

Karate & Dance Fed Ltd - 17150545

Chief Executive Officer: Mr. J Byrne



Student Arrival, Collection, Handover & Supervision Policy

Document Reference Number	SCL13
Title	Student Arrival, Collection, Handover & Supervision
Policy Owner	Mr. Jake Byrne
Version	1.0
Date Written	14.09.2026
Date Ratified	September 2026
Next Review Date	September 2027

Version Control

Version	Last Modified	Modified By	Document Changes

1. Policy Statement

Karate & Dance Federation Ltd (KDF) is committed to ensuring that every student is welcomed safely, accounted for accurately, handed over appropriately, supervised throughout their time with KDF and released only through suitable collection arrangements.

Arrival and collection are important safeguarding transitions. A child may move between the responsibility of a parent or guardian and KDF within only a few seconds, so responsibilities must be clear and routines must be consistent. KDF will therefore maintain structured arrival, registration, visitor sign-in, class handover and collection arrangements across KDF Karate and KDF Dance.

KDF expects students and families to arrive promptly. Punctual arrival supports safeguarding, accurate registration, safe handover and a positive start to learning. KDF also recognises that occasional delays occur and will manage these proportionately.

A core feature of KDF's arrival model is the KDF Strong Start, an independent opening activity that allows students to settle quickly and safely while coaches complete arrival, registration and handover responsibilities without disrupting the beginning of the lesson.

KDF's approach reflects its values of Kindness, Diversity, Friendship and supports the KDF Promise: Every Student, Every Session, Every Time.

2. Purpose

The purpose of this policy is to establish clear procedures for student arrival, parent-to-KDF handover, registration, Main Office greetings, visitor and spectator sign-in, supervision during transitions, collection and release at the end of sessions.

It also explains how late arrivals, early collections, unfamiliar collectors, independent travel, uncollected students and changes in collection arrangements should be managed.

The policy is intended to ensure that there is no uncertainty about when KDF supervision begins, how students are accounted for and when responsibility transfers back to the parent, guardian or authorised collector.

3. Scope

This policy applies to all KDF students under eighteen and to all staff, coaches, assistant coaches, administrators, volunteers and junior coaches involved in student supervision.

It also applies to parents, guardians, carers, spectators and visitors using KDF premises.

Relevant provisions apply at external venues and events where KDF operates its own arrival, registration or collection arrangements.

4. Responsibility Before Handover

Parents and guardians remain responsible for children until an appropriate handover to KDF has taken place.

Younger children should not simply be dropped outside the premises or left to enter independently unless this has been specifically agreed as suitable.

A child being physically present near the building does not automatically mean KDF has accepted supervisory responsibility.

5. Responsibility After Handover

KDF assumes responsibility once the child has been appropriately received into the session or another agreed supervision arrangement.

From that point, staff are responsible for reasonable supervision until the child is collected, released under an approved independent-travel arrangement or otherwise handed over safely.

The transfer of responsibility should be clear enough that staff and families understand who is supervising the child at any given time.

6. Promptness and Punctuality

KDF expects students to arrive promptly and ready for the advertised start time of their session.

Prompt arrival supports safe registration, reduces disruption, enables students to participate in the Strong Start and allows coaches to identify quickly who is present and who is unexpectedly absent.

Regular lateness can disrupt the class and weaken safeguarding accountability, particularly where a register has already been completed and staff attention is focused on teaching.

7. Arrival Before the Session

Families should arrive within a reasonable period before the class begins rather than substantially earlier unless another arrangement has been agreed.

KDF cannot automatically supervise children who arrive well before the advertised handover period.

Where a family arrives early, the parent or guardian remains responsible until staff indicate that the student has been accepted into KDF supervision.

8. Main Office Greeting

The Main Office provides an important welcome and oversight function during KDF sessions.

Where staffing arrangements allow, students, families, visitors and spectators should be greeted through the Main Office or designated reception process on arrival. This provides an opportunity to identify who has entered the premises, provide assistance and direct people to the correct area.

The Main Office also supports communication between families and coaching staff so that coaches are not unnecessarily pulled away from student supervision.

9. Role of the Main Office

The Main Office may support student arrival by responding to the external doorbell, admitting authorised users, directing visitors, answering routine questions and supporting sign-in arrangements.

Where a parent needs to pass on information that does not require an immediate conversation with the coach, office staff may receive or record the information and ensure it reaches the appropriate person.

This allows coaches to remain focused on safe handover and class supervision.

10. Keyless Entry and Controlled Access

Students and families must follow KDF's controlled-access arrangements.

Access codes or staff entry systems must not be shared with unauthorised people, and secure doors should not be held open for unknown persons.

Where an individual requires access and is not authorised for independent entry, they should use the external doorbell or other designated entry process.

11. Greeting Students

Students should receive a positive and calm welcome when entering the KDF environment.

A good arrival helps staff notice whether a student appears distressed, unwell, dysregulated or unusually withdrawn and provides an opportunity for important information to be passed on.

Staff should remain welcoming without allowing long conversations at the doorway to delay registration or reduce supervision.

12. Registration

Every session should have an accurate student register.

Attendance should be marked as students arrive or as soon as reasonably practicable at the start of the session.

The register is both an administrative and safeguarding record and may be relied upon during an emergency evacuation, missing-child incident or welfare concern.

13. Accuracy of the Register

Staff must ensure the register reflects who is physically present rather than who was expected to attend.

Students who are absent must not be marked present merely because they normally attend that session.

Late arrivals and early departures should be reflected accurately where the system allows.

14. Register Responsibility

A nominated member of staff should have responsibility for ensuring that the register is completed.

This responsibility may sit with a coach, administrator or another authorised adult depending on the staffing arrangement.

Even where one person records attendance, all staff remain responsible for maintaining general awareness of the students in their care.

15. Late Arrivals

A student arriving after the session has begun should be received safely and added to the register.

The student should be supported to join the session with minimal disruption.

Where lateness is repeated, KDF may speak with the parent or guardian about the impact on safeguarding, routine and learning.

16. KDF Strong Start

Each relevant KDF class should begin with a KDF Strong Start.

The Strong Start is an independent, safe and purposeful opening activity that students can begin with minimal adult direction while the coaching team completes essential arrival and handover tasks.

It is designed to make the first part of the session productive rather than leaving students waiting while staff greet families, complete registers or receive important handover information.

17. Purpose of the KDF Strong Start

The Strong Start allows students to transition calmly into the learning environment while staff maintain safe oversight of the door, register and arriving students.

It should reinforce independence, routine and readiness for learning.

The activity should be familiar enough that students understand what to do without requiring repeated individual instruction from the lead coach.

18. Strong Start Activities

The Strong Start may include an age-appropriate warm-up task, visual challenge, movement sequence, reflection task, technical recap, independent practice station or other suitable activity.

Activities must be safe to undertake under general supervision and should not involve higher-risk sparring, advanced equipment, partner work requiring close coaching or anything that demands continuous direct instruction.

Early Years and SEND students may require adapted versions with visual cues, simpler choices or additional support.

19. Strong Start and Supervision

Independent does not mean unsupervised.

Coaches must retain general oversight of students undertaking the Strong Start while completing arrival responsibilities.

The activity should be positioned and designed so that staff can maintain sight and hearing of the group while managing handover.

20. Strong Start and Handover

The Strong Start creates a short operational window in which the coach can safely complete brief handovers with parents or guardians.

This may include receiving information about injury, medication, emotional wellbeing, collection arrangements or another matter relevant to the session.

The handover should be concise where possible, with longer discussions redirected to the Main Office or another agreed communication route.

21. Sensitive Handover Information

Sensitive medical, behavioural or safeguarding information should not be discussed loudly at the entrance or in front of unrelated families.

Where a parent needs to communicate confidential information, staff should use a more appropriate route or location while maintaining supervision.

Urgent safeguarding information must still be escalated immediately.

22. Student Belongings

Students should place bags, coats, shoes and other belongings in the designated area rather than leaving them across walkways or training spaces.

This supports safe movement during the Strong Start and reduces trip hazards.

Medication, emergency items and specialist equipment should be handled according to the relevant KDF medical arrangements rather than left casually among personal belongings.

23. Spectator and Visitor Sign-In

Spectators and visitors must complete KDF's sign-in process whenever required.

This supports fire safety, safeguarding, site security and accountability.

Regular attendance does not exempt a spectator or visitor from signing in where KDF requires the process on each visit.

24. Sign-In Method

KDF may use an iPad, digital system or other designated method for spectator and visitor sign-in.

The process should be kept straightforward and efficient so that compliance is practical.

Staff should assist anyone who experiences difficulty using the system.

25. Why Spectators Sign In

Spectator sign-in enables KDF to know who is present in the building during an emergency.

It also supports safeguarding by reducing uncertainty about adults on site and helps KDF distinguish authorised spectators from unknown visitors.

Sign-in is a safety process rather than an attendance-monitoring exercise for parents.

26. Visitors

Visitors who are not attending as ordinary spectators should be greeted and directed appropriately.

Visitors should remain within authorised areas and should not move freely through offices, storage, training areas or other restricted spaces without permission.

Where relevant, the member of staff expecting the visitor should be notified of their arrival.

27. Spectator Areas

Spectators should remain within designated waiting or viewing areas unless invited elsewhere by staff.

They should not enter the active teaching space during the session except where there is a legitimate reason or staff instruction.

Maintaining clear boundaries supports both student concentration and safeguarding supervision.

28. Parents Remaining on Site

A parent remaining as a spectator does not automatically retain responsibility for supervising their participating child once the child has been handed over into the session.

During the lesson, KDF staff remain responsible for the participating student.

The parent remains responsible for any accompanying siblings or non-participating children in their care.

29. Siblings and Non-Participating Children

Siblings who are not participating must remain under the supervision of their parent or responsible adult.

KDF staff should not be expected to supervise non-participating siblings while simultaneously running the class.

Siblings must not enter active training areas or use equipment without permission.

30. Supervision During Sessions

Students must remain under appropriate adult supervision throughout KDF activity.

Supervision should take account of age, class size, SEND, activity risk, environment and any individual support needs.

Staff positioning should allow reasonable oversight of the full group and should avoid creating unnecessary blind spots.

31. Supervision During Breaks

Where a session includes a break, supervision remains a KDF responsibility.

Breaks should not be treated as a period in which students are free to leave the supervised area without staff awareness.

Staff should know where students are and manage toilet, refreshment and movement appropriately.

32. Toilet Use

Students should normally be allowed appropriate independence and privacy when using the toilet.

Younger or vulnerable students may require additional oversight without unnecessary intrusion.

A student absent from the activity area for an unusually long period should be checked appropriately.

33. Movement Between Areas

Where students move between the dojo, dance studio, Retreat, waiting area or another part of the premises, staff should maintain awareness of who has moved and why.

Transitions should not allow students to become effectively unsupervised.

Particular care should be taken where multiple classes or external users are present in the building.

34. Tiger Retreat and Leopard Retreat

Students using the Tiger Retreat or Leopard Retreat remain under KDF supervision.

Use of the Retreat must not mean that a child disappears from staff awareness.

A suitable adult should know when the student enters the Retreat, maintain appropriate oversight and support safe reintegration.

35. Staff Handover During Sessions

Where one staff member leaves and another assumes supervision responsibility, the handover should be clear.

Relevant information about attendance, medical needs, behaviour concerns, collection changes or other immediate issues should be communicated.

Responsibility should never be transferred solely by assumption.

36. Temporary Staff Absence

A coach who needs to leave the activity area temporarily must ensure that another appropriate adult has clearly accepted responsibility for the group.

Staff should not assume another person is supervising merely because they are nearby.

Where safe cover cannot be maintained, the activity should pause.

37. Junior Coaches and Young Leaders

Junior coaches and young leaders may support routine supervision under adult leadership but must not be left with sole safeguarding responsibility for a group of children.

They may support the Strong Start, model activities or help students settle while an adult coach remains responsible.

They should not independently manage complex arrival, collection or safeguarding decisions.

38. Early Years Handover

Early Years students require particularly clear handover arrangements because they may have limited ability to explain where they are expected to go or who is collecting them.

Staff should ensure the child is visibly received into the class and released directly to an appropriate adult at the end.

Parents should not assume a very young child can safely manage the transition from vehicle or outdoor area to the session independently.

39. SEND and Handover

Some SEND students may require predictable arrival routines, visual prompts or a quieter handover process.

Where helpful, KDF may agree an individual arrival or collection arrangement to reduce distress and support regulation.

Such adjustments should remain compatible with safeguarding and site-security requirements.

40. Collection Responsibility

KDF's supervision responsibility continues until the child is collected or released under an agreed arrangement.

Children should not be treated as collected simply because a parent is somewhere within the building.

The point of handover should be sufficiently clear that staff know the child has left KDF supervision.

41. Prompt Collection

Parents and guardians are expected to collect students promptly at the advertised end of the session.

Repeated late collection creates safeguarding, staffing and operational difficulties and may affect KDF's ability to close the premises or transition to another activity.

Families should contact KDF as soon as possible where an unavoidable delay occurs.

42. Collection Process

At the end of the session, staff should use an orderly release process rather than allowing younger students to leave the activity area uncontrolled.

Where practicable, staff should visually identify the authorised adult or know that an approved independent-travel arrangement applies.

Busy collection periods require particular staff awareness because several children may leave within a short period.

43. Main Office Role at Collection

Where the Main Office is staffed, it may support collection by greeting arriving adults, managing door access, passing on messages and assisting with unusual collection arrangements.

This allows coaches to remain focused on safely releasing students rather than repeatedly leaving the training area.

Where collection creates uncertainty, the office and coaching team should communicate before the child is released.

44. Unfamiliar Collectors

Where an unfamiliar adult arrives to collect a child, staff should seek appropriate verification before release.

The adult's claim that the parent has sent them is not sufficient where staff cannot otherwise establish authority.

KDF may contact the parent or guardian using known contact details or use another agreed verification process.

45. Changes to Collection Arrangements

Parents and guardians should inform KDF in advance where someone different will collect the student.

Where changes occur at short notice, KDF will use reasonable steps to confirm the arrangement.

Collection changes should not be accepted from an unknown third party without suitable verification.

46. Independent Travel

Older students may be permitted to arrive or leave independently where this has been agreed with the parent or guardian and is appropriate to the child's age and circumstances.

The arrangement should be clearly recorded.

KDF should not assume that a child may travel independently simply because they have done so informally on a previous occasion.

47. Early Collection

Where a child needs to leave before the advertised end of the session, the parent or authorised collector should notify staff.

The child should be signed or marked out where the register system permits and responsibility clearly handed over.

Students should not simply leave mid-session without staff knowledge.

48. Uncollected Students

Where a student remains after collection time, KDF will continue to supervise them safely and follow the Missing Child, Elopement & Uncollected Child Policy.

Parents or guardians should be contacted and alternative authorised contacts used where appropriate.

A child must not be left alone, sent outside to wait or taken to a staff member's home as an ordinary solution.

49. Repeated Late Collection

Repeated late collection should be addressed constructively with the family.

KDF may review whether there are practical barriers, communication issues or wider welfare concerns.

Where persistent failure to collect begins to indicate neglect or creates significant risk, the Safeguarding Lead should consider whether safeguarding advice is required.

50. Child Refusing to Leave

Where a child refuses to leave with an authorised collector, staff should respond calmly and establish why.

A child who is simply reluctant to end an enjoyable session may require ordinary reassurance.

Where the child expresses fear, alleges harm or appears genuinely distressed about the collector, safeguarding procedures must take priority.

51. Court Orders and Restrictions

Parents or guardians should inform KDF of any court order or safeguarding restriction that materially affects collection.

Relevant information should be stored securely and shared only with staff who need to implement it.

Where an adult attempts to collect contrary to a known restriction and there is immediate risk, police assistance should be sought.

52. Domestic Abuse and Safe Handover

Where KDF is aware that domestic abuse, stalking or coercive behaviour affects collection arrangements, additional precautions may be necessary.

KDF should not disclose the child's attendance, timetable or collection arrangements to a person who may pose a risk.

Any special arrangements should be coordinated through safeguarding leadership.

53. Parent Conversations at Collection

Brief feedback may be provided at collection where this does not compromise supervision.

Longer conversations about behaviour, progress, complaints, medical matters or safeguarding should normally be moved to the Main Office, another agreed meeting time or an appropriate written communication route.

Coaches should not be left unable to supervise departing children because of an extended doorway conversation.

54. Behaviour Incidents and Handover

Where a significant behaviour incident occurred during the session, the parent or guardian should normally receive a factual handover.

The conversation should be discreet and should not disclose confidential information about another child.

Where further discussion is needed, a follow-up meeting should be arranged rather than conducting a detailed conversation in a busy collection environment.

55. Medical Handover

Parents should inform KDF at arrival about any relevant new injury, illness, medication or temporary participation restriction.

At collection, staff should communicate significant first aid, illness or medical incidents that occurred during the session.

Routine minor matters may be communicated proportionately, while serious concerns require clear and timely handover.

56. Safeguarding Handover

Safeguarding information must not be discussed openly at arrival or collection where other families can overhear.

Where immediate communication with a parent is appropriate, staff should use a private or discreet method.

Where contacting the parent may increase risk to the child or compromise an investigation, the Safeguarding Lead should seek external advice before doing so.

57. Fire Safety and Registers

Accurate attendance and visitor sign-in records support emergency evacuation.

During an evacuation, staff should use the available register and visitor information to account for people under KDF supervision.

A parent arriving during an evacuation must follow staff instructions and must not remove a child without ensuring staff know that responsibility has transferred.

58. Lockdown

During a lockdown, ordinary arrival and collection procedures are suspended until it is safe to resume them.

Parents, visitors and students must follow staff or police instructions.

Doors should not be opened merely because a known parent or collector is outside if doing so would compromise the lockdown.

59. Missing Child Interface

If a student expected to be present cannot be located after having been handed over, the Missing Child, Elopement & Uncollected Child Policy must be activated immediately.

Staff should confirm the register, check known locations and escalate without unnecessary delay.

A discrepancy between the register and the actual group must always be resolved.

60. Elopement Risk at Arrival and Collection

Students with known elopement or running risks may require additional supervision near doors and during transitions.

Arrival and collection plans may include quieter entry, direct handover, additional staff awareness or reduced waiting near exits.

These arrangements should support safety without unnecessarily stigmatising the child.

61. Visitor and Spectator Conduct

Visitors and spectators must comply with staff instructions during arrival and collection periods.

They must not block doorways, distract coaches from handover or permit unauthorised people into the building.

Repeated failure to follow these arrangements may result in access restrictions.

62. Confidentiality at the Main Office

The Main Office may handle sensitive student, medical or family information.

Visitors and students must not access paperwork, screens or conversations that do not relate to them.

Staff should position devices and records to reduce unnecessary disclosure during busy arrival periods.

63. Digital Systems and Contingency Arrangements

Where KDF uses digital registration or sign-in systems, staff should know what to do if the system fails.

A temporary paper register or other safe contingency should be used where necessary.

Digital failure must not mean that KDF operates without an accurate record of who is present.

64. Attendance Follow-Up

Where a student expected to attend does not arrive, KDF may follow up according to its Attendance Policy and ordinary administrative procedures.

Not every absence requires immediate safeguarding escalation, but unusual or repeated absence may require further consideration.

Attendance patterns should be considered alongside other welfare information where relevant.

65. Staff Training

Staff involved in arrival, collection or supervision should receive appropriate information about this policy.

Training should include register accuracy, handover, Strong Start, visitor sign-in, unfamiliar collectors, late collection, missing children, SEND considerations and safeguarding escalation.

New staff should understand these routines before being given significant independent supervisory responsibility.

66. Observation and Quality Assurance

KDF may observe arrival and collection periods as part of its safeguarding and lesson-quality monitoring.

Reviews should consider whether registers are accurate, students are welcomed promptly, Strong Start activities function effectively, doors are managed safely and collection remains orderly.

Operational weaknesses should be addressed through coaching, staffing or procedural improvement.

67. Kindness

The value of Kindness means welcoming students warmly, supporting children who find transitions difficult and communicating respectfully with families.

It also means treating late or confused families calmly while maintaining clear expectations around promptness and safety.

A safe handover should feel organised without feeling impersonal.

68. Diversity

The value of Diversity means recognising that different students may need different arrival, transition or collection support.

SEND, disability, anxiety, communication needs, culture or family circumstances may affect how a student manages handover.

KDF will make reasonable adjustments while maintaining consistent safeguarding accountability.

69. Friendship

The value of Friendship means creating an arrival environment in which students feel known, welcomed and part of the KDF community.

Students should be encouraged to settle positively through the Strong Start and to help create a calm beginning for others.

Friendship also means families respecting shared routines that help keep everyone safe.

70. The KDF Promise

This policy supports the KDF Promise: Every Student, Every Session, Every Time.

Every student should receive a safe beginning, clear supervision throughout and a secure handover at the end of the session.

The KDF Strong Start supports the Promise by ensuring that learning begins positively while staff complete essential safeguarding and handover responsibilities.

71. Related Policies

This policy should be read alongside KDF's Missing Child, Elopement & Uncollected Child Policy, Safeguarding & Child Protection Policy, Safeguarding Roles, Reporting & Responding to Concerns Policy, Behaviour Management Policy, Aggressive, Volatile & Challenging Behaviour Policy, Physical Contact & Appropriate Touch Policy, Attendance Policy, SEND Policy, Early Years Policy, Medical Needs, Medication & Individual Healthcare Support Policy, Site Security, Keyless Entry, Access Control & Lockdown Policy, Visitors, Spectators, Hirers & Contractors Safety Policy, Fire Safety & Emergency Evacuation Policy, Student, Parent, Guardian & Visitor Code of Conduct and Online Safety, Photography, Filming & Digital Communication Policy.

These policies should be applied together where arrival, supervision or collection concerns overlap with safeguarding, attendance, behaviour, SEND, medical needs, premises security or emergency response.

72. Policy Review

This policy will normally be reviewed annually, but earlier review will take place following a missing-child incident, collection dispute, serious supervision concern, significant change to premises access, introduction of a new attendance system or evidence that Strong Start or handover arrangements are not operating effectively.

KDF will continue to review arrival and collection as core safeguarding processes rather than purely administrative routines.

Through prompt attendance, clear Main Office greetings, accurate registers, spectator and visitor sign-in, the KDF Strong Start, effective supervision and safe collection, KDF will

Karate & Dance Fed Ltd - 17150545

Chief Executive Officer: Mr. J Byrne

ensure that responsibility for every child remains clear from the moment they arrive until they are safely handed back.