



S.K.G.B.

Coaches Code of Conduct

For

Sporting Karate & Traditional Karate

S.K.G.B., Member Association & Association Club Karate Coaches play a crucial role in the development of Sport Karate and Traditional Karate within the S.K.G.B. and in the lives of the students and athletes they coach. Good karate coaches ensure that individuals in karate have positive experiences and are therefore more likely in Sport Karate or Traditional Karate and achieve their potential.

Karate coaching, as an emerging profession, must demonstrate at all levels a high degree of honesty, integrity and competence. The need for karate coaches to understand and act on their responsibilities is of critical importance to karate, as is the need to protect the key concept of participation for fun enjoyment and achievement. This is implicit within good karate coaching practise and promotes a professional image of the good practitioner. This code of conduct defines all that is best in good karate coaching practice.

Good Coaching Practice needs to reflect the following key principles.

Rights, Relationships, Responsibilities.

Principle

Rights.

- **Statement**
Coaches must respect and Champion the rights of every individual to participate in Sport Karate and Traditional Karate.

- **Issues**

Coaches should:

- Assist in the creation of an environment where every individual has the opportunity to participate in Sport Karate or Traditional Karate.
- Create and maintain an environment free of fear and harassment.
- Recognise the rights of all students to be treated as individuals.

- Recognise the rights of student to confer with other coaches and experts.
- Promote the concept of a balanced lifestyle supporting the well being of the student both in and out of karate.
- **Actions**
- Treat all individuals in Sport Karate and Traditional Karate with respect at all times.
- Do not discriminate in the grounds of gender, marital status, race, colour, disability, sexuality, age, occupation, religion or political opinion.
- Do Not condone or allow to go unchallenged any form of discrimination.
- Do not publicly criticise or engage in demeaning descriptions of others.
- Be discreet in any conversations about students, coaches or any other individuals.
- Communicate with and provide feedback to students in a manner which reflects respect and care.

Principle.

Relationships

- **Statement**
Coaches must develop a relationship with students (and others) based on openness, honesty, mutual trust and respect.
- **Issues**
- **Coaches:**
- Must not engage in behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying.)
- Should promote the welfare and best interests of their students.
- Must avoid sexual intimacy with students either while coaching them or in the period of time immediately following a coaching relationship.
- Must take action if they have concern about their behaviour of and adult towards a child.
- Should empower students to be responsible for their own decisions.
- Should clarify the nature of the coaching services being offered to students.
- Should communicate and cooperate with other karate organisations and individuals in the best interest of students.
- **Actions**
- Be aware of the physical needs of students and athletes, especially those still growing, and ensure that training loads and intensities are appropriate.

- Ensure that physical contact is appropriate and necessary and is carried out within recommended guidelines with the athlete's full consent and approval.
- Do not engage in any form of sexually related contact with an under age student or athlete. This is strictly forbidden as in sexual innuendo, flirting or inappropriate gestures and terms.
- Inform parents immediately if you are at all concerned about the welfare of a child.
- Discuss with parents and other interested parties the potential impact of programme on the athlete.
- Arrange to transfer a student or athlete to another coach if it is clear that an intimate relationship is developing.
- Know and understand the S.K.G.B. Child protection Policy and Guide Lines in this regard.
- Following the reporting procedures laid down by the S.K.G.B. if you have concern – non-action is unacceptable.
- Respect students and athletes opinions when making decisions about their participation in karate.
- Encourage students and athletes to take responsibility for their own development and actions.
- Allow students and athletes to discuss and participate in the decision –making process.
- Discuss and agree with students and athletes what information is confidential.
- Inform students and athletes or their parents of the requirements of karate.
- Inform students and athletes or their parents of any potential costs of assessing the coaching services on offer.
- Be aware of and communicate on any conflict of interest as soon as it becomes apparent.
- Do not work with any other coach's students or athletes without first discussing or agreeing it with both the coach and the student or athlete involved.
- Identify and agree with students and athletes which other experts or organisations could offer appropriate services.

Principles

- **Responsibilities and personal standards.**
Coaches must demonstrate proper personal behaviour and conduct at all times.

- **Responsibilities and professional standards.**

- **Standards**

To maximise benefits and minimise the risks to athletes, coaches must attain a high level of competence through qualifications and commitment to ongoing training that ensures safe and correct practise.

- **Issues**

- **Coaches will:**

- Provide a safe environment that maximises benefits and minimises risks to the athlete in achieving their goals.
- Promote the execution of safe and correct practise.
- Be professional and accept responsibility for their actions.
- Make a commitment to providing a quality service to their athletes.
- Actively promote the positive benefits to society of the participation in sport.
- Contribute to the development of coaching as a profession by exchanging knowledge and ideas with others.
- Gain S.K.G.B. Coaching and vetting qualifications appropriate to the level at which they coach.

- **Actions**

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