



Margaret Morris Movement International Limited

CHILD WELFARE AND PROTECTION POLICY

Table of Contents

1. Policy Statement 2

2. Code of Ethics and Conduct: Introduction 2

3. Code of Ethics and Conduct 2

4. Teachers' responsibilities of MMMI 2

5. Teachers' responsibilities and relationships to pupils 3

6. Teachers' policies and procedures 3

7. Abuse and neglect 3

8. The definition of abuse 4

9. Identifying abuse 5

10. Bullying 5

11. Reporting poor practice, abuse and bullying 6

12. If a teacher is accused of abuse 6

13. The Role of the Delegated Director 6

14. The use of video and photographic equipment 8

15. Video as a teaching aid 8

16. Printed images and promotional material 8

17. Recruitment and employment of staff 8

18. Poor practice 9

19. Promoting good practice 9

Margaret Morris Movement International Incident Reporting Form 10



1. Policy Statement

- Teachers of Margaret Morris Movement discipline of dance (MMM) are members of Margaret Morris Movement International (MMMI).
- Margaret Morris Movement International (MMMI) accepts the responsibility to provide for the safety, well-being and protection from abuse, offering a high level of care and respect for young people and vulnerable adults.
- MMM teachers are trained both in the technical and social skills needed in a wide range of educational and community settings. They are also taught good practice in protecting themselves and young people in all fields of health and safety, well-being, recognising and responding to signs of abuse and false allegations.
- All personnel working within the organisation are to abide by the MMMI guidelines of the Code of Ethics and Conduct and the Child Welfare and Protection Policy.
- MMMI expects teachers working abroad to comply with the child protection legislation and requirement of the county in which they are delivering classes.
- All incidents will be responded to seriously and sensitively and appropriate action will be taken.

2. Code of Ethics and Conduct: Introduction

The purpose of this code is to provide a set of principles that apply to all people in a position of responsibility within MMMI whether or not they are directly involved in the teaching of young people and vulnerable adults. It is a public statement of the values and principles used in MMM and demonstrates MMMI's commitment to maintaining high standards of professional behaviour towards young people and vulnerable adults.

It is recommended that all teachers of MMM sign a statement agreeing to adhere to this Code of Conduct and that it is incorporated into the recruitment process for all new teachers.

3. Code of Ethics and Conduct

The Code requires that all teachers of MMM discharge their duties and responsibilities in a professional, ethical and moral manner.

MMM teachers must develop an appropriate working relationship with their pupils based on mutual trust and respect.

The highest standards of personal integrity are expected from teachers of MMM and they shall not enter into inappropriate relationships that exploit pupils sexually, physically, emotionally, financially, and socially or in any other manner.

4. Teachers' responsibilities of MMMI

MMMI is committed to the development of individuals through dance and exercise:

- a. MMM teachers must hold up-to-date and relevant qualifications and must be able and willing to provide evidence of these if requested.
- b. Teachers of MMM must ensure that activities within their classes are appropriate for the age, maturity and ability of the participants but must also encourage participants to take responsibility, when appropriate, for their own behaviour and performance
- c. Teachers of MMM shall create a positive teaching environment which motivates individuals to continued participation and improved personal performance.



- d. Teachers shall always promote the positive aspects of MMM and shall not bring the movement into disrepute by the condoning of poor practice.
- e. MMM teachers must not be under the influence of any toxic substance, which is likely to impair their judgment or the performance of their duties. Where it interferes with working practice, misuse of alcohol, drugs or other substances constitutes a serious infringement of this code.
- f. At all times when carrying out teaching duties, MMM teachers must maintain high standards of behaviour and appearance in order to ensure the confidence of participants.

5. Teachers' responsibilities and relationships to pupils

- a. Teachers of MMM should, at the outset, clarify with pupils (and where appropriate with their parents or guardians) exactly what is expected of them and what pupils can expect from their teacher.
- b. Each individual, both pupils and teachers, has the right to be treated equally with respect, dignity and worth.
- c. For each individual, both pupils and teachers, diversity of culture and lifestyle is recognised and respected.
- d. All teachers shall act in a way that protects and develops their pupils' physical, emotional and social sense of well-being.
- e. In all cases, the teacher shall consider the nature and effect of intense training on a child's immature and growing body.
- f. Each individual is unique with different needs and abilities which must be identified by the teacher so their MMM experience meets their best interests.
- g. The well-being and safety of the pupil is of paramount importance above the needs of the performance.

6. Teachers' policies and procedures

- a. Teachers must keep up-to-date records of the pupils attending their classes: pupil's name, address, telephone number, emergency contact name and phone number, name and phone number of medical practitioner and details of any relevant medical condition which may affect performance. These notes shall be treated as confidential and shall be kept in a secure place. Where the pupil is under the age of 18 these details will be provided by the parent/guardian.
- b. MMM teachers shall, where necessary and appropriate, co-operate fully with other specialists e.g. officials, doctors, physiotherapists, other teachers etc. in the best interests of the pupil.

7. Abuse and neglect

- MMM teachers may identify individuals who may be abused by an adult or adults, or another child or children.
- MMM teachers might recognise signs of abuse when working with the pupil in the class situation. Where children attend MMM courses signs of abuse may become apparent when they are in a new environment.
- People with disabilities tend to be at greater risk due to prejudice or an inability to protect themselves or by not being able to let anyone know that abuse has occurred.
- MMM teachers should be aware that their actions could physically emotionally and mentally affect a pupil.
- The effects of abuse are terribly damaging and can profoundly affect a person's whole life.



8. The definition of abuse

The term 'abuse' covers many areas including:

a. Racial prejudice, harassment, discrimination or stereotyping

It is illegal to treat anyone differently because of their race or culture, to intimidate, humiliate, ridicule or undermine the confidence of a person by reason of a person's race, colour, nationality, ethnic or national origins, religion or belief. People can also experience prejudice when a decision is made or opinion formed without knowledge, thought or reason, because of their religion or nationality. Within a class this means respecting cultural and religious obligations, for example girls covering their arms and legs, as well being sensitive to religious holidays when setting examination dates etc.

b. Discrimination, prejudice or stereotyping because of a physical disability or learning disability

Teachers should be sensitive to the physical and learning needs of their students.

c. Discrimination, prejudice or stereotyping on the grounds of gender

Sexism or gender discrimination is prejudice or discrimination based on a person's sex or gender. Within MIMI this means being sensitive to the roles within creative dance. It is equally important to be aware of sexuality and sexual orientation of older students, which can change over time.

Many LGBT+ people have difficult experiences, and dance may encourage older students to reveal their sexual orientation or identity. MIMI teachers should be sensitive to their students, but should take great care not to become involved in the personal lives of their students.

d. Neglect of basic physical and/or psychological needs

This can include the need for adequate food, shelter and warmth, the need for protection from physical harm or danger, the need for proper medical care or treatment, the need for appropriate affection and attention. Failure on the part of adults to safeguard the wellbeing of the child results in neglect. Not giving attention, not ensuring children are safe, exposing them to undue cold, heat or unnecessary risk, are all examples of neglect.

e. Physical abuse

The deliberate hurting of a child causing injuries such as bruises, broken bones, burns or cuts. Physical abuse occurs where the child is physically harmed in any way, whether by actual contact or by pushing the child beyond their capacity. MIMI teachers should be aware of the developmental stage of their pupils, their capabilities and encourage them to work within their own limits.

f. Sexual abuse

Where adults (both male and female) use children (girls or boys) to meet their sexual needs. This does not necessarily involve full sexual intercourse but can include masturbation, oral sex, anal intercourse and fondling. Sexual abuse can also involve showing children pornographic material in the form of books, videos or photographs. Sex and sexuality is sometimes explored in contemporary dance and what might be considered art to an adult could be very disturbing to a young person. It is important to ensure that the dance and style is appropriate for the child's age, maturity and as well as dancing ability. To expect a child to wear sexually suggestive clothing is a form of abuse.

g. Emotional abuse

Making a young person feel inadequate, worthless and uncared for. Emotional abuse can occur when a young person is subjected to constant shouting, taunting, criticism and threats, name-calling, teasing, sarcasm, bullying or unrealistic pressure to perform at high standards. Teachers have to be sensitive to the emotional age, strength and resilience of their pupils, and should be aware that emotional abuse may result from peer pressure within the class



9. Identifying abuse

Although it is not up to teachers to decide whether abuse is occurring, it is their responsibility to act if they feel there is cause for concern. For example:

- An unexplained injury, bruising, cuts or burns, particularly if situated on parts of the body not normally prone to such injuries.
- An injury for which the explanation seems inconsistent.
- The child describes what appears to be an abusive act involving him/her.
- Someone else (child or adult) expresses concern about the welfare of another child.
- Unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper).
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Has difficulty in making friends.
- Is prevented from socialising with other children.
- Displays variations in eating patterns including overeating or loss of appetite.
- Weight loss or gain for no apparent reason.
- Becomes increasingly dirty or unkempt.
- Becomes preoccupied with appearance and possessions.
- Inappropriate clothing or wearing clothing to cover arms and legs etc.

10. Bullying

Bullying can be extremely damaging and needs to be recognised and addressed promptly. The bully could be an adult or another young person.

Nancy Duin defined bullying as *(systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons.* (*Bullying, a Survival guide*, produced by BBC Education).

Anyone can be singled out but typically victims of bullying tend to be more vulnerable people i.e. shy, insecure or sensitive. Physical differences can be behind the abuse e.g. weight, size, some form of disability, or race, faith or culture.

Bullies tend to be people with very low self-esteem, be excitable, aggressive and jealous. They feel a need to have power over others.

Bullying can come from a teacher who intimidates, pushes too hard, applies unfair pressure or ignores a class member or makes them feel inadequate. Bullying can be

- Physical: e.g. hitting, kicking and theft.
- Verbal: e.g. name-calling, constant teasing, and sarcasm, racist or homophobic taunts, threats, graffiti and gestures.
- Emotional: e.g. tormenting, ridiculing, humiliating and ignoring.
- Sexual: e.g. unwanted physical contact or abusive comments.

Bullying causes great distress and can profoundly affect the health of a child or vulnerable adult. Some indicators of bullying are:

- Behavioural changes: e.g. reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctant to come to class, a drop off in performance.
- Physical signs: e.g. stomach-aches, headaches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing on, for example, food, cigarettes or alcohol.
- Shortage of money or frequent loss of possessions.



11. Reporting poor practice, abuse and bullying

- a. MMM teachers working with children and vulnerable adults are expected to discuss with a designated official (the Child Welfare Officer of MMMI) any concern they have for the welfare of the people they are working with.
- b. The matter will be discussed in complete confidentiality and reported, according to legislation, to the appropriate organisations.
- c. Any communication regarding any safeguarding matter should be done by post as emails can be forwarded on.
- d. Only those entitled to see the material will have sight of it.
- e. At all times the reputation of all involved will be taken into account.

12. If a teacher is accused of abuse:

It is not the role of MMMI to investigate suspected abuse.

Suspected abuse can be reported in different ways but the matter will be always be dealt with by the Directors in strictest confidence.

The person to whom the abuse has been reported informs the Directors who will nominate a Delegated Director to deal with the matter in strictest confidence. This may be by post or phone: but contact needs to be made as soon as possible. All communication shall remain confidential.

The person making the allegation should complete a reporting form with the details of any reliable witness as soon as possible and sent directly to the Delegated Director. These reports shall remain confidential.

13. The Role of the Delegated Director:

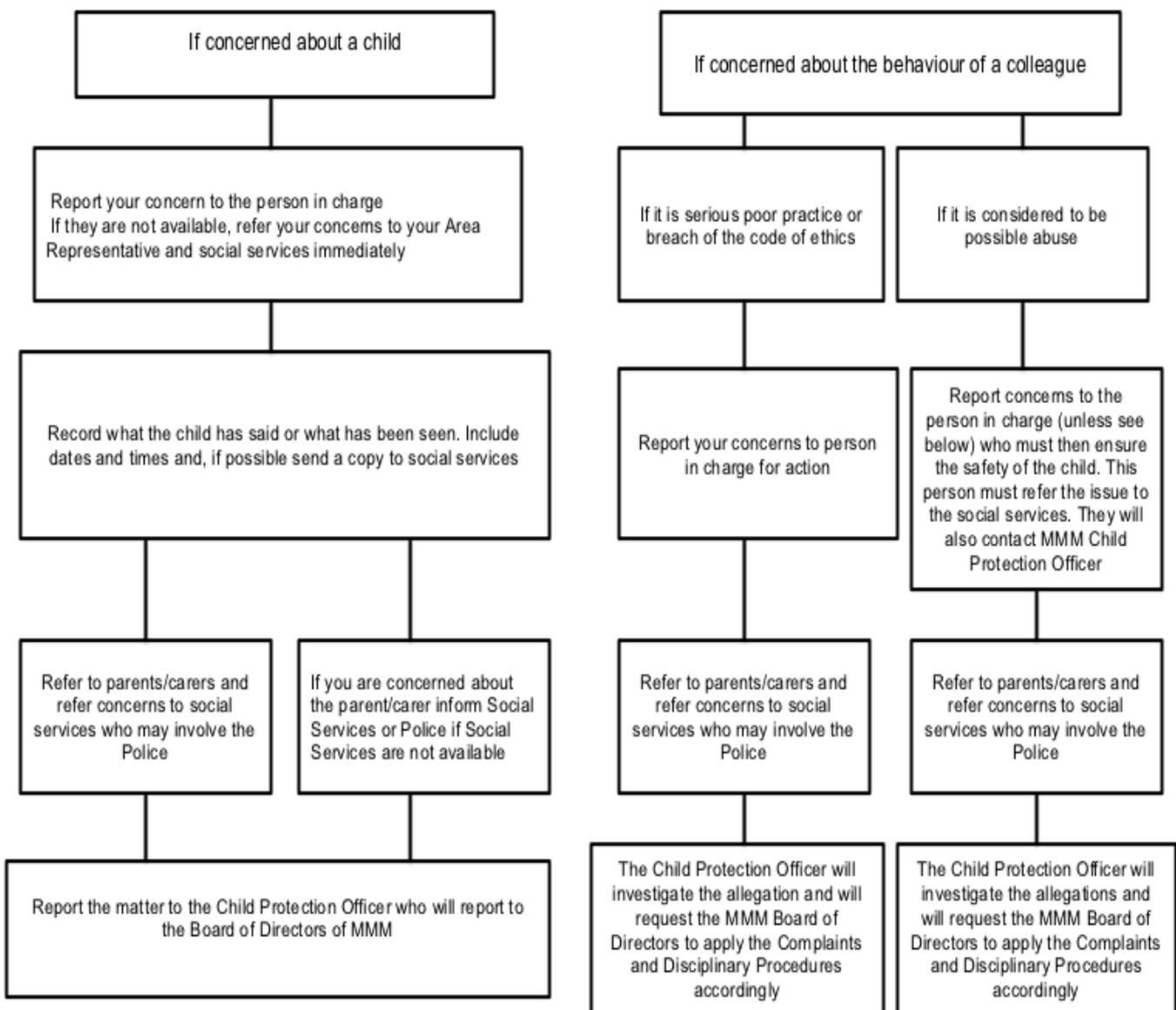
The Delegated Director will:

- Arrange a meeting, with those who the Directors have nominated to deal with the incident. This may be a face-to-face or SKYPE meeting but it will take place within four weeks of the complaint being made.
- The sole purpose of this meeting is to ensure the safeguarding of those in the teacher's class and NOT to investigate the matter or pass judgement.
- The Delegated Director will seek whatever legal and professional advice is required to review all evidence and accusations, including the police and/or social services.
- Where there are allegations of long term abuse the accused teacher's past employment history may be looked at and the Delegated Director might want to talk to previous colleagues to ascertain whether or not there is a pattern of behaviour that has gone undetected. It is not the role of this committee to investigate any accusation: this is the role and responsibility of the relevant authorities.
- The Delegated Director will consider if it is within MMMI's and the teacher's best interests to continue teaching while the matter is under investigation, being mindful not only to protect the reputation of MMMI but being aware of the consequences that a suspension could have on all parties concerned.
- The Delegated Director will keep a log of the dates, notes of any meeting and act as secretary in this matter. A letter will be sent to the person making the complaint explaining the action MMMI intends to take and giving a time frame for resolution.
- The Delegated Director will report back to the Directors to determine what further action may be taken. Further action may include a warning, signposting to training, provision of a mentor, or if legally required, the reporting of the matter to the appropriate authorities.
- If a teacher's conduct is found to be unacceptable his/her name will be removed from the list of approved teachers. The Directors must ratify this.
- A request for an appeal should be made in writing to the Directors and any appeal against any decision will be heard by the Directors. The final decision will be made by the Directors not involved with the allegation/incident.
- The findings of any investigation will be carefully considered and if appropriate any lessons learned from the incident will be disseminated to all teachers to help prevent a similar situation arising.



- Confidentiality must be maintained at all times.
- All information received will be treated in confidence and only shared on a 'need to know' basis with those individuals who will be able to manage and resolve the situation.
- At all times in the investigation, both the teacher being investigated and the person making the complaint will be kept fully up to date with procedure.
- Upon completion of the incident the paperwork shall be placed in a sealed envelope, with the date and signatures of the Delegated Director, another Director and one other witness across the seal for filing.

Flow Chart outlining the reporting process





14. The use of video and photographic equipment

Photographic images can be tampered with and used for pornography. Children can be identified and targeted by those wishing to groom them for abuse.

Professional or private photographers wishing to record an MMM class or event must always get the permission of the teacher/organiser before using any kind of photographic equipment. A record should be kept giving details of name and address and reasons for using photography. Teachers/organisers should be satisfied that the person using the photographic equipment is completely reliable and can pose no possible threat to any young person. Permission must be gained from parent/guardian before any image of a child can be reproduced for publicity.

15. Video as a teaching aid

Video is a very useful tool as a teaching aid, but care should be taken that all video film taken in class remains within the organisation of MMMI or the school unless there is good reason. If the film is no longer required it should be deleted from all devices.

16. Printed images and promotional material

- a. Children can be identified and put at risk by photographic material.
- b. If a photograph of a child is reproduced the name of the child must not be given.
- c. If the name of a child is given their photograph should not be used.
- d. In any image used the focus must be on the activity not the child.
- e. Full face and body shots should be avoided.
- f. Care should be taken to ensure clothing is not too revealing.
- g. The child and parents have to be comfortable with the image.
- h. Parental consent should be obtained before a child's image is reproduced.

This may seem very restrictive but using an artistic eye alongside the constraints laid down can produce exciting dance images.

17. Recruitment and employment of staff

All personnel working with young people and vulnerable adults within the organisation of MMMI will have satisfied the Board of Directors and the Child Welfare Officer that they are responsible and abide by the MMMI Code of Ethics and Conduct.

A register will be kept of those working with young people and vulnerable adults within MMMI. This will include:

- a. Name and address.
- b. National Insurance Number.
- c. MMM certificates held.
- d. Other training and qualifications held.
- e. Relevant experience involving the care of young people.
- f. A completed self-disclosure form.
- g. A signed agreement to abide by the MMMI Code of Ethics and Conduct.
- h. Criminal record/police checks where they are legally required.
- i. New recruits will in addition need two written character references, not from relatives. One at least should have knowledge of how the recruit works with young people.

New teachers should have an MMM mentor who is aware of all stages of their training and remains so until the recruit has been teaching for at least a year. Thereafter continued attendance to at least one MMM workshop per year supplying evidence to the child protection officer (or their official representative) of good practice in the form of:

- a. A list of classes held, as for the teacher's questionnaire.
- b. Evidence of registration of pupils for private classes, these are to be kept confidential.



- c. First aid courses taken.
- d. Any other relevant training courses taken.
- e. A commitment to discuss any problems as they occur and to keep a record of problems and how they have been dealt with.

18. Poor practice

Poor practice includes any behaviour that contravenes the MMMI Code of Ethics and Conduct.

19. Promoting good practice

- a. To protect young people and vulnerable adults from any form of abuse is a primary concern for all involved with MMM. Teachers must also protect themselves from false allegations. Teachers must:
 - b. Give the best possible example of being a good role model.
 - c. Show respect at all times.
 - d. Wear suitable clothing. In dance, leotards are worn to make body movements clear, but the body should be suitably covered so as not to be provocative.
 - e. Be sensitive to varying contexts.
 - f. At all times work in an open environment never hidden or unobserved, never be in a private situation with a young person.
 - g. Keep an appropriate distance from all participants. It is better not to touch a person at all but if you need to, ask before doing so and gain their consent. Make sure you can be seen openly.
 - h. Keep membership with MMMI up to date, including the MMMI teachers' insurance, if there is one in your country.
 - i. Keep MMM teaching skills up to date.
 - j. Keep registration forms for all classes (including private) with names of participants, emergency contact numbers, and parents/guardians names.
 - k. Encourage all in class to prepare and finish independently, but involve the parents/guardians in helping their children change clothes if necessary.
 - l. Be encouraging and enthusiastic in your teaching approach; try to say something positive before you give negative criticism.
 - m. Allow participants to work within their capacity, gently developing but never over straining. Be aware of their level of tiredness. Their welfare comes first.
 - n. Get written parental consent if you take participants on any journey.
 - o. Make sure there is always an adequate participant/adult ratio.
 - p. Make sure the environment you are working in is suitable and safe. Make sure it is possible to get help if needed. On some occasions a mobile phone may be necessary.
 - q. Keep written records of injuries on the incident form as well as discussing the incident with the parent/guardian.
 - r. If there are any incidents where someone is distressed or hurt in any way, misinterprets or is sexually aroused by anyone, discuss this as soon as possible with a colleague, and the parent/guardian.

If you have any questions please contact the Child Welfare Officer in line with Margaret Morris Movement International Limited's reporting procedures.

It should at all times be remembered that the philosophy behind MMM is one of developing a sense of well-being both physically and emotionally.

Margaret Morris Movement International Limited
www.margaretmorrismovement.com

**Margaret Morris Movement International Limited Incident Reporting Form**

This is a sample. Please ask the Administrator for a copy.

Your name:	Name of organisation:
Your role:	
Contact information (you): <i>Address:</i> <i>Postcode:</i> <i>Telephone numbers:</i> <i>Email address:</i>	
Child's name:	Child's date of birth:
Child's ethnic origin: <i>Please state</i>	Does child have a disability: <i>Please state</i>
Child's gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Parent's / carer's name(s):	
Contact information (parents / carers): <i>Address:</i> <i>Postcode:</i> <i>Telephone numbers:</i> <i>Email address:</i>	
Have parent's/carer's been notify of this incident? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES please provide details of what was said/action agreed:	
Are you reporting your own concerns or responding to concerns raised by someone else: <input type="checkbox"/> Responding to my own concerns Responding to concerns raised by someone else	
If responding to concerns raised by someone else: <i>Please provide further information below</i>	
<i>Name:</i> <i>Position or relationship to the child:</i> <i>Telephone numbers:</i> <i>Email address:</i>	
Date and times of incident:	
Details of the incident or concerns: <i>Include other relevant information, such as description of any injuries and whether you are recording this incident as fact, opinion or hearsay.</i>	
Child's account of the incident:	



Please provide any witness accounts of the incident:

Please provide details of any witnesses to the incident:

Name:

Position or relationship to the child:

Date of birth (if child):

Address:

Telephone number:

Postcode:

Email address:

Please provide details of any person involved in this incident or alleged to have caused the incident/injury:

Name:

Position within the club or relationship to the child:

Date of birth (if child):

Address:

Telephone number:

Postcode:

Email address:

Please provide details of action taken to date:

Has the incident been reported to any external agencies?

Yes

No

If YES please provide further details:

Name of organisation / agency:

Contact person:

Telephone numbers:

Email address:

Agreed action or advice given:

Your Signature:

Print name:

Date: