

The British Aikido Board



The BAB Coaching & Club Handbook

V05 March 2023

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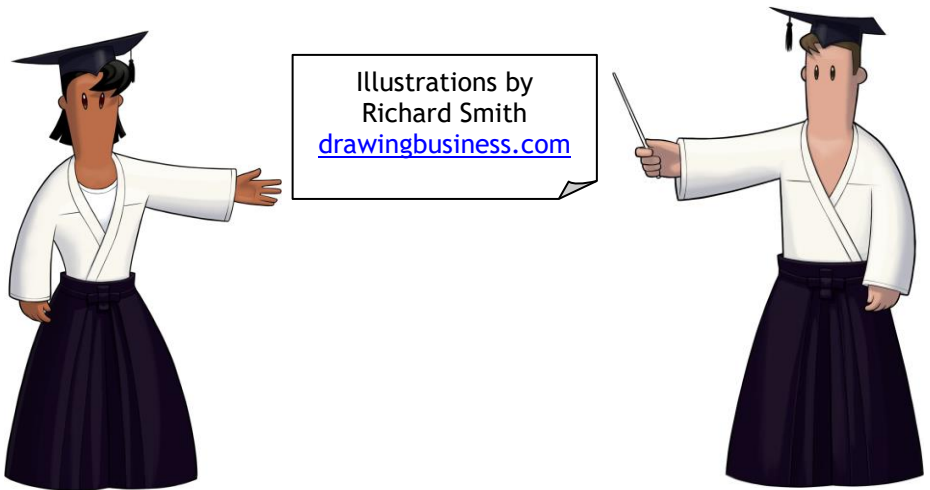
PREFACE

This British Aikido Board Handbook primarily provides Coaching information. It also includes basic information on the BAB website www.bab.org.uk. This information should be used in conjunction with the BAB Bye-Laws, Working Practices, Membership and Association Guidelines.

The information provided has been compiled with the best intentions, and whilst every effort has been made to verify its accuracy, the BAB cannot be held responsible for any inaccuracies contained within this document. All contact information, web links and references are correct at the time of issue and may be subject to change. If you consider that there are any errors, please forward your suggestions to the BAB Executive Committee at coachingadmin@bab.org.uk

Contributors

So many BAB members, officers and co-opted specialists have contributed to this BAB Coaching & Club Handbook it is impossible to list them all therefore thank you all on behalf of the British Aikido Board.



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SECTION 1

BAB CONTACTS AND DUTIES

The Executive Committee

The current Executive Committee's details will be kept up to date and available on the BAB Website <https://www.bab.org.uk>.

Individual members of BAB Associations

Association members should initially contact their Association with any BAB queries. The Association Officer will then contact the appropriate BAB Officer if the query cannot be answered at Association Level.

Email contacts:

- **BAB Chairman**
babchairman@bab.org.uk
- **BAB Secretary**
babsecretary@bab.org.uk
- **General Information and feedback**
general@bab.org.uk
- **Lead Child Protection Officer**
cslo@bab.org.uk
- **Submitting Aikido course information**
updatecourses@bab.org.uk
- **BAB Webmaster**
webmaster@bab.org.uk
- **Club Directory Amendments**
updateclubs@bab.org.uk
- **Request membership information**
generalmembership@bab.org.uk
- **Joining enquiries from an existing Association**
associationmembership@bab.org.uk
- **Coaching Development Officer**
coaching@bab.org.uk
- **For Coaching Information**
coachingadmin@bab.org.uk

SECTION 2

RULES - SAFETY AND LEGAL REQUIREMENTS

Use these procedures in conjunction with the current BAB Insurance Guidelines and Health and Safety Procedures.

Coaching Ethics

The Board has approved and adopted the UK Coaching code of Ethics, the BAB Equality Policy and the BAB Safeguarding Policy.

Legal requirements

There are no legal requirements specific to Aikido. The law extends into every activity, and Aikido is not immune.

Equal opportunities

The Board is committed to a policy of equal opportunities. The aim is to promote equality of opportunity for all. Coaches should encourage participation by reducing obstacles and increasing opportunities.

Code of Conduct

All Aikidoka and especially the Coach have a responsibility to behave in a manner that maintains and enhances the reputation of their Association and the Governing Body. Aikido is a martial way of practising a controlled form of potentially dangerous techniques. At all times Coaches should facilitate the safe and ethical practice of Aikido. Coaches should encourage a culture in which they and their students are aware of their 'Duty of Care.' This will include such considerations as:

- ➔ safe execution of technique.
- ➔ maintenance of a safe environment.
- ➔ awareness of the need for personal hygiene.
- ➔ BAB policy on drugs and alcohol.
- ➔ appreciation of the type of practice appropriate to each grade.
- ➔ awareness of Equal Opportunities issues.
- ➔ awareness of the need for appropriate language.
- ➔ appreciation of your own responsibility for insurance cover.
- ➔ any other issues concerned with the proper running of a club.

Accident Management

The BAB's Association's Club has responsibility to maintain an accident book and complete the appropriate BAB and Association accident forms. Aikido has as its ethical basis the resolution of conflict through the development of harmony in the conduct of human affairs. It therefore requires that all practitioners should accord each other respect and consideration at all times.

Mats

The mat surfaces should be fit for purpose.

Lighting

Lighting should be adequate for safe vision.

Heating

Heating should be appropriate to the welfare and comfort of the student.

Ventilation

Adequate ventilation should be ensured throughout the practice session

Spatial Considerations

There is a need to evaluate the space required during the training sessions. This will be dependent on factors such as the number of practitioners present, type and tempo of the techniques undertaken, etc. During this evaluation do not forget the vertical clearance appropriate for both open-hand and weapons practice.

Surrounding Area

“Surrounding area” - this is defined as any part of the training area, not just the matted area. The surrounding area should be hazard-free, and where hazards are identified, steps should be taken to limit or reduce any risk.

Premises

Coaches should have knowledge of emergency assistance, the location of escape routes and assembly points, and where First Aid equipment is stored.

Changing facilities

Coaches are responsible for ensuring that the facilities are adequate for the practice of Aikido.

Risk Assessments

A written risk assessment of the dojo should be maintained.

Emergency Exits

Coaches should have knowledge of where the fire escapes are and, wherever possible, see that they are kept free from obstruction. The central assembly point should also be known.

Equipment

Any equipment used should be in safe working order and only used by appropriate groups.

Weapons

All weaponry used in Aikido practice should be used and carried with the greatest of care and discretion. In addition, practitioners should be aware of, and implement, the legal requirements, the guidelines endorsed by the BAB and our Insurance broker. All weapons should be blunt, and the minimum space recommendation for pairs training with weapons is 5 square metres per practitioner.

- ➔ Weapons should only be carried when it is known that they are required at a particular training session. Coaches should therefore inform their students as to when weapons are actually required.
- ➔ Weapons should only be carried directly to and from a practice.
- ➔ Weapons should not be left in the car on a permanent basis.
- ➔ Aikidoka should carry their Association's Membership book.
- ➔ The Aikidoka should ensure that their weapons are carried within a secure bag at all times and hence not directly visible, and should ensure that the bag is never left unattended at any time.
- ➔ Travelling on public transport with weapons should be avoided if possible.
- ➔ Aikidoka carrying weapons, who are stopped by the Police, should give every assistance to the officer(s), including an explanation given of why such weapons are being carried. No attempt *should be made* to conceal the fact that weapons are being carried.

The use of weapons requires special consideration in respect of students' safety:

- ➡ Weapons instruction should only be given within the procedures shown in the Insurance guidelines.
- ➡ Ensure students know how to check their own equipment and its safe use.
- ➡ Weapons and any related equipment should be checked prior to the class.
- ➡ The student's gi should be worn correctly to ensure that no item of the gi can tangle or interfere with the use of the weapon.
- ➡ The Dojo floor should be clean and present no tripping hazards.
- ➡ The Dojo should be large enough for the number of students and the activity. This may be obvious to the front of the students but can be overlooked in the area behind the student.
- ➡ The Coach should ensure that the students always practise what is being taught, and **should** not permit any deviation during the training session.

There are three 'weapons' and related articles available to download on the BAB website:

<https://www.bab.org.uk/general/document-download/>

➡ Weapons Protocol

These guidelines should be read in conjunction with the Weapons Protocol which sets out the FULL requirements for practice and compliance with the BAB insurance cover

- ➡ Aikido and the possession of Offensive Weapons (Wooden)
- ➡ Aikido and the possession of Bladed Weapons

These two downloads are observations from a police officer

SECTION 3

COACHING MATTERS

Communications

An Association appoints its own Coaching Liaison Officer (CLO). It is expected that an Association use its CLO to contact the BAB Coaching Team. Direct contact between your Association's members and the Board's Coaching Team is discouraged. Coaches should maintain frequent contact with their Association CLO.

What Coaching Awards Are There?

There are three Coaching levels. These are Levels 1, 2 and 3, as defined in the Coaching syllabus. Additional BAB and UK Coaching modules are also required for CL2 and CL3. Coach level 1 is the minimum BAB mandatory requirement for instructors.

New Members

Associations who wish to join the BAB will have an assessment by the BAB Membership Committee with regard to their Coaching requirements. Coaches must take the Coach Level 1 course (CL1) within the one year from the start of their probationary period.

Dojo Styles

The BAB has within its affiliated membership organisations, Associations and groups whose style and practice of Aikido reflect different traditions and interpretations of O-Sensei Ueshiba's original core of teaching. As such, these traditions express Aikido in different ways.



Organising a BAB Coaching Course

The BAB Coaching Administration Officer (CAO) will adhere to the following:

- ➔ State the type of course.
- ➔ Arrange a Tutor.
- ➔ Arrange a Venue.
- ➔ Arrange a Date.
- ➔ Arrange the start and finish times.
- ➔ Issue a BAB Course register to the Tutor. Complete all parts of the register except the Pass/Fail column.
- ➔ All students who have sent the BAB CAO a course application form will be contacted by either, mail, telephone or email. This will only apply to students who are in the zones they have indicated on the form. For example, if the course is in zone three and a student has indicated zones seven and eight he/she will not be notified.
- ➔ The course will be advertised on the BAB Web Site.
- ➔ All students who supply the BAB CAO with an E-mail address will be notified of all courses.
- ➔ On receipt of the BAB Course register and the completed evaluation forms, the BAB C.L.O. will issue BAB Coaching certificates for the successful students. These are posted to the appropriate Association CLO. At this stage they are the property of the Association, not the student.
- ➔ On receipt of the Evaluation forms, the results and comments are transferred to a master list. These are sent to the Tutor, the Course Organiser, the Association CLO, the BAB CDO and a copy is kept by the BAB CAO.
- ➔ Send the Tutor's expense claim to the BAB Secretary when all the Tutor's requirements have been completed.

All courses should be self-financing.

The Student who has been notified of a possible course will:

- ➔ Inform the BAB CAO that they will or will not attend.
- ➔ If they wish to attend, they will send the appropriate fee to cover the course cost, and make it payable to the British Aikido Board. On receipt of payment they will be sent all the course details and booked onto the course.
- ➔ On completion of the course the Tutor will issue an evaluation form to each student. The student will complete this form and return it to the Tutor.

The Tutor will:

- ➔ Instruct the course in compliance with the BAB Coaching syllabus.
- ➔ Issue and collect the evaluation forms.
- ➔ Complete the Course Register, adding Pass/Fail and any comments, and sign and date the register.
- ➔ Send the BAB register and the evaluation forms to the BAB CAO within one week.
- ➔ Submit an expense claim to the BAB CAO.

The course organiser must:

- ➔ Contact their own Association CLO who will provide the BAB CAO with the following information: course type, date, venue and number of attendees plus the full address and telephone number of the course Tutor and organiser.
- ➔ A BAB Tutor may already be invited, but if a Tutor is required please state at least three possible dates.
- ➔ All Tutors should be BAB approved.
- ➔ On receipt of the register, fill in all the students' details and give this to the Tutor at the start of the course.
- ➔ Pay the Tutor his/her agreed fees.

The BAB CAO will:

- ➔ If requested, arrange a Tutor suitable to the course organiser.
- ➔ Issue a BAB Course register to the Tutor or the organiser.

Complete all parts of the register except the student's details and the Pass/Fail column.

➔ On receipt of the BAB Course register and the completed evaluation forms, issue BAB Coaching certificates for the successful students. These are posted to the appropriate Association CLO. At this stage they are the property of the Association not the student.

➔ On receipt of the Evaluation forms, the results and comments are transferred to a master list. These are sent to the Tutor, the course organiser, the Association CLO, and the BAB CDO, and a copy is kept by the BAB CAO.



If you fail to plan, you plan to fail.

SECTION 4

COACHING LEVELS AND REQUIREMENTS

Coach Level 1 (CL1)

This award is for students intending to instruct without supervision at club level.

Candidates must:

- ➔ Candidates must be an adult (18 years or over) when registered for the course.
- ➔ Be recommended by their Association, possess the necessary technical knowledge in Aikido, and hold a minimum grade of Aikido 1st Kyu.
- ➔ Attend a Level 1 Coach course, approved by the Board.
- ➔ Be successful in the assessment of a period of peer coaching.

The course will cover the following topics:

- ➔ The function and role of the British Aikido Board.
- ➔ How the body works.
- ➔ Coaching methods.
- ➔ The functions of the Coach.
- ➔ Role and responsibilities of the Coach.
- ➔ The principles of teaching and learning.
- ➔ Improving technique, individual student observation and feedback
- ➔ Planning and practice, applying Schemes of work & Lesson Plans
- ➔ The principles of training, exercise and injury management
- ➔ Risk assessment and emergency procedures.
- ➔ Introduction to coaching children and child protection issues.
- ➔ Vulnerable Adults
- ➔ Accident reporting
- ➔ Weapons, practice and carrying
- ➔ Main points of good teaching
- ➔ Introduction to equity in sport.
- ➔ Introduction to Diversity

An assessment of students' Coaching ability will be made by an approved Coach Tutor throughout the course, during both the theoretical and practical sessions.

Assessment Criteria

The candidate should demonstrate:

- ➔ Completion of pre-course work
- ➔ Application of current Coaching theory.
- ➔ Effective communication.
- ➔ Safety and 'Duty of Care'.
- ➔ Lesson structure and progression
- ➔ Production of a Scheme of work & two lesson Plans
- ➔ Relevance of content to ability level.

The candidate will produce a scheme of work and a lesson plan from that scheme of work, plus a lesson plan for the teaching assessment on the second day.

In addition, any candidate may have to satisfy any specific requirements laid down by their own Association.

First Aid is not a mandatory requirement. However, all Coaches carry a "Duty of Care" for all students under their supervision and the Board highly recommends that all Coaches have an externally validated First Aid award.

First Aid qualifications should be assessed, and candidates awarded a certificate of competence, not just a certificate of attendance.

Upon satisfying these requirements and having a satisfactory assessment from the coach tutor, certificates of competence will then be issued via their Association.

Coach Level 2 (CL2)

This award is for students intending to instruct without supervision at club level and beginning to engage in Coaching activity at Association level.

Candidates must:

- ➔ Be recommended by their Association and possess the necessary technical knowledge in Aikido.
- ➔ Attend a series of Level 2 Coach modules, approved by the Board and shown in the appendix B. These can be taken with an approved BAB Tutor or with scUK.
- ➔ Have evidence of practical coaching for a minimum of two years since receiving CL1.
- ➔ Have been directly involved in training a number of students to 1st kyu.
- ➔ Successfully complete pre-course work, returned to the tutor at least 2 weeks prior to the CL2 assessment.
- ➔ Successfully complete a one-day assessment which includes an assessment of a 30-minute period of peer Coaching.

An approved Coach tutor will make an assessment of coaching capability. Assessment will take place throughout the course and during the theoretical and practical sessions. Each candidate will be expected to coach for a total of 30 minutes and be able to answer specific questions relating to the application of the theoretical sessions.

Assessment Criteria

The candidate should demonstrate:

- ➔ Application of Coaching theory.
- ➔ Use of differing teaching styles.
- ➔ Effective communication.
- ➔ Safety and 'Duty of Care'.
- ➔ Lesson structure, relevance and progression.
- ➔ Confidence.
- ➔ Safe approach to exercise.

In addition, any candidate may have to satisfy any specific requirements laid down by their own Association.

First Aid is not a mandatory requirement. However, all Coaches carry a “Duty of Care” for all students under their supervision, and the Board highly recommends that all Coaches have an externally validated First Aid award.

First Aid qualifications should be assessed and candidates awarded a certificate of competence, not just a certificate of attendance.

Upon satisfying these requirements and having a satisfactory assessment from the coach tutor certificates of competence will then be issued via their Association.

Coach Level 3 (CL3)

This award is for coaches intending to instruct without supervision at club level and beginning to engage in coaching activity at Association level.

Candidates must:

Be recommended by their Association and possess the necessary technical knowledge in Aikido.

- ➔ Provide a full Coaching C.V. supported by a statement from their Principal or CLO.
- ➔ Candidates will have been directly involved in the training of a number of students to 1st Dan.
- ➔ Attend a series of Level 3 Coach modules, approved by the Board and shown in the appendix B. These can be taken with an approved BAB Tutor and/or scUK.
- ➔ To have evidence of practical Coaching for at least three years since achieving Coach Level 2.
- ➔ Successfully complete pre-course work, returned to the tutor at least 2 weeks prior to the CL3 assessment.
- ➔ Successfully complete a one-day assessment which includes an assessment of a 30-minute period of peer Coaching.

An approved Coach tutor will make an assessment of coaching capability. Assessment will take place throughout the course, during both the theoretical and practical sessions. Each candidate will be expected to coach for a total of 30 minutes and be able to answer specific questions relating to the application of the theoretical sessions.

Assessment Criteria: The candidate must demonstrate:

- ➔ Application of Coaching theory.
- ➔ Use of differing teaching styles.
- ➔ Effective communication.
- ➔ Safety and ‘Duty of Care’.
- ➔ Lesson structure, relevance and progression.
- ➔ Confidence.
- ➔ Safe approach to exercise.

In addition, a candidate may have to satisfy any specific requirements laid down by their own Association.

First Aid is not a mandatory requirement. However, all Coaches carry a “Duty of Care” for all students under their supervision and the Board highly recommends that all Coaches have an externally validated First Aid award.

First Aid qualifications should be assessed and candidates awarded a certificate of competence and not just a certificate of attendance.

Upon satisfying these requirements, and having a satisfactory assessment from the coach tutor, certificates of competence will then be issued via their Association.

SECTION 5

HOW TO COACH

Coaching Methods

Some of the methods which Instructors can employ are outlined below and are the main strategies taught on the BAB Coaching course.

Whole - Part - Whole

Demonstrate the whole technique and allow the students to practise it as one movement.

Then break it down into parts for students to practise. The breakdown points will depend on the significance of each portion of the technique to the aim or objective of the session. Each part is taught on its own - the link may be directly related to the whole technique or may be a different practice which conveys a feeling or elucidates a concept which is required in the performance of the whole technique.

Eventually put the parts together to make the whole again.

Repetitive Practice

This is useful for most beginners as they may find it rather awkward just to co-ordinate. The Coach will need to repeat the same basic technique over and over again. Remember that repetition can lead to boredom.

Use of Applications

Students can sometimes learn quickly when the technique is related to an application, i.e. show how a body movement exercise is used against a strike to the body.

Imitation

Beginners can be taught basic techniques by imitating the Coach, step by step at each command. The Coach should repeat this copying procedure several times until satisfied with the student's progress.

Progressive Practices

These are intended to show progressive advancement through a range of skills by increasing the demands on the students in the form of skills and competences. The steps or degrees should be flexible enough to allow an individual to learn what is being taught as well as advancing in complexity as appropriate to the class, group or individual.

In order to create these progressive stages of Coaching in Aikido it is essential that technically correct techniques are taught and learned from the outset, then built on the foundation by introducing progressive stages e.g. a beginning movement, a different ending, a different attack, and introducing technique from the opposite posture, etc.

Progressive practices have to move from what a student should be reasonably secure with, to an area which needs introduction and consolidation. The Coach should split the class according to the needs of different groups of students e.g. according to grade. The Coach could send different groups of the class along different directions to enable them to practise according to their capabilities. This means that different groups will be moved on at different rates according to their development. This encourages students to master skills and motivates them to progress.

Demonstration

The Coach should demonstrate the technique from various positions.

The Coach should demonstrate slowly, keeping the explanation simple, brief and to the point. Work on one point at a time. This enables the Coach to communicate physically, visually or verbally what they require the student to practise.

As well as involving personal demonstration, there might also be occasion to use another student to demonstrate a point in order to pick out the good points shown by that person. There are also videos, films, charts and books which can be used.

Coaches can encourage students through demonstrating advanced technique to give students a vision of their future with improved technique.

Teaching positions, i.e. strategies before the Coach demonstrates a technique. The Coach should always arrange the class so all can see and hear; this might vary from a single row to a horseshoe or circle formation.

General points

The Coach should use appropriate ukes to show different aspects of a technique.

On occasions, use the students as uke, to emphasise a particular point so that the uke can feel the technique.

The Coach should name the technique but be careful not to swamp the students with too much detail all at once. Coaching points should be emphasised and restricted to one main point. The Coach can come back later and demonstrate reinforcement of the point and provide feedback indicating that on the whole, the students did the technique well, and the coach could then introduce a secondary point to concentrate upon.

When teaching those with special needs, e.g. hearing or sight deficiency, the Coach should ensure that these students have appreciated what is expected of them from the demonstration.

Senior students practising with less experienced will learn new insights into a technique as well as helping a lower grade to improve. Similarly, putting a senior student into a mentoring position makes them re-examine the technique.

The successful Coach will allow students to work independently whilst moving round to correct and help those who are experiencing difficulties.

The Coach should not over correct and should restrict correction to the basic points. This will produce the best improvement. Always be prepared to move on if points are picked up quickly or return if difficulties arise.

Observation and Assessment of Performance

This is probably the most important part of the Coach's role, but it is often neglected. The Coach should not just take a class and teach, however well planned. The success of your next session will depend on the evaluation of what you have taught, and how it was received and practised by the students. This information is vital for assessing how well both Coach and student(s) are progressing towards the success of the longer term aims and objectives.

It may help for the Coach to make some general comments on specific points at the end of each class.

Full evaluation of the students will of course take place at regular gradings. This not only shows the progress of the student but the percentage of passes indicates the general progress of the class and reflects on the ability of the Coach.

Observe and feel the mood of the class

A Coach should continually monitor the mood of the class to assess how well they are communicating. If the class is enjoying the content of the lesson it will be shown in their concentration and performance. They will demonstrate an improvement in technique and an eagerness to learn more. If there appears to be a feeling of apathy then the opposite will occur. The Coach should be very aware of these signs in the class or it will stagnate.

Recognise general and individual faults

Be sure to correct the class as a whole in the early stages as this can speed progression. Was it because it was not demonstrated properly? Did the class misunderstand? Whatever the reason, stop the class and emphasise the point of correction. When individuals have a continuing problem with the same movement the Coach has the option to put them with someone who is better at that particular movement, and a transfer of skill should occur.

A Coach should be conducting an examination, in the sense that they should be continually monitoring the progress of individuals and the class as a whole. It is good practice for the Coach to make notes of drawbacks and the progress of the group or individuals as the programme moves along. It should not be left to chance as to whether your Coaching is a success.

Ready or not to grade

Well before grading's are to take place the Coach will know whether the student has reached the required level. The progressive assessment of their improvement is most important, especially as they begin to reach higher levels. From this information the Coach can advise whether they should grade or not.

Recognise the highs and lows

From your own experience you will know that everyone has the peaks, troughs or plateaux during some part of their training. Recognising this and the ways of dealing with it will be most beneficial to your Coaching and to your students. Feelings of inadequacy often come a few weeks after promotion. It is good to be sympathetic and give constructive encouragement.

Effective communication

Effective Coaching requires effective communication. In the eyes of a student, a coach is expected to be an expert when standing in front of the class. Remember, when Coaches fail it is not usually because of their lack of skill or knowledge of the art. It is probably because they have failed to communicate with their students, who will lose interest and begin to attend less regularly, so the Coach's plans and programme become distorted. Effective communication is sending and receiving information efficiently. The Coach should be prepared to be a good listener, to receive feedback and to act on that feedback.

Use of jargon

The Coach should remember that when beginners start they are filled with nervousness and confusion. Don't add to this by using Aikido jargon. Tell them not to worry about the names and technical terms. Remember that they have enough to learn with the techniques.

Communicate by demonstration

Because students watch intently what the Coach is teaching, be clear in what is shown. It is important that what they are looking at is retained. Ensure that the Coach's body positions and commentary are precise and to the point. Don't waffle, be brief, use simple English and watch the jargon.

Prepare to listen

The Coach should not be blinkered or self-important but be prepared to listen. Invite students to ask questions and respond to their feedback from the class.

Using Aikido language

After the initial stages it is good practice for a Coach to introduce the technical terms in Aikido



When Coaching use

KISS

Keep

It

Simple

Sensei

SECTION 6

PRINCIPLES OF TEACHING

Organisation of Training Sessions

What you do in a training session should not be decided or planned on the way to the Dojo or on arrival. The Coach should make sure that students are aware as to what they are going to do, especially in terms of organisation and timing.

Plan the session. Basic planning is essential for the smooth running of a class, but the Coach should be flexible as to the level of the students' abilities. A regular routine of warm-up and stretching relevant to the techniques to be taught should be part of a planned programme.

In planning the main theme, ideally one should take a basic principle and work on it throughout the session. Coaching and techniques should be at an appropriate level comparable to the student's range of abilities. Moving from one very different topic to another cause's confusion, especially for the beginner. Arrive at the dojo in good time, and start and finish on time.

Group Work

Grouping similar ability groups is useful because students can be put in a group relevant to their ability level.

Team Teaching

Team teaching is considered good practice when using high grades and assistants, to ensure that what has been shown is being practised correctly.

Mixed Ability Groups

Often the Coach will have beginners through to Dan grade in the same class because students attend classes to suit their own personal circumstances. For example, they may not be able to make regular sessions. A Coach should begin by addressing the class as one. Tell them what is intend for the lesson and perhaps demonstrate the various stages of one principle with basic through to advanced; the lower grade students need to see where they are going. The Coach should use other Coaches and high grades wherever possible for correction purposes.

Teaching beginners

Whether the Coach has a beginners' class or is taking in newcomers and filtering them into established sessions, each student will have an individual requirement. It is safer for new students to progress steadily and safely. It is important to familiarise yourself with the information the student has been given prior to practice, for example, on their application form.

The Coach may be asked to recommend a diet. Don't be tempted. Find someone who is an expert, or advise them to see their Doctor or a clinic.

Planning

The Coach's ability to plan a meaningful programme is vital to a student's development.

Planning should be based on the Association's syllabus. In order to do this, the Coach should formulate a medium term scheme of work. Based on this scheme of work, the Coach will devise the lesson plan.

The Coach should try to prepare their work systematically, taking into account all the factors which will affect performance.

A well-structured programme will create the right sort of environment and help to build the student's confidence.

The training programme needs to meet two essential criteria:

- ➡ It should develop skills and performance.
- ➡ Allow the students to experience success and enjoyment.

The scheme of work is a plan of what is to be covered in broad outlines over, for instance, six months. The lesson plan is based on the scheme of work and covers the immediate training needs.

SECTION 7

PRINCIPLES OF TRAINING

Why Students Train

Students of Aikido will give several reasons for training. Uppermost will usually be a desire to keep fit, mentally and physically, whilst learning new and different skills which may be useful in modern society.

Fitness can be defined as “the ability to carry out daily tasks with vigour and alertness, without undue fatigue, and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies”.

There are two types of fitness:

- ➔ Motor fitness - learning the techniques.
- ➔ Physiological fitness - making the body fit enough to be able to do the techniques.

Each of these types of fitness can be divided up into single components:

- ➔ Motor Fitness - balance, co-ordination, agility, spatial awareness.
- ➔ Physiological Fitness - strength, speed, endurance, flexibility.

For us to gain this fitness, the body has to be trained to cope with the stresses and strains placed upon it during the practice of Aikido and everyday living.

The rate of progress of a student towards fitness will greatly depend on the frequency of his/her attendance, and the length and intensity of each session.

F I T T

Frequency (How often)

Intensity (How difficult)

Time (How long)

Type (Different Types of Practice)

The short-term effects of training are likely to be that the heart rate increases, the breathing rate rises, heat is generated in the body, and sweating occurs.

The long-term effects of training regularly are that the heart becomes stronger, the lungs become more efficient, muscles tone up and become more flexible, and you can practise for longer periods without fatigue.

Factors

Factors which may affect fitness are age, diet, genetics, health or injury, drugs, environment, technique, gender, psychological, exercise, and rest.

The Fitness and Learning Curve

Each student will pass through stages of learning and fitness. It is suggested that progression along these curves should be gradual rather than sudden, because this enables the body to cope with changes, and prevents the occurrence of injury and excessive overload.

Theoretically, improvements in performance occur as a result of their practice. The rate of improvement may be fairly rapid to begin with, then it gradually slows down until a plateau is reached. Repeated practice will eventually produce further slight improvement before another plateau is reached. This links the shorter and longer terms of the effects of training.

Coach Responsibility

The Coach should plan and identify how often a skill should be practised, how many times each session it should be repeated, and how much rest is required for the student. This will vary from individual to individual, depending on how best they learn, their levels of fitness, skill complexity and workload intensity.

To be effective there should be a distribution of practice; the style of instruction should allow for the effective acquisition of skill along each individual's learning curve.

A Coach should appreciate that each technique, sequence of techniques and application, requires a specific and unique combination of elements. Every physical action will demand a mix of speed, strength, stamina, suppleness and skill, the blend of which will be unique to that action and to each individual person.

Overload

In order for the body to improve, it should from time to time have more demands made upon it.

It should be stressed that overload, although necessary, should be performed in a controlled, safe and progressive manner.

Progression should be gradual rather than sudden, as this enables the body to cope with the changes and prevents the occurrence of injury and excessive overload.

Physical overload would manifest itself in the student becoming breathless, increased heart rate and looking very hot and sweaty. Excessive overload means that students will become too tired to concentrate on performing the movements accurately and carefully, consequently interest may be lost and injury may occur. A Coach should make the activities specific to the individual's needs and demands.

The principle of overload can also be used to refer to the degree of movement at a joint or series of joints. This will not increase unless the "end position," or limit of the normal range, is not only achieved but exceeded on a regular basis. At all times during sessions a Coach should be aware of the physiological limitations of their students.

As previously stressed, the overload should be performed in a safe and progressive manner.

SECTION 8

IMPROVING TECHNIQUES AND SKILLS

Basic Principles

Coaches should be aware of the degree of mobility which is required in a joint or group of joints. The Coach should be fully aware of the structural and physiological limitations of a range of movement. Regard should be taken of static, dynamic, and ballistic methods of training.

Static

Static exercises are used to stretch to the limit of movement or the start of some slight discomfort.

Dynamic

When the session or part of session is physically energetic enough to cause the muscles to work and generate a large amount of heat and give greater speed and flexibility of movement.

Ballistic

Involves some form of rapid high intensity movement at the end of a joint range. Because of the potential risk of injury and possible negative effect of ballistic exercise upon the range of movement, this type of stretching is not recommended.

Principles of Movement

This emphasises the importance of movement as a whole.

During a training session, each sequence of moves is practised repeatedly. This can be done as either individual skills practice or work with a partner. Each activity is to improve the quality of the movement, the improvement of posture, precision, technique, balance and distance.

Coaches will instruct students to enable them eventually to realise the use of a whole-body movement, the unification of body and mind, in the performance of all techniques - a life long target. The quality of the performance or any technique can only hope to be acceptable when students are made aware of this type of demand upon their performance.

Correction Methods

Corrections should be made in a positive way to retain the student's motivation:

- ➔ Show the mistake and then explain it.
- ➔ Correct the whole class on one important point.
- ➔ Work with groups/pairs/individuals to show how a technique or part of a technique is performed correctly or with greater precision and accuracy.
- ➔ Positively reinforce a point done well and then indicate that this technique may need a little more work on a particular aspect.
- ➔ Use student as uke to “feel” the technique.

Motivation and Feedback

The level of success achieved by an individual is a combination of ability and the desire to achieve a standard. Feedback can assist this process.

Motivation

- ➔ **Self-motivation** is often the strongest motivator of all; the desire to take on and learn Aikido will overcome most obstacles.
- ➔ **Success** - to feel that you have reached a specific standard successfully. Every student, irrespective of ability and commitment, should have the opportunity to achieve success at every training session.
- ➔ **Personal goals** - most students have personal goals: perhaps to breakfall safely/quietly, without pain, to emulate a particularly good Coach in some respect, or other role models.
- ➔ **Praise** - from Coach or someone for whom the student has respect.
- ➔ **Satisfaction** - a satisfied student will have a continuing involvement in Aikido.

Feedback

Feedback is a two-way process and it is essential that the caring Coach creates a programme which allows for this process:

- ➔ Aspirations - a Coach should be aware of the aspirations of these students and help to fulfil them.
- ➔ Recognition/praise from a Coach that a student has persevered with commitment and tenacity. Also, recognition by student that they have persevered to achieve some degree of success.
- ➔ This is done through structured communication.
- ➔ Correction - if you have corrected, you should have watched for changes and provided feedback. Correcting and not observing changes can de-motivate.

Counselling

Students will often approach the Coach for advice of all kinds. The Coach should restrict such advice to two areas - performance and attitude. For specific personal advice, especially related to child protection/welfare issues, students should be referred to an appropriately qualified professional person.

Performance

In order to counsel students about their performance, the Coach will assess the components of each student's performance and discuss these objectively, with a view to continuing to develop the student's true potential.

When giving feedback to a student a Coach may well counsel them to try an alternative approach to an aspect of Aikido, in order to perform better and make progress.

Feedback, although given on an individual basis and which may be confidential, should always be given with due regard to child welfare protection procedures and harassment policies.

Attitudes

Without being intrusive, the Coach should have more than a passing interest in the life of the students in order fully to realise their potential. The Coach should understand the importance of a harmonious balance between practice and life in general. Over emphasis on one may adversely affect the other.

The Coach should be aware that the student will put trust in the Coach and that this relationship will shape the student's attitudes to Aikido. It is essential that the Coach does not abuse this trust.

SECTION 9

THE BODY IN ACTION AND HOW IT WORKS

The Heart

Blood flows into the upper chambers of the heart (the atria) via the pulmonary vein (from the lungs) and the vena cava (from the body). These then contract pushing the blood into the ventricles which in turn contract to send the blood through either the pulmonary artery to the lungs or the aorta to the rest of the body. At rest, this process occurs around 60-80 times per minute. The rate of the heartbeat increases with exercise, the rate up to over 140 times per minute. Up to five times the normal volume of blood is in circulation during exercise than at rest.

The Lungs

The lungs take in air from the atmosphere and extract the oxygen from it through the alveoli which are tiny air sacs surrounded by capillaries. This oxygen is exchanged for the carbon dioxide contained in the blood, which is then expelled during exhalation. During exercise, the volume of air taken in can increase by up to six times and the number of breaths by four times. This is in order to give greater gaseous exchange. Vital capacity of the lungs is the total air taken in one breath. Men have a vital capacity of between 4 to 5 litres and women 3 to 4 litres.

The Muscles

The muscles work on a ratchet type principle. Individual fibres link with each other in order to contract, and the more linkages there are, the stronger the contraction. In order to contract, muscles require energy, and for repeated contractions - oxygen. The energy is gained from products such as adenosine triphosphate (A TP) and glycogen stored within the muscle and oxygen from the blood. During exercise up to 25 times more blood is used by the muscle in order to acquire as much oxygen as possible.

The Ligaments and Tendons

Tendons are contractile structures and therefore inherently flexible and capable of being stretched, they connect muscle to bone. Ligaments are the “glue” which hold joints together and are inelastic bands of fibrous tissue they connect bone to bone.

Exercise Programme

The components of fitness are flexibility, speed, strength and endurance. These will improve depending on:

- ➔ Duration of training.
- ➔ Frequency of training.
- ➔ Intensity of training.

Any exercise programme should contain:

- ➔ An aerobic component.
- ➔ A flexibility component.
- ➔ A strengthening component.
- ➔ An endurance component.

A recommended structure of any exercise programme is:

- ➔ Warm up 5 - 10 minutes
- ➔ Activity 15 - 40 minutes
- ➔ Cool down 5 - 10 minutes

Warm Up

It is important to prepare the body for the strenuous work involved in taking part in an activity. Correctly done, it helps to prevent injury to muscles, tendons and ligaments, and improves flexibility; muscles also react more quickly when they are warm.

A warm up is a planned series of exercises aimed at preparing the student *thoroughly*, both physically and mentally, for the activity ahead.

Stage 1

This could consist of walking, jogging, or light running. It is important to build up slowly, make sure exercise is light and lasts about five mins. This results in heart rate increase; more blood and heat flows to muscles and then heat is generated in the muscles because of the chemical reactions in the muscle cells.

Stage 2

Consists of movement and rotation of large muscle groups and joints e.g. arms, shoulders, legs, hips, resulting in muscles becoming warmer, more elastic, and improving joint flexibility and helping to prevent injuries. Then more vigorous exercise at a later stage will be less stressful.

Sometimes a third stage may be utilised; for instance, it might be useful to use tenkan tai-sabaki as part of the warm up routine or solo practice of Aikido movements.

Cool Down

After activity, it is important to prepare the body for a resting state. Cool down can reduce the stiffness in muscles which is sometimes experienced after strenuous activity.

The principal factors are:

- ➔ Avoid ending vigorous activity/exercises suddenly.
- ➔ Reducing the level of activity slowly.
- ➔ Decreasing lactate levels and preventing muscle cramps.
- ➔ Helping to remove waste products from muscles and reducing muscle stiffness.



SECTION 10

COMPETITION

The element of competition exists in some styles of Aikido to test the quality of Aikido practice. This is generally done in one of two ways:

- ➔ either by two or more Aikidoka demonstrating their skills in a more or less predetermined manner, subjecting that demonstration to the judgment of their peers
- ➔ or by a more direct one-to-one competition where the object - above all else - is to test and to demonstrate Aikido skills against more committed attacks.

The competition arena should be regarded as the Dojo. All those involved in competition, including competitors, competition officials and spectators, should display the highest standards of conduct and behaviour.

Duty of Care

The duty of care extends to competition, which includes the provision of independent and adequate first aid cover.

- ➔ A written risk assessment should be undertaken on competition venues.
- ➔ All officials should carry appropriate insurance cover.
- ➔ All officials, including judges and referees, should be appropriately trained and accredited.

Doping Control

The BAB subscribes to Sport England anti-doping regulations. All competitors are subject to the BAB Doping Control Regulations. Aikidoka involved in competitive Aikido should refer to their own Association for competition rules and regulations.

SECTION 11

CHILDREN AND YOUNG PEOPLE

Guideline children grouping:

- ➔ Age 4 up to 5 - Play + discipline
- ➔ Age 6 up to 11 - Play + grading techniques
- ➔ Age 12 up to 15 - Grading techniques + responsibility
- ➔ Age 16 up to 18 - Grading tech's, preparing for adult classes

Some observations for different age groups

- ➔ Age 4 to 5 - Still finding chores exciting and fun. They welcome the chance to learn new skills and to develop existing ones.
- ➔ Age 6 to 8 - Enthusiasm may begin to ebb. They are beginning to crave independence, so any tasks you give them which encourage their independence will retain their interest
- ➔ Age 9 to 12 - Like continuity, so find some tasks they like that work well and stick to them. The reward system can still work but make sure they are aware of any consequences if they don't complete their tasks.
- ➔ Age 13+ Teens are capable of handling a lot more, but you may encounter a bit of resistance! It's also important to realise that they may be busy at school and with other activities, so don't apply too much pressure.

Adolescence is generally between 10 to 12 years of age for girls and 12 to 14 years of age for boys. This is the time in a child's life which can be the most traumatic, both physically and mentally. Coaches should be aware of what effects these changes can have on a child and how to recognise and deal sympathetically with their effects.

Application of Aikido Techniques when Teaching Children & Young Persons

It is BAB Policy that when applying locks, throws, other techniques or exercises on children and young persons** that care is taken to ensure that any such techniques are only used in a way that is considered reasonable and appropriate to the age, stature and ability of the child receiving these techniques. ‘Against the joint’ techniques or the use of ‘pain’ to achieve compliance is to be avoided as this concept is not appropriate for children.

Additionally, the application of locks and throws in training requires the consent of the child and is to be part of the teacher’s explanation of the technique at the time it is being applied/taught. Consent by the parent of the child should be part of the membership application to the Association.

***** The law defines children and young persons as being anyone under 18 years of age.***

Specifically:

The use of locks should be ‘experience restricted’ and introduced via a specific coaching methodology. The experience level chosen should reflect a child’s age and ability to understand the concepts of empathy with their training partner (‘just enough’ and never to the point of pain or pain compliance). ‘Experience’ refers to both the number of training hours of the aikidoka and their ability to understand the implications of the application of any given technique.

All children receiving locks and throws should first be trained to ‘uke’ for those techniques and should know how to indicate ‘submission’. Rules about the use of locks and throws should reflect practice at grass-roots level and should not be based on any ‘elite’ performance or participation in sport aikido. A coach should run sessions based on ‘duty of care’, specific risk assessments and should always be able to justify the training methods used. If locks are used in a sport/competition context then the rules should be simple, understood by all, and clearly set out and monitored by the Association.

The following parameters are strongly recommended as a **minimum** to be observed in children's practice of aikido:

- ➔ Locks may be applied by an instructor after the child has had at least 20 hours of practice. The instructor must have the technical skill and ability to apply a lock without requiring the child to feel pain to make it "work". Additionally, he should be able to communicate these skills to the child/young person.
- ➔ Locks may be applied by a child to an adult after the child has had at least 25 hours of practice. When used appropriately, this training method can help the child understand the principles of applying locks.
- ➔ Locks may be 'received' (child to child) after both children have at least 40 hours practice and then only to a level where pain is **not** required to complete the technique. Practice must be supervised by the coach to ensure there is full understanding by the children of the complexities and 'dangers' of this type of technique. Consideration must be given to the age, mental and physical maturity of the children practising together.
- ➔ Locks may be applied by an adult to a child after the child has had at least 50 hours of practice. The instructor should ensure that adults permitted to apply locks to a child understand how to apply locks without the need to inflict pain, and then only to a child who consents.

Duty of Care.

Coaches have a duty of care to treat children and young people with as much consideration as would be given by their schoolteachers and parents. The following are key points in the Coaching of children and young people:

- ➔ It is **mandatory** that all BAB instructors in close contact with juniors must be BAB DBS (Disclosure and Barring Service) checked.
- ➔ Coaches must be aware of and adhere to the BAB Child Protection and Safeguarding Policy (BAB CPSP) at all times

➡ Young people under 18 years of age are allowed to practise on the same mat as adults subject to the BAB CP policy. When working with children there should be two supervisory adults present, at least one being an approved BAB Coach. The following ratios are recommended when teaching the under 18s:

➡ No child under 4 years may be accepted into BAB membership

Child's age	No of adults	No of children
Under 5	1	3
5 and over	1	10
Teenagers	1	12

Please note that in the above table these are the minimum standards and may need to be adjusted. In all instances the class (both content and participants) should be risk assessed. For example, a whole class of beginners aged 7 learning to do breakfalls might be risk assessed as needing a higher level of supervision. In all instances the welfare of the children should be the priority and every child must receive the protection to which they are legally entitled.

➡ Parental consent is still a legal requirement up to the age of 18 years.



SECTION 12

EQUITY IN AIKIDO and LEARNING DISABILITIES

Equity in Aikido

Equity is about fairness, it is about sharing resources so that everyone can have real access to sport, and it is about putting the principles of equal opportunities into practice.

Every human being has fundamental rights which a Coach should respect. Specifically, Coaches should treat everyone equitably and sympathetically, within the framework of their activity and ability, regardless of gender, ethnic origin, cultural background, sexual orientation, religion or political affiliation

Learning Disabilities

A learning disability is any factor which inhibits a student's learning. The Coach should be aware that this can be physical or mental or both.

Disabled persons should be treated the same as able bodied persons, except where their condition demands special consideration.

The Coach needs to identify the learning disabilities which may exist in the class. Some problems are visible and obvious and others may be identified from the membership application. The Coach should be aware of the following conditions which typically make learning more difficult: poor hearing or sight: poor co-ordination and balance, poor spatial concept or perception, slow reaction times, poor physical condition through being overweight, undernourished, or generally unfit.

It is important that visiting Coaches are made aware of any such conditions, especially those which are not visible and obvious.

Some students may need special medication, of which the Coach should be aware. The Coach should ensure that the student has easy access to such medication.

SECTION 13

HOW TO SET UP AND RUN A CLUB

Opening a New Club

Some of the main points to think about when considering whether it is feasible to open a new club are:

- ➡ Are there enough potential members in easy travelling distance?
- ➡ Will the club be able to be open at peak training times?
- ➡ Consideration and regard should be made for other existing Aikido clubs in the immediate vicinity, not least because this could detract from numbers expected.
- ➡ Is the cost of the premises feasible, bearing in mind the anticipated income? Are there any hidden charges (caretaker costs)? What is the length of the lease?
- ➡ Will there be enough cover for the Coach in case of illness or holiday? Continuity of training is important for keeping members.
- ➡ What age group does the new club wish to target? Juniors, seniors, or both?
- ➡ Will the Association support this location?

Premises

There are many different types of premises, each comes with its own set of pros, and cons. The following list is a comparison of some of the most common premises. All premises should be easily located so directions can be advertised and given precisely to newcomers. Access should be safe for participants; this should include well-lit areas in the winter, and be physically safe, i.e. paths, etc.

Sports or Leisure Centre

For

Usually have mats available and facilities such as bar and showers, greater profile and presence, with exposure to members of public, will sometimes assist with advertising, may host 'Have A Go' and Demonstration Days at which clubs will be invited to participate, basic charge with no hidden extras, car parking and wheelchair access is usually available. There is an access to phones.

Against

Usually more expensive than other premises. Peak times are likely to be taken by other clubs and activities, leaving less popular times which might lessen the attractiveness of the club. Booking may sometimes be done on a week-by-week basis, causing more paperwork, or in advance, in which case more money up front is needed. Noise distraction from other groups, or cancellations due to major events. If there are no mats available there is the problem of transportation and storage. The Leisure centre may be located outside of town.

Church, Community or Scout Hall

For

Cheaper hire costs than a Sports/Leisure Centre. More able to get peak times. Normally have basic facilities such as changing rooms and showers. May allow 'block booking' which will reduce paper work. Car parking may be available. Notice board may be available for advertising purposes. Less noise distraction, more private than a Sports Leisure Centre.

Against

Mats may not be provided. If you do provide your own mats, then storage space may be a problem. Mats may need to be insured against fire and theft. Space may be limited allowing for smaller classes only. A lesser profile and presence than that of a Leisure Centre; however, there may still be public spectators.

Privately owned versus Leased Properties

For

As premises will not be utilised 24 hrs a day, other groups may be interested in sharing costs and use. Area can be adorned to best effect for training purposes, training times can be chosen. May have an area for administration or for 'putting up' visitors. No noise distraction from other groups, allowing an atmosphere highly conducive to training. Lottery funding may be available to offset some of the initial cost.

Against

Large initial cost of acquiring such premises, unless purpose built. A great deal of time and effort is required, if the premises need to be altered or 'fitted out' for the purpose of training. Mats would have to be purchased separately and stored. Possibility of additional insurance arrangements. Car parking may not be available. No casual spectators. Associated bills are rates, heating, electricity, etc.

Other Locations such as Youth Clubs, Premises that include other Martial Arts Schools

For

Normally the cheapest of all types of premises - however, some schools now running their own budgets can be quite expensive, changing rooms and toilets provided, ability to extend youth section of club by interest from current School. Youth Club students, minimal noise distraction from other groups. Permanent booking normally allowed with little or no cancellations.

Against

Mats are not usually available and should be provided. If you do provide your own mats then storage space may be a problem. Caretaker's fees may be added on top of the hire charge. Holidays and examinations may disrupt training times in school premises, no casual spectators, minimal car parking available.

BAB Requirements

- ➔ A written Dojo Risk Assessment.
- ➔ A process for recording accidents.
- ➔ An accident and emergency action plan.
- ➔ Professional Indemnity Insurance.
- ➔ Coaching qualifications.
- ➔ Duty of Care, including provision for first aid.

Injuries and Accidents

Please use the injury reports in line with the current BAB Insurance guidelines. In addition, information regarding any existing injuries declared by students should be made available to all Coaches, and doctor's notes provided where necessary.

Club Memberships and Association Licences

Ensure that you and your students have up-to-date Association membership and BAB insurance cover. It may be useful to keep information on club members on a computer, but remember to back up information regularly. Any records should be kept secure and confidential, and used only in the best interest of the members. Recording data on Association's members should comply with the current Data Protection Act.

Financial Records

Clearly such records are essential to ensure that there are no irregularities, and also, potentially, to satisfy the tax and VAT Authorities. The scale can vary from simple accounts to having to have the accounts audited. This really depends on the scale of the monies involved and the needs of the club members. Whilst one person may be responsible, it is always a good idea to check regularly and make estimates of what monies are collected and spent compared with what the books show. Recording income and expenditure, as well as reviewing any bank statements, is necessary to ensure that you do not go "into the red," and a check by someone else would protect from financial wrongdoings. In certain circumstances Clubs can reclaim income tax paid on interest monies. Contact the Inland Revenue for their advice.

Other points to consider

The main equipment required will be the mats. Whilst a club initially does not necessarily need mats to learn basics, the lessons would be restricted because of this constraint. Mats used should be serviceable and safe. Matting will be a problem if the club does not have financial support from its Association, as mats are expensive. A cheaper alternative is foam mats over which a canvas is stretched and fixed to a wooden frame. This is possibly better as the mats are thinner and hence can be stored away more safely and tidily. Car parking should be considered, even if it means utilising a local supermarket car park. People will be deterred from attending if they are unable to travel easily to the location.

Local and National affiliations

Promotion of your club is vital for a new and continuing membership. Membership with local sports Associations, especially those which are Council led, will keep you informed of events in your area and the possibility of making new advantageous contacts. Government and BAB approved schemes will denote a club which has excellent administration policies, and may even reduce the cost of renting/hiring of venues. Affiliation/partnership with organisations such as the NSPCC will show your club as being caring and conscientious, with the benefit to your students of being part of such worthy causes.

Tax considerations

Community Amateur Sports Club (CASC).

A website search will give you detailed information on CASC.

Both property and non-property owning clubs can benefit significantly from the scheme.

The key benefits of CASC registration include:

80% mandatory business rate relief. Local authorities can offer up to 100% relief to clubs at their discretion. The ability to raise funds from individuals under Gift Aid. A registered CASC can reclaim up to £28 in tax for every £100 donated, though at the moment this does not apply to all types of donations.

CASC's are exempt from Corporation Tax on profits derived from trading activities if their trading income is under £30,000 pa.

Profits derived from property income are also exempt for CASC's if gross property income is under £20,000 pa.

Is my club eligible?

To become a Community Amateur Sports Club, clubs must:

- ➔ be a recognised sport by the Sports Council;
- ➔ not discriminate in any way in their membership policies and be wholly open to all sections of the community;
- ➔ have a core purpose in the promotion of amateur sports participation;
- ➔ be non-profit making, and re-invest any profits in the sports club;
- ➔ stipulate that in the event of being wound up, any remaining assets be distributed to the sports governing body for use in community sport, another CASC, or charity.
- ➔ These criteria should be included in your club's constitution.

Clubs should then simply submit an application form to HMRC who administer the scheme, together with a copy of the club constitution.

The most important thing to remember is that once you have registered as a CASC, you will always remain a CASC.

Advertising

The most obvious route is to use the BAB web site actively to promote your club. There is a link from the main BAB page to a section "How to start Aikido," which is a simple step-by-step guide as to what to do. You can also add a new club on the BAB website by liaising with your association or the BAB webmaster.

Additionally:

➔ Use this link to get a free entry on the Yell business page.

<http://www.yell.com/free-listing/>

➔ Use the Martial Arts category

➔ Use this link to get a free entry on the Thompson's Local page.

<http://www.thomsonlocal.com/free-listing.aspx>

Use the Martial Arts Instruction category.

➔ Your local library should hold a list of local organisations and you may get on this list free of charge.

➔ Main local councils may have a website and offer local organisations a free page on their website. They may also have a sports development team so it is worth making yourself known to them.

➔ Village notice boards may also take your adverts free of charge.



**No one will come if they
don't know you are there**

SECTION 14

RISK ASSESSMENT

Purpose

A Risk Assessment is intended to minimise the dangers of practising Aikido in any dojo environment. If the answer is “No” to any of the following bulleted points, they should be reviewed to ensure the students safety. Other known safety related topics should also be included in your Risk Assessment.

The Room

- ➔ Is the minimum height of the ceiling 3.5 metres with no objects hanging below this level? If weapons are used a height of 4.5 metres is recommended.
- ➔ Are all windows safe?
- ➔ If there are doors near the edge of the mat, which way do they open? Do they have protruding handles or furniture?
- ➔ Are fire extinguishers present, wall features safely secured?
- ➔ Are stacked chairs or items on shelves secured safely?
- ➔ Are any walls close to the training area uncluttered and free from protuberances, e.g. radiators, pipes, protruding corners, columns, etc? Are they covered with impact absorbing material below shoulder height?
- ➔ Is there a one metre safety zone around all sides and a safety zone away from non-toughened or unprotected windows and mirrors?
- ➔ Is the mat space adequate for the number of persons practising? The Instructor can organise group work to cater for larger numbers.
- ➔ Does the area have good heating and ventilation to deal with the body heat produced during practice?
- ➔ Are emergency exits and the escape routes known and marked are also kept free of obstructions? Do all students know where the assembly point is?
- ➔ Do the premises offer appropriate changing facilities, water for drinking, toilets, and washing facilities?

Lighting

- ➔ Is there adequate lighting for safe vision?
- ➔ Are curtains or blinds present where needed to prevent glare from the sun?

Mats

- ➔ Are mats sufficiently dense and resilient so that an adult's fall is absorbed without feeling that the floor has been reached, i.e. not fully compacted?
- ➔ Are mats, when laid, secured so as not to slip?
- ➔ If a canvas is used, is the surface kept taut and free from folds or wrinkles?
- ➔ Are mats which incorporate a surface free from tears or pitting of their surfaces?
- ➔ Does the surface of the mat allow the free turning of participants?
- ➔ Are mats of different heights? This could cause trip hazards.
- ➔ Are mats of the same density?
- ➔ Are the mats kept to the highest hygienic requirements, especially when shared with other activities?
- ➔ Are surrounding areas kept clear to prevent transmission of dirt or grit to the surface of the practice area?
- ➔ Are blood spills wiped up using an appropriate cleanser?

The Session

- ➔ Prior to the practice is there a suitable warm up?
- ➔ Are the exercises used in warm up appropriate and can they be regarded as safe? Are they regularly reviewed in the light of new information?
- ➔ Are the techniques and exercises taught appropriate to the level of the students?
- ➔ At the end of a session is there a suitable cool down?
- ➔ Do students who wear glasses use sport safe type?
- ➔ Do students remove all jewellery before the session?

Emergencies and Health Monitoring

- ➔ Is First Aid equipment available?
- ➔ Is there a person qualified in First Aid at sessions or available on the premises?
- ➔ Is there a known procedure to summon emergency services?
- ➔ Are fire and bomb alarm procedures in place?
- ➔ Is there a procedure in place to report more serious accidents to appropriate bodies such as your Association BAB / Health & Safety Executive / the premises' manager or agent?
- ➔ Is there a procedure in place for Instructors to monitor the health of their students continually?
For example, a return to training too early after any injury may aggravate the initial injury.
- ➔ Is there a procedure to monitor and review accidents?



Instruction

- ➔ Are new members given basic information?
- ➔ Does a qualified Instructor teach the class?
- ➔ Is the class clearly able to hear and see the Instructor when demonstrations are given?
- ➔ Does the Coach remain with the class throughout the lesson?
- ➔ Is close attention paid at all times, especially where there are people with special needs?
- ➔ Are training partners made aware of the need for special care when practising with people with special needs and where there are differences in physical stature, health and age?
- ➔ Is there a procedure whereby inexperienced people are not put into any competitive situation until techniques can be performed correctly?
- ➔ Are participants made aware of the extra care needed when practising with students of a lower grade to themselves?
- ➔ Are all weapons maintained in good condition and checked regularly for defects?

Risk Assessment Considerations

A Risk Assessment form is available from the BAB website via the download area. This should be used in consideration with the guidelines within this Section and your own club's environment. Consideration of all accidents or a "near miss" occurrence should be reviewed, and if a preventative measure can be introduced, it should be added to the Risk Assessment proforma. Each club will have its own uniqueness and a "one size fits all" Risk Assessment form cannot be provided by the BAB. The Risk Assessment should be completed every year and updated if required. The time interval may be less than this if improvements can be implemented for the safety of the members.

SECTION 15

DATA PROTECTION

The BAB Information Security Policy/Data Protection Policy

The policy is available from the BAB website,
<https://www.bab.org.uk/general/document-download/>

Preface

This document details the processes by which the British Aikido Board (BAB) controls information: both personal information and information forwarded for the public domain.

The BAB is committed to the correct and legal handling of data.



To this end, the BAB has put into place guidelines for all its Member Associations detailing their legal responsibilities. These guidelines are available by download from the “Downloads” section of the BAB web site:

<https://www.bab.org.uk>

The BAB is registered with the Information Commissioner’s Office (ICO), formerly the Office of the Data Protection Registrar.

SECTION 16

THE BAB WEBSITE

To access the website, use your internet browser to type in <https://www.bab.org.uk/>

The website has many menus and sub-menus, which cover all aspects of the BAB.

Coaching is one of the main menus as it holds every BAB member's Coaching qualifications.

The major drop-down menus cover the main sections, and these lead to various sub-menus.

Legal and important documents and any new legislation will always be available, such as:

- ➔ Insurance guidelines
- ➔ Child Protection
- ➔ Data Protection
- ➔ Weapons
- ➔ Risk Assessment
- ➔ Website

General interest features examples:

- ➔ Members' forum
- ➔ Gallery for photos and videos
- ➔ News
- ➔ Association history
- ➔ Background to the BAB
- ➔ BAB contact information

SECTION 17

ONLINE LEARNING WEBSITE

The BAB has created our own eLearning website where it is possible to complete units for BAB Coach Level Two and Level Three.

To access the eLearning website, use your internet browser to type in <https://elearning.bab.org.uk/>

Please ensure you register or login to this site prior to the eLearning site prior to purchasing, enrolling or viewing a course. The login for the eLearning site is NOT the same as the Main BAB website as they are different systems.

Once you have successfully completed the course and emailed your completion certificate to the coachingadmin@bab.org.uk, the details will then be added to the main coaching system and will therefore be displayed on the main site.

As the new modules are created by the BAB Coaching team they will go on line, so please refer to the <https://elearning.bab.org.uk> for the latest information.

Appendix A

CL2 & CL3 required modules:

The BAB has decided that it will no longer delivery Safeguarding training, But will accept scUK/UK Coaching course either face to face or online.

Also for CL2 you will need to pass five modules three of the below listed core modules and any two of the modules shown for CL3.

CL2 course Core modules		
scUK/UK Coaching course description	BAB course description	Course provider
	Coaching Children & Young People	BAB or BAB Online
	Communication	BAB or BAB Online
	Managing Risk	BAB or BAB Online

Appendix A Continued

CL3 course modules		
scUK/UK Coaching course description	BAB course description	Course provider
Safeguarding & Protecting Children	Not Available	UK coaching
Fitness and Training	Fit for Purpose	BAB or UK coaching
	Equity	BAB or BAB Online
How to coach Disabled People in sport	Coaching Disabled People	BAB or UK coaching
	Mentoring Coaches	BAB or BAB Online
Improving practice and Skill	Practice, Skill and Technique	BAB or UK coaching
Planning & Periodisation	Planning for Success	BAB or UK coaching
	Event Planning and Delivery	BAB or BAB Online

Appendix B

LIST OF USEFUL AGENCIES EXTERNAL TO THE BAB

Details correct at the time of issue

TELEPHONE & WEBSITE HELPLINES

NSPCC Child Protection

Weston House, 42 Curtain road, London EC2A 3NL

Tel: 020 7825 2505

Website: <https://www.nspcc.org.uk>
<https://learning.nspcc.org.uk/>

Tel: 0808 800 5000, Help line for adults concerned about a child

Child Line Tel: 0800 1111, Help line for Children/Young People

Website: <https://www.childline.org.uk/>

CONTACT DETAILS FOR OTHER SPECIALIST AGENCIES

Age UK

Website: <https://www.ageuk.org.uk/>

Tel: 0800 678 1602 (8am - 7pm every day)

Association for Spina Bifida and Hydrocephalus (ASBAH)

ASBAH House 42 Park Rd, Peterborough. PE1 2UQ

Tel: 01733 555 988

Fax: 01733 555 985

Email: info@shinecharity.org.uk

Website: <https://www.shinecharity.org.uk/>

Asthma UK

Website: <https://www.asthma.org.uk/>

Helpline: 0300 222 5800

Back Up Trust

4 Knightley walk, London, SW18 1GZ

Tel: 020 8875 1805

Website: <https://www.backuptrust.org.uk/>

British Blind Sport

19 Coventry Road, Cubbington, Lemington Spa,
Warwickshire, CV32 7JN

Tel: 01926 424 247

Email: info@britishblindsport.org.uk

Website: <https://britishblindsport.org.uk/>

British Epilepsy Association

New Anstey House, Gate Way Drive, Yeadon, Leeds. LS19 7XY

Tel: 0113 201 8800

Helpline: 0808 800 5050

Website: <https://www.epilepsy.org.uk/>

British Wheelchair Sports Foundation (Wheel Power)

Guttmann Road, Stoke Mandeville, Buckinghamshire. HP21 9PP

Tel: 01296 395 995

Fax: 01296 424 171

Email: info@wheelpower.org.uk

Website: <https://www.wheelpower.org.uk/>

Sports & Recreation Alliance

Holborn House, 137-145 High Holborn, London WC1V 6PL

Tel: 020 7976 3900

Child Protection in Sport Unit (CPSU) - England

Tel: 0116 366 5626 England & Wales

028 9035 1135 Northern Ireland

Email: cpsu@nspcc.org.uk

Website: <https://thecpsu.org.uk/>

CHILDREN 1st

83 Whitehouse Loan, Edinburgh. EH9 1AT

Tel: 0131 446 2300

Website: <https://www.children1st.org.uk/>

Coachwise 1st4sport - Coach UK publications

2-3 Chelsea Close, Off Amberley Road, Armley, Leeds LS12 4HP

Tel: 0113 201 5555

Website: <https://www.coachwise.ltd.uk/>

Diabetes UK

Diabetes UK central Office, Wells Lawrence House, 126 Back Church Lane, London, E1 1FH

Tel: 0345 123 2399 (Mon - Fri 9am - 6pm)

0141 212 8710 (Mon - Fri 9am - 6pm Scotland)

Website: <https://www.diabetes.org.uk/>

Disability Action - Northern Ireland

Sports Council for Northern Ireland

Portside Business Park, House of Sport, 189 Airport Road West, Belfast. BT3 9ED

Tel: 028 9029 7880

Email: hq@disabilityaction.org

Website: <https://www.disabilityaction.org/>

Disability Sports Northern Ireland (NI)

Unit F, Curlew Pavilion, Partside Business Park, 189 Airport Rd west, Belfast, BT3 9ED

Tel: 028 9046 9925

Email: email@dsni.co.uk

Website: <https://www.dsni.co.uk/>

Disability Sport Wales

Sophia Gardens, Cardiff CF11 9SW

Tel: 0300 300 3115

Website: <https://www.disabilitysportwales.com/>

CRB Direct

Verification Team, P.O. Box 2965, Romford RM7 1RG

Tel: 0333 030 0446

Website: <https://crbdirect.org.uk/>

Makaton (MVDP)

The Makaton Charity, Westhead House, Farnborough, Hampshire,
GV14 7LP

Tel/Fax: 01276 606 760

Website: <https://www.makaton.org/>

Mencap Sport

Tel: 0808 808 1111

Website: <https://www.mencap.org.uk/sport/>

Multiple Sclerosis Society

MS National Centre, 372 Edgware Road, London. NW2 6ND

Tel: 0808 800 8000

Website: <https://www.mssociety.org.uk/>

Muscular Dystrophy UK

61A Great Suffolk Street, London. SE1 0BU

Tel: 020 7803 4800

Website: <https://www.muscular dystrophyuk.org/>

National Deaf Children's Society

Ground Floor South, Castle House, 37-45 Paul Street, London, EC2A
4LS

Tel: 020 7490 8656

Email: ndcs@ndcs.org.uk

Website: <https://www.ndcs.org.uk/>

Royal National Institute for the Deaf (RNIB)

Tel: 0303 123 9999

Email: helpline@rnib.org.uk

Website: <https://www.rnib.org.uk/>

Scottish Disability Sport

Caledonia House, South Gyle, Edinburgh. EH12 9DQ

Tel: 0131 317 1130

Website: <https://www.scottishdisabilitysport.com/>

Sport Council for Northern Ireland

House of Sport, 2a Upper Malone Road, Belfast. BT3 9ED

Tel: 028 9038 1222

Email: info@sportni.net

Website: <http://www.sportni.net>

Sport England

1st Floor, 21 Bloomsbury Street, London, WC1B 3HF

Tel: 0345 8508 508

Website: <https://www.sportengland.org/>

Sport Scotland

DOGES, Templeton on the Green, 62 Templeton st, Glasgow, G40 1DA

Tel: 0141 534 6500

Website: <https://sportscotland.org.uk/>

Stonewall Equality (LGBT)

Website: <https://www.stonewall.org.uk/>

The Gender Trust

Email: gina@gendertrust.org.uk

Website: <http://www.gendertrust.org.uk>

The Sports Wales

Sophia Gardens, Cardiff. CF11 9SW

Tel: 0300 300 3123

Email: nationalcentre@sports.wales

Website: <https://www.sport.wales/>

United Kingdom Sports Association for People with Learning Disability (UKSAPLD)

P.O. Box 1318, Enfield, Middlesex, EN19ZH

Tel: 020 7490 3057

Email: info@uksportsassociation.org

Website: <http://www.uksportsassociation.org/>

UK Sport

21 Bloomsbury Street, London, WC1B 3HF

Tel: 020 721 1 5100

Email: info@uksport.gov.uk

Website: <https://www.uksport.gov.uk/>

UK Coaching

Chelsea Close, Off Amberley Rd, Armley, Leeds, LS12 4HP

Tel: 0113 274 4802

Website: <https://www.ukcoaching.org/>

APPENDIX C

CONTACT DETAILS - NON-BAB AWARDS

The Duke of Edinburgh's Award Scheme

Website: <https://www.dofe.org/>

APPENDIX D

Notes
