Public Document Pack

Board of Governors of the Guildhall School of Music and Drama

Date: **MONDAY, 21 SEPTEMBER 2020**

Time: **2.30 pm**

Venue: **VIRTUAL MEETING – ACCESSIBLE REMOTELY**

Members:

Vivienne Littlechild
Graham Packham
Natasha Bucknor
George Abrahams
Randall Anderson
Deputy David Bradshaw
John Chapman
Professor Geoffrey Crossick
Professor Maria Delgado
Marianne Fredericks
Shreela Ghosh
Steven Gietzen
Ann Holmes
Jeremy Mayhew
Dave Muncey
The Rt Hon.the Lord Mayor,Alderman William Russell
Andy Taylor
Lynne Williams
Neil Greenwood
Dr Paula Haynes
Munsur Ali

Enquiries: **Julie Mayer tel. no.: 020 7332 1410**
julie.mayer@cityoflondon.gov.uk

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting at the below link:
https://youtu.be/Wlh-0rrY-F8

This meeting will be a virtual meeting and therefore will not take place in a physical location following regulations made under Section 78 of the Coronavirus Act 2020. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

3. **ORDER OF THE COURT OF COMMON COUNCIL**
   To receive the Order of the Court of Common Council, dated 16th July 2020, appointing the Board and approving its terms of reference.

   For Information
   (Pages 1 - 2)

4. **ELECTION OF THE CHAIRMAN**
   To appoint a Chairman in accordance with Standing Order No. 29.

5. **ELECTION OF THE DEPUTY CHAIRMAN**
   To appoint a Deputy Chairman in accordance with Standing Order No. 30.

6. **APPOINTMENT OF COMMITTEES, ETC FOR 2020/21**
   Report of the Town Clerk.

   For Decision
   (Pages 3 - 28)

7. **PUBLIC MINUTES**
   To approve the public minutes and non-public summary of the meeting held on 18th May 2020.

   For Decision
   (Pages 29 - 32)

8. **PUBLIC MINUTES OF RECENT COMMITTEE MEETINGS**
   To receive the public minutes of recent Committee meetings.

   For Information

   a) Renumeration and Nominations Committee - 2nd September 2020 (To Follow)

   b) Audit and Risk Management Committee - 2nd September 2020 (To Follow)

   c) Finance and Resources Committee - 8th September 2020 (To Follow)

9. **PRINCIPAL'S PUBLIC REPORT SEPTEMBER 2020**
   Report of the Principal.

   For Information
   (Pages 33 - 60)

10. **ANNUAL SAFEGUARDING POLICY UPDATE**
Report of the Principal

For Decision
(Pages 61 - 92)

11. **CARBON REDUCTION STRATEGY KEY PERFORMANCE INDICATOR**
Report of the Principal.

For Information
(Pages 93 - 98)

12. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

13. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

14. **EXCLUSION OF THE PUBLIC**
MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

For Decision

Part 2 - Non Public Agenda

15. **NON PUBLIC MINUTES**
To approve the non-public minutes of the meeting held on 18th May 2020.

For Decision
(Pages 99 - 104)

16. **NON PUBLIC MINUTES OF RECENT COMMITTEE MEETINGS**
To receive the non-public minutes of recent Committee meetings.

For Information

a) Remunerations and Nominations Committee - 2nd September 2020 (To Follow)

b) Audit and Risk Committee - 2nd September 2020 (To Follow)

c) Finance and Resources Committee (To Follow)

17. **COBRA MEETINGS**
To receive the COBRA Minutes from May and June 2020.

For Information

a) COBRA Meeting - 6 May 2020 (Pages 105 - 108)

b) COBRA meeting - 18 May 2020 (Pages 109 - 112)

c) COBRA Meeting - 9 June 2020 (Pages 113 - 116)

d) COBRA Meeting - 25 June 2020 (Pages 117 - 118)

18. **PRINCIPAL'S NON-PUBLIC REPORT SEPTEMBER 2020**
Report of the Principal.

For Information
(Pages 119 - 140)

19. **CAPITAL CAP UPDATE**
Report of the Managing Director, Barbican Centre.

For Decision
(Pages 141 - 150)

20. **CAPITAL BIDS SUBMISSION 2021/22 (TO FOLLOW)**
Report of the Principal.

For Decision

21. **GUILDHALL SCHOOL MANAGEMENT INFORMATION 'DASHBOARD' 2020/21 - JULY 2020**
Report of the Principal.

For Information
(Pages 151 - 158)

22. **BUSINESS PLAN UPDATE**
Report of the Principal.

For Information
(Pages 159 - 242)

23. **FINANCIAL HEALTH OF THE GUILDHALL SCHOOL**
Report of the Principal.

For Information
(Pages 243 - 248)

24. **GUILDHALL SCHOOL OF MUSIC & DRAMA RISK REGISTER**
Report of the Principal.

For Information
(Pages 249 - 316)

25. **SAFEGUARDING UPDATE**
Report of the Principal.

For Information
(Pages 317 - 332)

26. **COACHING & MENTORING ANNUAL SUMMARY 19-20**
Report of the Principal.

For Information
(Pages 333 - 348)

27. **RECOMMENDATION FOR FELLOWSHIPS AND HONORARY FELLOWSHIPS, 2020**
Report of the Principal – to approve the recommendation of the Remuneration and Nominations Committee.

For Decision
(Pages 349 - 368)

28. **GUILDHALL LIVE EVENTS REPORT**
Report of the Principal.

For Information
(Pages 369 - 386)

29. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

30. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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RUSSELL, Mayor	**RESOLVED:** That the Court of Common Council holden in the Guildhall of the City of London on Thursday 16th July 2020, doth hereby appoint the following Committee until the first meeting of the Court in April, 2021.

BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC & DRAMA

1. **Constitution**

A Non-Ward Committee consisting of,

- 11 Members elected by the Court of Common Council for a term of three years (renewable twice) at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the Principal of the Guildhall School of Music & Drama
- one member of the Guildhall School academic staff to be elected by the Academic staff for a term of three years (renewable twice)
- one member of the Guildhall School administrative staff to be elected by such staff for a term of three years (renewable twice)
- one Guildhall student representative who shall normally be the President of the Students' Union
- up to six co-opted non-City of London Corporation Governors with appropriate expertise for a term of three years (renewable twice)

None of the appointed Governors shall serve on the Board for more than a maximum of nine years.

The Chairman and Deputy Chairman of the Board shall be elected from the City Corporation Members.

The Chairman of the Barbican Centre Board, the Chairman of the Culture, Heritage & Libraries Committee and one representative of the Centre for Young Musicians shall be permitted to attend the Board in a non-voting, advisory capacity.

2. **Quorum**

The quorum consists of any seven Common Council Governors plus three co-opted Governors.

3. **Membership 2020/21**

3	(3)	Randall Keith Anderson
9	(3)	John Douglas Chapman
3	(3)	Ann Holmes
6	(3)	Vivienne Littlechild, M.B.E., J.P.
2	(2)	George Christopher Abrahams
7	(2)	David John Bradshaw, Deputy
8	(2)	Marianne Bernadette Fredericks
8	(2)	Jeremy Paul Mayhew
1	(1)	Munsur Ali
4	(1)	Graham David Packham
7	(1)	William Anthony Bowater Russell, Alderman, the Rt Hon The Lord Mayor

together with those referred to in paragraph 1 above, and:-

the Principal of the Guildhall School for the time being	-	Lynne Williams
one Academic Member of the Guildhall School Staff, elected by the Academic Staff	-	Andy Taylor
one Non-Academic Member of the Guildhall School Staff, elected by the administrative staff	-	Steven Gietzen
one Guildhall School Student representative (President of the Student Union for the time being)	-	Dave Muncey
up to 6 Non-City of London Corporation Members with appropriate expertise	-	Natasha Bucknor Professor Geoffrey Crossick Professor Maria Delgado Shreela Ghosh Neil Greenwood Dr Paula Haynes

4. **Terms of Reference**

These terms of reference should be read in conjunction with the Guildhall School's *Instrument & Articles of Government* which lists the primary responsibilities of the Board of Governors. In summary, these are to be responsible for:-

(a) the approval of a strategic plan and the determination of the educational character and the mission/aims of the Guildhall School of Music & Drama and oversight of its activities, assuring itself that appropriate steps are being taken to deliver the strategic plan;

(b) Institutional sustainability and the approval of an annual Business Plan, assuring itself that there are effective systems of control and risk management;

(c) the approval of annual estimates of income and expenditure;

(d) the approval of the annual audited financial statements of the Guildhall School of Music & Drama;

(e) ensuring that the requirements of the Office for Students, UK Research & Innovation and other relevant statutory bodies are followed and compliance is monitored;

(f) responsibility for the promotion of equality and diversity throughout the School;

(g) the appointment of the Principal of the Guildhall School of Music & Drama.

Committee: Board of Governors of the Guildhall School of Music & Drama	**Date**: **21 September 2020**
Subject: Appointment of Sub Committees for 2020/21	**Public**
Report of: Town Clerk	**For Decision**
Report Author: Julie Mayer	

Summary

The purpose of this report is to approve the Committees and Working Groups for 2020/2021. Full terms of reference for these bodies are attached in appendix 1.
Governors are invited to express their interest in serving on the Committees and Working Groups.

Recommendations:

The Board is asked to approve:-

(a) The 2020/21 memberships of the:

(i) Audit & Risk Management Committee, along with the appointment of a Chairman;

(ii) Finance & Resources Committee;

(iii) Governance & Effectiveness Committee;

(iv) Reference Sub Committee;

(v) Remuneration and Nominations Committee;

(vi) Academic Assurance Working Group; and

(vii) Capital Projects Strategic Working Group

(b) The Terms of reference of (i) to (vii) above.

Main Report

1. It should be noted that only **full** Governors may serve on the Audit & Risk Management, Finance & Resources, Governance & Effectiveness and Remuneration and Nominations Committees, although others may be invited to attend. Governors are invited to express their interest in serving on the Committees and Working Parties.

Audit & Risk Management Committee

2. The membership of the Audit & Risk Management Committee in 2019/20 was:

- Marianne Fredericks (Chairman)
- Graham Packham (Deputy Chairman)
- Randall Anderson
- John Chapman
- Ann Holmes
-

NB: Co-optees Christopher Costigan and Michael Herington were appointed in May 2020 and Ann Holmes stood down.

3. In summary, the Committee's terms of reference provide for its Chair to be appointed by the Board of Governors, from among its own members, and the Committee must consist of governors with no executive responsibility for the management of the Guildhall School. There shall be no fewer than three members; a quorum shall be at least three members. The Chairman of the Board of Governors shall not be a member of the Committee. Members shall not have significant interests in the Guildhall School.

4. At least one member should have recent and relevant experience in finance, accounting or auditing. The Committee may, if it considers it necessary or desirable, co-opt members with particular expertise. No member of the Committee may also be a member of a Finance or Resources Committee (or equivalent) of the Board of Governors of the Guildhall School. Governors are reminded that the Board appointed two new Co-optees to the Audit and Risk Management Committee in May 2020.

5. The Audit & Risk Management Committee should be a small authoritative body which has the necessary financial expertise and the time to examine the institution's risk management control and governance under delegation from the governing body. It should not confine itself to financial systems but should examine risk management, control and governance independently and report areas of concern to the governing body. The Audit & Risk Management committee **must** produce an annual report for the governing body including its opinion on the adequacy and effectiveness of the School's risk management, control and governance arrangements, and arrangements for promoting economy, efficiency and effectiveness (value for money).

6. The quorum for the meetings is 3 Governors.

7. **Recommendations: That you approve the terms of reference, membership and appoint a Chairman of the Audit & Risk Management Committee for 2020/21.**

Finance & Resources Committee

8. The membership of the Finance & Resources Committee for 2019/20 was:

- Vivienne Littlechild (Chairman)
- Graham Packham (Deputy Chairman)
- George Abrahams
- Lew Hodges (Co-opted)

9. Terms of Reference (summary)

- Chairman and Deputy Chairman of the Board shall serve as Chairman and Deputy Chairman of the Finance and Resources Committee.

- All Members are entitled to vote.

- Members of the Audit & Risk Management Committee are not eligible to serve as Members of the Finance and Resources Committee and vice versa.

- Quroum – three Governors.

10. **Recommendations: That you approve the membership and terms of reference of the Finance and Resources Committee for 2020/21.**

Governance & Effectiveness Committee

11. The membership of the Committee for 2019/20 was:

- Maria Delgado (Chairman)
- Vivienne Littlechild (Deputy Chairman)
- Marianne Fredericks
- Ann Holmes
- Graham Packham
- Lynn Williams

12. Terms of Reference (summary)

- The Membership shall include the Chairman and Deputy Chairman of the Board of Governors, the Chairman of the Audit & Risk Management Committee, the Principal of the Guildhall School and two Members of the Board of Governors.

- A Chairman shall be appointed from amongst the membership.

- The quorum consists of three Governors.

13. **Recommendations: That you approve the terms of reference and membership of the Governance & Effectiveness Committee for 2020/21.**

Reference Sub Committee

14. The Reference Sub Committee meets as and when required to consider any issues that arise outside of the normal cycle of the Board and which are not suitable to be advanced through the City's urgency procedures.

15. The membership of the Reference Sub Committee for 2019/20 was:
    - Vivienne Littlechild (Chairman)
    - Graham Packham (Deputy Chairman)
    - Randall Anderson
    - Michael Hoffman (Co-optee)

16. Terms of Reference (summary)

    - Chairman and Deputy Chairman of the Board shall serve as Chairman and Deputy Chairman of the Reference Sub Committee.

    - Quorum of any three Governors.

    - All Members are entitled to vote.

17. The Board could appoint further members; ie - as many Non-Common Council Governors as they wish, and up to three lay/independent persons who do not have to be on the Board.

18. **Recommendations: That you approve the terms of reference and membership of the Reference Sub Committee for 2020/21.**

Remuneration and Nominations Committee

19. The Remuneration & Nominations Committee provides advice to the Board of Governors; combining two distinct roles for which there are separate expectations within the CUC HE Code of Governance and considering, amongst other things, the appointment of new co-opted members and staff remuneration and the overall pay structure. Therefore, wherever possible, the agenda will define the two distinct areas of business. It is recognised that all matters relating to the employment of staff fall within the purview of the City of London's Establishment Committee.

20. The membership of the Remuneration and Nominations Committee in 2019/20 was:

    - Shreela Ghosh (Chairman)
    - Graham Packham (Deputy Chairman)
    - Randall Anderson

- John Chapman
- Marianne Fredericks
- Michael Hoffman
- Vivienne Littlechild
- Andy Taylor

21. Terms of Reference (summary)

- Chair of the Committee: a senior co-opted governor who is not the Chair of the Board

- Other members:

  - The Chairman of the Board of Governors

  - The Deputy Chairman of the Board of Governors

  - At least two non-Common Council Governors

  - At least one other Common Council Governor

  - An elected staff member of the Board

  - One senior member of the Academic Staff (not a Vice-Principal)

  - May include up to two other co-opted members (who are not necessarily members of the governing body)

[Note a Remuneration Committee should have a majority of independent members; in this instance this means independent of the School but not necessarily independent of the City of London.]

22. The quorum for the meetings is 3 members (one of which shall be a co-opted member).

23. **Recommendations: That you approve the terms of reference and membership of the Remuneration and Nominations Committee for 2020/21.**

<u>Academic Assurances Working Group</u>

24. The Academic Assurances Working Group review, on behalf of the Board of Governors, the Academic Board annual report and all other matters reported to the Board during the previous academic year on higher education matters, to assist the Board in coming to a view as to whether the academic assurances have been met sufficiently.

25. The membership of the Academic Assurances Working Group in 2019/20 was:

Professor Geoff Crossick

Professor Maria Delgado
Ann Holmes
Katharine Lewis
Vivienne Littlechild
Graham Packham
Lynne Williams
SU President

26. **Recommendations: That you approve the membership of the Academic Assurances Working Group for 2020/21.**

Capital Projects Strategic Working Group

27. The Capital Projects Strategic Working Group reviews large scale capital plans (eg long term rental of property, requests to the City to purchase property) at each stage of development and undertakes option analysis on behalf of the Board to advise them on timescales, challenges (including financial), and options.

The membership of the Capital Projects Strategic Working Group in 2019/20 was:

Andrew Burns (Co-opted) (Chairman)
Randall Anderson
John Chapman
Ann Holmes
Vivienne Littlechild
Graham Packham
Lynne Williams

- In the Chair: A member of the Board of Governors, or committee of the Board of Governors, without residential or electoral interest in the Barbican estate

- Chair of the Board of Governors

- Principal

- Three other (non-School) members of the Board of Governors

28. **Recommendations: That you approve the terms of reference and membership of the Capital Projects Strategic Working Group for 2020/21.**

Contact:
Julie Mayer
Committee & Member Services Officer

Town Clerk's Department
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Audit & Risk Management Committee – Terms of Reference

The Audit and Risk Management Committee must:

- be independent
- have sufficient authority and resources to form an opinion and report on the risk management, control and governance arrangements of the Guildhall School to the Board of Governors
- be able to satisfy itself that the institution has adequate arrangements for ensuring economy, efficiency and effectiveness.

These terms of reference have been formally approved by the Board of Governors.

Constitution

1. The Board of Governors has established a committee of the Board of Governors known as the Audit and Risk Management Committee.

Membership

2. The Committee and its chair shall be appointed by the Board of Governors, from among its own members, and must consist of governors with no executive responsibility for the management of the Guildhall School. There shall be no fewer than three members; a quorum shall be at least three members. The Chairman of the Board of Governors shall not be a member of the Committee. Members shall not have significant interests in the Guildhall School.

3. At least one member should have recent and relevant experience in finance, accounting or auditing. The Committee may, if it considers it necessary or desirable, co-opt members with particular expertise. No member of the Committee may also be a member of a Finance or Resources Committee (or equivalent) of the Board of Governors of the Guildhall School.

Attendance at meetings

4. The Vice Principal, Director of Advancement on behalf of the Principal of the Guildhall School of Music & Drama, along with the Head of Finance and Business Administration (Chamberlain's Department) and the Head of Internal Audit and Risk Management (Chamberlain's Department) shall normally attend or be represented at meetings. When appropriate, such other representatives of the Guildhall School of Music & Drama and the City of London Corporation shall also attend where business relevant to them is to be discussed.

5. At its discretion, the Committee may also convene a meeting, or part of a meeting, without any officers present (save for the clerk who shall attend to take a record of the meeting, unless otherwise instructed by the Committee), or with the external and/or internal auditors without any other officers present (save for the clerk, as previously noted).

Frequency of meetings

6. Meetings shall normally be held at least three times in each financial year. The external auditors or The Head of Internal Audit and Risk Management may request a meeting if they consider it necessary.

Authority

7. The Committee is authorised by the Board of Governors to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee, and all employees are directed to co-operate with any request made by the Committee.

8. The Committee is authorised by the Board of Governors to obtain outside legal or other independent professional advice and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary, normally in consultation with the Principal of the Guildhall School and/or Chairman of the Board of Governors. However, it may not incur direct expenditure in this respect in excess of £5,000, without the prior approval of the Board of Governors.

9. The Audit and Risk Management Committee will review the audit aspects of the Guildhall School's draft Income & Expenditure Account for the year ending 31 July. These aspects will include the external audit opinion, the statement of Governors' responsibilities, the statement of internal control and any relevant issue raised by the external auditors. The Committee should, where appropriate, confirm with the internal and external auditors that the effectiveness of the internal control systems has been reviewed, and comment on this in its annual report to the Board of Governors.

Duties

10. The duties of the Committee shall be:

    a. To discuss if necessary with the external auditors, before the audit begins, the nature and scope of their audit as it relates to the Guildhall School.

    b. To discuss if necessary with the external auditors problems and reservations arising from their audit, including a review of the external auditors' report to the Audit and Risk Management Committee, and any other matters the external auditors may wish to discuss (in the absence of officers where necessary).

c. To review the internal auditors' audit risk assessment and strategy, and to consider major findings of internal audit investigations and management's response.

d. To keep under review the effectiveness of the risk management, control and governance arrangements, and in particular to review the external auditors' report, the internal auditors' annual report, and management responses.

e. To monitor the implementation of agreed audit-based recommendations, from whatever source.

f. To ensure that all significant losses have been properly investigated and that the internal and external auditors, and where appropriate the HEFCE accounting officer, have been informed.

g. To oversee the Guildhall School's compliance with the City of London's policy on fraud and irregularity, including being notified of any action taken under that policy.

h. To satisfy itself that satisfactory arrangements are in place to promote economy, efficiency and effectiveness.

i. To receive any relevant reports from the National Audit Office, HEFCE and other organisations.

j. To consider elements of the Guildhall School's draft Income & Expenditure Account for the year ending 31 July in the presence of the external auditors if necessary, including the auditors' formal opinion, the statement of Governors' responsibilities and the statement of internal control, in accordance with HEFCE's Accounts Directions.

k. To receive the Guildhall School's management accounts.

Reporting procedures

11. The minutes of meetings of the Committee will be circulated to all members of the Board of Governors.

12. The Committee will prepare an annual report covering the year to 31 July and any significant issues up to the date of preparing the report. The report will be addressed to the Board of Governors and the Principal, summarising the activity for the year. It will give the Committee's opinion on the adequacy and effectiveness of the Guildhall School's arrangements for the following:

- risk management, control and governance (the risk management element includes the adequacy of the statement of internal control accompanying the Income & Expenditure account for the year ending 31 July)

- economy, efficiency and effectiveness (value for money).

This opinion should be based on the information presented to the Committee. The Audit and Risk Management Committee's annual report should normally be submitted to the Board of Governors before the Governors' responsibility statement accompanying the Income & Expenditure account for the year ending 31 July is signed.

In line with the Higher Education Code of Governance, the Audit Committee will ensure that the annual corporate governance statement includes a description of the work of the Remuneration Committee.

Clerking arrangements

13. The clerk to the Audit and Risk Management Committee shall be the clerk to the Board of Governors.

Finance & Resources Committee – Terms of Reference

Membership

- Chairman and Deputy Chairman of the Board shall serve as Chairman and Deputy Chairman of the Finance and Resources Committee.
- Quorum of any three Committee Members.
- All Members are entitled to vote.
- Members of the Audit & Risk Management Committee are not eligible to serve as Members of the Finance and Resources Committee and vice versa.

Remit

- To consider the management accounts providing advice to the Board, without delegated powers to act; except for those specific matters delegated to it by the Board
- To consider the setting of the financial priorities for the School through the consideration of the proposed fees and charges, business plan and budget prior to submission to the Main Board, without delegated powers to act; except for those specific matters delegated to it by the Board
- To monitor all capital cap and premises matters, providing advice to the Chairman and Deputy Chairman of the Board who retain their delegated powers to act in these matters
- To review any matters that may affect the finances of the Guildhall School reporting to the Main Board

Note:-

- In parallel, the Audit & Risk Management Committee will scrutinise the adequacy and effectiveness of risk management, internal controls and arrangements for promoting value for money.

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Governance and Effectiveness Committee - Terms of Reference

Introduction

- The role of the Governance and Effectiveness Committee is to consider improvements to the effectiveness of the Board of Governors of the Guildhall School.
- The Committee shall utilise guidance from appropriate sources, including HEFCE and the Leadership Foundation in undertaking its work
- The Committee shall report its findings and recommendations to the Board of Governors.

Membership

- The Membership shall include the Chairman and Deputy Chairman of the Board of Governors, the Chairman of the Audit & Risk Management Committee, the Principal of the Guildhall School and two Members of the Board of Governors
- A Chairman shall be appointed from amongst the membership
- The quorum consists of three Members

Attendance at meetings

- A representative of the Town Clerk shall attend meetings

Frequency of meetings

- Full reviews shall be held every three years
- When a full review is being undertaken, the committee shall determine the frequency of its meetings
- In those years when a full review is not being undertaken, the committee shall meet at least once a year to consider progress on implementation

Authority

- The Committee does not have power to act, it will report its findings and recommendations to the Board of Governors for approval

Duties

- The duties of the Committee shall be:
  - To undertake a formal and rigorous evaluation of the effectiveness of the Board of Governors of the Guildhall School and its committees, in line with guidance from HEFCE and the Leadership Foundation;
  - To report and make recommendations to the Board
  - To consider the success of the Board of Governors in meeting long term strategic objectives and Key Performance Indicators
  - To facilitate the benchmarking of the performance of the Guildhall School against other comparable Higher Education Institutions
  - To monitor progress of the implementation of the recommendations of efficiency reviews

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Reference Sub Committee – Terms of Reference

Membership

- Chairman and Deputy Chairman of the Board shall serve as Chairman and Deputy Chairman of the Reference Sub Committee.
- Quorum of any three Governors.
- All Members are entitled to vote.

Remit

- To consider any matter(s) referred to it by the Board of Governors of the Guildhall School of Music & Drama.

Authority

- The Sub Committee does not have power to act; it will report its findings and recommendations to the Board of Governors for approval.

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Remuneration & Nominations Committee terms of reference

The Remuneration & Nominations Committee provides advice to the Board of Governors. The Committee combines two distinct roles for which there are separate expectations within the CUC HE Code of Governance. Therefore, wherever possible, the agenda will define the two distinct areas of business. It is recognised that all matters relating to the employment of staff fall within the purview of the City of London's Establishment Committee.

Constitution

Chair of the Committee: a senior co-opted governor who is not the Chair of the Board
(CUC HE Code of Governance refers)

Other members:

- The Chairman of the Board of Governors of the Guildhall School of Music & Drama (*a requirement of the CUC HE Code)*
- The Deputy Chairman of the Board of Governors of the Guildhall School of Music & Drama
- At least two non-Common Council Governors
- At least one other Common Council Governor
- An elected staff member of the Board
- One senior member of the Academic Staff (not a Vice-Principal)
- May include up to two other co-opted members (who are not necessarily members of the governing body)

[Note a Remuneration Committee should have a majority of independent members; in this instance this means independent of the School but not necessarily independent of the City of London.]

In attendance:

- The Principal of the Guildhall School of Music & Drama (except when the Committee discusses his or her remuneration)
- VP for Advancement (except when the Committee discusses his or her remuneration)
- Head of HR
- Secretary & Dean of Students

Quorum: of any three Committee Members.

All Members are entitled to vote.

Terms of reference

Nominations

- To keep and review a skills register for the Board of Governors and its subcommittees
- To reflect upon the composition of the Board and its subcommittees and take steps to ensure that the Board and its committees reflect societal norms and values (CUC Code refers)
- To seek out and recommend the appointment of new co-opted members to the Board of Governors and its subcommittees. The Committee will consider advertising vacancies in order to increase the pool of talent available. *(CUC Code and Instrument of Government refer)*
- Satisfy itself that plans are in place for an orderly succession of the Board's membership
- To consider and recommend any application(s) for nominations for Fellowships and/or Honorary Fellowships.

[Note: The issue of inclusion of members of the local community (the School's instrument of Government refers) is addressed via the elected Common Council members. I propose that this requirement is therefore removed from the Instrument at the next revision of the Instrument & Articles.]

Remuneration

- To take note of staff remuneration, the pay structure and benchmark the School against the rest of the higher education sector generally and the UK Conservatoire sector specifically
- To consider all characteristics protected under the Equality Act 2010 and to flag any significant discrepancies within the School's staffing composition
- To satisfy itself with the procedures in place at the School to allow staff to make representations about their pay
- To satisfy itself that any ad hoc or personalised payments, including severance payments, that might distort the basic remuneration structure are made according to transparent and justifiable rules
- To benchmark the salary of the Principal and Vice-Principals (the senior post holders) against a defined list of sector comparators and offer comment to the City of London on the outcome of the benchmarking
- To make recommendations to the Board of Governors and the Establishment Committee in respect of overall staffing pay structure, having regard to equal opportunities
- To produce an annual report to the Board of Governors that provides assurance that the committee has collectively discharged its responsibilities and produce a public annual statement (see note).

Note on annual report:
The report should cover senior staff remuneration (Principal and Vice-Principals) and include, amongst other things, the approach to remuneration and type of factors used in considering reward proposals such as performance against strategic

objectives, reference to job evaluation schemes etc, and the current value for the university of the pay multiple of the Principal's earning against the median of all staff and how this indicator has changed over an extended period of time (Remuneration Code and "Possible outline structure for a Remuneration Annual Report" refer).

It is recommended that the annual report and the annual statement are one and the same but modifications may be necessary to preserve commercial confidentiality (Remuneration Code refers). Whilst the full report to the Board may be private it should not be withheld from any member of the Board of Governors (CUC HE Code of Governance refers).

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Academic Assurance Working Group
Approved by the Board of Governors July 2017

Membership:
Co-opted member of the Board with HE experience (in the Chair)
One further member of the Board (not staff)
Principal
SU President or other student representative
The option to co-opt a HE specialist from outside the Board of Governors

Officers:
Secretary & Dean of Students
Assistant Registrar (Quality Assurance)

Brief:
To meet once a year, early in the autumn term, for report to the November Board of Governors.

The Academic Assurance Working Group will review the Academic Board annual report, and all other matters reported to the Board during the previous academic year on higher education matters, to assist the Board in coming to a view whether the academic assurances have been met sufficiently.

The Working Group will have the authority to seek clarification on any matter relating to academic assurance and ask for additional information.

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Capital Projects Working Group terms of reference

Background

The School's strategic ambitions require additional space including a new front door for Silk Street, long-term rental, and possibly the purchase of new property or the use of existing City of London space. Detailed option analysis would be best undertaken by a smaller group that the full Board of Governors.

Additionally, for some of these projects there may be specific, and vocal, stakeholder interest that will need to be considered and managed. Members of the Board with electoral interests in the vicinity of these projects may find it useful to have a mechanism for these stakeholder interests to be raised and discussed in a methodical and controlled way.

Proposed terms of reference

- To review large scale capital plans (eg long term rental of property, requests to the City to purchase property, Silk Street initiatives) at each stage of development
- To provide a forum for the consideration of stakeholder views in the development of plans, and to ensure that stakeholder views are sought and considered
- To undertake option analysis on behalf of the Board of Governors
- To advise the Board of Governors, on timescales, challenges (including financial), and Options

Proposed membership

- In the Chair: A member of the Board of Governors, or committee of the Board of Governors, without residential or electoral interest in the Barbican estate
- Chair of the Board of Governors
- Principal
- Three other (non-School) members of the Board of Governors

Attendees:

- Vice-Principal of Advancement
- Secretary & Dean of Students
- Chief Operating and Financial Officer
- Director of Operations and Buildings

Clerking: It is proposed that the working group will be serviced directly by the School.

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BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

Monday, 18 May 2020

Minutes of the meeting streamed lived on You Tube at 1.45 pm

Present

Members:

Vivienne Littlechild (Chairman)
Graham Packham (Deputy Chairman)
George Abrahams
Randall Anderson
Deputy David Bradshaw
Deputy Michael Cassidy
John Chapman
Professor Geoffrey Crossick
Professor Maria Delgado
Marianne Fredericks
Shreela Ghosh
Steven Gietzen
Neil Greenwood
Paula Haynes
Ann Holmes
Jeremy Mayhew
Dave Muncey
Andy Taylor
Lynne Williams

In Attendance

Officers:

Katharine Lewis	-	Guildhall School of Music and Drama
Jeremy Newton	-	Guildhall School of Music and Drama
Alison Mears	-	Guildhall School of Music and Drama
Graeme Hood	-	Guildhall School of Music and Drama
Jonathan Vaughan	-	Guildhall School of Music and Drama
Orla O'Loughlin	-	Guildhall School of Music and Drama
Sandeep Dwesar	-	Barbican Centre
Sean Gregory	-	Barbican Centre
Jonathan Poyner	-	Barbican Centre
Julie Mayer	-	Town Clerks

1. **APOLOGIES**
   Apologies were received from Natasha Bucknor.

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
   There were no declarations.

3. **PUBLIC MINUTES**
   RESOLVED, that – the public minutes of the meeting held on 17th February 2020 be approved as a correct record.

4. **PRINCIPAL'S PUBLIC REPORT**

The Board received a report of the Principal which provided an update on the actions taken by the School in response to the COVID-19 pandemic.

Governors were reminded that the School had closed its buildings on 2 March 2020, for a period of one week, after a staff member was diagnosed with COVID-19. As a result of this swift action, which included tracking and tracing those at risk and a deep clean of the School, only one student was diagnosed with COVID-19. The Deputy Chairman praised the School's handling of this situation which very likely helped to save lives.

Although the School had re-opened briefly, it was subsequently closed again as part of the Government's lockdown on 23rd March 2020. This had necessitated a move from face-to-face teaching to virtual learning, for which an innovative and challenging programme had been developed in partnership with students. A Cobra Group, consisting of a number of Board Members and members of the School's leadership team had been established to discuss overarching issues; i.e. - the City, the Office for Students, the welfare of students and staff, the status of the sector and industry and the likely financial impact of the COVID-19 pandemic on the School in both best and worst case scenarios.

In response to a question, the Principal confirmed that there had not been an increase in the number of students deferring or cancelling on-line auditions. This had been welcomed by both staff and students and was likely to form the basis of a new, efficient model going forward. Work was underway to develop a robust teaching and learning programme for the 2020/21 Academic Year, which was likely to include a mix of virtual and face-to-face learning. A range of scenarios were being planned and it was likely that elements of the Summer programme would be brought into the Autumn programme.

The Chairman thanked the Principal, students, student representatives and staff for their excellent work in supporting the Guildhall School in developing its virtual model of provision. The Principal also thanked staff and the student representatives for their hard work and valued contributions.

RESOLVED, that – the report be noted.

5. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

There were no questions.

6. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There were no items.

7. **EXCLUSION OF THE PUBLIC**

RESOLVED – That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act as follows:-

Item	Paragraph
9	**3**
10, 11	**1,2 & 3**
12 - 15	**3**
16	**1,2**

8. **NON-PUBLIC MINUTES**
The non-public minutes of the meeting held on 17th February 2020 were approved as a correct record.

9. **PRINCIPAL'S NON-PUBLIC REPORT**
The Board received the Principal's non-public report.

10. **CO-OPTEE NOMINATIONS FOR THE AUDIT & RISK MANAGEMENT COMMITTEE**
The Board considered and approved a report of the Principal.

11. **OFFICE FOR STUDENTS EXPECTATIONS FOR LEADERSHIP TEAMS AND BOARDS OF GOVERNORS DURING THE COVID-19 CRISIS.**
The Board considered and approved a report of the Principal

12. **FINANCIAL IMPACT OF COVID-19**
The Board received a report of the Principal.

13. **HIGHER EDUCATION TUITION FEES FOR 2021/22**
The Board considered and approved a report of the Principal.

14. **UPDATE ON BARBICAN GUILDHALL CREATIVE ALLIANCE**
The Board received a report of the Barbican Centre

15. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were questions whilst the public was excluded

16. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was an item of urgent business discussed whilst the public were excluded.

17. **CONFIDENTIAL MINUTES**
The Confidential minutes of the meeting held on 17th February 2020 were approved as a correct record.

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Committee: Board of Governors of the Guildhall School of Music & Drama	**Date:** 21/09/20
Subject: Principal's Public Report September 2020	**Public**
Report of: Lynne Williams, Principal, Guildhall School	**For Information**
Report author: Lynne Williams, Principal, Guildhall School	

Summary

This report updates the Board on a number of current issues:

- Sector & School update
- Quality of learning and teaching environment by department (including Music, Drama, Production Arts, Advancement, GYA and Student Experience Directorate)
- Awards and Prizes

Recommendation: that the Board receives the report and notes its contents.

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Principal's Public Report February 2020

Introduction

Academic Assurance: teaching quality and teaching enhancements

I can now report that the summer term that was delivered totally online as a result of the Covid 19 lockdown has resulted in some hugely creative and innovative teaching and learning. At the end of the academic year, many students sent messages of gratitutude for the outstanding work of both the teaching and establishment staff who had enabled a highly productive term. Some of the digital work made and shared has drawn praise from both the higher education sector and the industry. The very best of this on line teaching and learning will be retained in our blended learning programmes for the Autumn term. We have made a great deal of progress in the digital space and staff and students are committed to continuing to refine processes as we incorporate our experiences and look to create the best digital platform for the future. One of the outstanding initiatives we undertook in the summer months was the development of a low latency facility to enable synchronous teaching across a range of venues on campus. This is already being tested and we are planning for the evening of the Gold Medal competition to be a chance to showcase the use of the new system while we are still limited by social distancing measures. This system puts us ahead of the game and will allow cutting edge teaching and learning for many years to come.

The School Covid 19 Gold Team continues to manage the huge amount of day-to-day decision-making required to keep students, teaching and establishment staff informed of health and safety procedures being implemented and to provide guidance which is specific to our needs as a performing arts training institution within the University sector. Board members will remember that the Guildhall School sits outside the government's educational settings guidance which pertains to primary, secondary and further education colleges. The Universities Minister has been clear that the higher educaton sector is to remain autonomous and make decisions which are pertinent to specific needs. Some of the guidance we have issued is therefore mindful of the intimate nature of much of our teaching and the fact that ensemble,

orchestral and production work requires special social distancing measures. For example we have planned for three metre distancing in many cases and special screens for vocal, wind and brass lessons.
This has meant that we needed to hire even more space outside of the School to enable us to deliver current programmes.

We continue to work closely with the City and all risk assessments were completed in readiness for the opening of the buildings at the beginning of September. Deferred final recitals are taking place before the commencement of the new academic year and individual practice facilities were open for those students who had been unable to practice for many months.

Many non student-facing staff will continue to work from home for the Autumn term to restrict the numbers in buildings and we have taken the decision that there will not be physical audiences at any performances during the term. Many performances will be live streamed or recorded and available to view.

No matter whether in the building or not, I can assure you that all teaching, administrative and support staff are totally engaged in the life of the School and there is a lively sense of community, and I would add resilience, as we continue to plan for the Autumn term and for a different but sustainable future.

The small Cobra Group continued to meet during the summer term to advise and monitor progress on covid 19-related issues and more latterly, the issues around the Black Lives Matter protests where alumni were critical of their experiences at the School and an action plan was drawn up. The School is extremely grateful for their wider sector knowledge and commitment to helping us manage in a time of crisis.

Our Anti-Racism Action Plan is being rolled out with the help of external equality, diversity and exclusion experts and staff, students and alumni are contributing to a set of recommendations to be actioned by the newly constituted Equality, Diversity and Inclusion Committee from November 2020. I am most grateful for the constructive dialogue

which is taking place and the determination across the organisation to address issues of racism.

Deborah Lincoln has joined the Guildhall Trust as its new Chair and is determined to work closely with the School's Advancement department and the Senior Management Team to refocus the Trust's work towards fundraising. To that end, she will be looking to appoint more Trust members with philanthropic networks and talking to alumni who have become young entrepreneurs using contemporary fundraising methods. Any suggestions of potential members would be welcome.

May I take this opportunity to welcome Munsur Ali to the Board of Governors and to thank Michael Cassidy for his support on his retirement from the Board. I would also like to welcome the new President of the Students' Union, Harry Plant, who joins our Board and who has already begun to make significant changes at the School, including the election of an Equality, Diversity and Inclusion representative to the SU.

Quality of Learning and Teaching
Music

Academic Assurance: teaching delivery and quality in crisis

Opera
Having mounted two very successful online productions and initiated a new thread of Role Mentoring work to enrich our programme while working online, we are really looking forward to welcoming our students back to London and not having to organise our work across 14 countries and at least 4 time zones! Productions will be performed and streamed live and strenuous social distancing measures are in place to ensure maximum safety in rehearsal.

One unexpected pleasure of the Covid situation was the opportunity to welcome back in the summer term all those who would have been working at Glyndebourne, Garsington or other summer festivals. We wish them well as they enter an uncertain world.

Strings
Strings Lab lecture series featured two workshops with Charlie Morgan devoted to a Practical introduction to Baroque dance in March. The series continued during lockdown: 18 May, Matthew Jones 'The Art (and Science) of Practice' and July 6, Guildhall Head of Jazz Malcolm Edmonstone on 'Strings in the Studio Environment." Lockdown events were delivered via zoom.

The Harp department initiated a series of online lectures, workshops and masterclasses called 'Lighting up the Lockdown'. Guests included GSMD alumnus and Gold Medalist Oliver Wass, London Philharmonia principal Heidi Krutzen (a zoom masterclass), Guildhall professors Andrew Lawrence-King, Alex Rider, Eleanor Turner, Keziah Thomas and recent graduate Manon Browning. Topics: contemporary techniques and repertoire, medieval improvisation, health and well-being, technical exercises drawn from Stravinsky's 'The Rite of Spring'.

Cellist Leo Popplewell (MPerf) was featured with an extremely uplifting interview in the Strad Magazine Degrees 20/21 Supplement.

The Chamber Muisc department provided an incredibly rich series of events to complement the regular coaching and platform performance offer. Ensemble coaching continued online into week 4 of Term 3.
Term 2 Live Events: 14th February Meet the Castalian Quartet; 22nd February Total Immersion -Hillborg Chamber Music with Guildhall Musicians; 15th March LSO Platform: Britten Chamber Music; 19th March LSO Platform Fairy Tales
Term 3 Online Seminars and Meet the Quartet Events: 27th April **"**Posture, Movement and Gesture - Physical awareness in Chamber Music" Matthew Jones**;** 4th May "The composer as direct influence" Ursula Smith; 11th May, "Why Analysis Matters to Performers**"** Simon Blendis**;** 18th May, "Chamber Seminar: Chamber Music Rehearsal" Krysia Osostowicz**;** 22nd May, "Meet the Isimsiz Trio**"** Matthew Jones**;** 28th May, "Meet the Maxwell Quartet**"** Matthew Jones, Ursula Smith**;** 5th June, "Debussy Trio and Ravel Introduction and Allegro**"** Philippa Davies, Imogen Barford**;** 8th June, "Beethoven

Quartets recorded legacies" Ursula Smith; 15th June, "Q&A "A new angle on Haydn's London Symphonies...as Chamber Quintets" Jacqueline Ross; 22nd June, "Meet the Danish Quartet" Matthew Jones; 25th June, "The Three Razumovskys" Krysia Osostowicz; 29th June and 1 July, "Chamber Seminar Andrew Watkinson" Andrew Watkinson; 3rd July, "Meet The Hermes Experiment" Joy Farrall.

Staff contributed online Q&A and individual coaching sessions in July to 6 young strings students from CYMs as part of the Widening Participation scheme.

Chamber Music

- Mithras Trio continued to capitalise on their success as victors of the Trondheim International Chamber Music Competition with high profile engagements (some of which have naturally been postponed)
- Our outgoing Chamber Fellows, the Marmen Quartet, have continued to go from strength to strength following their victories at Bordeaux and Banff international competitions, gaining great acclaim and worldwide management.
- Head of Chamber Music, Matthew Jones, with the Mithras Trio, took part in the "Musical Chairs" festival at McGill University in Montreal, performing in different permutations and giving masterclasses
- During lockdown, when chamber coaching in person was impossible, the Chamber Department offered a series of 14 online interactive seminars, workshops and lectures given by members of the faculty on aspects of chamber music study and performance

Vocal

Departmental Initiatives:

During Summer Term 2020, Vocal Department students found themselves as busy as ever – if limited to making music in the digital

sphere. On top of the regular curriculum which found its way online, tutor Alisdair Hogarth curated a series of professional-development sessions with figures from media, music publicity, arts agencies and concert promoters, including Q&As and opportunities for students to practice radio interview technique and pitching projects. In Conversations were also possible with industry figures in lockdown around the world, an encounter with star singer-couple Nicole Car and Étienne Dupuis a particular highlight. Performance projects were transformed online, with Year 3's shortened version of Monteverdi's opera *The Coronation of Poppea* our first attempt at a Zoom performance across multiple countries, led by Linnhe Robertson and John Ramster. Year 2 presented *Life Songs*, devised by Dinah Stabb, Jamie Bradley and Gavin Roberts, and the Department's Performance Consultant Sarah Walker created two online concerts for her Year 1 and 2 students. Meanwhile, Year 4 and postgraduate students made their online opera scenes debuts in two sets of Scenes at Six, specially devised by Ella Marchment, Zeynep Rattle, Victoria Newlyn and Liz Marcus. The term was rounded off in lighter mood with two digital open-mic nights to celebrate music of the American Songbook, hosted by Samantha Malk.

Academic Studies
Highlights since February 2020

Most of the teaching and assessment of the core Academic Studies and Professional Studies modules in BMus were near completion when the School went into lockdown, and were therefore only marginally affecetd by it. Some Electives and the Reflective/Critique modules of the Masters continued in the third term, and while therefore the impact was felt more, staff and students showed remarkable resourcefulness and focus working towards the completion of learning and assessments. Over the summer, a considerable amount of work has been done by the department and by individuals in order to set up the new academic year which will be mainly online or blended.

New opportunities since Feb 2020
Following the online experience last term and the technological developments in the School, the possibility of developing a well thought through and effective blended teaching and learning style is a real possibility for the long term.

Wind, Brass and Percussion

- The Richard Bissill Horn Competition took place online on 16th July. Students created incredibly inventive performance videos of horn quartets. The winners were Flora Bain, Zac Hayward, Alex Grinyer and Fran Gordon - who came up with a Hogwarts-themed production. The winners of the Originality Prize were Tabitha Bolter, David Sztankov, Lizzie Baumberg and Ruben Isidoro for a Star-Wars themed production. Our wonderful horn students were randomly assigned (via a live draw) into 5 quartets, and were challenged to create a video recording of 2 pieces. The panel (consisting of Richard Bissill, Richard Kennedy and our "anonymous" sponsor and wonderful supporter of the Guildhall horn department) were wowed by the entries. https://youtu.be/WbA3orfBo-w

- The Guildhall Online Oboe Course begins on 7th September. This ground-breaking course will be led by oboe professors Alison Teale and Fraser MacAulay. 14 young oboists aged 14 to 19 will receive three months of online tuition, developing their performance skills and broadening their musical knowledge, gaining an insight into studying oboe at Guildhall. The course, devised by Alison Teale and managed by the WBP department in collaboration with Short Courses, is aimed at stimulating recruitment in these challenging times. Our aim is to nurture and secure the next generation of Guildhall oboe students, in a highly competitive recruitment market for students. The course has received many positive comments for its enterprising intervention

in supporting the development of young oboists, the oboe being recognised as an 'endangered instrument' in schools. https://www.facebook.com/watch/?v=659208214686983&extid=wwjNeQbm6kQe3mUM

- WBP Students produced many wonderful ensemble performance videos during the summer term, displaying fantastic initiative and creativity, and inviting professors to take part as well. They can be found on the WBP Facebook page https://www.facebook.com/GuildhallWBP/

- To replace the weekly orchestral repertoire classes (wind reps) in the summer term, Senior Tutor of Brass Beth Randell devised and curated a unique and inspiring series of Wind Rep Lectures and Performance seminars. 19 classes were given by professors and visiting artists on a wide range of subjects, either live on Zoom, or though videos created by the professors and artists themselves at home.
    - Contributors included Jacob Collier, Andrew Marriner, Jessica Cottis, Jane Mitchell, Simon Wills, Tim Jackson, Jo Hensel, Philippa Davies, Alison Teale, Peter Whelan, Roger Montgomery, Beth Randell, and Anthony Wilson.

- Brass students enjoyed three weekly online warm-up classes, taken by professors including Anne McAneney, Peter Gane, and Mark Templeton

Recent Masterclass highlights:
Live in the Spring Term:

Jesper Sorensen	Trombone, Berlin Philharmonic
Miroslav Petkov	Trumpet, Royal Concertgebouw Orchestra
Vahan Khordadian	Bassoon, Ulster Orchestra
Juliana Koch	Oboe, LSO
Katy Jones	Trombone, Halle Orchestra

Julie Price Bassoon BBC Symphony Orchestra
Gareth Davies Flute, LSO

Online in the Summer Term:
Yehuda Gilad Clarinet Colburn School of Music and USC Thornton, USA
Phil Munds Horn, Royal Opera House
Katy Woolley Horn, Royal Concertgebouw Orchestra
Sarah Burnett Bassoon Britten Sinfonia
Iain Ballamy Jazz Saxophonist and composer
Diana Docherty Oboe, Sydney Symphony Orchestra
Philp Cobb Trumpet, BBC Symphony Orchestra
Matt Howard Percussion, Los Angeles Philharmonic
Tim Jones Horn, LSO

Historical Performance
Creative use of teaching during lockdown to produce a unique and publicly available edition of a Handel Cantata:
https://www.gsmd.ac.uk/music/principal_study/historical_performance/handel_cantata/

Christopher Suckling writes: (from the website):
"When lockdown led to the cancellation of all our remaining performance work, other musical doors were opened. Having the time and space to play with music in the kind of depth that producing an edition requires has been transformative. The result is something unique; not just another critical edition, but an opinionated performing edition in which the students reveal the processes through which they themselves have learned. This edition is a lockdown performance – an expression of both the students' musicianship and the dedication of the professors who have supported them through this challenging term."

New opportunities since February 2020
- Blended learning has revealed several strategies that will complement and enhance live provision and will be retained even when we are able to run a fully live programme.

Keyboard
In the Keyboard Dept we have run numerous performance projects online during lockdown including solo repertoire, two piano repertoire and song repertoire with students across the world participating in real time.

Electronic Music
- Session Orchestra remote recording
- Illuminated River stage 2 going ahead
- Multiple projects with GLE going ahead
- Established new studio space to support:
    - An increase in student body 52 v. 35
- New PG streams coming online
- New Common Technique in Hip Hop practice lead by Mikey J Asante

Music Therapy
Recent graduates from the MA in Music Therapy programme have been very successful in obtaining employment in permanent paid positions. Some examples are given below:
- 2018 graduate Gwenith Evans has obtained a full-time music therapy post in Auckland, New Zealand with the charity Raukatauri Music Therapy Centre
- 2018 graduate Imogen Dyer has obtained a music therapy post in West London Forensic Services
- 2019 graduate Susannah Bajali has obtained a music therapy post at Chelsea & Westminster hospital
- 2019 graduate Nicholas Richard has obtained a music therapy post at The William Henry Smith School residential school for boys with social and mental health challenges
- 2019 graduate Hilary Davies has obtained a full-time music therapy position in Nordoff-Robbins Scotland
- 2019 graduate Laura Spencer has obtained a full-time music therapy post with Chiltern Music Therapy where she did her trainee placement

During and since lockdown

- 2019 graduate Grace Gladston has obtained a 3 day a week permanent music therapy post working with older adults at East London foundation NHS trust
- 2019 graduate John Morcom has-a) provided remote music therapy support through Guildhall outreach for isolated older adults from \St Luke's Community Centre b) started regular music therapy work at William Tyndale primary School, Islington
- 2020 graduand Joseph Smith-Sands obtained a full time 3 day a week post in Surrey& Borders NHS adult mental health services
- 2020 graduand Heather Heighway has already begin a 4 –day a week salaried position from MHA care homes in Manchester delivering music therapy to elderly people with dementia
- 2020 graduand Elizabeth Dunlop has begun paid work in a special needs school for children with profound physical disabilities in Essex
- 2020 graduand Sarah Newell has taking up the role of setting up a music therapy service for Wandsworth Music services

Jazz

The jazz department instigated a daily 11am open meeting, for one hour, which brought our community together during lockdown. Every day from the start of lockdown until the last day of summer term, including weekends and the Easter holidays, the meeting, hosted by the Head of Jazz and attended by students and loyal staff, offered a forum for discussion and debate. Often the subject was musical but it also provided an opportunity for wider discussion and reassurance over lockdown. The series culminated on the last day of term having clocked up more than 110 episodes.

In order to ensure that students had a clear focus over lockdown, jazz students had the option to submit their compositions and arrangements to be recorded by professional studio musicians. On receipt of their tracks students would then record themselves, giving a replacement for the traditional end of year recording. The department

made over 250 bespoke backing tracks over this time and was deftly coordinated by the Assistant Deputy HoD Jules Jackson.

We have embraced the opportunity for prospective students to audition via video by rewriting our audition requirements, hoping that we can reach a much broader range of students. We have removed formal notation elements from the process in a bid to attract auditionees that have not had a Western-classical training.

The Head of Jazz has completed over the summer, with contributions from both Assistant Deputy HoDs, a professionally typeset book of some 150 tunes. This will form a shared repertoire within the department and reflects our ongoing commitment to the representation of composers from all backgrounds.

Composition

In parallel with the other Guildhall departments, the second half of the 2019-20 academic year was overshadowed by the Covid pandemic, which necessitated a complete rethinking of our core programme activity for BMus and MMus composition, the MA in Opera-Making & Writing, and DMus research. While the switch to remote working restricted opportunities for the normal lively interactions between staff and student composers, none the less, thanks to lots of resourceful and ingenious thinking from composition professors, there were many wonderful initiatives:

- This year's three MA Operas were not only realised as short films, directed by John Ramster, but also fully recorded remotely with the complete casts and instrumental ensembles;
- The annual MMus creative project with Ensemble +/- was redesigned as an online collaborative project with individual ensemble players paired up with each student composer;
- The BMus 4 live sounds/electronics project was redesigned to function entirely online, in collaboration with clarinettist Heather Roche;
- All large-scale BMus composition workshops have been pushed into the 2020-21 academic year, thus preserving this essential experience for the student composers.

A final highlight of the year was an experimental music workshop, led by composition professor Laurence Crane, in which a piece by Michael Pisarro was performed by a large collective of Guildhall student and staff composers through the zoom platform, with one BMus student - Harry Harrison - ensuring the highest quality of sound and responsiveness by resetting everyone's zoom settings. A very memorable experience, which closed the year on an optimistic note.

Drama: Highlights

Acting

1. The programme team developed and delivered an innovative online curriculum for the summer term in response to the social distancing restrictions of Covid-19. This has ensured students ongoing development and some exciting enhancements in teaching practice. For example, due to the practical reality of online rehearsal the 2nd years worked in much smaller groups than usual. We were also able to access professional theatre practitioners who in normal circumstances would not be available to us at such short notice
2. The 3rd years worked on a collaborative new writing project with celebrated company HighTide for much of their final term. This pioneering industry collaboration gave students access to top class theatre directors and playwrights, developing new work for industry commissioned projects and marks an exciting start to an ongoing relationship with the company.
3. MA students are undertaking a new workshop exploring artistic entrepeneurship over the summer. The approach and content of this workshop speaks to the increase in ambition for actors to maintain portfolio careers and to develop greater creative autonomy. It has provided opportunity to integrate the work done through Erasmus funding with Creative Entrepeneurship.

4. Shifting over 1500 auditions online from the end of March and successfully concluding the audition process in June was an incredible feat, achieved by the administration team.
5. We shared a recording of Provok'd, one of the final year productions for a short while online and received over 4K views.
6. In light of the ongoing pandemic and social distancing regulations, the Programme Team reconfigured a new curriculum for the academic year 2020/21. A number of exciting developments have been achieved for the coming year. These include a streamlining and distilling of students' learning journey. In addition, the Programme Team have scheduled for the first time regular dedicated time for ex-curricula activities and rest. These sessions will provide essential opportunity for the Programme Team to provide support for student learning needs beyond immediate curriculum delivery.

PACE

1. The national lockdown occurred four days before the BA PACE second years were due to perform the concluding project of their Commission module. *Whitecross Chronicles* would have been a site-specific mini-festival of seven interdisciplinary performance installations, carefully curated and produced by the students. Instead, the PACE students demonstrated their adaptability and imagination by pivoting *Whitecross Chronicles* online and creating a digital festival on Instagram. Audience statistics revealed *Whitecross Chronicles* to have had 3.6k views.
2. In general, PACE made the switch to online learning relatively smoothly. This was aided both by the nature of the modular teaching, which tends to be favour group discussion and seminars, and by the programmes central tenets of adaptability, autonomy and resilience.

3. The most effective transfer of training was the Placement module – a second year module that traditionally places students in professional work environments for a short period in the summer term. Module Leader, Gail MacLeod, worked with the Programme Leader to reimagine the module as a research project into a high profile national or international organisation in their field of artistic practice. Students had exclusive access to senior staff within their chosen organisation as well as being paired with mid-career industry mentors who could give them an holistic view of the organisation and its place within the wider creative ecosystem. As part of this module, PACE students met with industry leaders Sky, the Royal Court, World Productions and Concord Music Press, among others.
4. PACE worked with the School's Learning Technologist, Giacomo Occhipinti, to ensure all online teaching was as comprehensive, accessible and integrated as possible. The PACE Moodle pages quickly became an example for other programmes. PACE teachers were encouraged to create a parallel online programme, complete with video clips from tutors, interactive tasks and filmed classes that students could access at times that suited them. This was particularly important to our students with caring responsibilities and/or challenging home environments.
5. As well as sustaining teaching, the PACE team established a number of initiatives to nurture social cohesion and keep the community together. The most successful of these was our weekly Theatre Club, which saw students and staff come together every Thursday evening to watch an online performance, then share thoughts with each other. Theatre Club also invited members of the professional creative team or cast to join to watch, answer questions and provide a "director's commentary". We were joined by cast and creatives from Fuel and the National Theatre's *Barbershop Chronicles*, cast from

Graeae's *Reasons To Be Cheerful* and creative team members from Tim Crouch's *I, Cinna (The Poet),* among others.

Acting Studies

1. Very successful online term with second year AS was completed across Summer 2020. The use of camera(s) was very successful in teaching online.
2. Academic level and attainment was very high. Use of teaching materials in acting research will be developed and enhanced.
3. Teaching and Learning objectives were clear and precise.
4. Successful start for 12 graduating students in China: Five have secured leading roles in Chinese television dramas; three have secured MA positions globally; four in negotiations with agents.
5. Plans for auditions for a new intake have been finalised in China (in collaboration with Guildhall team) and 18 students will be beginning the 4 year programme in CAD in September.
6. Programme re-validation completed and all action points completed.
7. Interviews for deputy programme leader held with high level of applicants. Chris Kelham was offered (and accepted) the role and is now in position.
8. Discussions on short courses in China with International department ongoing
9. Online graduation ceremony to be held in the Autumn for graduating students. Lily James as guest speaker.

Production Arts: Highlights

- Production Arts staff and students, working closely with GLE (Guildhall Live Events) and colleagues in Drama and Music, pulled out all the stops during lockdown to help realise a range of production work online. This included an Opera Double Bill; a Musical; and Opera Makers (a series of short pieces). The double-bill, the first of these projects, demonstrated what could be

achieved through an ambitious pivot to fully-online production. Purcell's *Dido and Aeneas* and Respighi's *La bella dormente nel bosco* were streamed live, presenting digital design realisations of the productions in a virtual Silk Street Theatre, with Zoom-based live performance. The project was then made available for a longer period online and attracted nearly 3,000 video views overall.

- The Performance Venues team has been working with the IT department to implement the 'Smarthub' Asset Management system. This is a large-scale job of housekeeping – sorting, tidying and labelling the various pieces of kit and equipment that we use across our venues and teaching spaces. Each item is tagged and recorded in a database, which will make it much easier to monitor usage and manage the stock across the board. So far 11,500 items have been registered and labelled, around double the projected number by this stage.

Organisational Sustainability
Advancement: Highlights

- At the end of the School's financial year 31 March, we registered £1.59m of philanthropic income against the £1.05m target. £880k came from organisations and £711k from individuals, of which £388k was legacy income. Financial gifts made by over 500 donors in 2019/20 contributed to 579 student scholarships and 73 Guildhall Young Artist awards, as well as to enhancing the School's world-class training and research and to delivering outreach projects in local schools, hospitals and the wider community.
- In April 2020 we invited our community of alumni, fellows, donors and friends to support students facing financial hardship due to COVID-19. Thanks to the support of generous individuals, liveries and trusts over £30,000 was raised through the Hardship Fund Appeal – this is a record response for a general appeal from Guildhall's supporter community. In addition £55,000 was made available from the Guildhall School

Trust and a private donor to support 37 self-funded students who found themselves unable to pay their summer term fees as a result of financial hardship caused by the pandemic.

- In the absence of a live programme of events during the summer term, Marketing worked closely with both Music and Drama faculties to present a series of digital broadcasts of archive performances, as well as promoting a brand new digital opera. The series received a total of 11,000 video views (the equivalent of 18 full capacity Milton Court Concert Halls and matching the total number of people who attended last autumn's ticketed events) – showing a clear appetite for digital viewings of our work in the absence of live performance. The most popular broadcasts were the devised drama *Provok'd*, receiving 4000 views, and the digital opera (just under 3000).
- As the School will not be admitting public audiences this autumn, we have launched a digital events season for September-December, which will be free to view but with a fundraising call attached. The season will be a mixture of live broadcast and pre-recorded content from across all School departments, created, performed and filmed at Guildhall School with the required social distancing. Many of these events will make use of cutting edge low latency technology installed over the summer, allowing orchestras and ensembles to play together, in real time, across multiple School spaces. The season will open with the delayed Gold Medal concert, which will include a pre-concert talk by the Vice Principals, introducing the season to supporters and friends of the School.
- All Board members should have received an email with a link to the School's media coverage summary for the last academic year, which includes several outstanding reviews of our digital performances and broadcasts during lockdown.

Innovation and Engagement: Highlights

- Our online summer short course programme was very successful, given the extremely short turnaround. Our original summer school programme was cancelled during lockdown, as the majority of in-person courses are based on ensemble work; we could not simply shift existing curriculum onto a digital platform. New online courses were developed to provide a high quality digital learning experience. This was a significant amount of work, and required the short course team and tutors to research, adapt and upskill quickly.
- Summer is generally our highest earning period. The summer school programme cancellation equated to a gross profit loss of £250k (not including Sundial accommodation income). Our new online programme did generate a modest return (£23k), but the focus was to enable us to both sustain and build our community of participants, and test the model for future online or blended short course provision.
- We ran a total of 18 summer courses, with 250 participants across all ages, for a range of experience levels and disciplines. Courses also attracted a high international audience. We are now promoting our autumn online course programme, which will launch later this month. We are offering 9 courses, including a new joint course with the Barbican.
- Lockdown Lounge, our Coaching & Mentoring drop-in seriers for creative freelancers launched in May and has offered direct support and thinking space during the COVID-19 crisis. It has run fortnightly, with groups of up to 40 attendees and very positive feedback. This autumn it will reflect the changing circumstances with a rebrand to the Launch Pad, and will run monthly. A broader programme of support and training for those working in the creative sector will also launch later this term.

Guildhall Research

- We have more or less completed a double round of external peer review of the research outputs we are considering submitting to REF2021, the seven-yearly assessment of research published by

UK higher education institutions. On the basis of the scores that have come back to us, the position seems encouraging. Even a conservative calculation (where there are differences of opinion between the reviewers) compares favourably with our actual score in the previous assessment, REF2014.

- After a great deal of work by the Research Office, we have submitted another ambitious bid to the AHRC Research Project scheme, this time for an international collaboration on the manuscript sources of the 18th-century Italian/Spanish composer Scarlatti, for a total of £942,162 (full economic cost).
- 'Taking Care', a project to bring performance skills into the training of student nurses based on research by Dr Alex Mermikides, has attracted considerable notice, especially following the adaptation of some of the resources to Covid-19-related issues. There have been positive news stories (e.g. in the *Nursing Standard*) and endorsements from prominent figures, and the training is being rolled out in a number of training institutions across the UK.

Under 18

- Guildhall Young Artists (GYA) U18's centres saw an average 85% (1,200+) students and families choosing to continue individually timetabled online learning during the summer term.
- The Guildhall Senior School ensemble programme continued to run throughout the pandemic. They engaged nearly 2,000 pupils. For many young people this was the first time they had heard high quality live music.
- The pilot Transitions programme – a joint initiative between GYA and the Access and Participation team – saw 22 Year 13 GYA students from less represented backgrounds take part.
- On June 10th Centre fo Young Musicians (CYM) London celebrated its 50th Anniversary with an online gala featuring current and former students.
- Live online masterclasses took place with Vashti Hunter, John Lenehan and Amy Roberts and a last day of term virtual

concerts throughout the day, including a special Leaver's Concert

- London Schools Sympony Orchestra (LSSO) broadcast a number of previously concerts during the term through LSSO ALIVE and are meeting this weekend to rehearse and record a project in small groups.
- Music Education Islington (MEI) continued to create alternative activities for school, families and young people to engage with music over the summer term and during summer holidays.
- As concert performances were cancelled, MEI hosted the first live Instagram Event #DoYouMakeMusic. This online event, hosted by Jermain Jackman, provided opportunity for young people to create and share music from their own homes.
- As part of Islington's Summerversity, MEI ran an 8 day music workshop '11:11 Music Makers Lab'. Led by multi-instrumentalist and composer Tunde Jegede, 10 young people created 30 minutes worth of musical material that was performed for parents and carers at the end of the event.
- Training in relation to Islington Council's Covid 'Recovery Curriculum' will help schools and tutors use music to increase wellbeing of Islington's children and young people, after the long period of lockdown.

Equality & Inclusion

- We commissioned Baljit Kaur from Innate Consultancy to run a series of Listen & Learn groups fopr both staff and students over the summer. The headline findings from these groups have now been shared with the Senior Management Team – they cover many areas including training and support, the complaints policy and processes, resources, diversifying the curriculum, and student and staff representation. The next steps will be to form an Anti-Racist Task Force – this group will meet three times this term and will be made up of students, staff and Board members. You will be given more information on how this group will be formed very soon.

- We anticipate that the Task Force will present its recommendations to Senior Management Team at the end of November, and these recommendations will then be shared with the whole School before the end of term. In the meantime, departments will continue their own discussions and development of actions relevant to their areas, whilst ensuring they remain connected to the work of the wider School.

Student Experience Directorate

Academic Assurance: student support

During lockdown the directorate switched all its work online adapting processes and dealing with multiple enquiries from students over and above the usual. Staff were tireless in supporting teaching staff in defining their programme offer and ensuring contractual and quality assurance arrangements were all covered. A full report was made to the last Board on the pastoral support offered to students during lockdown but developments have been ongoing and highlights include:

- online Access & Participation work undertaken by Ashleigh Hope, Access & Participation Officer, with a well-attended online "Festival of support", a Monologue Boot camp, and a joint initiative with music departments and GYA to offer an experience to Year 12 students.
- As part of a "keep warm" strategy (and copying Ashleigh's great work) an online Student Experience Festival for offer holders, introducing new entrants to the School's support arrangements in Library, Student Affairs and Registry and offering online yoga and stress busting classes (amongst other things)
- A follow-up online Student Experience induction week w/c 7 September with detail on what the School has to offer, including more practical information about the library and enrolment etc.
- In conjunction with Music Office and Marketing, an online Music open day using Uni Buddy.

Prizes and Awards

Academic Assurance: employability

Opera

Alexandra Lowe and Michael Papadopoulos join the Jette Parker Young Artists Programme at the Royal Opera House; Ema Nikolowska joins the Opera Studio at the Deutsche Oper, as well as continuing her commitments as a BBC New Generation Artist and a YCAT Young Artist; Andrew Hamilton starts as a Young Artist at the Bayerische Staatsoper; and Damian Arnold and Elsa Roux Chamoux join the Young Artists Programme at the Opera National du Rhin in Strasbourg.

String Successes

2nd year BMus violinist Krystof Kohout is also a composer: his *Mist* for solo flute was selected for a Red Note Ensemble's Digital Noisy Night. *Mist* was streamed on the ensemble's YouTube channel on 19th June.

- 2nd year BMus violist Georgia Russell, Outreach director/Project manager for the Orchestra of the Earth, managed and performed in *Pinpricks in the Sky*, the orchestra's video project promoting environmental awareness. Released in March on Youtube with her GSMD Trio Farben the video features music composed by Adam Possener (RPS 2018 composition award winner) and poetry by Milli Dubin. https://www.youtube.com/watch?v=XVdoxhVBwGc&feature=youtu.be
- 3rd year BMus cellist Alexia Bergman has been selected as Teaching Apprentice for 2020-21 in the Strings department of the CYM-Morley College.

- Acclaimed Principal cello of the Royal Liverpool Philharmonic and the John Wilson Orchestra Jonathan Aasgaard has joined the cello staff.
- The Consone Quartet, a highly acclaimed ensemble specialising in historically informed performance (BBC New Generation Artists,

ROSL prizewinners), has been named Chamber Music Fellows for 2020-21.
https://www.consonequartet.com/consonequartet

Vocal Successes
In competition and bursary news, Vocal students have also been celebrating successes. Year 3 BMus singers have had a particularly strong haul, with **Alexandra Pouta** (mezzo-soprano) reaching the final of the Maria Callas Scholarship Competition in Greece, **Benjamin Reason** (baritone) being awarded New Zealand's Dame Malvina Major Foundation Arts Excellence Award, while **Noam Pnini** (soprano) and **Eliran Kadussi** (countertenor) are recipients of the America-Israel Cultural Foundation scholarship. **Nkululeko Masuku** (Grad Cert, tenor) achieved funding from the Tillett and Colin Teer Trust, and among the School's 2020 Countess of Munster Award recipients are Vocal students **Sophie Sparrow** (MPerf, soprano), **Liam Bonthrone** (see above) and **Erin Rossington** (MMus, soprano) who also succeeded in the Bridgened Male Voice Choirs Diamond Bursary Competition.

Keyboard Successes
Before lockdown , students from the Keyboard Dept have won the following external prizes: the pianist's prize in Wigmore Hall International Song Competition the pianist prize in the 2019 Nadia & Lili Boulanger competition, the Rudolf Jansen prize at s'Hertogenbosch and the Seoul Piano Competition.

Composition Successes
Guildhall School graduate composer Ed Finnis was featured in this year's live 2020 Proms, with his beautiful piece In Situ performed this week at the Albert Hall, with the London Sinfonietta conducted by Geoffrey Patterson. Ed submitted this work as part of his final doctorate submission at Guildhall.

U18 Successes

- Francis Vaughan (Norfolk CYM) is a finalist in the BBC Young Composer 30 Second Composition Challenge which is featured on the BBC website.
- Emma and Sofia Demetriades (Junior Guildhall) were both awarded 1st Prizes in their respective age groups in the Grand Prize Virtuoso International Competition and are invited to perform their solo pieces at the Salzburg Mozarteum.
- Sofia Demetriades also won the 1st prize in the IMS Berlin Violin competition for young violinists age 6–12 and also won 1st Prize in the international online competition called Perusia Harmonica, administered in Perugia, Italia.
- Ethan Lieber (Junior Guildhall) won "Fantastic Fanfares" a composing competition in 2020 for young people aged 14–18. The winning fanfare/s will be played at this year's Proms at Home.

Alumni

All Guildhall alumni, the Barbican Quartet and the Mithras Trio are both finalists in YCAT 2020 annual Young Artist selection. They will benefit from online career advice sessions and workshops, as well as dedicated social and digital media presence across YCAT's platforms

BMus graduate Lorena Canto-Wolteche has participated in several covid performance projects: Decoda Virtual Chamber Music Festival with her Duo Mirage (with GSMD pianist Grytė Navardauskaite) https://youtu.be/mSFvcjGCHQs and the Foundation of the Sands Films Music Room with Guildhall Postgraduate Yvain Calvo. https://youtu.be/B0t6KZLZ0jM

Graduating singers have secured places on young artist schemes at home and abroad, with **Alexandria Wreggelsworth** (Art Dip, soprano) heading to Mascarade Opera in Florence for the coming season, **Michael Daub** (MPerf, baritone) moving to the Landestheater in Linz to join their young artist studio, **Jacobo Ochoa** (BMus, baritone) invited to build on his association with Tenerife Opera, and **Liam Bonthrone** (MPerf, tenor), turning down a place in the opera

studio of Zurich Opera to pursue opera studies at the Royal Academy of Music thanks to wining their full fees & full maintenance scholarship. Meanwhile recent graduate **Erika Baikoff** (Masters 2018, soprano) heads to New York to join the Lindemann Young Artist Programme at the Metropolitan Opera and new graduate **Simone Ibbett-Brown** (MMus, mezzo-soprano) will begin her 2020-21 season in *Porgy and Bess* at Vienna's Theater-an-der-Wien alongside taking up a Junior Fellowship at Guildhall School.

Committee: Board of Governors of the Guildhall School of Music & Drama	**Date:** 21/09/2020
Subject: Annual Safeguarding Policy Update	**Public**
Report of: Principal, Guildhall School of Music & Drama	**For Decision**
Report author: Director of Guildhall Young Artists and Safeguarding	

Summary

The Safeguarding Policy has been redesigned and updated to make the document more user friendly.

The main changes are:

- There are now 9 sections to the policy and 9 appendices
- The opening “What to do” chart and “How to report” pages have been updated to reflect current terminology, to emphasise the importance of quick reporting and now includes the safeguarding helpline number.
- The Safeguarding and Prevent Organisational and Reporting Chart reflects those who currently have DSL responsibility. We anticipate some changes to this as some staff are leaving so this will be updated. GYA Islington now falls under the Music Education Islington partnership.
- Section 2 on page 5 has been changed to reflect the updated statutory guidance. Section 3 has been redesigned to include links to access to more information and includes our related polices in one place.
- Section 4 sets out our commitment to safeguarding and equality. This combines point 4.2 and 8.3 from 2019 with this updated section so that all comments on inclusivity are in one place.
- Section 5.1 on page 7 is a new section to clarify what sort of things need to trigger staff responses for under 18s and a similar section on how to spot Adult Safeguarding in 5.2.
- Section 5.4 on page 9 adds the Helpline number and Section 6 combines previous references to Prevent so all information is in one place.
- Section 8 has been expanded following the new guidance for KCSIE and WTSC and includes historical concerns.
- A new section on mental health has been added in 9.3 based on the new guidance which emphasises mental health (KCSIE 2020).
- Page 11 has a new section in 9.4 relating to peer on peer and online abuse. This reflects Office for Students and KCSIE guidance and is particularly relevant given the current move to online life.9.5 sets out the protocol for remote teaching.

Recommendation

Members are asked to:

- Approve the revised Safeguarding Policy

Alison Mears
Director of Guildhall Young Artists and Safeguarding
T: 020 7332 7160
E: Alison.Mears@gsmd.ac.uk

Safeguarding Policy

What to do if you are concerned about a child/adult at risk or colleague

Is the person in immediate danger?
Contact Police Public Protection Unit 020 7601 2941 (or in an emergency 999)

If you are approached by a child/adult, with a disclosure that s/he is being or had been harmed or abused

Stay Calm

Don't promise to keep the information a secret

Don't question the individual except to clarify what they are saying

Report immediately & record the information as per the procedure on page 2.

Include as much information as you can (date, time, persons present etc)

If you suspect or are concerned that a child/adult is, or may be subject to risk / neglect / abuse or harm

Immediately inform the Designated Safeguarding Lead in your area following the procedure on page 2.

If you are concerned that a student, colleague / visitor is in danger of being radicalised

If you have concerns that someone may be vulnerable to radicalisation and/or recruitment to a terrorist ideology / immediately contact the Head of Safeguarding who will advise on next actions.

If you have a safeguarding concern about a member of staff

If the behaviour / comments of a member of staff / volunteer is inappropriate / threatening or potentially putting a child or adult at risk, you must report your concerns immediately to the Director of Guildhall Young Artists or in her absence the Head of Safeguarding.

Any safeguarding allegations concerning a member of staff will be referred to the LADO who will decide on further action.

Please report any concerns even if you are unsure whether it is a safeguarding issue.

If you have a concern and are unable to reach the Designated Safeguarding Leads or the Head of Safeguarding, do not hesitate to contact Children's Services, Adult Services or the police and inform the Head of Safeguarding of any such referrals.

Contact details can be found on page 3.

HOW TO REPORT A CONCERN ABOUT A CHILD / ADULT AT RISK

- You receive a direct report of **current** or **historical** abuse / harm / potential risk / concerns of radicalisation etc:
- You observe / hear something, but you are not sure it is a safeguarding issue;
- You receive third party information indicating potential safeguarding risk / harm

Report **immediately** to a DSL or HoS on the **same day** the concern was received.

You can also ask advice or report concerns to the HoS at Guildhall School Safeguarding Helpline: 074739 612 79

Immediate danger or emergencies: Agree with the DSL to ring Police / Emergency Services (See next page)

Designated Safeguarding Lead (DSL) to alert the Head of Safeguarding (HoS) **on the same day** of receiving information of a safeguarding nature. **Please do not delay reporting, as this may increase risk.**

Safeguarding Incident Form (Appendix 2) to be completed by DSL or staff member and emailed to the HoS **within 24 hours** of the date the concern was identified. HoS to alert Director of GYA & Safeguarding and/or Senior School where applicable.

Feedback & support from the HoS to DSL and staff member to agree next actions / potential referrals to other partner agencies / support to the student or staff member or closure of the notification (if safeguarding remit was not met). HoS to keep a robust record of all notifications received (regardless of remit).

EMERGENCY NUMBERS

City Children's Social Care Team	020 7332 3621
City Social Care Adult Services	0207 332 1224
Out of hours Adult Social Care	020 8356 2579
Out of hours Children's Social Care: Hackney Emergency Duty Team	020 8356 2710
Police Public Protection Unit	0207 601 2941 (or in an emergency 999)
City Prevent Team	prevent@cityoflondon.gov.uk 0207 601 2420
Extremism email helpline	counter.extremism@education.gsi.gov.uk

Guildhall School Head of Safeguarding:

Hetsie van Rooyen

Guildhall School Safeguarding Helpline: 074739 612 79

Email: hetsie.vanrooyen@gsmd.ac.uk

Phone: 0207 628 2571 ext 3088

City of London Local Authority Designated Officer:

Name: Pat Dixon

Email: pat.dixon@cityoflondon.gov.uk

Phone: 020 7332 1215

NSPCC HELPLINE: 0808 800 5000

Female Genital Mutilation Helpline

Email: fgmhelp@nspcc.org.uk.

Phone: 0800 028 3550

Forced Marriage Unit

Phone: 020 7008 0151

Email: fmu@fco.gov.uk

GUILDHALL SCHOOL SAFEGUARDING & PREVENT REPORTING CHART

Guildhall School Board of Governors

Principal: Lynne Williams

Director of Guildhall Young Artists & Safeguarding: Alison Mears

Head of Safeguarding: Hetsie van Rooyen

Regional Centres:

Nikki Shepperd

CYM Taunton

DSL: Rachael Parvin

DDSL: Sarah-Jane Cross

CYM Saffron-Walden

DSL: Kate Nott

DDSL: Sophie Stafford

CYM Norfolk

DSL: Juliet Rickard

DDSL: David Stowell

CYM Peterborough

DSL: Kirsten Goldthorpe

DDSL: Lisa Roberts

CYM London & LSSO:

DSL:

Geoff Harniess

DDSL: Gill Tarlton

Music Education Islington

For staff issues only

DSL:

Mirjam James

Junior Guildhall:

DSL:

Nigel Springthorpe

DSL:

William Bruce

STP Felsted

DSL: Rachael Bull

Creative Learning and Enterprise:

Sean Gregory

Creative Learning

DSL: Lauren Monaghan-Pisano

Short courses:

DSL: Laurie Michel-Hautteau

Senior Guildhall:

DSL:

Katharine Lewis

DDSL:

Stacey Balsdon

DSL = Designated Safeguarding Lead

DDSL = Deputy Designated Safeguarding Lead

Guildhall School Safeguarding Policy 2020

1. The purpose and scope of this policy

This policy applies to anyone working on behalf of Guildhall School of Music & Drama including Guildhall School Board of Governors, Senior Managers, the Board of Trustees, paid staff, volunteers, sessional workers, agency staff and students. It also includes contractors, support staff (such as cleaners / caterers / builders), visitors to the school, workshop leaders, freelance artists and Senior School students on work placements.

Guildhall School works with children and adults as part of its activities.

The purpose of this policy statement is:

- to protect children and adults at risk who take part in our various programmes;
- to provide parents, staff and volunteers with the overarching principles that guide our approach to safeguarding.

2. Legal Framework underpinning the Guildhall School Safeguarding Policy

This policy has been developed based on legislation, policy and guidance that seeks to protect children and adults in England. A summary of the key legislation and guidance:

- Keeping Children Safe in Education (Statutory guidance for schools and colleges) September 2020;
- The Prevent duty: Framework for monitoring in higher education in England 2018-19 onwards;
- Children Act 1989 and 2004,
- Safeguarding Vulnerable Groups Act 2006;
- Working Together to Safeguard Children, February 2019;
- The Care Act, 2014 (Adult Safeguarding)
- Data Protection Act 2018 & the General Data Protection Regulation (May 2018).

3. Safeguarding Related Policies and procedures: online links

This policy should be read alongside Guildhall School and the City of London's organisational policies and procedures, including:

- **Safer Recruitment policy:**

https://corpoflondon.sharepoint.com/sites/Intranet/SitePages/Employee-Handbook.aspx

- **Whistleblowing policy:**

https://www.cityoflondon.gov.uk/assets/About-us/whistleblowing-policy-2017.pdf

- **Code of Conduct:**

https://myguildhall.gsmd.ac.uk/sites/hr/News/13828/code-of-professionalism-and-conduct-launched

- **Staff / Student Relationship policy:**

https://www.gsmd.ac.uk/fileadmin/user_upload/files/Policies_and_Reports/Staff_Student_Relationship_Policy_-_final_version_Feb_2019.pdf

- **External hire of school premises:**

https://www.gsmd.ac.uk/fileadmin/user_upload/files/Policies_and_Reports/Hire_of_Outside_Venues_Policy_Feb_2018.pdf

- **Adult Safeguarding guidance / The Care Act:**

https://www.scie.org.uk/care-act-2014/safeguarding-adults/

- **If you are worried about a child or an adult**

https://www.cityoflondon.gov.uk/services/children-and-families/worried-about-a-child-contact-us

https://www.cityoflondon.gov.uk/services/social-care-for-adults

- **Adult to child supervision ratios**

https://www.cityoflondon.gov.uk/things-to-do/history-and-heritage/london-metropolitan-archives/about-lma/child-protection-policy

- **Online Teaching Safeguarding Protocol for adults and under 18's**

https://myguildhall.gsmd.ac.uk/documents?tab=spdocs&UnilyDocumentCategory=13113

- **London Child Protection Procedures, 5th edition, 2017**

https://www.londoncp.co.uk/

- **Policy for the admission of students under 18 years of age to the Senior School**

Guildhall Senior School is an adult environment and the School has a specific duty of care towards any student admitted to a degree programme who is under the age of 18 at the time of enrolment. Special arrangements will be put in place in line with the *"Policy in relation to the admission and support for students entering the School under the age of 18".*

4. Our commitment to safeguarding and equality

Guildhall School strives to ensure the safeguarding of all students through robust safeguarding policies, training to staff, compliance with statutory guidance and stringent quality assurance processes. We are also committed to diversity, equality and creating a safe space for students and staff, free from bullying, racism or discriminating behaviour.

Guildhall School recognises that:

- All children and adults, regardless of age, disability, gender identity, race, religion, belief, or sexual orientation have a right to equal protection from all types of harm or abuse;
- Guildhall school respect difference and welcome diversity in our students and staff. We strive to ensure that our activities and programmes are inclusive.
- Guildhall students and staff have the right to feel safe, secure and valued when they attend our programmes and therefore, we will have zero tolerance for bullying, racist or any discriminating behaviour.
- We will promote a range of positive and supportive strategies to deal with any reports regarding bullying, racist or discriminating behaviour.
- Any staff member, student or short course participant who has a concern about bullying, racism or discrimination will be encouraged to report the matter, and it will be considered under the relevant policy and procedure.
- Some students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other significant issues such as environmental and discrimination factors for the BAME (Black, Asian and Minority Ethnic) community;

- Working in partnership with children, adults at risk, their families and other agencies is essential in promoting students' welfare.
- We protect students by recruiting staff and volunteers safely, ensuring all necessary pre-appointment checks are made;
- We provide effective management for staff and volunteers through supervision, support, training and quality assurance measures;
- We have a Code of Conduct for staff and volunteers and use our safeguarding procedures to manage any allegations against staff and volunteers appropriately;
- We review processes regularly to ensure that we have effective complaints and whistleblowing measures in place;
- We record and store information professionally and securely in line with Data Protection requirements.

5. How to report a concern about a child / young person / adult at risk

Please see the reporting process charts on pages 2-3 of this document and the definitions of abuse page at the back of the document.

5.1 What all staff need to look out for when working with under 18's:

Guildhall School staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- has been a victim of discrimination / racism / harassment;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
- is a privately fostered child; and
- is persistently absent from education.

5.2 What staff need to know about Adult Safeguarding:

5.2.1 Who is an Adult at Risk?

- A student / person aged 18 years or over;
- Who may be in need of community care services by reason of :
  - mental or other disability,
  - age or illness; and
  - who is or may be unable to take care of him or herself, or
  - unable to protect him or herself against significant harm or exploitation.

Guildhall Staff must act when they have "reasonable cause to suspect" that an adult:

- has needs for care and support,

- is experiencing, or is at risk of, abuse or neglect, and
- as a result of those needs is unable to protect himself / herself against the abuse or neglect or the risk of it.' (Care Act 2014, section 42)

5.2.2 Forms of Adult Abuse:

- **Physical abuse** – including hitting, slapping, pushing, unnecessary restraint or misusing medications.
- **Domestic violence** – including all types of abuse between family members or partners; so called 'honour' based violence.
- **Sexual abuse** – including inappropriate touching, indecent exposure, rape, harrassment or any sexual acts the adult has not consented to.
- **Psychological abuse** – including emotional abuse, threats of harm, attempts to control, coercion, verbal abuse and bullying.
- **'Cuckooing'** is a term used where criminals exploit vulnerable people by taking over their homes to deal drugs and commit other crimes
- **Financial or material abuse** – including theft, fraud, coercion with regard to financial affairs
- **Modern slavery** – including forced labour and human trafficking. *(Modern Slavery is a serious and brutal crime in which people are treated as commodities and exploited for criminal gain. The true extent of modern slavery in the UK, and indeed globally, is unknown - Home Office)*
- **Discriminatory abuse** – harassment or slurs due to someone's race, gender, age, disability, sexual orientation, religion or gender identity.
- **Organisational abuse** – including neglect and poor care practice within a care setting or in relation to care provided in one's own home.
- **Neglect and Acts of Omission** – failure to act or ignoring medical, emotional or physical care needs.
- **Self-neglect** – neglecting to care for your own health, hygiene or surroundings. This can include hoarding.

Please Also see Appendix 1 for Safeguarding Adult Student topics.

5.3 Reporting Safeguarding Concerns: Guildhall School Safeguarding Leads

The Director of Guildhall Young Artists and Safeguarding has overall strategic responsibility for Safeguarding and Prevent for the School.

The Director of Guildhall Young Artists and Safeguarding will attend Board of Governors meetings, provide the Annual Safeguarding Report to the Board of Governors, attend the Senior Management Team meetings and be responsible for all Safeguarding Risks in the Institutional Risk Register.

The operational lead for safeguarding at Guildhall School is the Head of Safeguarding (HoS).

This role covers reporting of all safeguarding matters to the Director of Guildhall Young Artists and Safeguarding, developing and ensuring quality assurance processes for safeguarding across the school's programmes, monitoring of safeguarding training to staff, support to Designated Safeguarding Leads and direct interface with students, parents, staff and outside agencies. This role is line managed by the Director of Guildhall Young Artists and Safeguarding.

Each department has an identified Designated Safeguarding Lead (DSL) who will be responsible for safeguarding in their area. Each DSL will brief their departments on relevant safeguarding matters including training requirements. The DSL will report any safeguarding concerns directly to the HoS.

In the absence of the HoS the Director of Guildhall Young Artists and Safeguarding will be the main safeguarding contact. Should both the HoS and Director of GYA and Safeguarding be absent the Head of Junior Music Courses will act as the main safeguarding contact.

5.4 Process for reporting a concern:

Any incidents / disclosures / suspicions of safeguarding concerns should immediately be referred to the DSL who then will alert the Head of Safeguarding **on the day the incident occurs, or the disclosure is made.**

As an additional measure the **Guildhall School Safeguarding Helpline** can be used to access safeguarding advice or to make a report.

The **Safeguarding Incident Form** (please see Appendix 2) needs to be completed by the DSL and sent to the Head of Safeguarding within **24 hours** of the safeguarding information being received. If there was a direct disclosure to a staff member / professional / volunteer the professional would need to complete the Safeguarding Incident Form instead of the DSL, as they received the information first-hand.

Once notified of safeguarding information the Head of Safeguarding will assess risk and ascertain next actions (for instance whether to refer to the relevant Local Authority or other support agencies). The Head of Safeguarding will inform the Director of Guildhall Young Artists and Safeguarding of all safeguarding incidents.

In all cases of allegations against staff and volunteers the Head of Safeguarding will notify the Director for Guildhall Young Artists & Safeguarding, Guildhall School Principal and the Local Authority Designated Officer (LADO) for the City of London (and/or the Local Authority in which the incident took place).

All safeguarding referrals / incident forms to the Head of Safeguarding will be recorded and confidentially stored in accordance with the Data Protection Act 2018.

If, at any point, there is a concern of immediate and/or ongoing serious risk of harm to a child a referral should be made to Children's Services or the Police **immediately**. Anybody can make such a referral however an alert should then be made on the **same day** to the Head of Safeguarding and the relevant Designated Safeguarding Lead to make them aware of the concerns. This will ensure vital follow up work will be completed for further support and protection of the student.

6. Prevent Duty and referrals:

The 2011 Prevent Strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- work with sectors and institutions where there are risks of radicalisation that we need to address.

All schools and colleges have a duty under section 26 of the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

Concerns about a student, member of staff or visitor possibly being radicalised should be referred to the Head of Safeguarding or in the HoS absence to the Director of Guildhall Young Artists and Safeguarding immediately as per the above process.

This will be dealt with in the same way as other safeguarding concerns referring to specialist agencies where appropriate. The Head of Safeguarding will seek consultation on a case by case basis with the City of London Prevent Team, the FE/HE Regional Prevent coordinators for London, the Director of Guildhall Young Artists and Safeguarding and where appropriate Children Services / Adult Safeguarding prior to any referrals. The Director of Guildhall Young Artists and Safeguarding will also alert the Principal; Head of Human Resources (where appropriate) and Safeguarding Lead Governors

about any potential referrals to the Channel Programme (the Channel process is a key part of the Government's Prevent Strategy).

7. Safer Recruitment

Safer recruitment is a set of safe practices which Guildhall School uses to recruit staff and volunteers who are suitable to work with children and adults.

Part of Guildhall School's safeguarding culture is to adopt recruitment procedures that help deter, reject or identify people who might abuse children or adults at risk. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service checks), Barred List checks and Prohibition checks, together with references and interview information.

8. Managing Allegations against professionals and volunteers

Guildhall School will ensure that current or historical safeguarding concerns or complaints regarding Guildhall School staff / volunteers reported by students, staff or the public are taken seriously. Procedures for managing such safeguarding allegations should be followed as per national statutory guidance (see Keeping Children Safe in Education, 2020 and Working Together to Safeguard Children, 2019).

If you have a safeguarding concern regarding a staff member (full time / part-time / deputy staff) or volunteer, please report this immediately to the Director of GYA & Safeguarding or to the Head of Safeguarding. All safeguarding reports regarding staff / volunteers need to be collated by the Head of Safeguarding – therefore it is imperative that staff who have received such a concern will alert the Head of Safeguarding on the same day of receiving the concern. Historical abuse concerns will be reported in exactly the same way.

9. Creating a Safeguarding Culture at Guildhall School

9.1 Safeguarding Inductions for new staff and mandatory safeguarding training for all staff:

It is essential that all staff who have access to children and adults at risk understand their safeguarding responsibilities and what to do in the event a disclosure is made to them or they have reason to suspect that abuse is taking place.

All staff will receive training in safeguarding and Prevent as part of their induction. Staff will subsequently receive training and updates on safeguarding at least every three years. Designated Safeguarding Leads (DSLs) require the following training every two years: DSL Training, Safer Recruitment Training, Safeguarding Training and Prevent.
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9.2 Risk assessments of School activities not on School premises (children)

If a missed lesson is to be made up it should ideally take place on School premises. If the lesson has to take place in a teacher's or student's house the parent/carer must sit in. Parents will be asked to sign a document acknowledging this. Staff must furthermore follow the guidance contained within the Code of Conduct policy.

Risk assessments must be carried out in advance of utilising non-Guildhall School premises for lessons or activities in line with the Hire of Outside premises policy and risk assessment process.

All travel within the UK and overseas will be organised in accordance with the relevant travel policy and guidance document and the risk assessment pro forma completed. Travel authorisation must be sought in advance from the Head of Department.

9.3 Mental Health for Students and Staff

All staff should be aware that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained

professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken, following this policy by talking to the Designated Safeguarding Lead and/or the Head of Safeguarding. **All staff have to report disclosures or observations of self-harm and/or suicide ideation immediately to the DSL / HoS. This includes the student expressing risk of harm to others.**

9.4 Peer on Peer and online abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is true for adult students too. These concerns have to be reported and is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between peers;
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment,such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sharing self-generated indecent images (also known as sexting);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- "upskirting", which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Racial and/or gender identity abuse / discrimination (this can be direct or indirect).
- Guildhall staff should also be alert to the fact that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life.

9.5 Safeguarding Protocol for Remote / Online Teaching

Guildhall School's online teaching protocol is underpinned by the following DfE guidance:

- *Safeguarding and remote education during coronavirus (COVID-19), May 2020*
- *Coronavirus (COVID-19): safeguarding in schools, colleges and other providers Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak, May 2020*

As advice about the current environment and situation may change, please make sure to look on MyGuildhall for our most up to date online safeguarding guidance:

- **Safeguarding Protocol for Remote / Online Teaching for all students under 18:**

https://myguildhall.gsmd.ac.uk/documents/sppreview/3bedeada-3520-4bba-a5ff-33dfb82bc8fa

- **Safeguarding Protocol for Remote / Online teaching for Senior School students:**

https://myguildhall.gsmd.ac.uk/documents/sppreview/68b645b7-17b7-437a-b7d6-e060cdab12c7

We are committed to reviewing our safeguarding policy and good practice annually.

This Safeguarding Policy was submitted to the Board of Governors of the Guildhall School of Music & Drama for approval on 24th September 2020.

Date of next revision August 2021.

HVR/AM August 2020

Appendices

Appendix 1

Key contact details

Director of Guildhall Young Artists and Safeguarding

Name: Alison Mears

Phone: 0207 382 7160

Email: alison.mears@gsmd.ac.uk

Head of Safeguarding

Name: Hetsie van Rooyen

SAFEGUARDING HELPLINE: 074 739 612 79

Phone - Office: 0207 628 2571 ext 3088

Email: hetsie.vanrooyen@gsmd.ac.uk

Designated leads for safeguarding (DSLs)

i) Junior Guildhall

Head of Junior Guildhall

Rosie Whitfield

Phone: 020 7628 2571 ext 5183

Email: rosie.whitfield@gsmd.ac.uk

DSL: Head of Junior Music Courses

Name: Nigel Springthorpe

Phone: 0207 382 7160

Email: nigel.springthorpe@gsmd.ac.uk

DSL: Head of Strings

Name: William Bruce

Phone: 07590 826518

Email: William.Bruce@gsmd.ac.uk

DSL: STP Felsted

Name: Rachael Bull

Phone: 020 7382 7160

Email: Rachael.Bull@gsmd.ac.uk

LADO SERVICES ESSEX: 03330 139 797.

ii) CYM London

London CYM DSL:

Name: **Geoff Harniess**

Phone: 0207 928 3844

Email: gharniess@cym.org.uk

Deputy DSL

Name: Gill Tarlton

Phone: 0207 928 3844

Email: gtarlton@cym.org.uk

LADO SERVICES LAMBETH: 020 7926 4679 or email LADO@lambeth.gov.uk

iii) CYM Regional Centres

Head of Regional Centres

Name: Nikki Shepperd

Phone: 0208 819 9040

Email: nikki.shepperd@gsmd.ac.uk

Taunton CYM DSL:

Name: Rachael Parvin

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Email: RParvin@cym.org.uk

Deputy DSL

Name: Sarah-Jane Cross

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Email: sjcross@cym.org.uk

LADO SERVICES TAUNTON: Phone Somerset Direct on 0300 123 2224 for a referral

Saffron Walden CYM DSL:

Name: Kate Nott

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Email: knott@cym.org.uk

Deputy DSL:

Name: **Sophie Stafford**

Email: sstafford@cym.org.uk

LADO SERVICES SAFFRON WALDEN: Essex duty LADO on 03330 139 797

Norfolk CYM DSL:

Name: Juliet Rickard

Phone: 07786 122374.

Email: jrickard@cym.org.uk

Deputy DSL:

Name: David Stowell

Phone: 07766 163576

Email: dstowell@cym.org.uk

LADO SERVICES NORFOLK: 01603 223473 or email query to LADO@norfolk.gov.uk

Peterborough CYM DSL:

Name: Kirsten Goldthorp

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Deputy DSL:

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LADO SERVICES PETERBOROUGH: 01733 864038

iv) Creative Learning and Enterprise

Director of Learning and Engagement

Name: Sean Gregory

Phone: 0207 628 7381

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DSL : Senior Producer Creative Learning

Name: Lauren Monaghan-Pisano

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Email: lauren.monaghan-pisano@barbican.org.uk

DSL: Open Programmes Manager:

Name: Laurie Michel-Hutteau

Phone: 0207 382 7191

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v) Music Education Islington

Name: Mirjam James

Phone: 0207 354 2456

Email: Mirjam.james@gsmd.ac.uk

vi) Senior Guildhall School DSL (for Senior School student concerns):

Secretary & Dean of Students (DSL)

Name: Katharine Lewis

Phone: 020 7382 7143

Email: katharine.lewis@gsmd.ac.uk

Deputy DSL:

Name: Dr Stacey Balsdon

Phone: 0207 382 5272

Email: stacey.balsdon@gsmd.ac.uk

Appendix 2

GSMD Safeguarding Incident & Disclosure Form

Date concern is reported or disclosed:

Child /Young Person / Adult at risk's Full Name:

Date of birth:

Address of child/adult at risk:

Parent/carer contact details (where relevant):

1. **RECORD THE FOLLOWING IN THE CHILD / ADULT'S OWN WORDS:**

DATE OF THE ALLEGED INCIDENT:

WHO WAS INVOLVED?

WHERE DID IT HAPPEN?

ANY VISIBLE INJURIES OBSERVED? **YES / NO**

IF YES, WHERE ARE THE INJURIES LOCATED AND WHAT DOES IT LOOK LIKE?

ANY OTHER OBSERVATIONS WHICH WILL ASSIST RISK ASSESSMENTS?

2. **ACTIONS TAKEN**

WHO DID YOU REPORT THIS CONCERN TO?

DATE YOU REPORTED THE CONCERN:

ARE THE PARENTS OF THE CHILD / YOUNG PERSON AWARE OF THE DISCLOSURE OR CONCERN? **YES / NO**

IS THE CHILD AT IMMEDIATE RISK OF HARM? **YES / NO** (PLEASE PROVIDE REASONS FOR THIS)

3. **DATE FORM SENT TO THE HEAD OF SAFEGUARDING:**

Check to make sure your report is clear now – and will be clear to a new reader in the future.

PLEASE PASS THIS FORM ON THE *SAME DAY* TO THE DESIGNATED LEAD FOR SAFEGUARDING WITH A COPY TO THE HEAD OF SAFEGUARDING *WITHIN 24 HOURS* OF THE DATE THE CONCERN WAS REPORTED.

IN THE ABSENCE OF THE HEAD OF SAFEGUARDING PLEASE COPY TO THE DIRECTOR OF GUILDHALL YOUNG ARTISTS AND SAFEGUARDING.

Signature of Staff Member:

Name of staff member[1] (printed):

Position:

Date:

Time:

Appendix 3

DEFINITIONS OF ABUSE & SAFEGUARDING TOPICS

[1] Includes temporary, support staff contractors, volunteers, students on work placements

Adult Student Safeguarding:

Following the publication of the Universities UK (UUK) Harassment Taskforce's report 'Changing the Culture' the Office for Students has been working with universities and colleges to support the development of good practice to safeguard students on campus.

Their work currently focuses on tackling:

- sexual violence
- hate crime
- online harassment.

For further information on safeguarding adult students please also refer to:

https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/

Safeguarding for under 18's:

'Working Together to Safeguard Children' 2019 and 'Keeping Children Safe in Education' September 2020 define under 18 abuse and safeguarding topics as:

Abuse

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 be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another e.g. where there is domestic abuse;
- Serious bullying, causing children frequently to feel frightened or in danger;
- Exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse also includes non-contact activities, such as involving children in looking at sexual images, including online or on mobile phones, or involving them in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Please note that perpetrators of sexual abuse could be peer on peer or adults regardless of gender.

Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution for young people of similar age (as consenting partners) is not usual. However, where a child is under the age of 13 it is classified as rape under s5 of the **Sexual Offences Act 2003**.

Neglect

Neglect is the persistent failure to meet a child's basic mental health, physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected.

Neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional, social and educational needs.

Domestic Abuse / Violence:

Included in the four categories of child abuse and neglect above, are a number of factors relating to the behaviour of the parents and carers which have significant impact on children such as **domestic abuse**. Children can be affected by seeing, hearing and living with domestic

abuse as well as being caught up in any incidents directly, whether to protect someone or as a target. It should also be noted that the age group of 16 and 17 year olds have been found in recent studies to be increasingly affected by domestic abuse in their peer relationships.

The Home Office definition of Domestic Violence and Abuse (May 2018) is:

"Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional."

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."

Working Together to Safeguard Children 2019 explains that **Contextual Safeguarding** recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

Female Genital Mutilation: The term FGM covers all harmful procedures to the female genitalia for non-medical purposes. There are 4 types - **all are illegal** and have serious health and safeguarding risks. Regulated health and social care professionals, teachers and staff in England and Wales **must** report 'known' cases of FGM in under 18's to the police (Home Office, 2016). Statutory guidance on the responsibility to report FGM can be found in *"Mandatory reporting of female genital mutilation: procedural information, 2015*" and also in: "*Multi-agency statutory guidance on female genital mutilation, April 2016".*

Forced Marriage: A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

-physical – for example, threats, physical violence or sexual violence

-emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family

-financial abuse, for example taking someone's wages, may also be a factor.

Child sexual exploitation (CSE) is a type of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines and includes for instance children forced to work on cannabis farms or to commit theft.

Sexual violence and sexual harassment between children in schools and colleges Guidance, 2018:

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Appendix 4

Managing Allegations against professionals and volunteers

This process should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

• behaved in a way that has harmed a child, or may have harmed a child;

• possibly committed a criminal offence against or related to a child; or

• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

Please note that though the above definition is as per statutory guidance for children (Keeping Children Safe in Education, 2020) Guildhall school includes adults at risk in identifying allegations against staff.

In the first instance, the Head of Safeguarding should be contacted with reports of inappropriate behaviour or abuse (whether physical, sexual, emotional abuse and neglect). These include concerns relating to inappropriate relationships between members of staff and children for example:

• Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if the child is 16 years or older and the relationship is otherwise consensual;

• Initiating a sexual relationship with a student who is vulnerable (e.g. through disability) even if the relationship is otherwise consensual;

•' Grooming' i.e. meeting a child under the age of 16 with intent to commit a relevant offence;

• Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text-e-mail messages or images, gifts, socialising etc.…);

- Possession of indecent photographs / pseudo-photographs of children.

The Head of Safeguarding will alert the Director of Guildhall Young Artists & Safeguarding of all allegations and a decision will be made to contact the LADO immediately on the day that an allegation is made. The Director of Guildhall Young Artists & Safeguarding will also inform the Principal and Chair of Governors. If an allegation is made against the Principal, then the Chair of Governors is to be informed immediately.

It is important that appropriate support is offered to staff against whom an allegation is made. The staff member concerned will be advised to consult their union or professional body to ensure they are offered support.

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should not:

- Investigate or ask leading questions, but only seek clarification of the allegation/concern;
- Make assumptions or offer alternative explanations;
- Promise confidentiality but give assurance that the information will only be shared on a 'need to know' basis.

Advice will be sought from the LADO within **one working day** and additional advice if needed from the police and/or LA children's social care about how much information should be disclosed to the accused person. **A LADO referral should not be delayed in order to gather information.**

Failure to report an allegation or concern in accordance with procedures is serious and a potential disciplinary matter.

The LADO will advise on whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, parent/s /carer/s will be contacted. In some cases, however, the parent/s/carer/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

Subject to restrictions on the information that can be shared, the accused person will be informed as soon as possible about the nature of the allegation, how enquiries will be conducted and the possible outcomes (e.g. disciplinary action, dismissal or referral to a barring list or regulatory body). The accused member of staff should:

- Be treated fairly and honestly and helped to understand the concerns expressed and processes involved;
- Be kept informed of the progress and outcome of any investigation and the implications for them;
- Be informed about any disciplinary or related process;
- Given the opportunity to be accompanied at meetings by a work place colleague or a recognised trade union representative
- If suspended, be kept up to date about events in the workplace.

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated and considered. Apart from keeping the child, parents/carers and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who 'need to know' in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.

As soon as possible after an allegation has been received, the accused member of staff should be advised to contact their union or professional association. Human resources should be consulted at

the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements.

Suspension will be considered in any case where:

- There is cause to suspect a child or vulnerable adult is at risk of significant harm; or
- The allegation warrants investigation by police; or
- The allegation is so serious that it might be grounds for dismissal.
- Where there is a possibility that the employee may interfere or attempt to influence the outcome of the investigation

The HoS should liaise closely with the LADO and other agencies during the investigation process and should keep the Director of Guildhall Young Artists, the Principal and Chair of Governors informed of the progress and LADO outcomes.

Only Guildhall School has the power to suspend an accused employee and it cannot be required to do so by Local Authority professionals or police.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by the School, they should report the matter to the LADO.

It is in everyone's interest for cases to be dealt with expeditiously, fairly and thoroughly and for unnecessary delays to be avoided.

Appendix 5

Leadership and governance information

The Board of Governors of Guildhall School has overall responsibility for ensuring that there are sufficient measures in place to safeguard all students at risk. Governors will receive a copy of this policy and training in safeguarding.

Guildhall School adheres to the principles of all relevant legislation and works in partnership with various agencies involved with child protection. Two suitably qualified Lead Safeguarding Governors have been nominated with overall oversight responsibility for students at risk and other safeguarding matters.

The Director of Guildhall Young Artists and Safeguarding will submit an annual report to the Board of Governors on safeguarding. This report will provide the Board with monitoring information to enable the Board to consider whether the School's safeguarding duties are effectively discharged. This report will include information in respect of staff training; anonymous case details and safeguarding quality assurance processes.

The Head of Safeguarding provides a bi-weekly Safeguarding Report to the Director of Guildhall Young Artists which is then presented to the Senior Management Team. This ensures transparency through case updates and risk assessments. The Head of Safeguarding is furthermore responsible for liaising with the other safeguarding contacts within Guildhall School, the relevant Local Authority Designated Officers and welfare agencies as appropriate in relation to: policy and practice, on-going training, record keeping and providing this date to inform the Director of Guildhall Young Artists and Safeguarding's annual reporting to the Board.

All members of the Guildhall School Board of Governors will undergo suitable DBS checks.

Appendix 6

Contractors and additional student information

All staff or contractors who regularly come into contact with children and/or adults at risk, including contracted support staff such as cleaners and caterers will be required to have an appropriate DBS check.

Contractors must be appropriately supervised while on site. The supervision of contractors is the responsibility of the department employing them.

It is recognised that it is not possible to subject visitors to Disclosure and Barring Service checks, and therefore all visitors must be appropriately supervised by Guildhall School staff at all times. Visitors must never be left alone with under 18 year old students.

Students working in professional contexts

The Guildhall School will ensure that all senior School students who will work unsupervised with children or adults at risk as part of their programme of studies will complete a disclosure application form and undergo a Disclosure and Barring Service Disclosure (see also the School's "Admission of Students and Criminal Conviction Policy"). The cost of the DBS disclosure for students will be paid for by the School, through the Registry Department.

The School will ensure that all students have the opportunity to achieve the award for which they have registered, regardless of the outcome of the DBS disclosure, by making alternative study pathways available.

Before a student is sent to a work placement where there are children or adults at risk, they will be provided with a briefing by their course tutor(s) and a copy of this policy.

One-to-one / Individual Teaching off campus

It is recognised that, occasionally, Music Professors contracted by the Senior School of the Guildhall School of Music & Drama, and where permitted by their department* will teach 1-1 lessons off campus in their own home/studio.

It is noted that this is a limited and occasional practice.

Students should be made aware – in advance and preferably at the consultation lesson stage – if the professor may fall into the above category.

As no reimbursement is given to students for travel to professors' homes for 1-1 lessons, students should take this into consideration if they wish to study with a professor who may – at times – teach at home or when accepting or arranging lessons which will take place off campus. Under no circumstances would students be expected to change teacher, should their teacher conduct some classes off site.

All Professors, whether occasionally teaching at home or not, will have completed the online Child Protection in Education training

It is noted that any student attending a 1-1 lesson in premises off the School campus will be over the age of 18 and that no student who has gained non-standard entry to the School via the "Under 18 Admissions Policy" will receive 1-1 lessons off campus unless special arrangements are put in place.

The Chamberlain's Department has confirmed that any professor carrying out School contracted work off Campus is covered by the School's Public and Employers Liability Insurance: "If the tutors are CoL/GSMD/Barbican employees rather than contractors, then our Public and Employers Liability policy covers lessons taking place at the tutors home, if the lessons are given during the course of the tutors employment, not if they are private lessons for which the tutor charges a separate fee"

A generic Risk assessment will be in place on the City Risk Assessment Register

*please note that some department do not permit teaching off Campus. Departments, where occasional teaching from home is permitted, will take issues of practicability (e.g distance of travel) into account when approving this practice.

Appendix 7

Recommendations to staff / volunteers working with Guildhall School students

Staff (and students) shall:

- Act in a professional manner at all times.
- Dress appropriately at all times, showing respect for pupils and members of the community;
- Be vigilant - Maintain an attitude of "it could happen here".
- Ensure they have read and understand the Guildhall Safeguarding Policy 2020; Keeping Children Safe in Education, 2020; Working Together to Safeguard Children, 2019 and the Care Act 2014.

General Safe conduct:

- Never share confidential or sensitive information about a child or their family unless within a safeguarding context to the safeguarding leads.
- Do not take photos / videos of children: This can't be done without the expressed consent from parents as per the Photo Permission Forms Guildhall School uses. Sharing photos and videos of students on your personal online social media platforms is not allowed.
- Do not make suggestive or inappropriate remarks to or about a student, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships.
- Communication with students: If you email under 18 year old students make sure to always copy their parent into ALL emails. You are only permitted to send emails to students via your professional, staff email address – never use your private, personal email address.
- Communication with students via text messages / personal phone or video calls or any social media platform (Whatsapp / Snapchat / Twitter, Facebook etc) is not permitted. Video calls are only allowed via the approved apps used by Guildhall School and for the purposes of Guildhall School teaching.
- Do not engage in behaviour which could be construed as 'grooming' a student (for example giving a student money, presents, favours)
- It is not unusual for pupils or, sometimes, their parents to develop infatuations or "crushes" on staff. Staff must not keep this a secret. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening has to be reported to the Head of Safeguarding immediately.
- It is not permissible to take children alone in a car on journeys, however short.

Safeguarding recommendations for managing Student Disclosures:

- Always have a vigilant attitude of 'it could happen here' where safeguarding is concerned.
- When a disclosure is made to you stay calm, listen carefully and take the information provided by a student seriously. It is important not to deter students from making a disclosure of abuse through fear of not being believed.
- Never promise to keep a disclosure of abuse a secret but explain why and to whom you would need to share the information with.
- Ask open questions only (Who? When? Where? How? What happened?) avoiding questions that can only suggest a particular answer.
- Please always reassure any student that they have done the right thing to disclose a concern. Explain what you will do next and how you will keep them informed of the progress of actions.

- Always remember that those who abuse children can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.

Safeguarding recommendations to reduce the risk of allegations against staff

- All adults who work with children are potentially at risk from accusations of abuse or inappropriate behaviour. Therefore, all staff are advised to exercise common-sense and caution to ensure as far as possible that their behaviour is never open to misinterpretation.
- Guildhall school does not wish for general positive aspects of student life to be replaced by excessive formality, or for there to be a climate of suspicion and distrust, but it is essential that a proper professional distance is maintained between staff and students.

- **Some top tips to staff:** If you are alone with a student in a room, ensure there is no obstruction of view into the room. Most rooms at Guildhall and other sites have glass panels in the door or screens outside the room – please ensure these windows remain unobstructed and that the screen outside the door is fully functioning. If not, please report any faults immediately to Facilities.
- If you do need to touch a student as part of the lesson, explain in advance that you are going to do so, why you need to do this and make sure you have the student's permission to proceed.
- Take care when commenting on a student's appearance. A casual remark can also be misinterpreted or misrepresented.
- If you are asked to give a student under 18 extra tuition or a private lesson in their own home, you should consult your Head of Department before agreeing to this.
- Staff should never give alcoholic drinks to under 18 students and should avoid situations in which their presence could be interpreted as permitting or encouraging students to drink.
- Declare any gifts / presents given to you to your Head of Department.
- Please do not be afraid to ask for advice from the Head of Safeguarding or your department's DSL if you are unsure if a situation is safe.
- All Staff must follow the City of London Corporation's Social Media policy.
- For staff who has a school email address: please use your school email address and students' school email addresses when communicating with students by email.

Appendix 8

External Events and Speakers procedure and approval process

The Guildhall School of Music and Drama does not generally host "external speaker" type events. Therefore, rather than a separate External Speaker Policy, the Maintaining good campus relations in higher education policy exists in order to protect the rights and freedoms of our students, staff and visitors, and to ensure that the institution balances this with its legal requirement to secure freedom of speech. The policy covers all events hosted by the School, the Students' Union and events hosted by third party organisations that take place on our premises.

Most events present a low level of risk and the majority of external speaker requests will be straightforward and can be handled entirely at a departmental level. However, some may be complex and may require referral for further consideration. The referral process below will only apply in exceptional circumstances where events or speakers are deemed to be higher-risk. In order to ensure the effective implementation of the policy across the institution, all events will be overseen by the events committee.

The person organising the event must undertake a first assessment of the proposed external speaker or event and if there are any concerns, escalate the decision about whether to invite that speaker as set out in the process below. Local assessment of proposed external speakers or events will consider the following questions:

- Has the speaker previously been prevented from speaking at Guildhall or another similar establishment or previously been known to express views that may be in breach of the Maintaining good campus relations in higher education policy?
- Does the proposed title or theme of the event present a potential risk that views or opinions expressed by speakers may be in breach of the Maintaining good campus relations in higher education policy?
- Is the proposed speaker or theme likely to attract attendance from individuals or groups that have previously been known to express views that may be in breach of the Maintaining good campus relations in higher education policy?

If the answer to any of the questions is yes or unclear, the event organiser must refer the request to the Events committee

Due diligence might include an internet search, review of social media, discussions with institutions who have hosted similar events to see if there were any issues of concern or liaison with local police. Mitigating action could include allowing the event to go ahead with restrictions to reduce risk including observation of the event, restrictions the materials to be distributed at the event, the inclusion of opportunities to debate the opposing view or additional security.

Ideally an event or speaker proposal would be submitted in good time to allow further discussion by the committees. In an emergency a referral can be made directly to the Principal.

Failure by a member of staff or student to comply with this policy will be treated very seriously and may be subject to formal action under the normal disciplinary processes for staff and students.

Event Approval Procedure

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Committee(s): Board of Governors of the Guildhall School of Music & Drama	**Date:** 21/09/2020
Subject: Guildhall School Carbon Reduction KPI	**Public**
Report of: The Principal, Guildhall School of Music and Drama	**For information**
Report Author: Charlotte Lythgoe, Buildings and Operations and Jonathon Poyner, Director of Operations and Buildings, Guildhall School	

Summary

The Guildhall School's original Carbon Reduction Strategy was first approved and published in February 2011, updated in 2014 to include new figures incorporating Milton Court, then again in 2019 to review targets up to 2020. It was a requirement of HEFCE, now replaced by the Office for Students (OfS), that each Higher Education Institution commits "to monitor progress towards targets regularly and to report publicly annually". This latest update, see table, shows the School's progress against its carbon reduction targets in respect of scopes 1&2.

Scope 1 refers to direct emissions that occur from sources that are owned or controlled by the organisation, e.g. boilers, furnaces and vehicles

Scope 2 accounts for emissions from the generation of purchased electricity, gas and district heating and cooling

Scope 3 emissions are indirect emissions that organisations produce through their activities but occur from sources not owned or controlled by the organisation e.g. travel, water, waste.

Recommendation

Members are asked to note the report.

Jonathan Poyner
Operations & Buildings Director
Barbican / Guildhall School of Music & Drama

Tel: 0207 382 7301

Main Report

1. This has been a particularly pleasing year in that we have beaten our projected targets for the year and are well on the way to exceeding our 2020 targets. We have carried out much more work on our systems and equipment. People and Planet have ranked us 77th in the country. This a rise of 60 places from our previous score placing us in the top 50% and the top institution out of specialised drama schools and conservatoires.

2. The School continues to work with colleagues from the City of London Corporation, in particular on a City wide Climate Action Strategy. Work is ongoing and we expect the final version to be published later in 2020. Once the City of London's strategy is published we will develop the School's strategies in line with these and any other requirements such as those from funding bodies.

3. We continue to work on our carbon and energy reduction plans, we now have better control and understanding of the systems and reporting data, our equipment has been serviced and repaired, addressing many historic issues and giving us the opportunity to measure and manage in a more professional way. We continue to make improvements such as enhancing awareness activity, upgrading lighting in certain areas of the School to LED and introduction of Computer Aided Facilities Management System (CAFM) to ensure Planned Preventative Maintenance (PPM) programmes. We continue to work with the City Surveyor and Chamberlain to ensure progress in this area.

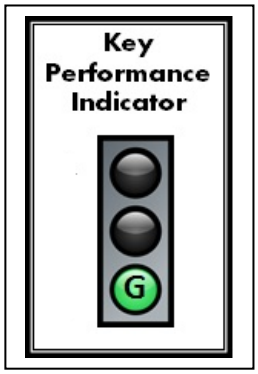
4. Because in 2017/18 we delivered beyond our 2020 target of reducing Scope 1 & 2 Carbon emissions for the estate excluding Milton Court, reducing our emissions by 51% (the target had been 43%), we revised our target to a stretch target of a 55% reduction by 2020.

5. The original targets for Milton Court were based on design estimates. These estimates would have made some assumptions regarding the use of the building (including utilisation and type of event), however the use has evolved and the assumptions made would not have taken into account the increase and diversity of activity. We therefore revised the target in-line with known emissions as opposed to design estimates, giving a much more accurate baseline and picture.

Scope 1 & 2	2019/20 Target in 2019 strategy	Actual as at 2018/19	% Change against baseline	Baseline
Total tonnes CO_2e for estate (excl Milton Court)	921.395	**937.182**	-54%	2,047.545 (2005)
Total tonnes CO_2e for Milton Court	761.909	**758.983**	-24%	998.851 (2014)
Total tonnes CO_2e for enlarged estate	1,683.304	**1696.165**	-44%	3,046.396 (2014)
Approx. total area of estate (m2)	33,999	**33,999**		
Tonnes CO2e per m2 of estate	0.050	**0.050**		

Table Notes:
- Milton Court 2014 Baseline is calculated against actual use 2013-14

Scope 1 & 2 Commentary



6. We are pleased to report that we have now delivered a 54% reduction in scope 1 & 2 emissions against our baseline for the estate, excluding Milton Court. We are well on track to meet our revised stretch target of 55% reduction by end 2020. This is excellent news as the original target was a 43% reduction.

7. We have also already exceeded our revised target for Milton court by 0.38% or 2.92 tonnes of CO2e. We expect this trend to continue.

8. As a department of the City of London, the School is represented on the City's Energy Board. Our representatives, (under our Alliance), are also working with the City of London's teams in development of a City wide Climate Action Strategy which we envisage will be published in the Autumn of 2020. Once this is in place we will develop our strategies in-line with this and any other requirements.

9. Our strategy is to align with, and support the City with its strategy, and we expect to be able to provide some good news stories in the next year in support of the City.

Scope 3 emissions update

<u>Waste & Water</u>

10. Prior to 2013 water use was mainly estimated against Barbican use, the Guildhall School Silk Street supply coming from the main Barbican supply. From 2013 we

have metered data for Silk Street and from 2018 for Milton Court, where we had previously been estimating on a consumption per m2 basis against the Silk Street Supply. Due to the more accurate and increased data, we have revised the baseline year to be 2013/14 with a 15% reduction target in emissions from water and waste water by 2019/20. We are pleased to report that we have achieved a reduction of 27% compared to the baseline, this is mainly due to lower than estimated actual use for Milton Court.

11. As we had substantially overachieved the target for reduction in emissions from waste, this being due to waste previously sent to landfill now going to energy recovery, we have now revised that target to be a 90% reduction against the 2010/11 baseline, the original target was 30%, which in light of innovations in waste management we felt was not dynamic and ambitious enough. We are pleased to report that we have achieved a 96% reduction against the baseline, a very pleasing result in recognition of the hard work of the team.

Travel

12. The last analysis of carbon emissions from travel was undertaken in 2014 with the staff travel survey in 2015. A student travel survey was undertaken again in 2018 however the response rate did not give us a large enough data set to calculate the emissions. We undertook student and staff travel surveys again in 2019, and received a very good response, and we will include the results in the 2019/20 report.

Conclusion

13. We continue to repair and maintain our equipment. We also continue to gain better control and understanding of the systems and reporting data, this enables us to better manage our consumption and design appropriate strategies. Results show the benefits of our change programme and our Alliance approach.

14. The School's current Carbon Reduction Strategy runs until 2020. The Office for Students does not currently have any requirement to maintain a Carbon Reduction Strategy. However, regardless of what OfS decides, we feel it is important to continue to drive forward in this area. As noted we are working with the City of London Corporation on a City wide Climate Action Strategy. Once the City of London's strategy is published (late 2020), and any funder or other requirements are known, we propose to develop our targets and processes to come under the City's own strategy, ensuring line-of-sight alignment and support for this very important and strategic message to the world and our sector.

15. Members are asked to note that due to Covid restrictions it is likely the report next year will be very different, indeed some of the data may seem meaningless given the Covid and closure context, however we will continue to report and record accordingly next year and we are in contact with HESA (Higher Education Statistics Agency) in relation to EMR (Estates Management Record) annual reporting who are yet to release guidance in this area. In our next report we will report two figures, these

being actual figures and projected figures using estimated consumption data i.e. what we estimate we would have emitted in normal pre Covid circumstances.

Contact:

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