

Safeguarding & Child Protection Policy

Miranda Summers-Pritchard B.A.(Hons) DipABRSM
Piano and Music Theory Teacher



Safeguarding & Child Protection Last Updated July 2026

Miranda Summers-Pritchard follows the Independent Society of Musicians' (ISM) Safeguarding and Child Protection policy. This can be found on their website: www.ism.org. Go to 'Advice and Resources' – 'Child Protection and Safeguarding'.

In line with this policy, I am obliged to inform you of the following:

Professional Status: I hold Registered Teacher Status with the ISM which *'demonstrates to current and potential pupils and their parents that you have been reference checked and criminal record checked by your professional body and that you have signed up to our Safeguarding & Child Protection Policy, Code of Practice and procedures.'* (ISM website)

Safeguarding Training: I keep my training updated, and the most recent course I completed was with the NSPCC in October 2025.

Household: Currently residing at my address are myself, my husband, Richard Pritchard (a deputy head teacher and DBS certificate holder), my adult son (DBS certificate holder), my adult daughter, when home from university, and the family dog.

Access: The teaching room is on the ground floor and in a fit and safe condition, as are other areas of the house that students may need to access, such as the hall and the toilet. It is a smoke and vape-free home. There are smoke detectors fitted in the house. The stairs have a handrail, but I will escort students, where judged to be necessary, if they need the bathroom. I have a risk assessment policy. If I need to administer first aid, this is reported to the parent in writing.

Oversight of lessons: Unless the house is very quiet or the weather very hot, I generally teach with the door shut to minimise distractions. In order to build a positive teacher-student relationship, parents are encouraged to leave their child to have their lessons independently and collect them at the end. Parents and Miranda Summers-Pritchard may wish to discuss parental presence in lessons if either party has any safeguarding or emotional wellbeing concerns.

Physical Contact: I use a pencil or penlight most of the time for general directing, which includes pointing at fingers, but there are some very occasional circumstances where physical

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contact is necessary to convey learning points effectively, most commonly when teaching about arm-weight. The contact is always to the student's hand and is never a hold. I always let the student know I am about to make contact (in a similar way a medical practitioner would) and will explain what I'm about to do and check that it's ok. All movements I encourage students to do are natural and safe.

The Dog: The family dog (Buster) is very well socialised, loves children, has no history of aggression towards people and is supervised and kept away from students who do not want him around. He can, however, be problematic with other dogs, so if you are combining dropping off/picking up your child with walking your own dog, please err on the side of caution and keep your dog well away from the house.

Online lessons: Where lessons are conducted online, parents/carers can monitor lessons in real time. I maintain the same levels of professionalism as for face-to-face lessons. Students are expected to maintain the same dress code as they would if attending face to face, and ideally, lessons should take place in a neutral/shared space (not bedroom) with the door open and/or a responsible adult around. Rooms (including bedrooms, if use is unavoidable) should be set up appropriately for work/study with distractions kept to a minimum. The platform Google Meet is used as it has a good level of security.

Communications: Lesson notes and resources are shared via Google Docs to a parent's email account. The student's email account can be added to the share if they wish, provided the parent share is still active. Similarly with text messaging, the parents are the first contact, but for older, more independent students, a group comprising parent, myself and student may be created so that student and I can communicate directly with each other to ask quick questions/inform of last-minute changes etc., whilst the parent maintains oversight. At the time of updating this document, I use WhatsApp for these purposes.

If you have any questions or concerns, please contact me.

Miranda Summers-Pritchard