



Child Safeguarding Policy & Procedures (2026 Edition)

The following terms are used within this policy and therefor a definition is given here

"The clubs" refer to both Pee-Wee Karate Ltd. and FSK Karate Ltd. (also referred to FSK UK)

"You" refers to any director of the clubs, a self-employed or employed team member of the clubs such as the instructors/coaches

"DSL" refers to the Designated Safeguarding Lead which at the time of writing this policy is Stefan Dogaru

Directors, self-employed, employed or volunteers, who officially form part of the clubs' team and who have face to face contact with students either in public, private or school settings, undergo stringent vetting procedures, are DBS checked and if they have lived abroad recently prior to working for the clubs will have a police check from the said country. All team members, who work with children face to face must complete a mandatory NSPCC safeguarding course.

Some school setting may require you to undergo further safeguarding courses or read relevant material that form part of the school's safeguarding policy.

Reports are filed electronically within the clubs' secured electronic file drive and is accessible by the relevant responsible persons within the clubs.

The DSL for the clubs is Sensei **Simona Dogaru**: contact: 07990 376438, email: lare_simona@yahoo.com

The office manager filing the cases is **Kim Tully**: contact: 07546 961 462, email: info@fskuk.co.uk

The director and head of the clubs is **Debra Steven**: contact: 07950 337648 email: debi.steven@premierself-defence.co.uk

1. Policy Statement

FSK UK and Pee-Wee Karate acknowledges its legal and moral duty of care to safeguard and promote the welfare of all children and young people (anyone under the age of 18) participating in our karate sessions, grading, and competitions.

The welfare of the child is paramount. We are committed to providing a safe, inclusive, and anti-discriminatory environment where children can enjoy martial arts free from abuse, prejudice-based harm, neglect, or exploitation. This policy applies to all instructors, coaches, volunteers, committee members, and students.

2. Legal Framework & Guidance

This policy complies with all relevant UK statutory requirements, sports-sector guidance, and regional protocols, including:

- Children Act 1989 & 2004
- Working Together to Safeguard Children 2026 (Department for Education)
- Keeping Children Safe in Education (KCSIE) 2026 (Core principles for out-of-school settings)

- **Crime and Policing Act 2026** (Mandatory Reporting of Child Sexual Abuse & Regulated Activity Updates)
 - **London Safeguarding Children Procedures (8th Edition, 2026 updates)**
 - **Sport England Safeguarding Code in Martial Arts** guidelines.
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3. Key Policy Updates & Mandates (2026 Legislation)

To reflect the major structural legal changes implemented in 2026, our club strictly adheres to the following:

- **Mandatory Reporting of Child Sexual Abuse:** Under the *Crime and Policing Act 2026*, if any instructor, coach, or volunteer becomes aware of or suspects child sexual abuse, it is a **strict legal requirement** to report this immediately to the local authorities and the police. Passing the information internally to the DSL must happen without a single minute of delay.
 - **Safer Recruitment & Volunteers:** Any volunteer or helper involved in teaching, training, instructing, or supervising children frequently (defined as once a week or more, overnight, or on more than 3 days in a 30-day period) is legally deemed to be undertaking **Regulated Activity** under the 2026 amendments. They must undergo an Enhanced DBS Check with Children's Barred List information before starting, regardless of whether an instructor is supervising them.
 - **Prejudice-Based Harm and Anti-Discrimination:** In line with *Working Together 2026*, our club actively fosters an inclusive, anti-discriminatory culture. We maintain zero tolerance for racism, sexism, ableism, or homophobia, and actively challenge and log any prejudice-based bullying between young people.
 - **Digital & AI Safety:** Recognising new risks outlined in the *NSPCC Sport / KCSIE 2026* briefings, our club explicitly prohibits the non-consensual sharing of intimate images (image-based abuse), the use of Generative AI tools to manufacture deepfakes, and the targeted online exploitation or grooming of our students via messaging apps or social media.
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4. Safe Practice in Karate Training

Martial arts require unique physical contact boundaries. To ensure training remains safe:

- **No Head Contact for Under 16s:** In accordance with the Martial Arts Safeguarding Group guidelines, any sparring (*kumite*) or drills involving children under 16 operates on a strict **zero head contact rule**.
 - **Physical Contact Transparency:** Instructors must only use physical contact for legitimate coaching purposes (e.g., correcting a stance or block). Coaches must always ask the student's permission first ("May I adjust your foot?"), explain the contact beforehand, and do so in plain sight of others.
 - **Open Dojo Policy (London Procedures):** Parents, guardians, and carers are actively welcome to stay and spectate during all training sessions. This ensures complete operational transparency and deters misconduct.
 - **Safe Stretches and Techniques:** Exercises that can damage developing joints (such as excessive forced stretching, knuckle press-ups for young children, or unsafe joint locks/strangles) are completely forbidden for under-18s.
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5. Procedures for Reporting a Concern

If in a school setting:

- Follow the school protocol and inform the relevant Safeguarding personnel at the school.
 - Remember that the reporting of abuse (including neglect) is mandated by law and this law supersedes any school policy.

If in a public class:

- Follow the clubs' safeguarding protocol and contact the clubs' DSL.

NOTE: Ensure you have a written record of the following details:

- Child's name
- Reasons for concern (if you suspect abuse) and / or a statement made by the child, recorded as factually and in language as close to the actual words of the child as possible if abuse has been disclosed to you.

If you see, hear, or suspect something that causes concern about a child's safety, follow this three-step pathway:

1. **Notice & Record:** Observe the signs (e.g., unusual bruising, abrupt changes in behaviour, disclosure from the child). Record exactly what was seen or said using the child's exact words. Do not investigate or cross-examine.
2. **Alert the DSL Immediately:** Pass the concern to the Designated Safeguarding Lead.
3. **Statutory Escalation & Data Sharing:** The DSL will promptly review the details and, if required, escalate to the local **London Borough Multi-Agency Safeguarding Hub (MASH)** or the police. Under the 2026 statutory information-sharing duties, we will share necessary, proportionate, and legal data with local safeguarding partners to ensure the child is protected.

If a child is in immediate danger of harm, call 999 first, then inform the DSL.

Local Multi-Agency Safeguarding Hub (MASH) Directory according to areas FSK UK and Pee-Wee Karate operate in:

Location	Local Authority / Council Area	MASH / SPA Contact Details	Emergency / Out of Hours
Kew, Teddington, Twickenham, Richmond	London Borough of Richmond upon Thames	Achieving for Children SPA ☎ 020 8547 5008	☎ 020 8770 5000
Wimbledon	London Borough of Merton	Merton Children and Families Hub ☎ 020 8545 4226	☎ 020 8770 5000
Clapham	London Borough of Wandsworth <i>(Note: Clapham sits across Wandsworth & Lambeth)</i>	Wandsworth MASH ☎ 020 8871 6622	☎ 020 8871 6000
Kennington, Lambeth	London Borough of Lambeth	Lambeth Children's Services ☎ 020 7926 5555 (24 Hours)	☎ 020 7926 5555
Slough	Slough Borough Council	Slough Children First ☎ 01753 875362	☎ 01344 351999

Because our club operates across multiple local authority borders (including Richmond, Merton, Wandsworth, Lambeth, and Slough), the DSL will direct statutory referrals to the specific Multi-Agency Safeguarding Hub (MASH) or Single Point of Access (SPA) responsible for the geographical area where the incident occurred or where the child resides

6. Code of Conduct for Coaches & Volunteers

All club staff and volunteers must:

- Treat all children equally, with respect and dignity.
 - Avoid spending time unobserved, one-on-one with a child (e.g., in changing rooms or private vehicles).
 - Never connect with minor students on personal social media accounts or message them outside official club channels.
 - Deliver coaching that builds confidence, avoiding aggressive shouting or degrading public criticism.
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Note to coaches: At the end of the investigation, the school personnel, the family or the caregivers of the child and the Social Worker should meet to discuss the steps the school could take to assist the child.

Disclosure of Abuse At the time of disclosure, it is important to react carefully and to show as much empathy as possible to the child. If possible (and with the child's permission) try to find a private space to talk. It is normal to feel anger or fear and also to want to try and remedy or resolve the situation. Despite what you may be feeling, remember that you have to act in the best interest of the child, so try not to react with anger or shock about the incident and put your feelings aside until the child has been assisted. If possible, have another Action Breaks Silence trainer with you. One trainer can take the detailed notes and one trainer can focus totally on the child.

Responding to disclosure:

- Acknowledge the child's statement
- Try to remain calm and not show shock
- Be aware of your facial expressions
- Observe the child's behaviour and responses
- Reassure the child and do not make any judgement
- Ensure that you are discussing the issue privately
- Always show the child that you believe what they are telling you
- Try to avoid questions that involve "why" as they can sound as if you are placing blame
- Always reaffirm to the child that they are not to blame for what has happened and that they did nothing to encourage it
- Empathise with the child by showing them that you know how difficult it is for them to discuss something like this
- Reassure the child that you will do everything you can to get help / assistance for the child but do not make promises or offer false assurances i.e., "Everything will be all right."
- Please remember that it is important not to promise that you will keep anything "secret".
- Make a note of everything the child tells you
- Reinforce and affirm the child for having told you, e.g., "I'm glad you told me. We can now look at ways in which we can help and support you." After Disclosure
- Explain to the child that you need to involve other adults to help

Remember: Do not condemn the offender, whom the child may love. The child wants the abuser to stop, not necessarily to have the perpetrator punished or removed from their lives. Active Listening This is when you

listen for meaning. You say very little but convey empathy, acceptance and genuineness. Speak only to check that you have heard correctly. Verbal – listen to what the person is saying Non-verbal – listen to what the person's body language is saying Listen with your whole body.

- Heart – listen to the feelings spoken
- Ears – listen to the words and themes you can hear
- Eyes – look at the message of the body language
- Mouth – focus on not responding too soon Asking Questions Open-ended questions
- These questions are used to get a lot of information. There is no correct answer as the answer requires an explanation. For example, "Can you tell me a bit more about that?" Closed-ended questions
- These require a yes or no answer or brief information. For example, "Would you like me to speak with your teacher?" Reflection Skills Reflecting acts like a mirror – the goal is for the person to feel understood.

There are 4 different types of reflecting skills:

- Reflecting feelings – reflect the feeling that the person is experiencing and do not focus as much on content. For example, "You sound scared" or "You seem to be excited about your holiday."
 - Reflecting content – reflecting what you understand is being said. You can reframe statements using words like, "What I am understanding is ..." or "In other words ..." or "Did you mean ...?"
 - Affirmation – you can affirm a person's choices, knowledge or behaviour and this is an important way to empower the person you are speaking to. For example, "It took a lot of courage for you to ask for help."
 - Summarising – this highlights the most important areas and is done at the end of the conversation. For example, "Today you have shared with me and we have agreed that we will speak with your class teacher about this together."
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7. Policy Review and Monitoring

This policy statement and its accompanying procedures will be reviewed annually or sooner if there are further changes in UK statutory legislation or guidance.

Dated: September 2026