



SAFEGUARDING POLICY

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MARGARET MORRIS MOVEMENT

Margaret Morris wrote: ‘...my aim is to enable each individual to achieve that balance, co-ordination and control of mind and body, essential to a happy and healthy life’. Margaret Morris Movement Volume 1, no 2, 1930

SAFEGUARDING POLICY

Department of Education Statutory Guidance: “We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers.”

POLICY STATEMENT

Safeguarding is everyone’s responsibility.

All individuals working within or supporting Margaret Morris Movement International (MMMI) in a position of responsibility have the explicit duty to provide for the mental and physical safety, wellbeing and protection from harm of all participants, especially children and young adults at risk. This applies to all, regardless of age, sex, ethnicity, disability, sexuality or belief.

Through rigorous training and on-going professional development, high expectations of behaviour and ethical and moral integrity, MMMI seeks to ensure the optimum level of care and respect for each member of its community in all activities.

INTENTION OF A SAFEGUARDING POLICY

This document updates the MMM Child Welfare and Protection Policy 2018.

The intention of this policy is to offer guidance to MMM teachers, trainees, members and volunteers who work with children and young adults in a range of MMM settings. It states the overarching principles that identify and protect children from harm. Parents/guardians and children may request to see it also.

A child is anyone under the age of 18 years: vulnerable adults are above the age of 18 but may be unable to care for themselves and need support to control their lives and are therefore at risk.

This document is presented in four parts:

- A. Legal framework and codes of ethics and behaviour
- B. Safeguarding in practice
- C. Supporting statements and policies
- D. Forms: enrolment, incident recording and reporting



SECTION A: LEGAL FRAMEWORK AND CODES OF ETHICS AND BEHAVIOUR

1. MMM DESIGNATED SAFEGUARDING LEAD

The MMMI Board of Directors holds the responsibility for overseeing issues concerning Safeguarding. Their appointed delegate will respond to enquiries and concerns. See 'The Role of the Designated Safeguarding Lead' in Section C.

2. LEGAL FRAMEWORK

MMMI should comply with current UK Government Child Safeguarding legislation and recommended best practice.

Children Act 1989

Protection of Children Act 1999

Child Protection and Protection of Vulnerable Adults

Safeguarding Vulnerable Groups Act 2006, amended by Protection of Freedoms Act 2012

The Children's Act 2008

Children and Social Work Act 2017

Data Protection Act 2018

3. OTHER ADVISORY GUIDANCE

National Safeguarding Standards Framework

Children's Safeguarding Practice Review Panel 2018 (CSPRP)

Keeping Children Safe in Education, amended 2020 (KCSIE)

Safer Activities for Everyone, Community Interest Company (SAFE, CIC)

National Society for the Prevention of Cruelty to Children (NSPCC)

HM Government: Working Together to Safeguard Children, updated 9/12/20 (WTPC)

www.danceschoolssafeguardingservices.co.uk

Ann Craft Trust: www.anncrafttrust.org

N.B. Regions within the UK may have variations in legislation. MMM teachers in other countries must ensure they are aware of that country's legislation.

4. MMMI CODE OF ETHICS AND CONDUCT

This code is a public statement that the values and principles of MMMI will be upheld and promoted.

All teachers of MMM and all those in a position of responsibility within MMMI are expected to maintain the highest standards of personal integrity. They must consistently discharge their duties in a professional, ethical and moral manner.

Appropriate working relationships with pupils, students and adults, based on mutual trust and respect, are expected at all times. Teachers must be committed to creating and maintaining a safe environment for children and young adults.



Teachers shall not enter into inappropriate relationships that exploit pupils sexually, physically, emotionally, financially or socially, or in any other way subject them to potential harm.

MMM teachers shall not, by word or deed, bring the organisation into disrepute.

A breach of this code could result in disciplinary action, or removal from the list of approved teachers.

5. CODE OF BEHAVIOUR FOR CHILDREN

From the outset, MMM teachers should make clear to both pupils and parents the expectations of behaviour within the setting. The teacher should act as a role model. Kindness, respect, co-operation and mutual support can be fostered through carefully selected activities.

A breach of behaviour should be reported to the child's parent(s) or guardian.

SECTION B: SAFEGUARDING IN PRACTICE

1. RESPONSIBILITIES AS A TEACHER OF MMM

CONSIDERATIONS BEFORE TEACHING

- Maintain membership of MMMI.
- Keep insurance up to date through MMMI.
- Hold qualifications relevant to your class(es); and ensure that planned activities are appropriate for the age, ability and maturity of class members, respecting diversity and lifestyle, and their preferences.
- Find out and support any protection plans relevant to the setting. These include school policies, community health and safety regulations, theatre agreements.
- Before you work or plan to work with children, you must apply to do so with the Disclosure Barring Service (DSB) for an enhanced DBS disclosure. An exception to this might be, for example, if you were invited to teach short term in a school or college where other members of staff are present in the class.
- Provide an enrolment form for your records. This should include: name of participant, 2 emergency names and contact numbers, name and contact of the medical practitioner, notification of health issues and any medication/care requirements (how and who will administer them), general permission to take photographs (see Section C: digital security), and the signature of parent/guardian/carer permitting participation in MMM class activities. The records must be treated as confidential and securely kept.
- Prepare and maintain a register of attendance.
- If you do not have a First Aid qualification, locate the nearest trained First Aider.
- Prepare a Risk Assessment for your setting(s) and update as necessary, for example if pupils are taking part in a performance in a public place.
- Obtain advance written parental consent before taking children on a journey.
- Ensure your teaching space is safe and fit for purpose. Check ventilation, floor cleanliness, Fire Exits.
- Prepare yourself! Your personal appearance should set a good example; you must be fit to teach (free from infections, free from the effects of alcohol and drugs); check that class plans and music sources are suitable for the age of children; equipment is in safe working order; you have a phone for emergency contacts.
- If teaching digitally, ensure you conform to MMMI guidance.



- Compile a list of contacts: parents/carers, police, local authority social services (daytime and out-of-hours), doctor, NHS helpline, venue caretaker, MMM Designated Safeguarding Lead

DURING CLASS/ACTIVITY

- Remember that while dance is your subject, your priority is safety. Do not leave the group unattended.
- Make time to check the physical state of your teaching area.
- Make time for conversation between yourself and pupils and their parent/guardian.
- Create a positive and enjoyable learning environment, ensuring everyone is treated with respect, kindness and encouragement.
- Show empathy by word and action; acknowledge that a child might misinterpret your comments. This is important for children whose first language is not English.
- Encourage children to take responsibility for their own behaviour and performance.
- Keep in full view of the class and position yourself so that you can see each individual. Avoid touching pupils; if you have to, ask their permission first.
- Be mindful of over-exertion and over-tiredness. Demonstrate exercises clearly to avoid injury.
- Be prepared for the unexpected: for example, how will you manage a fire alarm/the arrival in the room of a stranger/an injury/a behavioural issue?
- Be alert and be aware to signs of abuse and neglect. Identifying abuse and reporting concerns is dealt with below.

AFTER A TEACHING SESSION

- Report an injury or incident back to parent/guardian, either in person or by phone.
- Record any incident or injury immediately with details of name, date/time, the nature of the occurrence, initial action taken, any reliable witness statement. (See MMMI Incident Form)
- Consult with a colleague or line manager, if necessary.
- Reflect on your practice and make appropriate amendments.

2. WHAT TO DO IF THERE IS AN INCIDENT, ALLEGATION OR IF YOU OR OTHERS HAVE CONCERNS

MMM teachers must be cognisant of the types of abuse which children might suffer and know how to identify signs which could indicate that a child is being abused or neglected. (See Section C: Categories of Abuse and Recognising Abuse)

WHAT TO DO IN CASE OF ACCIDENT OR INJURY

Use your judgement to assess the situation. Act promptly. Summon First Aid assistance for minor accidents and injuries. First Aid should be administered only with permission from a parent or accompanying adult. If circumstances are such that you need to give First Aid, try to have another adult present. Keep the treatment minimal and simple and tell the child what you are going to do. You may not offer any medication such as pills or antiseptics, unless you are trained to do so, such as the use of an Epipen. Your records should indicate if a child has to take their own medication.

For more serious injuries, seek the help of a First Aider, contact the emergency services, and inform the parent/guardian. Stay with the child and wait for the doctor or ambulance to arrive.

If the child comes to you for comfort, it is acceptable to hold their hand or put an arm around them, but make sure the type of contact is appropriate to the age, maturity and culture of the child.



Keep a record of the incident with name, date/time, details and action taken.

WHAT TO DO IF YOU WITNESS A 'LOW LEVEL' INCIDENT

A standalone incident between children, such as name calling or a hit, should be dealt with immediately and stopped, and the code of behaviour explained. If there is on-going antagonism, discuss the incident with the parent/guardian or school.

Witnessing bullying of a child by an adult requires professional diplomacy. Record the incident. If repeated, report to a colleague or the Designated Safeguarding Lead.

WHAT TO DO IF YOU HAVE CONCERNS ABOUT A CHILD OR FAMILY

Individuals may be abused by an adult or adults, a child or children in a single incident or over a period of time. It may be in person or online.

It is not the responsibility of MMM teachers to investigate a safeguarding issue themselves.

However, if you have a safeguarding concern, take immediate action. Your setting (for example, private class, school, MMM course, public performance, online class) will determine who to contact first. This might be:

- Parents or guardians, unless they are implicated in the concern
- A colleague, line manager or event organiser
- MMMI Designated Safeguarding Lead
- Social Services and/or Police

Make a record of your concern, describing:

1. What happened – dates/times/places/people
2. Who is/was involved
3. What you witnessed or heard about
5. When you were first concerned
6. Whether you have told anybody about it
7. Any witnesses
8. What action has been taken

Strict confidentiality must be maintained. MMMI will ensure that safeguarding concerns are made available only to safeguarding authorities and those entitled to view the records.

WHAT TO DO IF YOU WITNESS POOR PRACTICE, ABUSE OR BULLYING

Discuss the matter with the MMMI Designated Safeguarding Lead, in confidence. Communication could be in person, by phone or by post. The concern will be dealt with and, if necessary, reported to the appropriate organisation.



DISCLOSURE OF MALPRACTICE - WHISTLEBLOWING

MMMI has a duty of care to protect teachers and members who raise safeguarding concerns about another member of staff. Even if later found to be mistaken, you will not be at risk of retribution as a result of disclosure.

However, those making deliberate malicious allegations will have disciplinary action taken against them.

WHAT TO DO IF YOU RECEIVE A COMPLAINT

In many cases, a complaint will be important, but not serious enough to put children at immediate risk. For example, a parent might complain about the condition of the premises, or question an exam result, or lack of communication. Discussion between all parties, with a record of outcomes and action taken might resolve the issue. Consultation with a colleague or the Directors might be needed for more serious complaints. The outcome will be communicated to the complainant.

WHAT TO DO IF YOU ARE ACCUSED OF POOR PRACTICE, ABUSE OR BULLYING

NB it is not the responsibility of MMMI to investigate suspected abuse.

The person making the allegation against you should complete a reporting form with details of the accusation and the name of a reliable witness to the Designated Safeguarding Lead. The defined protocol will proceed in confidence, and the appropriate authorities contacted. (See Section C – Role of Designated Safeguarding Lead)

WHAT TO DO IF YOU ARE THE VICTIM OF ABUSE OR BULLYING

Make a record of the incident(s) immediately with a witness statement, if possible. Contact your line manager or the Designated Safeguarding Lead.

If the problem relates to the behaviour of the class, call a meeting with the parents and explain that the class can only continue if the participants follow the behaviour code.

Altercations with parents require professionalism. Avoid discussions in the presence of children. It may be necessary to arrange a future meeting. Try to have a colleague present.

In a case of serious physical abuse, contact the setting manager, if there is one, and emergency services.

WHAT TO DO IF YOU BECOME ILL OR INJURED

You may wish to have your own emergency contact details, any significant health and medication information on a card during class. You might like to inform the class where this is in case of emergency.



SECTION C: SUPPORTING STATEMENTS AND POLICIES

1. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is the link between MMM teachers, members, class participants, the public, the statutory authorities, and the safeguarding agencies.

The DSL will be nominated by the MMMI Board of Directors. Contact details are published on the MMM website and made available to all members via the Administrator.

In each reported case, the DSL will:

- Receive verbally or in writing the report of the incident or allegation and take prompt action.
- Decide if the incident can be dealt with internally or whether consultation with outside agencies is needed.
- Seek whatever legal and professional advice is required, ensuring that appropriate information is available at the time of any referral. Any referral will be confirmed in writing under confidential cover.
- Keep a record of the incident, reports and outcomes, together with any other relevant information.
- Report back to the Directors if any change in safeguarding practice, training or policy is required.

In the case of teacher of MMM being accused of abuse:

- A decision will be made on whether the teacher should continue to teach while the incident is under investigation.
- In consultation with the Board of Directors, a course of action will be decided: this might be a warning, further training, provision of a mentor, or if legally required, reporting the matter to the appropriate authorities.
- A letter will be sent to the complainant, explaining the action MMMI intends to make.
- If a teacher's conduct is found to be in breach of the Code of Ethics, his/her name will be removed from the list of approved teachers.
- Any appeal against the Board's decision should be made in writing to the Board of Directors.

2. RECRUITMENT AND TRAINING

Those wishing to train in the Margaret Morris method of exercise and dance must be paid up members of the association MMMI. To train to teach children, candidates must have completed at least a course of Basic training and passed the Basic Examination.

Trainee teachers are accepted through the recommendation of an MMM mentor who is familiar with all stages of training and will support the trainee through the first year of teaching.

A trainee must maintain and update a personal portfolio of MMM qualifications, other courses, CPD and evidence of teaching experience; and information such as professional/ creative activities.

A register will be kept of all those working with children and at-risk adults within MMMI. Each teacher must sign an agreement to abide by the MMMI Code of Ethics and Conduct (see page 2).

Trainee teachers should apply to the DBS before undertaking to teach children or at-risk adults.



3. ADULT TO CHILD SUPERVISION GUIDANCE

NSPCC best practice guidance suggests 2 adults should be present while teaching:

0-2 years: 1-3 children

2-3 years: 1-4 children

4-8 years: 1-6 children

9-12 years: 1-8 children

13-18 years: 1-10 children

4. PHOTOGRAPHY AND VIDEOING CHILDREN, ONLINE SECURITY

While photos and videos show a child's achievements and progress, there are risks of misuse which can seriously endanger a child's wellbeing and security. Mobile technology – sharing images, grooming, cyberbullying, networks selling on images to third parties, and new tools such as Zoom, could all result in harassment and intimidation possibly continuing into the future.

The law states that: 'taking, making, sharing and possessing indecent images and pseudo-photographs of people under the age of 18 is illegal'. So while it is not illegal to take photos/videos of children, precautions need to be taken to avoid misuse.

MMMI attempts to take proactive steps to prevent harm and abuse from occurring in a digital space:

- A child should always be consulted about the use of their image and give consent to it being used, understanding what it will be used for, and how they feel about their image being used online.
- Written consent must be obtained from a parent or guardian, or from the school authority or event organiser before professional or private photos or videos can be taken.
- Written consent must then be obtained before the images are shared or reproduced.
- A child should not be identified by name if there is a photograph of them, or if the child is named, there should not be an accompanying photo.
- Videos used, for example, during an exam, remain in the MMM domain until no longer required.
- Children and young adults should be discouraged from taking and sharing images of themselves and each other during MMM classes and events.
- MMM online classes (for example via Zoom) are only available to MMMI members.

5. DATA PROTECTION

Data is subject to GDPR and data protection requirements. Data must only be used for the purposes of management of classes, for safeguarding or for emergency information, if needed. MMM teachers will keep personal data about their pupils secure.

If data is mistakenly lost or shared, all individuals concerned will be notified. MMMI will undertake to mitigate any potential harm. If data is inappropriately shared, disciplinary proceedings will be taken.



6. CATEGORIES OF ABUSE

Because of the complexity of abuse, a summary is included in this document. But further reference should be made to:

www.doh.gov.uk

www.nspcc.org.uk/preventing-abuse

www.anncrafttrust.org/safeguarding

“Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may face abuse in a family or in an institutional or community setting from those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or by another child or children.”

Contextual safeguarding involves consideration of every aspect of a child’s experiences that might impact on their wellbeing, including environmental factors, extra-familial abuse or exploitation.

There are many areas of abuse, and a child may be exposed to more than one, including:

- a) Neglect of basic physical and/or psychological needs; deprivation of medication; this also includes self-neglect; failure of adults to safeguard a child
- b) Physical abuse: deliberately hurting someone to cause injury, such as peer on peer aggression, or domestic violence; this also includes pushing someone beyond their capacity
- c) Sexual abuse both physical and exposing children to explicit material or suggestive clothing or music; sexual harassment in person or online
- d) Emotional or psychological abuse: making someone feel inadequate, worthless or uncared for. For example, threatening bullying, humiliating or demeaning a child, or allowing a child to witness abuse
- e) Discrimination, prejudice or stereotyping because of a physical disability or mental impairment
- f) Discrimination, prejudice or stereotyping on the grounds of gender or sexuality
- g) Discrimination, prejudice, harassment or stereotyping because of race, ethnicity, nationality, cultural or religious beliefs
- h) Child criminal exploitation and county lines (exploitation by drug dealers); modern slavery; being drawn into antisocial or criminal behaviour, or the misuse of alcohol or drugs
- i) Organisational abuse – poor practice within an organisation
- j) Digital exploitation; up-skirting; grooming; cyberbullying
- k) ‘Honour-based’ abuse; radicalisation
- l) Deprivation through financial and/or material loss (theft) or through missing school
- m) Hazing-type violence, ritual and cult practices
- n) Bullying: this causes great distress and can profoundly affect the child. It can be physical, verbal, emotional or sexual. Bullying gives the perpetrator (an adult or another child) power and satisfaction over his/her victim. Taunting, humiliating, aggression, texting, sarcasm, gestures, unwanted sexual contact and threats are some ways that bullies single out and attack a targeted child. Bullying can be unintentional, for example from a teacher who overstretches a child or makes him/her feel inadequate or inferior through negative comments. Ignoring a child or showing favouritism must be avoided



7. IDENTIFYING ABUSE

Although it is not the teacher's responsibility to investigate whether abuse is occurring, MMMI personnel have a duty of care to report any concern they have about a child.

MMM teachers should be alert to signs and symptoms of abuse. These might include:

- Behavioural changes – emotionally unsettled and vulnerable, withdrawn, reduced concentration, lack of interest, apathy, absence from class, outbursts of temper
- Unexplained injury – bruising, cuts and scratches, burns, pain
- The child describes what could be an abusive act involving him/her, or something he/she has seen done to another
- An adult or child expresses concern about the welfare of a child
- Inappropriate sexual awareness or sexually explicit behaviour
- Wariness or mistrust of adults or other children, alteration in friendship group
- Self-isolation; being rejected by other children; difficulty in making friends
- Tiredness; symptoms of lack of sleep
- Changes in appetite; appearing hungry; unexplained weight loss or gain
- Unkempt appearance; lack of personal hygiene
- Inappropriate clothing; either unsuitable for the child's age and maturity, or seasonally unsuitable
- Secretive behaviour; covering up the body; reluctance to talk; stealing
- Reluctance to leave the class

Report concerns promptly.

This policy was approved on: 1 December 2021

Signed by: MMMI Ltd Directors

It will be reviewed: Annually



SAFEGUARDING REPORT FORM

To be used to record and/or report an injury, incident, concern or complaint

Your name, address, phone number, e-mail	
What are you reporting?	1. An accident or injury or an incident 2. A concern or a potential risk/concern raised by someone else. 3. A complaint or Other (please state)
1. For an accident or injury or incident	Please give details including time/dates, location, who was involved:
2. If reporting a concern	Give full details: name of child and the nature of your concern. Has the concern been raised by someone else?
3. If reporting a complaint or other matter	Who is making the complaint? What is the complaint?
If possible, provide a witness statement	Name of witness Contact details
Have parents/guardians been notified? Yes/No	If yes, please give details
What action has been taken?	