure the appropriate authorities and agencies are informed and will advise the Association's Board of Senior Masters that an incident has occurred. The LDSO will monitor the progress of any alleged incident and keep the Senior Board members informed.
- The LDSO will review the Organisation's child protection and anti-bullying policies annually and will continue to make improvements where necessary.

Appendix 2. - What constitutes abuse, including different types of abuse and Safeguarding issues.

- **Abuse:** is 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.
 - Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.
 - This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
 - 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.
 - Children 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 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.
- **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.
 - Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.
 - 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.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **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.
 - 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.
 - 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.



- 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.

Appendix 3. - What to do if you have a concern about your child, another student, or an instructor.

- If the concern is regarding an Instructor, then contact the Lead Designated Safeguarding Officer who will follow the procedure in Appendix 4.
- If it is regarding your child or another student, then initially share your concern with your club Instructor, who will follow the procedure in Appendix 3.
- If you have any further concerns, then please speak to your club Instructor, who will then follow the appropriate laid down procedure.

Appendix 4. – Dealing with disclosures and concerns about a student. (be it a child, a young person, or an adult)

- It is the Instructor's responsibility, to take action to protect a student, through following the prescribed procedures. By completing an Incident Form, Informing the LDSO, who will inform necessary organisations as applicable.
- Non-action is not an option in the protection of children, young people, and vulnerable adults, and they do have a duty to act.
- It is not the responsibility of an Instructor to decide whether a student is being or has been abused.
- It is their responsibility to ensure that only those who need to be informed are told and that confidentiality is respected at all times.
- It is important to keep accurate and detailed notes on any concerns you may have about a student (child, young person, or adult). You should share this record with the LDSO and if appropriate, after discussion with the LDSO, share with the parent or guardian responsible for the care of the child.

Include:

- the child's details (name, address, age, parent/carer, contact details)
- the date and time of the incident
- what was happening before the incident took place
- what the child said or did that gave you cause for concern (write down their exact words if possible).

Appendix 5. - Managing allegations against Instructors.

In the event that someone has a concern about an Instructor, who may pose a risk of harm to children, then:

- An Incident Form should be completed, the matter referred to the Lead Designated Safeguarding Officer (LDSO), who will inform necessary organisations as applicable.
- Where there are concerns about the LDSO, this should be referred to the board of Senior Masters, who will take the appropriate actions.
- The LDSO and Board of Senior Masters will need to determine if the allegation meets the criteria for a safeguarding allegation. If it does, then they report it to the Local Area Designated Officer(LADO) in England or Children's Social Care in the devolved nations.



- The Local Area Designated Officer (LADO)/Children's Social Care will advise on the next steps and determine whether to hold a strategy meeting.
- Records will be kept of all actions and decisions taken.
- All options to avoid suspension should be considered prior to taking that step, but it is Great Britain Tang Soo Do Association Board's decision.
- Where it is clear that an investigation by the Police or Children's Social Care services is not necessary, the LDSO should discuss the next steps with the Board of Senior Masters, to determine the course of action necessary.

Appendix 6. - Recording concerns and information sharing.

- All notified concerns shall be recorded by the LDSO, and a file maintained per case.
- These shall be kept in a safe monitored location at the LDSO's discretion.
- Any information from these files shall only be shared with the Board of Senior Masters at the discretion of the LDSO.

Appendix 7. - Child protection records retention and storage.

- Records of any disclosures, concerns, or allegations shall be kept in a secure managed location.
- Access to those records shall only be available with the express permission of the Lead Designated Safeguarding Officer.
- Copies of these documents will not be made, and the original records will remain under the supervision of the LDSO.

Appendix 8. – Sexual Harassment Policy Statement

Great Britain Tang Soo Do Association does not tolerate sexual harassment. We believe that all people are entitled to work, learn, and train in an environment free from any form of sexual harassment.

Any incident of sexual harassment by Instructors, adults, young people, children, and vulnerable adults should be immediately reported to the Lead Designated Safeguarding Officer (LDSO), who will investigate. Complaints of sexual harassment by the club Instructor will be reported by the LDSO to the Great Britain Tang Soo Do Board of Senior Masters. Any individual who is found to have engaged in acts of sexual harassment will be disciplined appropriately, up to and including termination or revocation of the Instructor's licence and/or membership of the Association.

All complaints shall remain confidential where practicable and desired by the Instructor/student making the complaint. It may, of course, be necessary to disclose the nature and origin of the complaint in order to investigate it properly or to work out a solution. In certain cases, the Instructor and/or Great Britain Tang Soo Do may have an ethical and legal obligation to make a limited disclosure of the complaint. Regardless of what disclosure may be required, the Instructor and/or Great Britain Tang Soo Do will take all necessary and appropriate steps to assure that any person making a good-faith complaint or any witness who comes forward in the investigation, will suffer no retaliation by the Instructor and/or Great Britain Tang Soo Do or any individual employed by the Instructor and/or Great Britain Tang Soo Do on account of having made a complaint.



Sexual Harassment includes:

Unwelcome sexual advances, request for sexual favours and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment, learning, training, advancement or (2) submission to or rejection of such conduct by an individual is used for the basis for employment, learning, training, advancement decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work/training performance or creating an intimidating, hostile, or offensive work, learning or training environment.

Appendix 9. – Code of conduct for Instructors.

You are responsible for:

- prioritising the welfare of all children, young people, and vulnerable adults.
- providing a safe environment for children, young people, and vulnerable adults.
 - 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 children, young people, and vulnerable adults 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.
 - 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 children, young people, and vulnerable adults.
- ensure your contact with children, young people and vulnerable adults 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 any children, young people, and vulnerable adults.
- 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.
- act in a way that can be perceived as threatening or intrusive.
- patronise or belittle children, young people, and vulnerable adults.
- make sarcastic, insensitive, derogatory, or sexually suggestive comments or gestures to or in front of children, young people, and vulnerable adults.



Appendix 10. - Behaviour codes for Students (children, young people, and adults).

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.

What Happens if they do not follow the code of behaviour.

- 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 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.

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 we will inform your parents or carers as appropriate.
- At this point, we might need to talk with you and your parents or carers about other services that might be more able to give you the support you need.



Child Protection 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 children and young people, 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 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.

Appendix 11. - Photography and sharing images guidance

- Consent must be obtained from an adult with parental responsibility before children may be photographed, videoed or images of them published on a website or elsewhere in the Organisations publications.
- Instructors should inform their students that Video and Photography at a Great Britain Tang Soo Do event should only be allowed by an approved photographer and notice given to all parents/guardians of children, young people, vulnerable adults that photography will be taking place at the event.
- Any parent or guardian who does not want themselves or any family member in any photographs, which are taken by our approved photographer, should make the photographer aware of that at the beginning of the event.
- Great Britain Tang Soo Do acknowledges that whilst it is pro-active in Safeguarding, it cannot give a 100% guarantee that photographs are not taken at our events. We will, however, do our utmost to make parents and other spectators aware of their obligation to maintain a safe environment for children, young people, and vulnerable adults by not taking photographs and videos which contain images of anyone other than a member of their family group.

Appendix 12. - Safer recruitment

- Club Instructors must have at least a 1st Dan Black Belt qualification in Tang Soo Do. In addition, they must have the express approval of the Board of Senior Masters to operate a class for children, adults or mixed class of children and adults.
- The Instructor must have assistance from a member of Great Britain Tang Soo Do Association at every class or failing that a chaperone.
- Ideally the assistant should have a minimum of 1st Dan Black Belt and be of the opposite gender to the Instructor, however where this is impracticable, the Board of Senior Masters may authorise assistants with different qualifications, provided the welfare of the children is not compromised.

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- No person under 16 years of age may participate, without the written consent of an adult with parental responsibility. This will include relevant medical history and details of emergency contact numbers all of which should be kept to hand at every class.
- To achieve this goal Instructors must get parents/guardians to complete and sign the GBTSD student details form and retain a copy on file. Should the student stop training then the form should be destroyed along with any other information relating to the student.
- All Instructors must have passed the enhanced DBS check. Great Britain Tang Soo Do Association requires that certificates be renewed every five years to remain valid.
- Club/Class Instructors must hold a current First Aid certificate. Assistant Instructors do not have to hold a First Aid certificate, provided there is a qualified Instructor with First Aid in the class.
- The Club/Class Instructor must hold the relevant Public Liability insurance.
- Instructors holding a current Instructor certificate certified by Great Britain Tang Soo Do Association, and the World Tang Soo Do Association, will be the only persons allowed to teach the classes.
- Assistant and Trainee Instructors are allowed to teach individual or small groups of students, but only under the guidance of a Qualified Instructor.

Appendix 13. - Online safety

We recognise that:

- the online world provides opportunities to everyone; however, it can also present risks and challenges.
- we have a duty to ensure that all children, young people, and adults involved in our organisation are protected from potential harm online.
- we have a responsibility to help keep children and young people safe online, even though they will not be using our network or devices.
- working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, LGBTQ, have the right to equal protection from all types of harm or abuse.
- Whilst we have no facility for students to access the internet, we are aware that they have personal devices and will fulfil our role in keeping them safe while accessing our social media pages and our website.

We will seek to keep children, young people, and vulnerable adults safe by:

- providing clear and specific directions to Instructors on how to behave online through our code of conduct for instructors.
- supporting and encouraging the children, young people and vulnerable adults using social media and mobile phones in a way that keeps them safe and shows respect for others



- supporting and encouraging parents and carers to do what they can to keep their children safe online
- by having an online safety agreement for use with young people and their parents or carers
- having clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person.
- reviewing and updating the security of our information systems regularly.
- ensuring personal information about the adults and children who participate in our organisation is held securely and shared only as appropriate.
- ensuring that images of children, young people and families taken by an approved photographer are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- providing support and training for staff and volunteers about online safety.

Appendix 14. - Anti-bullying

The purpose of this policy statement is:

- to prevent bullying from happening between students who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- to provide information to all Instructors, students, and their families about what we should all do to prevent and deal with bullying.
- This policy statement applies to anyone working on behalf of Great Britain Tang Soo Do Association, including Senior Masters, Area Instructors, Instructors, and students.

We recognise that:

- bullying causes real distress and affects a person's health and development.
- in some instances, bullying may cause significant harm.
- all children, regardless of age, disability, gender reassignment, race, religion, belief, sex, or sexual orientation, LGBTQ, have the right to equal protection from all types of harm or abuse.
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities.
- providing support and training for all instructors on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic, and sexual bullying.
- putting clear and robust anti-bullying procedures in place.
- An Instructor's responsibilities include;
 - looking after one another and upholding the behaviour code.
 - taking time to listen to each other.



- respecting the fact that we are all different.
- making sure that no one is without friends.
- dealing with problems in a positive way.
- checking that our anti-bullying measures are working well.

Responding to bullying:

We will make sure our response to incidents of bullying considers:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Appendix 15. - Managing complaints

- The person receiving the complaint will first determine the nature of the complaint.
- If the complaint is in regard to a Safeguarding issue, then the matter will be passed to the Lead Designated Safeguarding Officer, who will involve other agencies, as necessary.
 - If the complaint involves an Instructor, then consult Appendix 4, for further information on the actions to take.
 - If the complaint involves a student, then consult Appendix 3, for further information on what actions to take.
- If the complaint is not in respect to a Safeguarding issue, then the Club Instructor will be expected to deal with the complaint in the first instance.
 - If the complaint cannot be resolved by the Club Instructor, it will be forwarded to the Area Instructor to become involved.
 - In the event that a further decision is required it will be forwarded to the General Secretary to be dealt with by the Board of Senior Masters whose decision will be final.

Appendix 16. - Whistleblowing

- In an organisation which operates on a hierarchy and consists of ranks to distinguish the experience of each member, it may be difficult for a person of a lower grade to report a concern about a higher grade, such as their Instructor.
- To this end we have an organisational structure that will allow this to happen without prejudice to the person making the report or the person being reported.
- Clubs in Great Britain Tang Soo Do are divided into regional areas, Southeast, Southwest, Wales, Midlands, East Anglia, and Northern, each of which have a Senior Area Instructor.
- Above the Area Instructor we have Senior Masters who are members of the board of Great Britain Tang Soo Do, and our Designated Safeguarding Officer who are included in our Safeguarding Policy Statement.



- Should any student have a problem with a member of their own club they can approach their club Instructor, who should deal with the matter involving the LDSO for advice.
- Should any students have a problem with their club Instructor then the Area Instructor should be approached to deal with the situation. Again, involving the LDSO if necessary.
- If there is problem with the Area Instructor, then a member of the Board of Senior Masters or the LDSO is available for them to contact and resolve the situation.
- With this in place any hierarchy restriction should be resolved allowing the lowest grade in the organisation to report any whistleblowing issue.

Appendix 17. - Health and Safety

- As an organisation we will have the health and safety of our Instructors and Students in mind
- Health & Safety in this organisation fall into three areas,
 - Classes run by our Instructors in their training locations.
 - Classes to provide additional training at area and country levels run by the organisation.
 - Competitions, Seminars and Clinics run by the organisation.
- In all of these cases risk assessments are made to ensure the safety of all those attending in co-operation with the location owners and operators.
- All Instructors are recommended to make Health & Safety Risk assessments for their classes and are provided with generic risk assessments by the associations.

Appendix 18. - Induction, training, and support

- As a hierarchical organisation we are always mindful that this can have implications on Safeguarding, and endeavour to remove any restriction caused by rank.
- When a new student joins a club, the Instructor will pass on any necessary safeguarding information verbally and re-enforce that with a written copy of what they have been told, in a language that they can understand. Safeguarding leaflets are available to all Instructors for them to issue to their students.
- Work to build relationships with young people which encourage them to have confidence to bring any concerns to either the Instructor or the Assistant without fear of reprisal.
- Avoid situations where an adult is alone with a single child wherever possible.
- Ensure parents are aware of Great Britain Tang Soo Do Policies, by directing them to the website www.gbtsda.com
- All Club Instructors must attend an annual training course to maintain their qualification and be able to operate a club under the umbrella of Great Britain Tang Soo Do Association.
- We also insist that each student reaching the grade of Cho Dan Bo and over the age of sixteen, attend one of our Annual Safeguarding training sessions, as they have reached a level where they may be asked to teach lower grades in their club's class, always under the guidance and supervision of the Club Instructor.
- This training is provided at a central location and held twice per year as near as possible to the Spring and Autumn quarters.

Great Britain Tang Soo Do Association.



- It is part of the Club Instructors responsibilities to monitor, supervise and educate the trainee Instructors in his/her class. To this end they are able to contact the Association LDSO for any advice or additional training.
- Great Britain Tang Soo Do Association supports all of its club Instructors by providing annual training and advice as and when needed.

Appendix 19 - Adult to child supervision ratios

- The Instructor must have assistance from a member of Great Britain Tang Soo Do Association at every class or failing that a chaperone.
- Ideally the assistant should have a minimum of 1st Dan Black Belt and be of the opposite gender to the Instructor, however, 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.
- Ratios of adults to participants would be determined by considering the age of the participants and the type of activity.
- For children between the ages of 4 and 6 years – no adults should participate in the class.
- For children between the ages of 4 and 7 years - a minimum ratio of one adult per six participants should be observed.
- For children between the ages of 8 and 12 years - a minimum ratio of one adult per eight participants should be observed.
- For children between the ages of 13 and 18 years - a minimum ratio of one adult per ten participants should be observed.

----- END -----



Instructors Safeguarding and Child Protection Guidelines Oct 2023

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.

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.
 - 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.
- 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.

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.
- 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.
- Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.
 - 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.
 - 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.
- 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.
 - 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.
 - 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.

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

_____ **End of Section** _____



Incident and Concerns Actions - October 2023

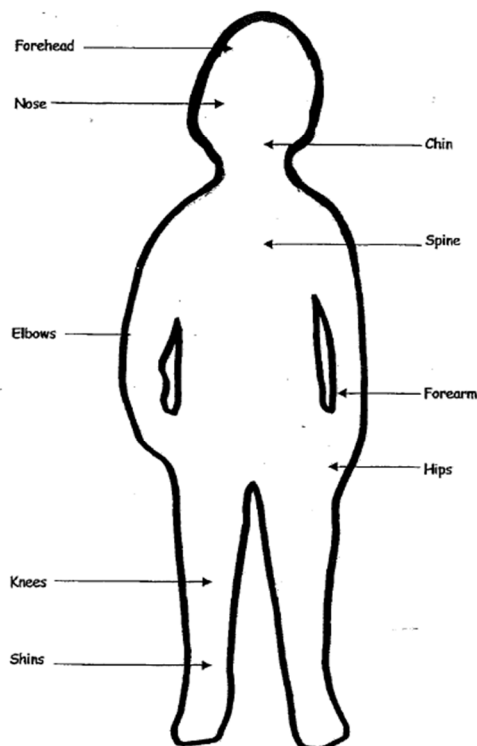
What to do in the event of an incident or concern

- It is the Instructor's responsibility, to take action to protect a student, through following the prescribed procedures. Non-action is not an option in the protection of students, and they do have a duty to act.
- It is not the responsibility of an Instructor to decide whether a student is being or has been abused.
- It is their responsibility to ensure that only those who need to be informed are told and that confidentiality is respected at all times.
- It is important to keep accurate and detailed notes on any concerns you may have about a child. You should share this record with the LDSO and if appropriate, after discussion with the LDSO, share with the parent or guardian responsible for the care of the child.
- Ensure that you complete the Safeguarding Incident Form.
- Instructors should keep a copy of the Safeguarding Incident Form available at all times.

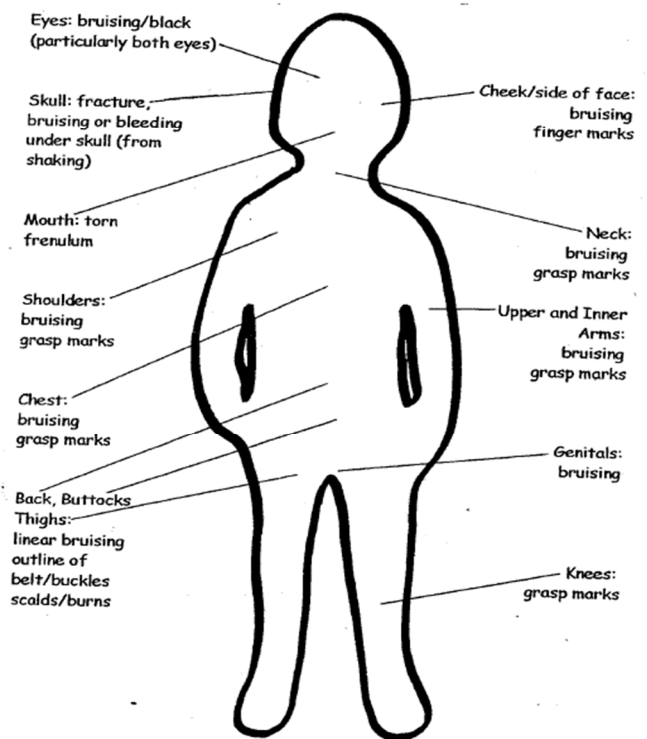
Include:

- the child's details (name, address, age, parent carers, contact numbers)
- the date and time of the incident
- what was happening before the incident took place
- what the child said or did that gave you cause for concern (write down their exact words if possible)
- whether the behaviour appeared spontaneous or premeditated

COMMON SITES FOR ACCIDENTAL INJURY



COMMON SITES FOR NON-ACCIDENTAL INJURY





In the event that you have an incident or a suspicion of abuse to report, follow the process below.

- 1) If abuse has been disclosed by an individual.
 - a) Respond appropriately to the individual.
 - b) If the person is at risk of significant harm when they leave you.
 - c) **Yes** –
 - i) Contact the Police. Record the number of the Police Officer who deals with your enquiry and record the date and time of the call.
 - ii) Complete a Safeguarding Incident Recording form.
 - iii) Discuss the matter with the LDSO.
 - iv) Is further action required
 - (1) **Yes** –
 - (a) LDSO to refer to Social Services, Police, LADO, Children’s Social Care as applicable.
 - (b) LDSO to file the incident report.
 - (c) LDSO to feedback information to the referrer.
 - (d) End of Reporting process
 - (2) **No** –
 - (a) LDSO to file the incident report.
 - (b) LDSO to feedback information to the referrer.
 - (c) End of Reporting process
 - d) **No** –
 - i) Complete a Safeguarding Incident Recording form.
 - ii) Discuss the matter with the DSO.
 - iii) Is further action required
 - (1) **Yes** –
 - (a) LDSO to refer to Social Services, Police, LADO, Children’s Social care as applicable.
 - (b) LDSO to file the incident report.
 - (c) LDSO to feedback information to the referrer.
 - (d) End of Reporting process.
 - (2) **No** –
 - (a) LDSO to file the incident report.
 - (b) LDSO to feedback information to the referrer.
 - (c) End of Reporting process.
 - e) End of decision Chart.



In the event that you suspect poor practice follow the process below.

2) Do you suspect poor practice.

a) Yes –

i) Complete a Safeguarding Incident Recording form.

ii) Discuss the matter with the LDSO.

iii) Is further action required

(1) Yes –

(a) DSO to refer to Social Services, Police, LADO, Children's Social care as applicable.

(b) DSO to file the incident report.

(c) DSO to feedback information to the referrer.

(d) End of Reporting process.

(2) No –

(a) DSO to file the incident report.

(b) DSO to feedback information to the referrer.

(c) End of Reporting process.

b) No –

i) Complete a Safeguarding Incident Recording form.

ii) Discuss the matter with the DSO.

iii) Is further action required

(1) Yes –

(a) DSO to refer to Social Services, Police, LADO, Children's Social care as applicable.

(b) DSO to file the incident report.

(c) DSO to feedback information to the referrer.

(d) End of Reporting process

(2) No –

(a) DSO to file the incident report.

(b) DSO to feedback information to the referrer.

(c) End of Reporting process.

c) End of decision Chart.



If you are accused of poor practice, follow the process below.

- 3) You are accused of poor practice.
- a) Complete a Safeguarding Incident Recording Form.
 - i) Send a copy to the Association LDSO.
 - b) Inform your Area Instructor.
 - i) Send a copy to your Area Instructor.
 - c) Area Instructor to Investigate and feedback to LDSO.
 - d) LDSO to decide on follow up actions.
 - e) End of Reporting process.

Area Instructor actions when an Instructor in your area is accused of poor practice.

- 4) An Instructor in your area has been accused of poor practice.
- a) Carry out a thorough investigation.
 - i) If abuse has been disclosed by an individual.
 - (1) Respond appropriately to the individual.
 - (2) If the person is at risk of significant harm.
 - (3) **Yes –**
 - (a) Complete a Safeguarding Incident Recording form.
 - (b) Discuss the matter with the LDSO.
 - (c) Is further action required
 - (i) **Yes –**
 - 1. LDSO to refer to Social Services, Police, LADO, Children's Social care as applicable.
 - 2. LDSO to file the incident report.
 - 3. LDSO to feedback information to the referrer.
 - 4. End of Reporting process.
 - (ii) **No –**
 - 1. DSO to file the incident report.
 - 2. DSO to feedback information to the referrer.
 - 3. End of Reporting process.
 - (4) **No –**
 - (a) Complete a Safeguarding Incident Recording form.
 - (b) Discuss the matter with the DSO.
 - (c) Is further action required
 - (i) **Yes –**
 - 1. DSO to refer to Social Services, Police, LADO, Children's Social care as applicable.
 - 2. DSO to file the incident report.



3. DSO to feedback information to the referrer.
4. End of Reporting process.

(ii) No –

1. DSO to file the incident report.
2. DSO to feedback information to the referrer.
3. Along with Lead DSO review general practice in relation to the Protection of children, young people, and vulnerable adults.
4. LDSO to file report.
5. End of Reporting process

ii) If incident considered poor practice.

(1) Discuss with GB Chief Instructor.

(a) Identify appropriate training.

(b) Provide necessary training and supervision.

(i) Along with Lead DSO review general practice in relation to the Protection of children, young people, and vulnerable adults.

(ii) LDSO to file report.

(iii) End of Reporting process.

b) End of decision Chart.

_____ **End of Section** _____



Safeguarding Incident Form page 1.	
<p>Reporting Incidents or concerns of abuse or poor practice. Please give as much information as possible, using extra sheets if necessary. Once completed then pass to your Lead Designated Safeguarding Officer or in their absence to the Board member responsible for Safeguarding as soon as is reasonably possible.</p>	
Name of Child, Young Person, or Adult.	Date of Birth
	Association Id Number
Home Address:-	Name of Parent/Guardian/Carer
Street	Name
Town	Main Contact No.
County	Name
Postcode	Contact No..
<p>Any Special factors to be considered (e.g. Language difficulties, disability, or anything else of relevance.)</p>	
<p>Are your reports your own concerns or passing on those of somebody else?</p>	



Safeguarding Incident Form page 2.

What has prompted the concerns ? Include dates, times, and details of any specific incidents, ensuring all information is written factually.

What (if any) physical, behavioural, or indirect signs were present ?

If the child, young person, or adult has spoken to you. Record what was said using the child's, young person's or adult's own words in quotes (" ")



Safeguarding Incident Form page 3.

Has anyone been alleged to be the abuser? YES () NO ()

Details

Have you consulted anyone else ? YES () NO ()

Details

Is there anyone else who might be involved in the incident ? YES () NO ()

(Anyone who may have seen or heard things relating to the incident)

Details

Great Britain Tang Soo Do Association.



Safeguarding Incident Form page 4.

Any other relevant information ?

Your Name	Your Rank:
Address: Street	Home Number
Town	Mobile Number
County	Association Id. Number
Postcode	
Signature	Date Signed

Name of person receiving this report (Capitals)	Position
Action Taken	
Signature	Date Signed



Injury Identification Body Map

Use these body maps to identify any bruising, marks, or injuries significant to the alleged incident.

Front



Back



Please ensure this body map diagram is attached to the incident form.

_____ End of Section _____