

***CODES OF CONDUCT,  
PROCEDURES AND  
GUIDELINES FOR  
TAEKWON DO  
INSTRUCTORS***



**TAEKWON-DO ASSOCIATION  
OF ENGLAND**

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## 1. THE RESPONSIBLE TAEKWON DO INSTRUCTOR: CODE OF ETHICS AND CONDUCT

Your coaching should reflect the following key principles.

- The **right** of every individual to participate in Taekwon do.
- The need to develop **relationships** with students and their parents based on openness, honesty, mutual trust and respect.
- Your **responsibility** to have the highest standards of personal behaviour.
- Your **responsibility** to have The highest standards of professional competence to ensure safe and correct teaching.

### The Taekwon do Instructor's Charter:

1. **Instructors must respect the rights, dignity and worth of every person and treat everyone equally within the context of Taekwon do.**
2. **Instructors must place the well-being and safety of the student above the development of performance. They should follow all guidelines laid down by their association and hold appropriate insurance cover.**
3. **Instructors must develop an appropriate working relationship with students (especially children), based on mutual trust and respect. Instructors must not exert undue influence to obtain personal benefit or reward.**
4. **Instructors must encourage and guide students to accept responsibility for their own behaviour and performance.**
5. **Instructors should hold up to date instructor qualifications.**
6. **Instructors must ensure the activities they direct or advocate are appropriate for the age, maturity, experience and ability of the individual.**
7. **Instructors should, at the outset, clarify with students (and where appropriate with their parents) exactly what is**

**expected of them and what students are entitled to expect from their instructor.**

8. **Instructors should co-operate fully with other specialists (e.g. other instructors, officials, sport scientists, doctors, and physiotherapists) in the best interests of the student.**
9. **Instructors should always promote the positive aspects of Taekwon do and never condone rule violations or the use of prohibited substances.**
10. **Instructors must consistently display high standards of behaviour and appearance.**

## 2. GOOD PRACTICE GUIDELINES FOR SESSIONS

### ON YOUR ARRIVAL:

- You should arrive early for all sessions.
- Introduce yourself to venue staff.
- Familiarise yourself with the venue. Identifying Emergency Exits, Emergency Telephone and First Aid Station.
- Check your work area for any safety hazards. You should have a risk assessment or carry out a dynamic risk assessment.

### ON STUDENTS' ARRIVAL:

- Ensure you have Emergency Contact numbers and knowledge of any health or medical conditions.
- Get group to put belongings in a safe place together if lockers are unavailable.

### INTRODUCTION TO GROUP:

- Ensure the group know who the instructors are and their names.

- Get to know the names of individuals you are coaching, especially younger children.
- Inform the group where toilets are.
- Inform the group of any session rules.

#### **DURING SESSIONS:**

- Ensure children take any appropriate breaks and take drinks if necessary.
- Children must be supervised during breaks.
- Do not allow any children to leave site unless unaccompanied by a parent/carer.

#### **AT END OF SESSION:**

- Allow children to leave when parents present or check those going home by themselves.

#### ***If a child has not been picked up on time:***

Two people remain if possible.

Allow 15-20 mins for parent/carer to arrive.

Use Emergency Contact number to contact parent/carer.

#### **SESSIONS AT SCHOOL SITES:**

- If you are working on a school site during lesson time or working off school site as part of a schools P.E. curriculum, the teacher/school remains in loco parentis at all times. You shouldn't be left alone unless previously agreed with the head teacher.
- If you are working on school site during extra-curriculum time the school still remains in loco parentis and is therefore responsible for all children; however, very often after school hours coaching is seen as the instructor responsibility. Agree your responsibilities with the Head Teacher.

- When working on school sites always ensure you sign in and out at the reception. Also make yourself known to school staff as to what your purpose is for being on school premises. Wearing your uniform and identity badge is important.

- Although the teacher/school remains in loco parentis, an instructor still has a joint "Duty of Care" and a responsibility for the children they are coaching.

#### **LOST PROPERTY:**

- Should be collected, logged and stored at the venue where left or should be collected and handed to the appropriate person for logging and storage.

#### **INSTRUCTOR APPEARANCE:**

- A professional image is expected at all times.
- Wear a clean pressed dobok.

#### **SMOKING:**

- Smoking is not permitted whilst coaching or in any breaks during sessions.
- If you do smoke, stop! At least don't let your students see you.

#### **ALCOHOL:**

- Should not be consumed before coaching. It will affect your competence to instruct and compromise the safety of your group.

### 3. DEALING WITH ACCIDENTS AND INJURIES:

All instructors should have a current first aid certificate and a first aid kit.

#### In case of accident or injury:

- Assess situation.
- Identify injury or condition.
- Give immediate treatment.
- If necessary remove to hospital.
- Record on Accident Report Form.
- Inform parent/carer.

### 4. DEALING WITH ANTI SOCIAL BEHAVIOUR

**Treat disruptive or disorderly behaviour seriously and deal with it promptly. It spoils the session for others.**

Disruptive and disorderly behaviour can best be described as conduct which will or may prejudice the health or safety of participants, staff and the individual(s) concerned and/or cause annoyance or distress to the detriment of the enjoyment of other participants (e.g. mental or physical bullying/name calling).

Where an instructor considers that acceptable conduct has been breached, using discretion they should:

**Warn** the child or young person that continued misconduct will mean being removed from the session.

If there is no improvement **sit the child or young person out** for a while.

On reintroduction if problems are repeated, **the parent/carer should be informed** and the child or young person withdrawn from the session activity

Much will depend on the nature or seriousness of the incident.

All instructors must make a written report of any violent incidents or threats of violence, abusive or disruptive behaviour

An Incident Report Form will also need to be completed.

### 5. GUIDELINES FOR TRANSPORTING PEOPLE

Instructors should not take individual responsibility for the care of children when travelling to competitions. Children must be accompanied by a carer or parent.

#### GENERAL GUIDELINES FOR TRANSPORTING PEOPLE:

- Never transport children alone in your own car.
- To drive a minibus you must be 25 or over, and hold a full driving licence.
- Ensure the vehicle is fit for the purpose Taxed, MOT tested and Insured.
- Always have another responsible adult in the vehicle.
- Ensure all children under 16 have completed a parental consent form.
- Plan the journey in advance.
- Take a break every 90 minutes.
- You are expected to drive within the limits of the law.
- Smoking is not permitted on any vehicle.

#### SAFETY:

- All seats must have belts. It is your responsibility to see that they are used.
- Always have at least one responsible adult in the rear of the vehicle.
- No passengers under 18 to be carried in the front of the vehicle.
- Check tyre pressure, oil and water before every trip.
- Never transport equipment with people.

## 6. INSTRUCTOR RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE

- Never exceed maximum numbers of passengers for a given vehicle.
- No animals to be transported except guide dogs.
- Never drop off passengers except where you are sure it is safe.

### **PARKING:**

- It is the driver's responsibility to ensure that the vehicle is parked safely and legally at all times.
- Do not park in car parks of licensed premises except in an emergency.

### **IN CASE OF AN ACCIDENT:**

Switch off ignition and make sure passengers are safe. Make a record of the following.

- Time of accident.
- Registration number of any other vehicle involved.
- The precise location
- Full details of any injuries to passengers.
- Contact relatives if injuries serious enough to go to hospital.
- The details and addresses of any witnesses.

### **IF YOU BREAKDOWN OR HAVE A PUNCTURE:**

- Park vehicle as safely as possible.
- If you have warning triangle and lights use them.
- Make sure passengers are safe and stay together.
- Contact emergency services.
- Private hire: as their procedure.

### **EQUIPMENT:**

- Drivers carrying equipment only must hold a full driving licence.
- Always check vehicle is in a road worthy condition before every trip.
- When towing equipment do not exceed maximum load.
- Make sure any equipment is properly secured.

For the purposes of this document and in general, children and young people are defined as individuals under the age of 18. It should be recognised, however, that many of the guidelines and good practices contained in this document are relevant to coaching practice with individuals of all ages and for vulnerable adults.

Instructors are responsible for setting and monitoring the boundaries of the working relationship with the children and young people in their care and should ensure that they maintain a professional relationship with them at all times.

Instructors must take care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought particularly when working with children and young people.

#### **• Instructors should:**

- treat everyone with respect.
- respect an individual's right to personal privacy.
- refrain from showing favouritism to any individual.
- 'Crushes' on instructors do occur from time to time and these need to be handled very sensitively. Instructors should not encourage or joke about these incidents as they may unintentionally hurt the feelings of the child or young person and cause an adverse reaction in the form of an accusation. It may give rise to gossip which a parent/carer may decide to investigate.
- No matter how conscientious instructors are in carrying out their duties, there will be occasions when their actions may be misconstrued. Where physical contact between an instructor and any student is a

necessary part of the coaching process, instructors must ensure that no actions on their part could be misinterpreted. This is particularly important when the student is a child or a young person.

- There may be occasions where a distressed child or young person needs comfort and reassurance. Avoid physical comfort such as hugging.
- Instructors administering First Aid to a child or young person should ensure wherever possible another adult is present or that First Aid is carried out in view of others, as the necessary physical contact could be misconstrued.
- Instructors should recognise that caution is required in all one to one situations and instructors should not:
  - Spend excessive amounts of time alone with children or young people away from others.
  - Take children or young people alone in a car on journeys, however short.
  - Take children or young people to their home.

If emergency situations arise where these are unavoidable, try and ensure that they occur only with the full knowledge and consent of the child or young person's parent/carer.

- **Instructors must never:**
  - Engage in rough physical, sexually provocative games or horseplay.
  - Allow or engage in inappropriate touching of any form.
  - Make sexually suggestive comments to a child or young person, even in fun.

- Allow children or young people in their care to use inappropriate language unchallenged.
- Let any allegations a child or young person makes go unchallenged or unrecorded, **always act.**
- Do things of a personal nature that children can do themselves. However, it may sometimes be necessary for instructor to do things of a personal nature for children or young people particularly if they are very young or disabled. These should only be carried out with the full knowledge and consent of their parents/carers in an emergency situation which requires this type of help.

- **Whilst it is unlikely that as an instructor you will ever be involved in a reported incident of either bad practice or abuse, it is unwise to rely upon your "good name" to protect you or to believe "it could never happen to me".**

## 7. RECOGNITION OF CHILD ABUSE

Child abuse is a term used to describe ways in which children are harmed, usually by adults and often by people they know and trust. It refers to the damage done to a child's physical or mental health. Children can be abused within or outside their family, at school and also in the sports environment.

### FORMS OF ABUSE

**Physical Abuse**, where adults:

- Physically hurt or injure children (e.g. by hitting, shaking, squeezing, biting or burning)
- give children alcohol, inappropriate drugs or poison



- Attempt to suffocate or drown children

In sport situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.

**Neglect**, when adults:

- fail to meet a child's basic physical needs. (e.g. for food, warm clothing)
- Consistently leave children alone and unsupervised.
- fail or refuse to give children love, affection or attention.

Neglect in a sports situation might also occur if a teacher or instructor fails to ensure children are safe or exposes them to undue cold or risk of injury.

**Emotional Abuse** can occur when:

- There is a persistent lack of love or affection.
- There is constant overprotection which prevents children from socialising.
- Children are frequently being shouted at or taunted.
- There is neglect, physical or sexual abuse.

Emotional abuse in sport might also include situations where parents or instructor subject children to constant criticism, bullying or unrealistic pressure to perform to high expectations.

**Sexual Abuse.** Boys and girls are sexually abused when adults (male or female) use them to meet their own sexual needs. This could include:

- Full sexual intercourse, masturbation, oral sex, fondling

- showing children pornographic books, photographs or videos, or taking pictures for pornographic purposes.

Sport situations which involve physical contact (e.g. supporting or guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over young people.

## RECOGNITION OF ABUSE

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may have occurred or is taking place. It is acknowledged that instructors are not experts at such recognition. It is however expected an instructor must discuss any concerns they may have about the welfare of a child immediately with your organisation's child safeguarding officer.

Indications that a child is being abused include:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly situated on a part of the body not normally prone to such injuries.
- An injury for which the explanation seems inconsistent.
- The child describes what appears to be an abusive act involving him/her.
- Someone else - a child or adult, expresses concern about the welfare of another child.
- Unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper.
- Inappropriate sexual awareness.

- Engaging in sexually explicit behaviour in games.
- Is distrustful of adults, particularly those with whom a close relationship will normally be expected.
- Has difficulty in making friends.
- Is prevented from socialising with other children.
- Displays variations in eating patterns including overeating or loss of appetite.
- Loses weight for no apparent reason.
- Becomes increasingly dirty or unkempt.

It must be recognised that the above list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. It is **not** the responsibility of instructor to decide that child abuse is occurring, but it is your responsibility to **act on any concerns**.

## 8. ON DISCLOSURE OF ABUSE BY A CHILD

If a child says or indicates that he or she is being abused, or information is obtained which gives concern that a child is being abused, the instructor receiving this information should:

- React calmly so as not to frighten the child.
- Tell the child they are not to blame and that it was right to tell.
- Take what the child says seriously, recognising the difficulties inherent and interpreting what is said by a child who has a speech disability and/or differences in language.
- Keep questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but do not make promises of confidentiality which might not be feasible in the light of subsequent developments.

- Make a full record of what had been said heard and/or seen as soon as possible.
- Report the incident as outlined in the following section.

## 9. REPORTING CHILD ABUSE

**It is not up to the instructor to take responsibility or to decide whether or not child abuse is taking place.** There is however, a responsibility to protect children in order that appropriate agencies can then make inquiries and take any necessary action to protect the child.

The Children's Services Department of each local authority has a statutory duty under the Children Act 1989 to ensure the welfare of a child. When a child safeguarding referral is made its staff has a legal responsibility to investigate. This may involve talking to the child and family and gathering information from other people who know the child. Inquiries may be carried out jointly with the Police.

### What to do if there are Concerns

1. There is always a commitment to work in partnership with parents or carers where there are concerns about their children. Therefore, in most situations, it would be important to talk to parents or carers to help clarify any initial concerns. For example, if a child seems withdrawn, they may have experienced bereavement in the family. **However**, there are circumstances in which a child might be placed at even greater risk were such concerns to be shared, e.g. where a parent or carer may be responsible for the abuse or not able to respond to the situation appropriately.
2. Where such concerns exist, discuss them first with your child safeguarding officer before approaching carer or parent

3. If your child safeguarding officer is not available, the person discovering or being informed of the abuse should immediately contact the Children's Services Department or the Police. If you are not sure about what to do, you can also obtain advice by telephoning the **NSPCC freephone Helpline**.

The number is

**0800 800 500**

It operates a 24 hour service. You do not have to give your name but it is helpful if you can.

In these circumstances the Children's Services Department, together with the person in charge, where appropriate, will decide how and when parents or carers will be informed.

### **Recording and Information**

Information passed to the Children's Services Department or the Police must be as helpful as possible, hence the necessity for making a detailed record. Information should include:

- The nature of the allegation
- A description of any visible bruising or other injuries
- The child's account, if he or she can give them of what has happened and how any bruising or other injuries occurred
- Any times, dates, or other relevant information
- A clear distinction between what is fact, opinion, or hearsay
- Reporting the matter to the Police or Children's Services Department should not however be delayed by attempts to obtain more information.
- Wherever possible, referrals telephoned to the Children's Services Department should be confirmed in writing within 24 hours. A record should also be made of the names and designation of the Children's Services member of staff or Police Officer to whom the concerns were passed, together with the time and date of the call, in case any follow up is needed.

The safeguarding lead for TAE is Master Mckenna. You can contact him on 07815 127725 or by e mail on [info@newcastleblackbeltacademy.co.uk](mailto:info@newcastleblackbeltacademy.co.uk).

If you want to speak to someone who has no connection with the Taekwon do Association of England, contact the NSPCC child helpline on 0808 800 5000. If you are under 18 and want help, the NSPCC helpline is 0800 1111. You can find details of further support using this link

<https://www.nspcc.org.uk/preventing-abuse/our-services/childline/>

Contact numbers for local authorities:

### **Newcastle**

Initial Response Service – 0191 277 2500

Emergency Duty Team – 0191 278 7878

Northumbria Police – 101 (in an emergency always dial 999)

### **North Tyneside**

0345 2000 109 (office hours) or

0330 333 7475 (evenings and weekends).

### **Gateshead**

0191 433 2653 (office hours: Monday – Friday, 8.30am to 5pm)

0191 477 0844 (out of hours, at night, at weekends and bank holidays)