



## Board of Governors of the Guildhall School of Music and Drama

**Date:** MONDAY, 22 SEPTEMBER 2014

**Time:** 1.45 pm

**Venue:** COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

**Members:**

Alderman David Graves (Chairman)	Paul Hughes
Deputy John Bennett (Chief Commoner) (Deputy Chairman)	Professor Barry Ife
Deputy John Barker	Jeremy Mayhew
Sir Andrew Burns	Kathryn McDowell
Christina Coker	Ann Pembroke
Neil Constable	Alderman William Russell
Marianne Fredericks	John Scott
Lucy Frew	Jeremy Simons
Jo Hensel	Angela Starling
Gareth Higgins	Alex Tostdevine
Michael Hoffman	

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**Lunch will be served in the Guildhall Club at 1pm**

**John Barradell**  
Town Clerk and Chief Executive

# AGENDA

## Principal's Introduction to the Agenda

The 2013/14 academic year was, in many ways, the Guildhall School's best ever. The School received its degree-awarding powers, opened new facilities at Milton Court, was confirmed in its position as the UK's No 1 specialist institution, was shortlisted for the top HE management and leadership prize and mounted an outstanding series of performances and productions of which the opera *Pinocchio* and the musical *Grand Hotel* were the most eye-catching. The School's excellence is gradually being recognised by our supporters who this year donated over £3m in cash (Item 17).

The new academic session brings a number of opportunities and challenges. The roll-out of the new visual identity (Item 7) has started with the autumn events diary and a new prospectus which we hope will be available at the meeting, and the joint Creative Learning division is gearing up to celebrate its 5<sup>th</sup> anniversary (Item 18). Finance remains very tight (Item 19) and there are clouds on the horizon that we are addressing with some urgency (Item 15). Safeguarding remains as much a key management objective as it is a matter of public concern (Item 8). Student recruitment and satisfaction is a vital aspect of our future and the market in higher education gets tougher and more competitive every year. Nevertheless, the School is in a good position, has built a strong foundation for future development and is ready to make a step change towards pre-eminence on a global stage.

Those items which it is proposed can be approved or noted without discussion are marked with a star (\*). It is open to any Governor to request that an item be unstarred and subject to discussion. Governors may inform the Town Clerk of this request prior to the meeting, or the Chairman at the start of the meeting.

## **Part 1 - Public Agenda**

1. **APOLOGIES**

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

3. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 12 May 2014.

**For Decision**  
(Pages 1 - 10)

4. **\*PUBLIC MINUTES OF THE REMUNERATION COMMITTEE**

To receive the public minutes of the Remuneration Committee held on 16 July 2014.

**For Information**  
(Pages 11 - 14)

5. **\*PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**

To receive the public minutes of the Audit & Risk Management Committee held on 23 July 2014.

**For Information**  
(Pages 15 - 20)

6. **PRINCIPAL'S GENERAL REPORT**

Report of the Principal.

**For Information**  
(Pages 21 - 30)

7. **VISUAL IDENTITY ROLLOUT - PRESENTATION**

Oral report by the Head of Marketing & Communications.

**For Information**

8. **ANNUAL SAFEGUARDING REPORT AND SAFEGUARDING POLICY**

Report of the Safeguarding Lead, Guildhall School.

**For Decision**  
(Pages 31 - 78)

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

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

11. **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.

**Part 2 - Non Public Agenda**

12. **NON PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 12 May 2014.

**For Decision**  
(Pages 79 - 82)

13. **\*NON PUBLIC MINUTES OF THE REMUNERATION COMMITTEE**

To receive the non-public minutes of the Remuneration Committee held on 16 July 2014.

**For Information**  
(Pages 83 - 84)

14. **\*NON PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**

To receive the non-public minutes of the Audit & Risk Management Committee held on 23 July 2014.

**For Information**  
(Pages 85 - 86)

15. **PRINCIPAL'S NON PUBLIC REPORT**

Report of the Principal.

**For Information**  
(Pages 87 - 88)

16. **FEE SCHEDULE FOR 2015/16**

Report of the Principal.

**For Decision**  
(Pages 89 - 98)

17. **DEVELOPMENT & ALUMNI RELATIONS OFFICE ANNUAL REPORT 2013-14**

Report of the Head of Development.

**For Information**  
(Pages 99 - 106)

18. **BARBICAN/GUILDHALL - CREATIVE LEARNING**

Report of the Director of Creative Learning, Barbican Centre.

**For Information**  
(Pages 107 - 124)

19. **FINANCE REVIEW**

Report of the Chief Operating & Financial Officer.

**For Information**  
(Pages 125 - 132)

20. **DECISIONS TAKEN UNDER DELEGATED AUTHORITY AND/OR URGENCY PROCEDURES**

Report of the Town Clerk.

**For Information**  
(Pages 133 - 136)

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

22. **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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## BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

**Monday, 12 May 2014**

Minutes of the meeting of the Board of Governors of the Guildhall School of Music and Drama held at Committee Room - 2nd Floor West Wing, Guildhall on Monday, 12 May 2014 at 1.45pm

### **Present**

#### **Members:**

Deputy John Barker  
Deputy John Bennett  
Christina Coker  
Marianne Fredericks  
Alderman David Graves  
Gareth Higgins  
Paul Hughes

Professor Barry Ife  
Kathryn McDowell  
Ann Pembroke  
Alderman William Russell  
John Scott  
Jeremy Simons  
Angela Starling

#### **In Attendance**

Deputy Catherine McGuinness  
Nicy Roberts  
Deputy John Tomlinson  
Peter Young

#### **Officers:**

Rakesh Hira	- Town Clerk's Department
Niki Cornwell	- Chamberlain's Department
Jonathan Vaughan	- Guildhall School of Music & Drama
Clive Russell	- Guildhall School of Music & Drama
Christian Burgess	- Guildhall School of Music & Drama
Sean Gregory	- Guildhall School of Music & Drama
Michael Dick	- Guildhall School of Music & Drama
Hannah Bibbins	- Guildhall School of Music & Drama
Sian Brittain (nee James)	- Guildhall School of Music & Drama
Amy Grimes	- Guildhall School of Music & Drama
Esther Fowler	- Guildhall School of Music & Drama

Alderman William Russell took the Chair.

#### **1. APOLOGIES**

Apologies were received from Sir Andrew Burns, Neil Constable, Leuan Davies, Lucy Frew and Jeremy Mayhew.

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

Deputy Catherine McGuinness declared a non-pecuniary interest as her daughter was studying at the School.

Nicy Roberts declared her personal interest as a member of the CYM Monitoring Group, editor of the CYM newsletter UPBEAT, and organiser of the LSSO Alumni database (this was a standing declaration).

3. **ORDER OF THE COURT OF COMMON COUNCIL**

The Order of the Court of Common Council, 1 May 2014, appointing the Board and approving its Terms of Reference was received.

4. **ELECTION OF CHAIRMAN**

Governors proceeded to elect a Chairman pursuant to Standing Order No. 29. The Town Clerk read out a list of Governors eligible for the Chair, and Alderman David Graves, being the only Governor indicating his willingness to serve was duly elected Chairman for the ensuing year, and took the Chair.

**RESOLVED** – That Alderman David Graves be elected to serve as Chairman for the ensuing year.

5. **ELECTION OF DEPUTY CHAIRMAN**

Governors proceeded to elect a Deputy Chairman pursuant to Standing Order No. 30. The Town Clerk read out a list of Governors eligible to serve as Deputy Chairman, and Deputy John Bennett, being the only Governor indicating his willingness to serve was duly elected Deputy Chairman for the ensuing year.

**RESOLVED** – That Deputy John Bennett, Chief Commoner, be elected to serve as Deputy Chairman for the ensuing year.

The Chairman welcomed Lucy Frew and Alderman William Russell on joining the Board and thanked Deputy John Chapman and Alderman Fiona Woolf for their contribution and hard work whilst serving as Governors.

**Taught Degree Awarding Powers**

The Chairman referred to the Taught Degree Awarding Powers (TDAP) application which had been successful and approved by the Privy Council in April 2014. The Chairman pointed out that the School was now able to design, tailor and validate its own courses and would be enormously helpful to the ambition of the School. He thanked all members of staff and Governors who were involved in the TDAP scrutiny process.

6. **APPOINTMENT OF SUB COMMITTEES FOR 2014/15**

A report of the Town Clerk regarding the appointment of Members to serve on the Audit & Risk Management, Remuneration, Nominations, Reference, Finance & Resources and Governance & Effectiveness Sub Committees for



2014/2015, along with the Terms of Reference of each Sub Committee was considered.

The Chairman emphasised that it was expected that Governors would serve on at least one Sub Committee.

**RESOLVED** – That the 2014/15 membership of the Sub Committees be noted/approved as follows:

- a) the **Audit & Risk Management Committee** comprise the following Governors:
  - Jeremy Simons (elected Chairman of the Audit & Risk Management Sub Committee by the Board)
  - Christina Coker
  - Neil Constable
  - Angela Starling
  - **Vacancy Deferred**
  
- b) the **Remuneration Committee** comprise the following Governors:
  - Alderman David Graves, Chairman
  - Deputy John Bennett, Deputy Chairman
  - Sir Andrew Burns
  - Neil Constable
  - Barry Ife
  - Jeremy Simons
  - Paul Hughes
  - Alderman William Russell
  
- c) the **Nominations Committee** comprise the following Governors:
  - Alderman David Graves, Chairman
  - Deputy John Bennett, Deputy Chairman
  - Sir Andrew Burns
  - Christina Coker
  - Marianne Fredericks
  - Paul Hughes
  - Barry Ife
  - John Scott
  - Jeremy Simons
  
- d) the **Reference Sub Committee** comprise the following Governors:
  - Alderman David Graves, Chairman
  - Deputy John Bennett, Deputy Chairman
  - Deputy John Barker
  - Sir Andrew Burns
  - Alderman William Russell
  - Ann Pembroke

- e) the **Finance & Resources Committee** comprise the following Governors:
- Alderman David Graves, Chairman
  - Deputy John Bennett, Deputy Chairman
  - Deputy John Barker
  - Marianne Fredericks
  - Jeremy Mayhew
  - Alderman William Russell
  - John Scott
- f) the **Governance & Effectiveness Committee** comprise the following Governors:
- Sir Andrew Burns, Chairman
  - Deputy John Bennett, Deputy Chairman
  - Chairman of the Audit & Risk Management Sub Committee, Jeremy Simons
  - Alderman David Graves
  - Gareth Higgins
  - Barry Ife

7. **PUBLIC MINUTES**

The public minutes of the meeting held on 24 February 2014 were approved as a correct record subject to Jonathan Vaughan, Christian Burgess and Nicy Roberts being added to those who were in attendance.

8. **\*PUBLIC MINUTES OF THE SKILLS WORKING PARTY**

The minutes of the Skills Working Party meetings held on 14 February 2014 and 14 April 2014 were received.

9. **\*PUBLIC MINUTES OF THE FINANCE & RESOURCES COMMITTEE**

The public minutes of the Finance & Resources Committee held on 9 April 2014 were received.

10. **\*PUBLIC MINUTES OF THE NOMINATIONS COMMITTEE**

The public minutes of the Nominations Committee held on 2 May 2014 were received.

11. **PRINCIPAL'S GENERAL REPORT**

A report of the Principal provided Governors with an update on the issues outlined below:

- Awards and Prizes
- Milton Court
- Taught Degree-Awarding Powers
- Student recruitment
- Brand Review
- Fundraising
- Guildhall Young Artists
- Service Based Review

A discussion took place with reference being made to the following areas:

### **Institutional Awards**

The Principal informed the Board that Milton Court was the winner of the RIBA London Awards 2014 and would be going forward to the national stage process.

### **Milton Court**

It was noted that to date there were 142 snags with two main issues in respect of the excessive heat in the Theatre Fly Tower and the rain water ingress in the basement plant areas. The necessary avenues were being explored to try to rectify the problems.

### **Taught Degree Awarding Powers**

Following approval by the Privy Council to give the School taught degree awarding powers the School would now take this forward. A request in the future will also be made to the Privy Council to amend the articles and instruments of governance. It was noted that the Governance & Effectiveness Committee in October 2014 would look at this issue with particular regard to the Board's composition, size and shape.

### **Student Recruitment**

The Principal explained that student recruitment was progressing very well and that Music was above target by 14 places.

### **Fundraising**

The fundraising campaign was continuing to progress and it was envisaged that by the end of July 2014 a total of £3m would be expected to be reached from philanthropic income.

### **Service Based Reviews**

The Principal reported that he would be attending a financial 'Star Chamber' meeting next week and that it was expected that the discussion would focus on the feasibility of reducing City of London support for the School by c. £1m per year from 2015/16.

**RESOLVED** – That the report be noted.

Agenda Item 25 in the non-public part of the agenda was taken next, with the public being excluded on that grounds that it involves the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act. The public were re-admitted once this item was considered.

## 12. **SKILLS & EFFECTIVENESS REVIEW 2014**

A report of the Town Clerk informed Governors that the Skills Working Party had recently undertaken a skills and effectiveness review. The review had asked all Governors of the Board to comment on various aspects around the work of the Board and the management of meetings with regard to best practice and guidance from the Higher Education Funding Council for England (HEFCE) and the Leadership Foundation. It explored Governors' understanding of the Board's role, the input into and quality of meetings, the governance and clerking support received by the Board, and Governors' views on communication from the School. It went on to assess personal skills and attributes including specialist and technical areas relating to the School.

The non-attributable results of the effectiveness survey demonstrated that overall Governors were satisfied with the administration of the Board and that the role of the Board was understood. The results showed that Governors felt reports to the Board contained relevant information but could be more concise in nature, the length of Board meetings could be shorter and that a separate Governor's online portal could be made available to provide Governors with access to relevant material i.e. the Strategic Plan and other key documents.

The results of the skills audit demonstrated that the Board was strong in areas of governance, strategic management and business planning and that Governors had an interest and knowledge of the arts. There was, however, a lack of identified skills with regard to fundraising.

The review also highlighted that the Board was comprised of a number of Governors who had specific and relevant skills and knowledge to carry out their role, such as Governors who sat on other educational governing bodies and some with qualifications in Education, Music, Stage Management and Theatre, which all served to strengthen the governance of the School.

In response to a question by a Governor, the Principal explained that HEFCE remains a very significant institution in the HE sector, as it has a continuing role in regulating Higher Education Institutions and although HEFCE funding is less significant now than it was, still provides grants and with regard to the School provided approximately £2m a year.

It was noted that the two new Members to the Board had received an induction pack and 1-1 meetings with the Principal were in the process of being arranged.

Governors were asked to notify the Chairman, Deputy Chairman and Town Clerk if they had any particular views on the frequency of Board meetings.

It was noted that an informal 'Away Day' would be arranged for late October/early November.

**RESOLVED** – That the report be noted and the actions set out at Appendix C of the report be approved.

### 13. **ENTERPRISE - PRESENTATION**

A presentation was provided by the Entrepreneurship & Enterprise Manager, with the following points being highlighted:

- In terms of entrepreneurship and enterprise with Research & Knowledge Exchange the work was being embedded into the work of the School's core purpose. Enterprise and Research had the power to:-
  - unlock and provide space for innovation;
  - provide the environment and opportunities for staff, students and graduates to be entrepreneurial;
  - develop new skills;
  - provide opportunities for Knowledge Exchange within Higher Education, the creative industries and wider world. Knowledge
- Exchange was a new third tier strand in higher education funding, arising from the need to enhance the contribution HE makes to the economy and society.
- The following activities were taking place at the School:-
  - Professional development platforms for staff, graduates and creative professionals which would include Guildhall Creative Entrepreneur's and the School's Innovation Fund was launching in September 2014.
  - New educational pathways and courses in collaboration with the profession, which engaged new students, built student employability and responded to the current state of the arts were being explored. This is evidenced in the growing summer schools programme, as well as new undergraduate courses such as the BA pathway in video projection mapping.
  - New commercial activity was taking place with income generation being a crucial area. The most successful approach to this was where the School could bring in new revenue but also contributed to the School's academic development. This was illustrated again by video projection mapping, and the implementation of CPD and consultancy with the industry.
- In relation to fostering entrepreneurship & innovation, 2013/14 had been the launch year for the Creative Entrepreneurs scheme, run in partnership with development and fundraising enterprise, Cause4.
- The innovation fund allowed the School to trial new strands of activity which had the potential to generate new income, grow student recruitment and/or raise the School's profile within and beyond the higher education sector.
- Over 400 students took part in the Guildhall Summer Schools Programme with over 20 courses being run. The aim for the School was to ultimately make the School a Centre for Excellence in mindfulness.

- In September 2014 an updated Business Plan would be presented which will provide a full financial breakdown.

A discussion took place and Governors were supportive of the work being undertaken. It was emphasised that partnerships with other bodies were a key area which needed to be strengthened.

**RESOLVED** – That the update be noted.

#### 14. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

##### **Safeguarding Training**

A lead Governor for Safeguarding requested that those Governors who had not completed the safeguarding training complete it in a timely fashion. It was highlighted that the training was extremely important and open to scrutiny. It was highlighted that although there were some basic areas which were covered in the modules it was vital that the overall on-line course was completed.

The Principal reported that the staff at Junior Guildhall at CYM had a 100% completion rate.

It was also noted that a file would be kept at the both the School and in the Town Clerk's Department for Governors, which would contain the safeguarding policy and other relevant information with the names/dates of when Governors had completed the safeguarding training course.

#### 15. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There were no urgent items.

#### 16. **EXCLUSION OF THE PUBLIC**

**RESOLVED** – 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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

<b>Item</b>	<b>Paragraph</b>
<b>17-18</b>	<b>3</b>
<b>19, 20 &amp; 21</b>	<b>1</b>
<b>22-26</b>	<b>3</b>
<b>27-28</b>	<b>-</b>
<b>29</b>	<b>1,4&amp;7</b>

#### 17. **NON PUBLIC MINUTES**

The non-public minutes of the meeting held on 24 February 2014 were approved as a correct record.

18. **\*NON PUBLIC MINUTES OF THE FINANCE & RESOURCES COMMITTEE**  
The non-public minutes of the Finance & Resources Committee held on 9 April 2014 were received.
19. **\*NON PUBLIC MINUTES OF THE NOMINATIONS COMMITTEE**  
The non-public minutes of the Nominations Committee held on 2 May 2014 were received.
20. **PROPOSALS FOR THE RE-APPOINTMENT OF FIVE NON-CITY GOVERNORS AND THE APPOINTMENT OF A NEW NON-CITY GOVERNOR**  
A report of the Principal was considered and agreed.
21. **RECOMMENDATION FOR FELLOWSHIPS AND HONORARY FELLOWSHIPS, 2014**  
A report of the Principal was considered and agreed.
22. **ACCESS AGREEMENT 2015**  
A report of the Principal was considered and agreed.
23. **HEADLINE FEES 2015/16**  
A report of the Principal was considered and agreed.
24. **FINANCE REVIEW**  
A report of the Chief Operating and Financial Officer was received.
25. **REFURBISHMENT AND MODIFICATION OF ACCOMMODATION IN SILK STREET BUILDING**  
A report of the Principal was considered and agreed.
26. **DECISIONS TAKEN UNDER URGENCY PROCEDURES**  
A report of the Town Clerk was received.
27. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**  
There were no questions.
28. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**  
There were no urgent items.
29. **CONFIDENTIAL MINUTES**  
The confidential minutes of the meeting held on 24 February 2014 were approved as a correct record.

**The meeting ended at 3.42pm**

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Chairman

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**REMUNERATION COMMITTEE OF THE BOARD OF GOVERNORS OF THE  
GUILDHALL SCHOOL OF MUSIC & DRAMA  
Wednesday, 16 July 2014**

Minutes of the meeting of the Remuneration Committee of the Board of Governors of the Guildhall School of Music & Drama held at Committee Rooms, 2nd Floor, West Wing, Guildhall on Wednesday, 16 July 2014 at 1.45 pm

**Present**

**Members:**

Sir Andrew Burns  
Neil Constable  
Alderman David Graves  
Paul Hughes  
Professor Barry Ife  
Alderman William Russell  
Jeremy Simons

**Officers:**

Rakesh Hira	Town Clerk's Department
Chrissie Morgan	Director of Human Resources

Alderman David Graves took the Chair.

1. **APOLOGIES**  
Apologies were received from Deputy John Bennett.
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**  
There were no declarations.
3. **ELECTION OF CHAIRMAN**  
Governors proceeded to elect a Chairman pursuant to Standing Order No. 29. Neil Constable being the only Non-City Common Council Governor, indicating his willingness to serve, was duly elected Chairman for the ensuing year, and took the Chair.
4. **ELECTION OF DEPUTY CHAIRMAN**  
Governors proceeded to elect a Deputy Chairman pursuant to Standing Order No. 30. Aldermen David Graves being the only Governor indicating his willingness to serve was duly elected Deputy Chairman for the ensuing year.
5. **PUBLIC MINUTES**  
The public minutes of the meeting held on 24 September 2013 were approved as a correct record subject to the following amendment:

### **Terms of Reference**

Amend “to benchmark the salary of the Principal against sector comparators and is (or is not) content with the outcome of the benchmarking” to “to benchmark the salary of the Principal against sector comparators expressing a view and considering whether it is (or is not) content with the outcome of the benchmarking”.

### **Matters Arising**

#### **Salaries**

It was noted that salaries of £100k for existing posts (including those with a market forces supplement) and new posts were subject to the approval of the Court of Common Council following the introduction of the Localism Act 2011. It was pointed out that if such a post were to become vacant the Principal would notify the Director of HR as soon as possible.

#### **Annual Report to Board**

It was noted that an annual report of the Remuneration Committee would be submitted to the September or November Board meeting.

**6. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE REMUNERATION COMMITTEE**

There were no questions.

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

There were no urgent items.

**8. EXCLUSION OF THE PUBLIC**

**RESOLVED** – 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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

<b>Item</b>	<b>Paragraph</b>
<b>9-10</b>	<b>1 &amp; 3</b>
<b>11- 12</b>	<b>-</b>

**9. NON PUBLIC MINUTES**

The non-public minutes of the meeting held on 24 September 2013 were approved as a correct record subject to a minor amendment.

**10. STAFF ANALYSIS, SALARIES & SECTOR COMPARATORS**

A report of the Principal was considered and received.

**11. NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE REMUNERATION COMMITTEE**

There were no questions.

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

There were no urgent items.

**The meeting ended at 3.11 pm**

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Chairman

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## **AUDIT AND RISK MANAGEMENT COMMITTEE OF THE BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC & DRAMA**

**Wednesday, 23 July 2014**

Minutes of the meeting of the Audit and Risk Management Committee of the Board of Governors of the Guildhall School of Music & Drama held at Committee Room, 2nd Floor, West Wing, Guildhall on Wednesday, 23 July 2014 at 1.45 pm

### **Present**

#### **Members:**

Jeremy Simons (Chairman)  
Christina Coker

Neil Constable  
Angela Starling

### **In Attendance**

Alderman David Graves

#### **Officers:**

Rakesh Hira  
Sandeep Dwesar  
Paul Nagle  
Sarah Wall

Town Clerk's Department  
Guildhall School of Music & Drama  
Chamberlain's Department  
Chamberlain's Department

#### **1. APOLOGIES**

There were no apologies.

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

There were no declarations.

#### **3. ELECTION OF DEPUTY CHAIRMAN**

The Committee proceeded to elect a Deputy Chairman in accordance with Standing Order No. 30.

Christina Coker, being the only Governor indicating her willingness to serve was duly elected Deputy Chairman for the ensuing year.

**RESOLVED** – That Christina Coker be elected to serve as Deputy Chairman for the ensuing year.

#### **4. PUBLIC MINUTES**

The public minutes of the meeting held on 20 January 2014 were approved subject to 'music hub areas' in the third paragraph relating to the Internal Audit Update being amended to read 'music centres'.

## Matters Arising

### **Fraud Awareness Training**

It was noted that the School had achieved 90% compliance in relation to completing the fraud awareness training and that the School would look to ensure that new starters completed the training once they were in post.

#### **5. TUITION FEE PAYMENT, ENROLMENT & DEBT COLLECTION POLICY 2014/15**

A report of the Head of Finance set out the amendments being proposed to the Tuition fee payment policy in light of a recent Office of Fair Trading report in respect of non-tuition fee debt. Essentially, progression (or the ability to progress) and confirmation of award cannot be withheld for non-tuition fee debt, neither can students be excluded from their studies for non-tuition fee debt; this affects Library and Sundial Court. The report explained that the amendments had been considered by the School's Operations Board.

A discussion took place with reference being made to the following points:-

- In relation to Paragraph 7.5 of Part A, the possibility of an alternative sanction for Technical Theatre Students would be looked at, which would be a parallel sanction to suspending access to the Library and practice rooms for Music Students.
- Paragraph 7.1 would be amended to remove the reference to the 'Criminal Records Bureau' and replace the wording with the 'Disclosure and Barring Service'.
- With regard to paragraphs 8.3 and 8.5 (under Part A) and 4.3, 4.5 (under Part B) the number of days for arranging a meeting and when letters would be sent out would be inserted for clarity.
- There was no explanation for the grey shaded text in the policy.

Governors agreed that the amendments should be incorporated and dealt with under delegated authority procedures.

**RESOLVED** – That the policy be amended and considered under delegated authority procedures by the Town Clerk in consultation with the Chairman and Deputy Chairman.

#### **6. INTERNAL AUDIT UPDATE**

A report of the Chamberlain provided Governors with an update on the progress of Internal Audit reviews undertaken within the Guildhall School since the last report made in January 2014. The report set out that one full audit review had been fully completed since the last internal audit update report. The review of Professor Contracts concluded there were satisfactory controls being operated by the School over the management of the contracts. One amber priority recommendation was agreed to enhance the control of the authorisation

process for changes made to the data in the VT system which was used to record all the hours worked by each professor and calculate payments of salary for the Chamberlain's Payroll Section to process. A further lower priority recommendation was also agreed. Both recommendations had been agreed for implementation by the end of August 2014.

The report set out that the internal audit section had re-prioritised completion of the overall City of London 2013/14 audit programme as a result of internal audit staff vacancies and significant unscheduled investigation work in other Departments during the year. Audit resources were in place so that audit work at the school would be completed over the next three months so that audit outcomes were available to inform the School's Annual Accountability Return for the School's 2013/14 reporting year (1st August 2013 to 31<sup>st</sup> July 2014).

The Head of Audit and Risk Management explained that the major review undertaken and completed related to the Professors' contracts. There was an amber recommendation which had been agreed to enhance the control of the authorisation process for changes made to the data in the VT system which was used to record all hours worked by each professor and calculate payments of salary for the Chamberlain's Payroll Section to process.

In response to a question by a Governor it was pointed out that the Spot Check Reviews would take place between now and September 2014 and that going forward the reviews for the next academic year would look at the Milton Court Income, Student Awards, Bursaries and Scholarships and Mini Assurance Reviews.

Governors were pleased that the review of Professors' Contracts were completed and thanked all officers who were involved in bringing this piece of work to a successful conclusion.

**RESOLVED** – That Governors note:-

- the outcome from internal audit work completed since the last update report; and
- the current progress against the internal audit plan and offer any observations on future planned audit work.

## **7. RISK MANAGEMENT STRATEGY**

A report of the Chamberlain explained that a new Risk Management Strategy had been approved by the City Corporation's Audit & Risk Management Committee and provided an update on plans to implement a new risk management information system.

It was planned for the changes arising from the risk management strategy to be implemented within City of London departments and Institutions alongside the phased rollout of the risk management information system. This would be done on a phased approach working with each department, beginning with the Chamberlain's department.

It was noted that, as for all City Corporation Departments, the Chairman of the School's Audit & Risk Management Committee will be asked, in a timely manner, to attend a meeting of the City Corporation's Audit & Risk Management Committee at which a progress report on the School's implementation of the new risk management strategy would be given.

The Head of Audit & Risk Management explained that the Strategy had been approved by the City Corporation's Audit & Risk Management Committee and aimed to improve the consistency in how risks were escalated.

A discussion took place with reference being made to the following points:-

- This Committee would have an overview of the risk management framework.
- The new 4x4 risk matrix was designed to be less complicated than the previous 5x5 matrix and to be able to assess risks with more precision.
- Page 58 of the report provided clear guidance on the impact of scoring risks.
- Key Individuals would be named with regard to who specifically has the responsibility for the risk.
- This Committee will receive the complete risk register and a hierarchy of the most material items.

**RESOLVED** – That Governors note the new Risk Management Strategy and plans for the phased roll-out of the strategy within Departments and City of London Institutions.

**8. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE AUDIT & RISK MANAGEMENT COMMITTEE**

**Committee Vacancy**

The one vacancy on the Committee would be discussed at the next main Board meeting in September 2014.

**9. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**  
There were no urgent items.

**10. EXCLUSION OF THE PUBLIC**

**RESOLVED** – 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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

Item	Paragraph
11-13	3
14-15	-

**11. NON PUBLIC MINUTES**

The non-public minutes of the meeting held on 20 January 2014 were approved.



12. **GUILDHALL SCHOOL OF MUSIC & DRAMA RISK REGISTER**  
A report of the Head of Estates and Facilities Management was received.
13. **FINANCE REVIEW**  
A report of the Chief Operating and Financial Officer was received.
14. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE AUDIT & RISK MANAGEMENT COMMITTEE**  
There was one question which was raised.
15. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**  
There were no urgent items.

**The meeting ended at 2.47 pm**

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Chairman

**Contact Officer: Rakesh Hira**  
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<b>Committee:</b>	<b>Date:</b>
Board of Governors of the Guildhall School of Music & Drama	22 September 2014
<b>Subject: Principal's General Report</b>	
<b>Report of: Principal</b>	<b>Public</b>
	<b>For Information</b>
<p style="text-align: center;"><b><u>Summary</u></b></p> <p>This report updates the Board on a number of current issues:</p> <ul style="list-style-type: none"> <li>• Awards and Prizes</li> <li>• Student Recruitment</li> <li>• Student Satisfaction Surveys</li> <li>• Milton Court</li> <li>• Offsite Activities</li> <li>• Board Awayday</li> <li>• Other Board Events</li> </ul> <p>Recommendation: That the Board receives the report and notes its contents.</p>	

## **Main report**

### **1 Awards and Prizes**

Michael Petrov (Guildhall Artist Masters)

- Music Gold Medal Winner, May 2014;

Hannah Watson (Guildhall Artist Masters: Piano, year 2)

- 2014 Norah Sande Award, 2<sup>nd</sup> prize;

Marina Koka (Guildhall Artist Masters: Piano, year 1)

- 2014 Tunbridge Wells International Young Concert Artists Competition, winner;

Sophia Dee (BMus, year 3)

- Piano Section of the 2014 Tunbridge Wells International Young Concert Artists Competition, 3rd prize;

Mihai Ritivoiu (Guildhall Artist Masters: Piano, year 1)

- Piano Section of the 2014 Tunbridge Wells International Young Concert Artists Competition, 2nd prize;

Max Narula (BA in Technical Theatre Arts: Theatre Technology, year 3)

- Technical Theatre Gold Medal, July 2014;

Kate Philips (MA in Acting, year 3)

- Acting Gold Medal, July 2014;

Ed Sayer (MA in Acting, year 2)

- Josephine Hart Prize for Best Performance of a Poem by an Actor, July 2014.

## **Alumni and Staff**

### **Alumni**

Claire Presland (Guildhall Artist Masters in Vocal Training) was awarded the Chilcott Award by the Royal Philharmonic Society, June 2014.

### **Staff**

Conferment of Title of Professor

- Julian Philips (Head of Composition)
- Eric Crees (professor, Wind, Brass and Percussion)
- John Kenny (professor, Wind, Brass and Percussion)

Jonathan Vaughan has been awarded a Senior Fellowship of the Higher Education Academy, June 2014.

Theresa Goble and Joy Farrall have both been made Fellows of the Higher Education Academy, June 2014.

The Principal has been appointed to the boards of Universities UK and the National Centre for Circus Arts.

The School has been shortlisted by the *Times Higher Education* Awards 2014 in the category 'Excellence and Innovation in the Arts'. The winners will be announced on 27 November.

## 2 Student Recruitment

At the time of writing, acceptances for 2014/15 in music are undergraduate +10, postgraduate -13, net -3. This is a considerably stronger position than at the same time last year, and enrolments are expected to be on target by the end of September. An oral update will be given at the meeting. Expected enrolments in drama are on target.

## 3 Student Satisfaction Surveys

Results have now been received from the National Student Survey (NSS) and our own Whole School Survey (WSS). The NSS surveys all final-year undergraduate students against a set of national criteria. The WSS surveys all students against criteria that are determined by the School.

In the NSS, overall satisfaction across the School rose from 81% in 2013 to 86% in 2014, with 100% scores in Acting and Strings. 95% of respondents agreed with the institution-specific contention that: ‘The Guildhall School’s aim is to prepare talented young performers and theatre technicians for careers in their respective professions. I am confident that the School has provided me with the tools to take up my chosen profession’.

<b>Guildhall School of Music &amp; Drama</b>	<b>2014</b>	<b>86</b>
	2013	81
	Response Rate	80
<b>BA (Hons) Acting</b>	<b>2014</b>	<b>100</b>
	2013	100
	Response Rate	94
<b>BA (Hons) Technical Theatre Arts</b>	<b>2014</b>	<b>86</b>
	2013	87
	Response Rate	90
<b>BMus</b>	<b>2014</b>	<b>83</b>
	2013	74
	Response Rate	74
Strings	<b>2014</b>	<b>100</b>
	2013	71
	Response Rate	71
WBP	<b>2014</b>	<b>96</b>
	2013	92
	Response Rate	82

**Table 1 – overall satisfaction scores and response rates**

However, there were also significant increases in satisfaction scores across the HE sector as a whole, producing a national average of 86%, with marked improvements in the performance of some competitor institutions:

Sector-wide	Music	% Agree	80
		Response Rate	72
<b>Guildhall School of Music &amp; Drama</b>	Music	% Agree	<b>83</b>
		Response Rate	74
Royal Academy of Music	Music	% Agree	89
		Response Rate	64
Royal College of Music	Music	% Agree	89
		Response Rate	75
Royal Conservatoire of Scotland	Music	% Agree	83
		Response Rate	63
Royal Northern College of Music	Music	% Agree	77
		Response Rate	84
Royal Welsh College of Music and Drama	Music	% Agree	79
		Response Rate	79
Trinity Laban Conservatoire of Music and Dance	Music	% Agree	79
		Response Rate	64

**Table 2 – satisfaction scores in music (selected comparators)**

Sector-wide	Drama	% Agree	83
		Response Rate	76
Conservatoire for Dance and Drama	Drama	% Agree	<b>97</b>
		Response Rate	88
<b>Guildhall School of Music &amp; Drama</b>	Drama	% Agree	<b>91</b>
		Response Rate	92
Liverpool Institute for Performing Arts	Drama	% Agree	83
		Response Rate	84
Rose Bruford College	Drama	% Agree	92
		Response Rate	77
Royal Central School of Speech and Drama	Drama	% Agree	<b>81</b>
		Response Rate	81
Royal Conservatoire of Scotland	Drama	% Agree	90
		Response Rate	92
Royal Welsh College of Music and Drama	Drama	% Agree	94
		Response Rate	88

**Table 3 – satisfaction scores in drama (acting and TTA, selected comparators)**

Overall satisfaction scores in the Whole-School Survey were as follows:

	Agree % 2014 (2013)	Agree % 2014 (2013)	Agree % 2014 (2013)	Agree % 2014 (2013)	Overall
<b>BMus</b>	<b>1</b> 54 respondents 90.7 (89.4)	<b>2</b> 43 respondents ↓ 83.7 (93.3)	<b>3</b> 35 respondents 80 (83)	<b>4</b> 42 respondents ↑ 92.9 (86.8)	<b>84.5</b> (88)
<b>BA/MA Acting</b>	<b>1</b> 23 respondents 100 (100)	<b>2</b> 23 respondents 100 (100)	<b>3</b> 9 respondents 100 (100)		<b>100</b> (100)
<b>Technical Theatre</b>	<b>1</b> 28 respondents 100 (100)	<b>2</b> 16 respondents ↓ 68.8 (87.5)	<b>3</b> 19 respondents ↓ 84.2 (90)		<b>87.3</b> (92.7)
<b>Guildhall Artist</b>	Grad. Cert 11 respondents ↑ 100 (92.3)	Part <b>1</b> 63 respondents 95.2 (91.4)	Part <b>2</b> 22 respondents 95.5 (100)		<b>95.8</b> (92.2)
<b>Music Therapy</b>	<b>1</b> 7 respondents 100 (100)	<b>2</b> 5 respondents 80 (100)			<b>92.3</b> (91.7)

**Table 4 – satisfaction scores from the Whole School Survey (WSS)**

During September and October, these results and the free text comments that accompany them will be considered for incorporation into annual programme evaluations (APEs) by departmental teams, programme boards, Operations Board and the Teaching and Learning Board.

Free text comments were frequently extremely positive but also contained growing evidence that students are becoming more demanding about the level of support they receive from both academic and non-academic staff, especially in respect of accommodation and facilities.

#### **4 Milton Court**

Clive Russell, Director of Strategic Projects, has supplied the following update on progress:

As at 27 August 2014, 11 snags remained of the 6,098 that were formally identified at Practical Completion. Some of these relate to the final remedial works to the polished plaster panels in the atrium, the work for which is in hand. Regarding the remainder, Sir Robert McAlpine (SRM) are of the opinion that the remedies may make matters

worse than the original snags. A meeting is to be convened shortly between the School, Heron, SRM and the architects to review these items and to agree the way forward.

Defects discovered post completion are also reducing rapidly. The two most troublesome continue to be the heat in the fly tower and the leaking pavement lights.

### *Fly Tower*

The 'structural cooling' solution previously reported has been implemented but has failed to solve the problem. Under test conditions, the core temperature of the fly tower did not reduce sufficiently to enable the heat generated by the production lighting to be absorbed without exceeding 28°C, which is the maximum recommended temperature at which the heat-sensitive automation equipment has been designed to operate. However against expectations, space has now been identified in the fly tower to install fan coil units directly above the automation control cabinets. This will allow cold air to be continuously passed directly over the heat-sensitive equipment when in use. This should be a far more reliable solution. The available space is tight, but it is sufficient.

Detailed design for this solution is complete, which includes proposals agreed by Arup Acoustics for the attenuation of noise generated by the new fan coil units. A full-scale trial is to be carried out on one cabinet to make sure that all aspects of the design are correct, but there is a good level of confidence that this solution will work. Indicative plans have been drawn up by the School to enable the theatre to continue in use whilst the works are taking place, which are currently estimated to take approximately two to three weeks, although the flying equipment would be out of action throughout this period.

This solution is likely to be considerably more expensive than the 'structural cooling' proposal, and it is grey area whether the cost should fall to Heron or to the City. The Chamberlain is fully aware of the situation and is prepared for the possibility that some of the costs might fall to the City.

### *Pavement leaks*

The Highways Section of the Department of the Built Environment recommended that all the joints surrounding the pavement lights should be raked out and re-sealed with fresh bitumen. This solution has been implemented, at the City's expense, and initially it appeared that the leaks had reduced. However the very heavy rain during the August Bank Holiday weekend proved that the work has in fact done very little to improve the situation. Detailed monitoring and photographing of all the leaking areas is taking place, and an on-site meeting is to be held in early September between the



School, Highways, City Surveyors and Barbican Estates to try to identify an effective solution.

A significant aspect of the problem has already been identified, in that it is now clear that a larger than expected proportion of the water ingress is happening via one of the expansion joints coming down from the Barbican highwalk. This is a well-known problem throughout the Barbican Estate and is much more troublesome to eradicate. The meeting mentioned above will need to consider what can be done. One possible solution is to accept that the expansion joint will always leak, and deal with it by concealing the joint and draining the water away internally.

Again the Chamberlain is fully aware of the situation and of the likelihood that further costs will fall to the City.

Formal monitoring of all outstanding snags and defects continues to take place on a fortnightly basis at a meeting attended by the School, Heron, SRM, relevant sub-contractors, the quantity surveyor and contract administrator, the architects and other relevant members of the design team as appropriate.

## **5 Offsite Activities**

### *Norwich and Taunton*

The Director of CYM, Steve Dagg, has supplied the following notes on progress:

#### Norfolk CYM (NCYM)

- Second year of provision starts on September 20<sup>th</sup> 2014
- Current roll increased beyond 100 students
- Day has had to be extended in to the afternoon to accommodate new activity
- New dedicated administrator been appointed by Music Service
- Intermediate County Orchestra has moved from sessional provision to weekly Saturdays at NCYM  
This will raise standards and increase ensemble diversity in the Centre as well as increasing numbers further
- Individual lessons have started and continue to grow by demand. We agreed not to poach from existing provision, so this is consumer led
- NCYM Ensembles exist in strings, woodwind, brass, guitar, percussion, samba – also improvisation group (jazz), musicianship training, all ability singing and auditioned chamber choir
- Brass teaching starting (after difficulties last year with local brass teachers have been resolved)
- Performance opportunities increased over the course of last year – Assembly Rooms, Norwich Philharmonic as well as public concerts at City of Norwich School (CNS)
- Visits to CNS and NCYM by GSMD ensembles currently being planned with Director of Music and Head of Chamber Music
- Peter Ash visited last term to give conducting seminar to tutors at NCYM and other local musical directors in the Music Service

- Composer in residence (school and NCYM): last year's pilot now to be further developed with the project being integrated into a Guildhall School student portfolio from September under the guidance of Head of Composition and alumnus John-Paul Bowman
- Extra visits by SD and students planned for school open day (first term) and careers fair (second term)
- Esmée Fairbairn £15k now set up as pump priming for new bursary scheme

### Hestercombe CYM

- New Head of centre Rachael Parvin appointed in succession to Tom Yardley who has accepted a lectureship at King's College London
- About to start first full academic year on September 20<sup>th</sup>
- Roll now increased to 50 and expected to rise again to 60+ in the first term
- Head of Centre office and IT all installed
- Teaching accommodation agreed – but expansion will require more accommodation.
- Ensembles in strings, woodwind, brass, guitar – singing, aural perception and history/composition classes.
- Individual lessons started with just piano – but now growing as in the Norfolk model i.e. consumer led.
- Budgeted rent reduced by agreement with landlord while Centre becomes established. 2014/15 £16k, 2015/16 budgeted level of £20k
- Currently running at a controlled deficit which will move to balance and surplus with increased student roll.
- Somerset Music Education HUB paid out bursary funds as agreed in 2013-14
- HUB funding for 2014-15 secured at £25k for bursary support

### New ventures

We have had new approaches and interest from various directions, including the Purcell School, Henry Box School, Ormiston Academies Trust, Saffron Hall, and other potential partners in Bristol and Leicester.

### *Fontainebleau*

This summer, for the first time, the School mounted a four-week opera summer school in Fontainebleau, France. The intention was to trial a model similar to that developed in San Miniato, Italy, to assist the development of acting students about to enter their final year.

The 2014 opera summer school involved two cohorts of 9 singers, 2 répétiteurs and 2 stage managers each working for two weeks with the Head of Opera, Dominic Wheeler, a director, composer, producer, choreographer and two language coaches. The intensive training sessions were held in a large ballroom attached to the municipal theatre.

Each two-week block included an evening performance of cabaret songs and one evening performance of traditional opera scenes (including new work by the resident composer) and a Saturday morning matinee.

The trial was generally considered to have been a great success, both in terms of the professional development of the student participants and the high degree of interest and support from the local community and the Mairie. Considerable operational challenges were met with good will both locally and in by the School's administrative staff.

A comprehensive wash-up will be held during September to assess the costs, benefits and affordability of repeating the project in 2015.

### *General*

As the reputation and profile of the School improves, more and more invitations are being received to engage with other entities in this country and abroad, at both under-18 and senior conservatoire levels. The School has commissioned a short survey of the range of international activity currently under way and the senior management team will be formulating an outline international strategy for discussion at the forthcoming awayday (see below).

## **6 Board Awayday**

The Board Awayday will be held on Wednesday 29 October at 22 Mansfield St, W1G 9 NR, the home of Bob and Elisabeth Boas. Bob is a trustee of the Guildhall School Development Fund, a former trustee of the Guildhall School Trust and an honorary fellow.

The outline timetable for the day is as follows:

10.00 Arrival and coffee

10.30 Welcome and overview (Principal)

11.00 International Strategy (led by Professor Helena Gaunt)

1.00 Lunch

2.00 Fundraising Strategy (led by Michael Hoffman and Dr Duncan Barker)

4.00 Round up, tea coffee and cake

## **Other Board Events**

Graduation will take place on Friday 31 October in the presence of Alderman Nick Anstee. Invitations and directions will be issued by the School in due course.

The Board's annual dinner will be held at Apothecaries' Hall on Tuesday 9 December. Invitations will be issued by the Remembrancer in due course. It is expected that at least some of this year's fellows and honorary fellows will be presented on this occasion.

Contact:

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<b>Committee:</b>	<b>Date:</b>
Board of Governors of the Guildhall School of Music & Drama	22 September 2014
<b>Subject:</b> Annual Safeguarding Report and Safeguarding Policy	<b>Public</b>
<b>Report of:</b> <b>Safeguarding Lead, Guildhall School of Music &amp; Drama</b>	<b>For Decision</b>
<p><b>Summary</b></p> <p>This report updates the Board on Safeguarding developments during the Academic Year 2013/14 particularly with regard to:</p> <ul style="list-style-type: none"> <li>• Current Safeguarding Arrangements</li> <li>• Changes to the policy and procedures</li> <li>• Training undertaken by the Lead Safeguarding Contact, all staff and Governors</li> <li>• The number and type of incidents/cases reported</li> </ul> <p><b>Recommendation(s)</b></p> <p>Members are asked to:</p> <ul style="list-style-type: none"> <li>• Note the report</li> <li>• Approve the revised Safeguarding Policy (Appendix 1)</li> </ul>	

## **Main Report**

### **Background**

In the spring Term 2013 the Town Clerk commissioned an independent consultant to review aspects of safeguarding arrangements across the City and where children and young people were involved in GSMD activities.

The Review examined the following areas of safeguarding:-

- Concerns about pupils' welfare including familial abuse; how it is identified, procedures.
- Allegations of abuse by staff including disclosure and associated procedures.

The Review included issues such as:

- Governance arrangements
- Effectiveness of how the school works with other agencies including LADO and Safeguarding Children Board
- Staff supervision, support and training to promote effective safeguarding
- Reporting arrangements and record keeping

Although broadly positive there were a number of recommendations which have now been implemented.

The consultant was asked to return to the GSMD to consider the progress made against the recommendations. His review in May/June 2014 stated that:

"GSMD are to be congratulated for making significant progress against the original recommendations. The Principal and Governing Body have clearly recognised the need to make rapid progress."

### **Current Position**

Alison Mears has been appointed Safeguarding Lead for the Guildhall School. All relevant departments have a Secondary Safeguarding lead. There is now one Safeguarding Policy for the Guildhall School incorporating all relevant areas of the School. This will be reviewed annually and submitted to the Board for approval together with an annual Safeguarding Report. Two Safeguarding Governors have been identified and meet on a termly basis with the Safeguarding Lead, Principal and Head of HR.

An Action Plan has been drawn up in consultation with the Community and Children's Services Departments at the City Corporation which is regularly reviewed. The Safeguarding Lead is now a member of the City and Hackney Safeguarding Children Board and the City Education Sub Group.

All departments of the Guildhall School provide staff with copies of the Safeguarding Policy and associated documentation and require staff to sign a form confirming that

they have read and understood them and will uphold the policy. This includes the need for a parent or carer to attend any lesson which takes place off School premises for any under 18s. From September 2014 all staff will be issued with the Government KCSIE 8 page summary which is recommended for all staff in schools.

One historical concern about a current member of staff has been referred to the LADO but there has been no evidence to substantiate the concern and no concerns have been raised since he has been teaching at the Guildhall School. The member of staff has been informed that we have followed our procedure.

## **Training**

Online training was identified as the best form of training for the varied workforce and a programme was purchased from Educare.

All members of staff in Junior Guildhall, CYM, Creative Learning and Enterprise have completed the Educare online training Package. 77% of the remainder of Guildhall School staff and 91% of the Board of Governors have completed the training to date. Additionally, training for Governors, organised by the Town Clerk, took place in December 2013 and, of the 21 Governors, 11 took part.

The Safeguarding Lead has completed the following training:

<b>Date</b>	<b>Training Provider</b>	<b>Info</b>
3/10/13	Educare	Online training
4/11/13	Incorporated Society of Musicians	Implications of new DBS system and issues for musicians
6/05/14	CHSCB	Training for designated Safeguarding Leads within City and Hackney Services

It is recommended that all secondary safeguarding leads also attend the designated CHSCB course which will be refreshed every 2 years.

## **Incidents**

The following incidents/concerns were reported to the Safeguarding Lead during the Academic Year 2013 – 14:

<b>Date</b>	<b>Dept</b>	<b>Staff/ Student Concern</b>	<b>Reported by</b>	<b>Issue</b>	<b>Action taken</b>	<b>Outcome</b>
05/10/13	Junior Guildhall	Staff	Staff	Historical Allegation	Referred to LADO	Police Contacted. Advised complainant to contact police. No further action

05/10/13	Junior Guildhall	Staff	Staff	Historical Concern	Referred to LADO	No Evidence Monitoring Situation
04/12/13	Junior Guildhall	Student	Staff on information received by parent	Potential Physical Abuse	Contacted staff and Social Services	Monitoring Situation – No Further Concerns Raised
28/01/14	Junior Guildhall	Student	Staff	Potential Self Harm	Meeting with parents	Monitoring Situation – No Further Concerns Raised
29/03/14	Junior Guildhall	Student	Staff	Potential Injury	Meeting with Student. Staff Contacted	Student explained injury. No further action
05/04/14	Junior Guildhall	Student	Staff	Change in behaviour	Staff Contacted	Discussion at Formal Assessment meeting with parent and student.
21/04/14	Junior Guildhall	Student	Student	Weight loss	Staff Contacted	Met with student – said it was exam stress. Monitoring Situation – No Further Concerns Raised
3/05/14	Junior Guildhall	Student	Staff	Disclosure to staff	Separate meetings with child and parent.	Child admitted exaggerating situation. Monitoring Situation – No Further Concerns Raised
7/05/14	Junior Guildhall	Staff	Staff	Historical Concerns	Referred to LADO	Strategy meetings arranged. Monitoring Situation
10/05/14	Junior Guildhall	Student	Staff	Weight Loss	Staff Contacted	Met student and discussion with parents. Attributed to A Level exam stress.
07/06/14	Junior Guildhall	Staff	Student	Difficulties at home – ill father	Staff Contacted	Monitoring Situation – No Further Concerns Raised
14/06/14	Junior Guildhall	Student/Parent	Parent	Parent's mental	Referred to LADO for	Monitoring Situation – No



				health issues	advice	Further Concerns Raised
20/06/14	Junior Guildhall	Student	Staff	Overseas student potential gift from teacher	Head of Brass to clarify situation - language difficulty.	Monitor the situation - No Further Concerns Raised
26/07/14	Enterprise	Student	Staff	Issues on Summer School	Parents informed	Enterprise Department have contacted student and parents.

It is noted that since undertaking the e-learning course, the number of referrals by staff at Junior Guildhall to the Lead Safeguarding Contact has increased from about 4 on average to 12 during the academic year. This is perhaps to be expected as staff would tend to refer more rather than less cases after receiving training.

There have been no referrals from Creative Learning or the Centre for Young Musicians and the Safeguarding Lead discussed anonymous details of the cases referred to her with both the CYM and Creative Learning departments. Both departments confirmed that they had not received any similar cases but would have reported similar concerns to the Safeguarding Lead.

### **Key Meetings attended by Safeguarding Lead**

<b>Date</b>	<b>Meeting</b>
25/09/13	City of London Safeguarding Subcommittee
12/11/13	City Safeguarding Education Forum
26/02/14	Meeting with Chris Pelham and Pat Dixon re Action Plan
14/03/14	Meeting with Safeguarding Governors
18/03/14	City Education Safeguarding Forum
27/03/14	City of London Safeguarding
03/04/14	Meeting with Pat Dixon re Action Plan
09/05/14	Strategy Meeting with LADO and Police
21/05/14	Meeting with Keith Fossey re Safeguarding Review
04/06/14	Meeting with Geoff Harniess re CYM
12/06/14	Strategy Meeting with LADO and Police
20/06/14	City Briefing re Inspection
24/06/14	Meeting with Thomas Hardy re Creative Learning
24/06/14	Meeting with Marianne Le Gallo re Enterprise
24/06/14	City Safeguarding Education Forum
08/07/14	Meeting with Safeguarding Governors
16/07/14	Strategy Meeting with LADO and Police
25/07/14	City of London Safeguarding Subcommittee
01/08/14	Meeting with Pat Dixon LADO re Action Plan

## **Policy**

The Safeguarding Policy has been updated the main changes being as follows:

- The policy now includes Vulnerable Adults as well as children
- The Enterprise department is now included as well as the CYM regional centres
- The layout of the policy has changed including a quick reference guide
- The policy has been streamlined to be relevant to all departments and there has been clarification on a number of issues including off site lessons, giving lifts to students and DBS checks.

## **Priorities for 2014/15**

### **Training**

- 100% completion of Educare training by Governors and Staff
- All deputy Safeguarding Contacts to undertake the CHSCB Course for Safeguarding Leads (to be renewed every 2 years.)
- E learning Training in Safer Recruitment for relevant staff

### **Staff**

- All staff to be issued with the revised Safeguarding Policy and KCSIE Guidance
- Quality Assurance procedures to be put in place for off-site lessons

### **Action Plan**

- Completion of the Action Plan drawn up by Community and Children's Services Departments at the City Corporation

### **Meetings**

- Termly meetings with the Deputy Safeguarding Leads to be established to help embed the procedures and code of conduct across all departments.

## **Appendices**

- Appendix 1 – Guildhall School of Music & Drama Safeguarding Policy

### **Alison Mears**

Safeguarding Lead and Head of Junior Music Courses

T: 020 7382 7160

E: [alison.mears@gsmd.ac.uk](mailto:alison.mears@gsmd.ac.uk)

## Guildhall School of Music & Drama Safeguarding Policy

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

**Is the person in immediate danger?**

Contact Police Public  
Protection Unit

0207 601 2941  
(or in an emergency 999)

If you are approached by  
a child or vulnerable  
adult, with a disclosure  
that s/he is being, or has



Stay calm and keep an open  
mind. Don't promise to keep  
the information secret. Make  
it clear that you have a duty  
to refer the matter on.

Record the information you  
are provided with and report  
as quickly as possible to the  
Safeguarding Lead (within  
24hrs) who will decide what  
further action will need to be  
taken.

This information is likely to  
be passed to an external  
agency and should include a  
record of the time, date and  
persons present.

If you are  
concerned that a  
child or vulnerable  
adult is, or may be



Make a written,  
dated note of  
observations.

Inform the  
Safeguarding Lead  
as soon as  
possible, who will  
investigate and  
make a referral to

If you have a  
concern about the  
behaviour of



If you are concerned that the  
behaviour of a member of staff  
or other person is threatening,  
or potentially threatening, the  
well-being of a child, or  
vulnerable adult you must  
report your concerns  
immediately to the  
Safeguarding Lead.

Any allegations concerning a  
member of staff will be

If you have urgent concerns about the safety of a child or  
vulnerable adult and are unable to contact the  
Safeguarding Lead, do not hesitate to contact Children's  
Services, Adult Services or the police. These external  
agencies will be in a position to determine an appropriate  
course of action. Please inform the Safeguarding Lead of  
any referrals.

Page 37  
City Children's Services 0207 332 3621

City Adult Services 0207 332 1224

## **1. Policy context**

1.1. The Guildhall School of Music & Drama (Guildhall School) is one of the world's leading conservatoires and drama schools, offering musicians, actors, stage managers and theatre technicians an inspiring environment in which to develop as artists and professionals.

1.2. In addition to its role as a higher education institution, the School is a leading provider of specialist music training for under 18s with nearly 2,500 students in Junior Guildhall and the Centre for Young Musicians. The School deals with children and young people in a number of contexts:

- Junior Guildhall
- Centre for Young Musicians (including regional centres)
- Creative Learning
- Enterprise (including Summer Schools)
- Occasionally there are also young people under the age of 18 enrolled in higher education courses

1.3. This policy provides the safeguarding framework for all aspects of the Guildhall School's contact with children and adults at risk. Its primary purpose is to provide a safe creative learning environment for all, but particularly for children and adults at risk. It also aims to protect staff (and students working in professional contexts) by ensuring that they are:

- fully aware of correct practice in relation to safeguarding matters
- not placed and do not place themselves in vulnerable situations which might result in misunderstandings or allegations of abuse.

1.4. This policy applies to:

- All staff, casual staff and volunteers who come into contact with children or adults at risk or work on events with children or adults at risk at the Guildhall School, Barbican Centre, Centre for Young Musicians, London Schools

Symphony Orchestra , or lessons and events provided by Guildhall School, Barbican Centre, Centre for Young Musicians, London Schools Symphony Orchestra

- All contractors as above, including support staff such as cleaners and caterers and builders.
- Freelance artists, workshop leaders and service providers as above
- Senior School students on work placements as part of an approved programme of study, as above
- Members of the Board of Governors.

1.5.This policy has had regard to:

- The City of London Safeguarding Policy 2014
- Keeping Children Safe in Education Statutory guidance for schools and colleges April 2014
- Relevant legislation, including the Children Act 1989 and 2004, `Safeguarding Vulnerable Groups Act 2006, Relevant government guidance including Safeguarding Children: Guidance for Higher Education Institutions, “What to do if You are Worried a Child is Being Abused” 2003,Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings 2005 Department of Health’s guidance, “No Secrets” 2000 “Safeguarding Children and Safer Recruitment in Education” January 2007, Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" March 2009, “Working Together to Safeguard Children” March 2010, “Dealing with Allegations of Abuse Against Teachers and Other Staff” August 2011, and “Use of reasonable force in schools” September 2012, Statement of Government Policy on Adult Safeguarding (2013) Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings
- Other relevant standards and guidance including: City and Hackney Child Protection Guidelines 2008, London Child Protection Procedures, 4th edition, 2010, City & Hackney Protecting adults at risk: London multi-agency policy and procedures to safeguard adults from abuse, 2011
- The Data Protection Act 1998

- 1.6. This policy has been prepared in consultation with the City of London's Children & Community Services Departments.
- 1.7. The Guildhall School's safeguarding policy is available on the School's website and is available to all students, parents and staff and on request.

## **2. Statement of Policy**

- 2.1. The Guildhall School recognises that children, young people over the age of 18, and adults at risk, of all races, religions and cultures, with or without disabilities, from any model of family life have an equal right to protection from abuse.
- 2.2. We recognise that it is the collective responsibility of the Board of Governors, all teaching and support staff, and students working in professional contexts, to provide a safe environment, protect children at Risk from any form of abuse and to be aware of signs of abuse or neglect in children or adults at risk and report any incident to the Lead Safeguarding Contact.

## **3. Defining children and Adults at Risk**

- 3.1. This policy defines anyone under the age of 18 as a child.
- 3.2. This policy defines an adult at risk as any adult who has a greater than normal risk of abuse due to old age, infirmity, disability, sensory impairment, or mental health. This vulnerability may be temporary.

## **4. Defining matters of safeguarding concern**

- 4.1. Definitions of "abuse" are provided in this policy at paragraph 9 below and Appendix 3.

## **5. Lead Safeguarding Contacts**

- 5.1. The Lead Safeguarding Contact is **Alison Mears, Head of Junior Music Courses.**

Alison.Mears@gsmd.ac.uk

020 7382 7160

Out of hours please contact the Front desk on 020 7382 7194

5.2. In the event that the Lead Safeguarding Contact is unavailable, the following staff have been appointed as departmental child protection leads, and will act as Secondary Lead Safeguarding Contacts:

**Head of Junior Guildhall – Derek Rogers**

Derek.Rodgers@gsmd.ac.uk

020 7382 7160

**Director of Creative Learning – Sean Gregory**

Sean.Gregory@barbican.org.uk

020 7628 7381

**Director of Centre for Young Musicians (including regional centres) – Stephen Dagg**

Stephen@cym.org.uk

0207 928 3844

**Head of CYM Saturday Centre – Geoff Harniess**

Geoff@cym.org.uk

020 7928 3844

**Head of Registry Services (for Senior School) – Katharine Lewis**

Katharine.lewis@gsmd.ac.uk

020 7382 7143

**Enterprise (including Summer Schools and short courses) – Marianne Le Gallo**

Marianne.LeGallo@gsmd.ac.uk

020 7382 7191

5.3. In cases of allegations against staff who are in a professional capacity, support staff or contractors, the Lead Safeguarding Contact will consult the Local Authority Designated Officer for the Local Authority in which the alleged abuse occurred, and the City LADO. Where a disclosure is made in respect of a family member or another individual outside the School, the

Lead Safeguarding Contact will inform the Police and/or Local Children's Services. In all cases the Lead Safeguarding Contact will also inform the Principal.

5.4. The safeguarding contact will work in partnership with all relevant agencies for the benefit of the child or Adult at Risk. Consideration will be given to issues of confidentiality, consent and recording in accordance with the City and Hackney Child Protection Guidelines 2008 and section 3.3 of the London Child Protection Procedures, 4<sup>th</sup> edition, 2010.

5.5. The Lead Safeguarding Contact will:

- Ensure that they and the Secondary Safeguarding Contacts, in their roles as named Safeguarding Contacts, receive training on safeguarding every two years to ensure that their knowledge and skills are up to date.
- Ensure that all staff who have regular access to children and/or adults at risk undertake appropriate training to equip them with the knowledge to undertake their safeguarding responsibilities, and that refresher training is undertaken at least every three years.
- Report safeguarding concerns to the Local Authority Designated Officer for the City and Local Authority in which the incident took place.
- Ensure that appropriate records are kept about safeguarding, and that these are separately and confidentially stored.
- Submit an annual safeguarding report to the Board of Governors highlighting any safeguarding issues and mitigation that has occurred throughout the year.
- Sit on the City of London Subcommittee for the City and Hackney Safeguarding Children Board and the City Safeguarding Education Forum

## **6. Implementing the policy to create a safe and protective environment**

### **6.1. Code of conduct**

All members of staff<sup>1</sup> and students working in professional contexts<sup>2</sup> have a commitment to follow the guidelines and procedures outlined in this document, and specifically the safeguarding code of conduct included at appendix 4. All staff will be issued with this policy and asked to sign a form declaring that they understand their obligations in respect of safeguarding.

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<sup>1</sup> "Staff" includes temporary, support staff and volunteers

<sup>2</sup> Students on work placements as an approved part of their programme of study.



## 6.2. Recruitment of staff

The Guildhall School will implement appropriate recruitment procedures for personnel working on activities with children and/or adults at risk, having substantial access to children and/or adults at risk, access to children's personal information or images, or who through the course of their work are liable to find themselves in a position of trust. These procedures will include:

- Identity and Disclosure and Barring Service checks carried out by HR on offer of a post
- Two reference checks which confirm their suitability to work with children
- Ensuring all staff regularly in contact with children and/or who have access to their registration records will have completed Disclosure and Barring Service checks (DBS checks, formerly CRBs);
- All contracts to include guidelines on safeguarding children and adults at risk.

6.3. All Staff 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 Disclosure Barring check on appointment and then every three years following. These checks will also be carried out on existing Staff with a break in service of more than three months or where Staff have, since their initial appointment to a position not requiring a Disclosure Barring check, moved to work that involves significantly greater responsibility for children. Disclosure Barring checks for Governors are the responsibility of the City of London Corporation and will be undertaken in accordance with procedures adopted by the City of London.

## 6.4. The admission of students under 18 years of age to the senior School

The 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".

## 6.5. 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.

#### 6.6. Induction and training for staff

6.6.1. 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.

6.6.2. All staff will receive training on safeguarding for children as part of their induction. Staff will subsequently receive training and updates on safeguarding at least every three years. Owing to the nature of the School's staffing body, e-learning has been identified as the best tool for ensuring that staff, (some of who may only be onsite on Saturdays or during the holidays) have access to training.

6.6.3. All members of staff will receive a copy of the safeguarding policy and will be asked to sign a form to confirm they have seen the policy and understand the processes for Safeguarding and what is expected of them.

6.6.4. Training will cover matters such as:

- How to respond to disclosures of abuse
- Signs and indicators
- Making and keeping reports
- Confidentiality
- Supporting children and adults at risk and supporting staff

#### 6.7. Risk assessments of School activities not on School premises (children)

6.7.1. 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 students house the parent/carer must sit in. Parents will be asked to sign a document acknowledging this. Staff must follow the guidance contained within the code of conduct.

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

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

#### 6.8. Reporting and recording incidents

6.8.1. The overall lead for safeguarding at the Guildhall School is Alison Mears. Additionally each part of the Guildhall School has identified a departmental lead, and these will act as safeguarding leads in the absence of Alison Mears

6.8.2. Each departmental lead will brief their departments on child protection and/or adult at risk matters and HR will ensure that all relevant personnel have completed Disclosure and Barring Service checks.

6.8.3. Any incidents should be referred to and managed by the Safeguarding Lead on the day the incident occurs. The Safeguarding Lead will then inform the Principal and the Local Authority Designated Officer for the City and Local Authority in which the incident took place if appropriate.

6.8.4. Any incidents will be recorded, and the records confidentially and securely stored in accordance with the Data Protection Act 1998 and kept separate from other student records.

6.8.5. All referrals and all recording will be in accordance with Local Safeguarding Child Board (or Local Safeguarding Adults Board) procedures and liaison with appropriate welfare agencies will follow on disclosure or suspicion to abuse in accordance with these procedures.

**6.8.6 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

#### 6.9. Contractors and visitors

6.9.1. The staff of any contractor regularly on site and with opportunity for contact with children will be subject to Disclosure and Barring Service checks. Contractors must be appropriately supervised while on site. The supervision of contractors is the responsibility of the department employing them.

6.9.2. Contractors who visit the site irregularly and may come into contact with children will provide or their employer will provide written assurance of their staff having had Disclosure and Barring Service checks within the past three years. It is recognised that arrangements with contractors will require on-going monitoring as to the eligibility of the contractor or their employees to work with children.

6.9.3. 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 not be left alone with children.

#### **6.10. Leadership and Governance**

- 6.10.1. The Guildhall School adheres to the principles of the Children Act 1989 and the Department of Health's guidance, "No Secrets" 2000 and works in partnership with all agencies involved with child protection. The Lead Safeguarding Contact will be a member of the City Safeguarding Sub Committee and Education Sub Group. The Lead Safeguarding Contact is responsible for liaising with the other safeguarding contacts within the School and the relevant Local Authority Designed Officers and relevant welfare agencies as appropriate in relation to: policy and practice, on-going training, record keeping and annual reporting to the Board.
- 6.10.2. The Board of Governors of the Guildhall School has overall responsibility for ensuring that there are sufficient measures in place to safeguard children and Adults at Risk. The Board of Governors will undertake an annual review of its safeguarding policy and appoint a Lead Governor to champion safeguarding. All governors will receive a copy of this policy and training on safeguarding.
- 6.10.3. A suitably qualified Lead Governor will be nominated with overall responsibility for child and adult at risk safeguarding matters.
- 6.10.4. An annual report will be submitted 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 child and adult at risk protection duties are effectively discharged. This will include information in respect of staff training and anonymous case details.
- 6.10.5. Governors do not necessarily need to have a Disclosure and Barring Service clearance by virtue of their appointment to the Board of Governors. However, if any Governor's activity is such that they meet the relevant criteria for either "regulated" (type of work, regularity and place) or "supervised" (supervision arrangements and the regularity of the supervision) with children or Adults at Risk then a DBS clearance is required. The Principal together with the Board of Governors will annually review the activities of Governors to ensure that where appropriate DBS checks are carried out.

### **7. Procedures to be followed by all staff in matters of child and adult at risk protection**

- 7.1. Should an incident occur whereby a member of staff or a student suspects a child or adult at risk has been abused within or outside the School, the staff

member or student must report as soon as possible to one of the Safeguarding Lead Contacts on the same day as a disclosure is made. This will be followed as soon as possible by a meeting or discussion with the Lead Safeguarding Contact to decide on an immediate course of action.

7.2. In cases of allegations against staff who are in a professional capacity, support staff or contractors, the Lead Safeguarding Contact will consult the Local Authority Designated Officer (LADO) for the Local Authority in which the alleged abuse occurred, and the City LADO. Where a disclosure is made in respect of a family member or another individual outside the School, the Lead Safeguarding Contact will inform the Police and/or Local Children's Services or Adults Social Care Team. In all cases the Lead Safeguarding Contact will also inform the Principal. Consideration will be given to issues of confidentiality, consent and recording in accordance with City & Hackney Child Protection Guidelines 2008 and section 3.3 of London Child Protection Procedures, 4<sup>th</sup> edition, 2010 or City & Hackney Protecting adults at risk: London multi-agency policy and procedures to safeguard adults from abuse, 2011

7.3. Following consultation with LADO, Children's Service, Adults Social Care Team or Police the following procedures may then be instigated:

- Consultation with other members of staff to ascertain whether they have concerns;
- Consultation with the child's/ adult's Local Authority;
- Consultation with the child's day school where applicable;
- Notification of parents/carers to both share/clarify information where applicable;
- Offering of support to the child/adult;
- Initiation of an observation brief with other members of staff involved;
- Taking of brief and factual notes. The actual words of the child and parents (or adult at risk) should be noted.

7.4. What to do if a child or adult at risk makes a disclosure to you alleging they have suffered abuse:-

*7.5. Listening to the child or adult at risk*

Whenever a child or adult at risk reports that they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical or sexual harm to others, the initial response from all

professionals should be limited to listening carefully to what the child or adult at risk says in order to:

- Clarify the concerns;
- Offer reassurance about how the child/adult at risk will be kept safe;
- Explain what action will be taken.

The child/adult at risk must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality.

If the child/adult at risk can understand the significance and consequences of making a referral to the Local Authority children's social care/Adults Social Care Team, they should be asked their view. However, it should be explained to the child that whilst their view will be taken into account, the professional has a responsibility to take whatever action is required to ensure the child's safety and the safety of other children.

#### *7.6 Disclosures made about others*

Where a disclosure is made about another child/adult at risk by an adult or a child/adult at risk, the same principles of listening to the person making the disclosure and carefully recording the concerns must be followed.

#### *7.7 Parental /Carer Consultation*

Where practicable, concerns should be discussed with the parent or carer and agreement sought for a referral to Local Authority children's social care, unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent's actions or reactions.

#### *7.8 Reporting, Recording and Confidentiality*

Having received a disclosure from a child/adult at risk, staff must make a written record and pass this to the Lead Safeguarding Contact or departmental safeguarding lead, without delay. A record keeping template is included at appendix 6 and further guidance is available in the City & Hackney Child Protection Guidelines 2008 (see page 20 – 21). Members of staff must report immediately to the Lead Safeguarding Contact or departmental safeguarding lead if they have a suspicion regarding another colleague. It is very important that anyone concerned, who suspects abuse or

to whom it has been disclosed, maintains confidentiality at all times. Other members of staff will be informed on a need-to-know basis.

Notes must be recorded on all concerns relating to child or adult at risk protection and these notes will be contained in a separate file, kept by the Lead Safeguarding Contact.

## 8 Awareness

8.1 It is the responsibility of each member of staff to raise his/her awareness on matters relating to safeguarding/child protection. It is recognised that this is a highly sensitive and difficult area of work which few teachers will have experienced previously.

## 9 Definitions of abuse and neglect

9.1 **Child abuse** is ill-treatment or neglect which causes injury, suffering or “significant” harm. **An abused child** can be a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting who, at the time, is responsible for that child.

9.2 Child abuse can also occur at the hands of another child.

**Adult at risk abuse** is ill-treatment or neglect which causes injury, suffering or “significant” harm; as well as a violation of a person’s human rights it can also be a violation of a person’s civil rights. Adults at Risk can be abused in the same way as a child, but as an adult could additionally suffer from theft, fraud, the misuse of their property, finances and benefits, including coercion in relation to wills and other forms of inheritance, or they could be electorally disenfranchised.

Further information and definitions of abuse can be found in Appendix 3

### Main Categories of Child Abuse

<p><b>Neglect</b> Persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development</p> <p><i>Indicators</i></p> <ul style="list-style-type: none"> <li>→ Hunger</li> <li>→ Poor personal hygiene</li> <li>→ Inappropriate clothing</li> <li>→ Frequent lateness or non-attendance</li> <li>→ Untreated medical problems</li> <li>→ Poor social relationships</li> <li>→ Compulsive stealing or scrounging</li> <li>→ Tiredness</li> </ul>	<p><b>Sexual Abuse</b> Forcing or enticing a child to take part in sexual activities, physical contact including non-penetrative act, and non-physical contact including making pornographic material, being exposed to sexual activity, encouraging to behave sexually and verbal sexual abuse</p> <p><i>Indicators</i></p> <ul style="list-style-type: none"> <li>→ Bruises, scratches, burns or bite marks on the body</li> <li>→ Scratches, abrasions or persistent infections in the anal or genital regions</li> <li>→ Sexual awareness inappropriate to the child's age</li> <li>→ Public masturbation</li> <li>→ Teaching other children about sexual activity</li> <li>→ Refusing to stay with certain people or go to certain places</li> <li>→ Aggressiveness, anger, anxiety, tearfulness</li> <li>→ Withdrawal from friends</li> <li>→ Pregnancy</li> </ul>
<p><b>Physical Abuse</b> Hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, otherwise causing physical harm, or factitious illness by proxy</p> <p><i>Indicators</i></p> <ul style="list-style-type: none"> <li>→ Unexplained injuries or burns</li> <li>→ Refusal to discuss injuries/improbable explanations</li> <li>→ Untreated injuries/illness</li> <li>→ Admission of punishment which appears excessive</li> <li>→ Shrinking from physical contact</li> </ul>	<p><b>Emotional Abuse</b> Persistent emotional ill-treatment of a child causing severe and persistent adverse effects on child's emotional development</p> <p><i>Indicators</i></p> <ul style="list-style-type: none"> <li>→ Continual self-deprecation</li> <li>→ Depression, withdrawal</li> <li>→ Inappropriate emotional responses to painful situations</li> <li>→ Self-harm or mutilation</li> <li>→ Compulsive stealing/scrounging</li> <li>→ Drug/solvent abuse/eating</li> </ul>



<ul style="list-style-type: none"> <li>→ Fear of returning home or of parents being contacted</li> <li>→ Fear of undressing or medical help</li> <li>→ Aggression/bullying</li> <li>→ Over compliant behaviour or 'watchful attitude'</li> <li>→ Running away</li> <li>→ Significant changes in behaviour</li> </ul>	<p>problems (over-/under-eating)</p> <ul style="list-style-type: none"> <li>→ 'Neurotic' behaviour – obsessive rocking, thumb-sucking</li> <li>→ 'Don't care' attitude or desperate attention-seeking behaviour</li> <li>→ Social isolation – does not join in and has few friends</li> </ul>
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This Safeguarding Policy was submitted to the Board of Governors of the Guildhall School of Music & Drama for approval on 22 September 2014.

Date of next revision August 2015

## **Appendix 1 – key contact details**

### **Lead Safeguarding Contact – Alison Mears**

Alison.Mears@gsmd.ac.uk

020 7382 7160

### **Head of Junior Guildhall – Derek Rodgers**

Derek.Rodgers@gsmd.ac.uk

020 7382 2375 or 020 7382 7160

### **Director of Creative Learning – Sean Gregory**

Sean.Gregory@barbican.org.uk

020 7628 7381

### **Director of Centre for Young Musicians including regional centres – Stephen Dagg**

Stephen@cym.org.uk

0207 928 3844

### **Head of CYM Saturday Centre – Geoff Harniess**

Geoff@cym.org.uk

020 7928 3844

### **Head of Registry Services (Senior School) – Katharine Lewis**

Katharine.Lewis@gsmd.ac.uk

020 7382 7143

### **Enterprise (including Summer Schools and short courses) – Marianne Le Gallo**

Marianne.LeGallo@gsmd.ac.uk

020 7382 7191

### **City of London Local Authority Designated Officer – Pat Dixon**

Pat.Dixon@cityoflondon.gov.uk

020 7332 1215

**City Children's Social Care Team**

020 7332 3621

Out of hours Children's Social Care	0208 356 2346 or 0208 356 2710
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<b>City Social Care Team Adult Services</b>	0207 332 1224
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Out of hours Adult Social Care	020 8356 2579
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Police Public Protection Unit	0207 601 2941 (or in an emergency 999)
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NSPCC	0808 800 5000
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## **Appendix 2 – The management of allegations against staff**

In the first instance, the Lead Safeguarding Contact 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 Lead Safeguarding Contact (or Secondary Lead Safeguarding Contact) will contact LADO immediately an allegation is made and inform the Principal and Lead Governor. If an allegation is made against the Principal, then the Lead Governor 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.

### *General considerations relating to allegations and concerns of abuse*

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.

S/he should:

- Make a written record of the information (where possible in the child/the person making the allegations' own words), including the time, date and place of the incident/s, persons present and what was said/done;
- Sign and date the written record;
- Immediately report the matter to the Lead Safeguarding Contact or in his/her absence the secondary safeguarding contact.
- When informed of a concern or allegation, the Lead Safeguarding Contact should not investigate the matter or interview the member of staff, child concerned or potential witnesses; they should:
  - Obtain written details of the concern / allegation, signed and dated by the person receiving (not the child / adult making) the allegation;
  - Approve and date the written details;
  - Record any information about times, dates and location of incident/s and names of any potential witnesses;
  - Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.

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. 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/carers 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. The Principal and Lead Governor should be informed of the allegation.

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

If a strategy meeting/discussion is to be held or if LA children's social care or the police are to make enquiries, the LADO should canvas the views of all relevant agencies on suspension; the Lead Safeguarding Contact should liaise with the LADO and other agencies and should be informed by the LADO of the view expressed as to suspension. The lead safeguarding contact should keep the Principal and lead Governor informed.

Only the School has the power to suspend an accused employee and it cannot be required to do so by a local authority 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.

For further information on target timescales and processes post-allegation, see section 15.2 to 15.10 of London Child Protection Procedures, 4th edition, 2010 and sections 5.41 – 5.49 of Safeguarding Children and Safer Recruitment in Education (DfES 2006).

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## **Appendix 3A – Recognising abuse (Children)**

### **Recognition of abuse or neglect**

Factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but must be regarded as indicators of the possibility of significant harm. They indicate a need for careful assessment and discussion with the Lead Safeguarding Contact, the Principal, Lead Governor, LADO, Children's Services and/or police and relevant agencies, and may require consultation with and/or referral to the LA children's social care and/or Police.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship a child may:

- Appear frightened of the person who has custody, charge or care of them;
- Act in a way that is inappropriate to their age and development.

The person who has custody, charge or care of the child may:

- Persistently avoid routine child health services and/or treatment when the child is ill;
- Have unrealistic expectations of the child;
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- Be absent or leave the child with inappropriate carers;
- Have mental health problems which they do not appear to be managing;
- Be misusing substances;
- Be involved in domestic violence;
- Fail to ensure the child receives an appropriate education.

### **Recognising Physical Abuse**

Physical Abuse – Physical injury to a child/adult at risk (including hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing harm to a child/adult at risk where there is definite knowledge, or a reasonable suspicion that the injury was deliberately inflicted or knowingly not prevented.



The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- The parent/s/carer/s are uninterested in or undisturbed by accident or injury;
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury);

### *Bruising*

Children can have accidental bruising but the following must be considered as indicators of abuse or harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

- Bruising around the mouth;
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, through a single bruised eye can be accidental);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used (e.g. belt marks, hand prints or a hair brush);
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks;
- Bruising that may be an indicator of sexual abuse (e.g. arms, thighs).

### *Bites*

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### *Burns and scalds*

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks rather than a distinct line);
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

### *Fractures*

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Recognising Emotional Abuse**

Emotional Abuse – The persistent emotional maltreatment of a child/adult at risk, such as to cause severe and persistent effects on the child's emotional development or the adult's emotional wellbeing.

- Conveying to the child/adult at risk 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;
- threats of abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks;
- Permitting a child/adult at risk to see or hear the ill-treatment of another;
- Serious bullying, causing the child/adult at risk frequently to feel frightened or in danger;
- Exploiting and corrupting children.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse.

Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse. The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent/carer (e.g. over-anxious, or no attachment);
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Appeasing behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.

## Recognising Sexual Abuse

*Sexual Abuse (Children)* – This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral) sex or non-penetrative acts. Sexual abuse includes abuse of children through sexual

exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal. Prosecution of similar age, non-coerced sexual conduct between children over the age of 13 is not usual. However, where the child is under the age of 13, such conduct is classified as rape under the Sexual Offences Act 2003. Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of, pornographic materials; watching sexual activities or encouraging children to behave in sexually inappropriate ways.

*Sexual Abuse (Adults at Risk)* –Any direct or indirect sexual activity where the adult at risk cannot or does not agree to that activity.

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural. Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self-mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area;
- Blood on underclothes;

- Pregnancy in a child;
- Physical symptoms (e.g. injuries, bruising).

Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their likely background or behaviour. While media interest often focuses on ‘stranger danger’, research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

## Recognising Neglect

*Neglect (Children)* –“Neglect” means the persistent failure to meet a child’s basic physical and/or psychological needs, such as would be likely to result in the serious impairment of the child’s health or development. Neglect may involve a parent/carer 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 needs.

*Neglect and acts of omission (Adults at Risk)* –Neglect and acts of omission can include ignoring an adult at risk’s medical or physical care needs, failure to provide him/her with access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Professionals should establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting. Indicators of neglect include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);

- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect due to the level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include for e.g.:

- Domestic violence;
- Mental health issues;
- Learning disabilities;
- Substance misuse;
- Social isolation/exclusion

## **Recognising Bullying**

Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for the victims to defend themselves. The three main types of bullying are:

- Physical abuse (e.g. hitting, kicking, stabbing and setting alight), including such abuse when filmed with mobile telephones;
- Verbal abuse such as name-calling or threats – this type of non-physical bullying may include sexual harassment
- Emotional abuse (e.g. isolating an individual from the group or emotional blackmail).

Bullying can also include:

- Theft, commonly of mobile telephones;
- Information and communication technology (ICT)–based forms of abuse including mobile telephone/online (internet) message abuse (e.g. racist, sexist or homophobic);
- Mobile telephone or online (internet) visual image abuse – these can include real or manipulated images;

There is the potential for bullying wherever groups of children spend time together on a regular basis.

Bullying outside the home can be an indication that a child could be experiencing abuse at home.

Bullying can rapidly escalate into sexual or serious physical or emotional abuse.

The harm caused to children by the harmful bullying behaviour of other children can be significant (physical, sexual, emotional harm). Such abuse should be subject to the same safeguarding children procedures as apply in respect of children being abused by an adult.

### **Information and communication Technology (ICT)–based forms of abuse**

Information and communication technology (ICT)–based forms of child physical, sexual and emotional abuse can include bullying via mobile telephones or online (internet) with verbal and visual messages.

If a member of staff or a student suspects illegal or unacceptable use of School information technology resources they should report it to their line manager (staff) or Head of Department (students) see “Acceptable use and Security of IT. and Telecommunications equipment Policy for Staff and Students”.

**Stranger Abuse**–Stranger abuse refers to any abuse of a child perpetrated by an adult who is not a family member.

**Organised Abuse** –This may be defined as abuse involving one or more abuser and a number of related or nonrelated abused children young people and/or Adults at Risk. The abusers concerned may be acting in concert, (sometimes in isolation) or may be using an institutional framework or position of authority to recruit children for abuse. Organised and multiple abuse can occur both as part of a network of

abuse across a family or community, and within institutions such as residential homes or schools.

**Disabled Children** –Children with a disability may be generally more vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect than children who do not have a disability. Disabled children may be especially vulnerable to abuse for a number of reasons:

- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children;
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour;
- They may have an impaired capacity to resist or avoid abuse;
- They may have speech, language and communication needs which may make it difficult to tell others what is happening;
- They may not have access to someone they can trust to disclose that they have abused;

They are especially vulnerable to bullying and intimidation.

In summary:

- Child/adult at risk abuse exists and can present itself in any of the above forms or in combination.
- Children may be abused and/or neglected by their parents, carers, guardians or other trusted adults as well as by strangers.
- Abuse may be perpetrated by individuals, groups or networks of individuals.
- Children may also be abused by other children.



## **Appendix 3b – Recognising abuse (Adults at Risk)**

Many of the signs of physical abuse and neglect are the same as in child abuse but there are some additional signs of abuse in Adults at Risk.

At first, you might not recognise the signs of abuse. In elderly people, for instances, they may appear to be symptoms of dementia or signs of the elderly person's frailty.

Examples of adult abuse include:

### *General signs of abuse:*

- Where there is a carer, frequent arguments between the carer and the adult at risk.
- Changes in personality or behaviour in the adult at risk being abused.
- Isolation from usual network of friends, family or community

### *Physical abuse or neglect:*

- Report of a person taking too much of their medicines or not taking their medicines regularly (a prescription has more remaining than it should).
- Not getting to medical appointments
- Broken eye glasses or frames.
- Care service staff refusing to allow you to see the vulnerable person alone.
- Unusual weight loss because of not eating enough food or drinking enough fluids.
- Dirty living conditions: dirt, bugs, soiled bedding and clothes.
- Being left dirty or unbathed.
- Unsafe living conditions (no heat or running water; faulty electrical wiring, other fire hazards).

### *Financial exploitation may include:*

- Significant withdrawals from the adult at risk's bank account.
- Bills not being paid
- Items or cash missing.
- Suspicious changes in wills, power of attorney, policies or other documents.
- Suspicious addition of names to the person's signature card.
- Unnecessary services, goods or subscriptions.

**Stranger Abuse** – Stranger abuse refers to any abuse of an adult at risk perpetrated by someone outside the family/immediate social circle.

In summary:

- Child/adult at risk abuse exists and can present itself in any of the above forms or in combination.
- Adults at Risk may be abused and/or neglected by members of their family or by those providing services to them, as well as by strangers.
- Abuse may be perpetrated by individuals, groups or networks of individuals.
- Adults at Risk may also be abused by other adults at risk.

#### **Appendix 4 – Staff and Student Safeguarding Code of Conduct**

All staff are required to read the Safeguarding Policy and the Keeping Children Safe in Education 8 Page Summary (2014). All senior School students on a work placement as part of their programme of study which involves contact with children are required to read the Safeguarding policy.

All staff will undertake safeguarding training as part of their induction, and will have further safeguarding training at least every three years.

All students on a work placement will be provided with an appropriate briefing for their placement by the course tutor(s).

**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 that physical contact is appropriate and kept to a minimum**

- Where physical contact is necessary, tell the child or adult at risk what you are going to do before making contact

- Outward displays of affection are only appropriate in the case of comforting a distressed child and should normally occur only when another adult is present

### **Always maintain a professional relationship –**

Avoid any attempt to develop a relationship with a child or adult at risk outside of the lesson, project or activity. Never exchange personal information or personal contact details with a child. Never offer a child a lift or any kind of gift. Avoid making personal remarks, discussing personal matters or engaging in conversations with adult themes.

Staff should not confide personal details to children, and should never be party to gossip about colleagues or other children.

Do not have or perceive to have favourites. Do not develop social relationships with children or adults at risk. If you come into contact with a pupil in a social setting, try and move away. If this is not possible try and maintain a professional distance.

Do not accept monetary gifts from children or their family and tell those offering such gifts of the School's policy so they are not offended. If they wish to make a charitable donation, inform them of the School's fundraising pages on the website. A small, token, thank you gift (such as a box of chocolates) may be accepted from a child or their family however, it is unacceptable to receive gifts on a regular basis or of any significant value and in these cases it should be reported to the relevant departmental child protection lead who will monitor the appropriateness of any gifts received.

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### **One-to-one tuition**

Instrumental tuition sometimes takes place on an individual basis and therefore presents a particular risk. Special care therefore needs to be taken to avoid misunderstanding. The following guidelines should be followed:

- One-to-one lessons should take place at School in a room with a window to the corridor. The window must not be covered.
- When lessons necessarily take place off School premises, parents must agree to this in writing and if a lesson takes place in a student's or teacher's home, then the parents/carers must sit in on the lesson.

- One-to-one meetings should take place wherever possible in public or semi-public areas. If in doubt, leave the door open. If a meeting requires confidentiality, it should take place within the School in an office or classroom with a window and another member of staff should be informed in advance.
- Staff should not give a pupil a lift except in exceptional circumstances such as when a group of students are on tour and one becomes ill and needs to get to hospital. It may be in the student's best interests to be driven to hospital by a member of staff. In such circumstances another member of staff will also need to be present if possible.

### **Use of phones, electronic communications and e-media**

- Where email correspondence is exchanged with pupils this should always be professional, and parents or carers should be included in the correspondence.
- Where possible all electronic communications between staff and pupils should be done through the School's networking facilities using a School email address
- Over-familiarity or risqué language should be avoided
- Staff should never become "friends" with pupils on Facebook or other social networking sites.
- Pupils' personal data must be kept secure.
- Staff must uphold confidentiality about pupils and their families at all times.
- Safeguarding concerns will be shared with staff on a need to know basis. Staff must respect this.

### **Never put a child or vulnerable adult at risk.**

#### **Good practice in working with images of children/adults at risk**

It is essential that good practice is followed in respect of working with images of children/adults at risk. No photography or filming is carried out without parental or School permission.

The following good practice should be followed:

- Professional photographers and film-makers engaged by the School should be DBS checked or chaperoned and wear badges for identification. They

should be accompanied by a member of staff when working with children/adults at risk

- Professional photographers and film-makers engaged by Media or Press should always be accompanied and briefed on guidelines
- Where promotional pictures are taken at School activities every parent or carer should be asked to fill out a photo permission form clearly stating that they give their permission for any images to be used in documentation and publicity in print, in film or on the website by the School. The parent or carer must sign the form and provide contact details. Any parent or carer refusing permission has the right to ask for any images taken inadvertently to be destroyed. Photo permission forms are logged and securely stored for future reference.
- It is essential that no child is named in photographs or films in the public domain and members of the press should be briefed accordingly unless prior consent has been given.
- Access to images of children is restricted to DBS-checked staff in the media and marketing departments who are briefed on good practice.

**Any incidents which could be misinterpreted should be reported to the member of staff's line manager immediately and the Lead Safeguarding Contact as soon as possible.**

## **Appendix 5 – Further information and guidance**

There are a number of guidance documents, nationally and locally.

### **Guildhall School Policies**

Policy in relation to the admission and support for students entering the School under the age of 18 (Senior School only)

Admission of Students and Criminal Conviction Policy (Senior School only)

Hire of Outside premises policy

UK Travel Policy and Guidance

Overseas Travel Policy and Guidance

Acceptable use and Security of IT. and Telecommunications equipment Policy for Staff and Students

### **City of London and Hackney:**

City of London Safeguarding Policy (currently in draft)

City and Hackney Child Protection Guidelines 2008 a

London Child Protection Procedures, 4<sup>th</sup> edition, 2010

City of London Requirements for Off-Site Activities / Visits 2007

City & Hackney Protecting adults at risk: London multi-agency policy and procedures to safeguard adults from abuse, 2011

### **National Guidance**

Keeping Children Safe in Education Statutory guidance for schools and college April 2014

Safeguarding Children: Guidance for Higher Education Institutions

Working Together to Safeguard Children (2010)

What to do if you are worried a child is being abused (2003)

Keeping children safe in education (2013)

Guidance for safer working practice for adults who work with children and young people in educational settings (2009)

Statement of Government Policy on Adult Safeguarding (2013)

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## **Appendix 6 –disclosure form**

Child's or adult at risk's

name:\_\_\_\_\_

Date of birth: \_\_\_\_\_

Address of child/adult at risk\_\_\_\_\_

\_\_\_\_\_

Parent/carer contact details (where relevant):

\_\_\_\_\_

\_\_\_\_\_

Note the reason(s) for recording the incident. Ensure the following factual information is included: Who? What? When? Where? Offer an opinion where relevant (how and why might this have happened?) Substantiate the option. Attach a body map or other information if appropriate:

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Blank handwriting practice paper with horizontal lines and a large, light gray watermark reading "DRAFT" diagonally across the center.

**Please pass this form to the Lead or Secondary Safeguarding Contact**

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Name of staff member<sup>3</sup>

(printed)\_\_\_\_\_

Position:\_\_\_\_\_

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Date:\_\_\_\_\_Time:\_\_\_\_\_

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<sup>3</sup> Includes temporary, support staff contractors, volunteers, students on work placements

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