

Northern Freestyle Karate Association.



Code of Ethics

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Introduction

The purpose of this Code of Ethics is to establish and maintain the high NFKA standards and to protect members of the public using our services.

When we talk about a good **ethics**, or displaying ethical behaviour, what do we mean?

A Code of Ethics is a framework within which to work and is a series of guidelines rather than a set of instructions.

Ethics can be described as a high level of socially conscious behaviour which embodies the spirit of martial arts. It involves the ability of an instructor to incorporate their body and mind, not just in their ability to focus on a technique, but also to guide their everyday actions and judgement. It is the manner in which one behaves righteously in both word and action.

Ethics should be an integral part of the study of any martial art, setting the moral guidelines for all practitioners of that art, from the students just starting to the Senior Instructor.

Ethics and ethical principles stem from the traditional and cultural elements of a martial art, whilst taking into account modern society and its laws. Of major importance is the concept of non-violence, respect and courtesy for others, loyalty to one's family, friends and country, and the tolerance of those who have differing ideologies.

Many instructors constantly preach ethics to their students, when often the best way to transfer these values is when the student can observe it in their own instructor's deeds.

Ethical behaviour and principles cannot be forced upon someone in a short time; it must be cultivated with leadership bringing about a long-term change in thinking and lifestyle.

As an instructor, the easiest thing to teach are the physical aspects of Karate, most good instructors can perform and students can imitate. It is much more challenging to be able to provide students with a living model of high ethics and upstanding integrity.

Instructor Guidelines

How a good instructor can display good ethics

- 1) They should conduct themselves in a professional and appropriate manner at all times.
- 2) They should be adequately skilled, knowledgeable and qualified to teach their art.
- 3) They should respect the rights, qualities and abilities of each student.
- 4) They should only teach techniques which are legitimate and safe to practice.
- 5) They should know the limitations of both themselves and their students.
- 6) They should avoid unnecessary physical contact with any student.
- 7) They should be honest and fair in all dealings with students.
- 8) They should make sure all advertising is accurately identified.
- 9) They should protect the dignity of their students regardless of age, gender, race, ethnicity, religion, sexual orientation, disability or socio-economic status.
- 10) They should respect all students as equals and be consistent towards all students.

An instructor should not

- 1) Physically or psychologically take advantage of any vulnerable student or minors.
- 2) Display questionable behaviour in presence of students (swearing, smoking, drug taking, overt sexual behaviour, excessively drinking alcohol etc.)
- 3) Criticise other clubs, Instructors, officials and or students to their members.
- 4) Pass on or use student's contact details for personal purposes.
- 5) Value only winning above all other things.
- 6) Interfere in a student's personal affairs or outside interests.
- 7) Pressure a student into engaging into a personal relationship with them.
- 8) Partake in, support or condone criminal behaviour.
- 9) Use their class as a platform to promote their own personal beliefs, be they political, religious or of similar nature.
- 10) Approach students or other schools to lure them across to their school.

Code of Ethics

Courtesy

Instructors must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, Instructors must treat everyone equitably, sensitively and not engage in discrimination within the context of their activity and ability, regardless of gender, ethnic origin, cultural background, sexual orientation, religion or political affiliation and socio-economic status or any basis prescribed by the law. Instructors respect the rights of others to hold values, attitudes and opinions that differ from their own.

Integrity / Honesty

Perhaps the most important aspect of being a true Instructor is to have a high moral character. You should be honest in all your dealings and behave according to what is acceptable and right.

Instructors should seek to promote integrity in the practice of coaching. Instructors are to be honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, or fees, they do not make statements that are false, misleading or deceptive. Instructors need to be fully aware of the belief, values, needs, limitations and the effect of those they work with. The instructor should clarify for relevant parties the roles they are performing and are going to function in. Instructors will take reasonable steps to avoid harming their students or other participants, and to minimise harm where it is foreseeable.

Instructors must not encourage performers to violate the rules of their sport. They should actively seek to discourage and condemn such action and encourage performers to obey the spirit of the rules.

Instructors must not compromise their students by advocating measures which could constitute unfair advantage. They must not adopt practices to accelerate performance improvement which might jeopardise the safety, total well-being and future participation of the performer. Instructors must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances.

Instructors must ensure that the activities training programs they advocate and direct are appropriate for the age maturity experience and ability of the individual performer.

Instructors should guide their students towards treating opponents with due respect both in victory and defeat. A key role for an instructor is to prepare performers to respond to success and failure in a dignified manner.

Instructor must discourage inappropriate behaviour from their students whether in

training, competition or away from the training hall.

Instructors as Role Models

Students look up to their instructors, as people supposedly having achieved a level of higher consciousness and morality. Instructors are seen as people of high discipline and skill, wisdom and foresight.

It is with this in mind that Instructors need to be aware of their social responsibilities and profound influence they can have on their following of students, who often mirror their behaviour and attitudes, in a quest to be like them. This can be a great quality if the instructor displays all those qualities mentioned, but can also be potentially disastrous should the instructor display many of society's lesser qualities and fall victim to its many vices.

Self-Control

Martial Arts skills should not be used as a means to vent one's frustrations or anger, or to carry out unprovoked attacks on innocent victims.

As Martial Arts practitioners, physical confrontation should be avoided whenever possible. The use of force should be condoned only in genuine self-defense or in the defense of those who are defenseless.

While many aspects of personal behavior and private activities seem far removed from official duties of an Instructor, all Instructors should be sensitive to their position as role models of their students. Private activities perceived as immoral or illegal can influence the coaching environment and Instructors are encouraged to observe the standards of this Ethics Code consistently.

Fair Play

Fair play is defined as much more than playing with the rules. It incorporates the concepts of friendship, respect for others and always playing within the right spirit. Fair play is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), the sexual harassment and abuse of children, young people and women, exploitation, unequal opportunities, excessive commercialisation and corruption.

Fair play is a positive concept. Martial Arts is a social and cultural activity which, practiced fairly, enriches society and the friendship between nations. Martial Arts is also recognised as an individual activity which, played fairly, offers the opportunity for self-knowledge, self-expression and fulfillment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport promotes involvement and responsibility in society with its wide range of clubs and leaders working voluntarily.

Fair play is an essential and central part of successful promotion, development and involvement in sport. Through fair play, the individual, the sports organisations and society as a whole all win. We all have a responsibility to promote.

**“FAIR PLAY - THE WINNING
WAY”**

Relationships

The NFKA Instructor should be concerned primarily with the well-being, safety, protection, health and future of their students. There must be a balance between the development of performance and the social, emotional, intellectual and physical needs of the individuals.

Instructors are responsible for setting and monitoring the boundaries between a working relationship and friendship with their students. This is particularly important when the student is a young person. The Instructor must realise that certain situations or friendly words and actions could be misinterpreted not only by the performer but also by

outsiders if this is motivated by jealousy dislike or mistrust it could lead to allegations of misconduct or impropriety.

Where physical contact between an instructor and a student is necessary, the instructor must ensure that no action on their part could be misconstrued and that they have fully followed the NFKA policies and guidelines.

Instructors do not engage in sexual/romantic relationships with students or other participants over whom the instructor has evaluative, direct, or indirect authority, because such relationships are likely to impair judgment or be exploitative. The instructor should be acutely aware of power in coaching relationships and, therefore, avoid sexual intimacy with students, both during coaching and during that period following coaching.

Competence

Instructors should strive to maintain a high standard of excellence. They should be able to recognise their limitations of expertise. If there is something that they are unsure of or uncomfortable teaching they should seek guidance from a more experienced NFKA Instructor.

Drugs and Alcohol

Instructors do not tolerate the use of performance enhancing drugs or allow students to turn up for training who have been drinking, or allow the use of alcohol in and around the training environment.

Doping Policy

Instructors should read and make themselves aware of the AMA Doping Policy and Procedures which can be found in their AMA Coaching portfolio.

Harassment

Instructors should not engage in behavior that is harassing or demeaning to persons with whom they interact in their work. This will be based on factors such as those persons' age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socio-economic status.

Confidentiality

The student's personal information, gathered by the instructor should not be passed on to a third party without prior consent of the student involved.

The instructor needs to read and understand the NFKA and AMA Data Protection Policies.

Advertising

Advertising by the Instructor in respect of their qualifications, training or services must be accurate and professionally restrained. Instructor must be able to present evidence of current qualifications upon request. Evidence should also be available to support any claim associated with the promotion of their services.

"The safety and well-being of the student must be the Instructors' utmost concern"