



Board of Governors of the Guildhall School of Music and Drama

Date: MONDAY, 7 SEPTEMBER 2015
Time: 1.45 pm
Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

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

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Lunch will be served in the Guildhall Club at 1pm
NB: Part of this meeting could be the subject of audio or video recording

John Barradell
Town Clerk and Chief Executive

AGENDA

Principal's Introduction to the Agenda

The School has been exceptionally busy during the summer vacation and a number of strategic issues have arisen, largely following the outcome of the 2015 General Election. The principal issues concern finance and the assessment of teaching quality, both of which follow in different ways from the Chancellor's summer budget and associated announcements by the new minister with responsibility for higher education, Jo Johnson. These issues, together with an outline analysis of the implications for the School, are discussed in the Principal's Strategic update (item 11). Given the degree of uncertainty in the system, much of which will not be resolved for at least six months, the School is proposing to defer a full review of the strategic plan until 2016. However, the majority of the items covered in this agenda will be addressed in a short, sharp strategic 'wash and brush up' during the autumn term. The Board is therefore asked to consider and advise as appropriate.

Other items are largely for information and cover summer term performances, summer schools at home and abroad, summer works in Silk St and the Centre for Music (Principal's General report, item 5). The annual safeguarding report (item 6) raises no issues of concern. Two substantive reports on under-18 provision (items 12a and 12b), together with mention of the CYM regional centres bring the Board up to date with the extent of the activity and the ways in which it plays to the national agenda for music education. The annual report on fundraising (item 13) underlines the long-term achievements of the fundraising team as well as signalling preparations for the next phase. Capital Cap and Finance reports (items 14, 16 and 17) underline the general message of the agenda that, no matter how well the School is performing educationally and artistically, the economic environment remains tough and the level of strategic challenge is undiminished.

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**
 - a) **Public Minutes of the Board**
To agree the public minutes and summary of the meeting held on 11 May 2015.

For Decision
(Pages 1 - 8)
 - b) ***Public Minutes of the Audit & Risk Management Committee**
To receive the public minutes of the Audit & Risk Management Committee held on 24 July 2015.

For Information
(Pages 9 - 14)
4. ***COUNTER-TERRORISM AND SECURITY ACT**
Report of the Remembrancer.

For Information
(Pages 15 - 38)
5. **PRINCIPAL'S GENERAL REPORT**
Report of the Principal.

For Information
(Pages 39 - 44)
6. **ANNUAL SAFEGUARDING REPORT AND SAFEGUARDING POLICY**
Report of the Safeguarding Lead, Guildhall School of Music and Drama.

For Decision
(Pages 45 - 80)
7. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
8. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

9. **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

10. **NON PUBLIC MINUTES**

a) **Non Public Minutes of the Board**

To agree the non-public minutes of the meeting held on 11 May 2015.

For Decision
(Pages 81 - 86)

b) ***Non Public Minutes of the Audit & Risk Management Committee**

To receive the non-public minutes of the Audit & Risk Management Committee held on 24 July 2015.

For Information
(Pages 87 - 90)

11. **PRINCIPAL'S STRATEGIC UPDATE**

Non Public Report of the Principal.

For Information
(Pages 91 - 98)

12. **UNDER 18 MATTERS**

a) **National Music Plan and cultural hub provision**

Report of the Vice Principal & Director of Music.

For Information
(Pages 99 - 118)

b) **Barbican/Guildhall Creative Learning**

Report of the Director of Creative Learning.

For Information
(Pages 119 - 140)

13. **DEVELOPMENT & ALUMNI RELATIONS OFFICE ANNUAL REPORT 2014-15**

Report of the Head of Development, Guildhall School of Music & Drama.

For Information
(Pages 141 - 150)

14. **BARBICAN AND GSMD CAPITAL CAP REPLACEMENT**
Report of the Chamberlain.

For Information
(Pages 151 - 168)
15. **GUILDHALL SCHOOL SCHOLARSHIPS FUND**
Report of the Principal of the Guildhall School of Music and Drama.

For Information
(Pages 169 - 176)
16. **5 YEAR FORECASTS SUBMITTED TO HEFCE AS PART OF THE ANNUAL ACCOUNTABILITY RETURN**
Report of the Chief Operating and Financial Officer.

For Decision
(Pages 177 - 184)
17. ***FINANCE UPDATE**
Report of the Chief Operating & Financial Officer.

For Information
(Pages 185 - 196)
18. ***DECISIONS TAKEN UNDER DELEGATED AUTHORITY AND/OR URGENCY PROCEDURES**
Report of the Town Clerk.

For Information
(Pages 197 - 198)
19. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
20. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

Part 3 - Members Only

21. **CONFIDENTIAL MINUTES**
To agree the Confidential minutes of the last meeting held on 11 May 2015.

For Decision
22. **CYM AND JAZZ**
The Principal to be heard.

For Information

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BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

Monday, 11 May 2015

Minutes of the meeting of the Board of Governors of the Guildhall School of Music and Drama held at Guildhall on Monday, 11 May 2015 at 1.45 pm

Present

Members:

Deputy John Bennett	Michael Hoffman
Sir Andrew Burns	Paul Hughes
Deputy John Chapman	Professor Barry Ife
Christina Coker	Vivienne Littlechild
Neil Constable	Kathryn McDowell
Marianne Fredericks	Alderman William Russell
Lucy Frew	John Scott
Alderman David Graves	Jeremy Simons
Jo Hensel	Angela Starling
Gareth Higgins	Alex Tostdevine

In Attendance

Deputy John Tomlinson	Chairman, Barbican Centre Board
Nicy Roberts	Centre for Young Musicians
Peter Young	Chairman, Guildhall School Trust

Officers:

Christian Burgess	Vice Principal and Director of Drama, Guildhall School of Music & Drama
Sean Gregory	Director of Creative Learning, Guildhall School of Music & Drama
Clive Russell	Director of Strategic Projects, Guildhall School of Music & Drama
Jonathan Vaughan	Vice Principal and Director of Music, Guildhall School of Music & Drama
Hannah Bibbins	Senior Projects Manager, Guildhall School of Music & Drama
Sarah Wall	Chamberlain's Department
Michael Bradley	City Surveyors' Department
Gregory Moore	Town Clerk's Department

1. APOLOGIES

Apologies were received from Jeremy Mayhew.

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

Alderman David Graves declared a non-pecuniary interest in respect of item 20, in view of the recommendation that he be awarded a Fellowship.

Christina Coker declared a non-pecuniary interest in respect of item 13(C), a part of that item being concerned with the proposed renewal of her term.

Both Members withdrew from discussion at the appropriate point for consideration of the relevant items.

Nicy Roberts also declared a personal interest in matters relating to the Centre for Young Musicians being a member of the CYM Monitoring Group, editor of CYM's termly magazine UPBEAT, and jointly responsible for 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 dated 23 April 2015 appointing the Board and setting out its Terms of Reference was received.

4. **ELECTION OF CHAIRMAN**

The Committee proceeded to elect a Chairman in accordance with Standing Order No.29. The Town Clerk read a list of Members eligible to stand and Deputy John Bennett, being the only Member who expressed his willingness to serve, was duly elected as Chairman of the Committee for the ensuing year.

The Chairman welcomed Deputy John Chapman and Vivienne Littlechild following their recent election to the Board and thanked outgoing Members Deputy John Barker and Ann Pembroke for their contribution and hard work whilst serving as Governors.

5. **ELECTION OF DEPUTY CHAIRMAN**

The Committee proceeded to elect a Deputy Chairman in accordance with Standing Order No. 30. Alderman David Graves, as the immediate past Chairman, in Common Council and willing to serve, was accordingly declared as the Deputy Chairman for the ensuing year.

Vote of Thanks to the Past Chairman

John Scott moved a vote of thanks to Alderman David Graves, the immediate past Chairman.

RESOLVED UNANIMOUSLY:

THAT at the conclusion of his three year term of office as Chairman of the Board of Governors of the Guildhall School of Music & Drama, his colleagues wish to convey to

DAVID ANDREW GRAVES, ALDERMAN

their sincere thanks and appreciation for the extraordinary dedication and interest he has shown in all aspects of the work of the Board and the Guildhall School of Music and Drama. His calm and considered approach has been invaluable in helping to evolve the School into a modern, world-leading Conservatoire.

UNDOUBTEDLY one of his most significant contributions has been his highly active involvement in the delivery of the Milton Court project. Involved not just as Chairman, David worked closely with the School for some years prior to his election in helping to convince residents of the benefits of the development, earning their support for the project. It is fitting therefore that Milton Court has now opened its doors during his tenure. This world-class venue opened in September 2013 and provides state-of-the-art performance and teaching spaces for both students and public visitors, including a 600 seat concert hall.

HIS Chairmanship has also seen the School successfully obtain degree-awarding powers, granted in early 2014. These powers enhance the prestige of the School and allow it to respond more effectively to the changing demands of the performing arts sector.

FINALLY, in taking leave of their Chairman, his colleagues wish to thank him for his commitment and for the extremely courteous manner in which he has presided over their deliberations during the past three years. We convey our good wishes for many more years of health and happiness are gratified to know that that his considerable knowledge and abilities will continue to benefit the School for years to come.

6. **APPOINTMENT OF SUB COMMITTEES**

A report of the Town Clerk was considered regarding the appointment of Members to serve on the Audit & Risk Management, Remuneration, Nominations, Reference, Finance & Resources and Governance & Effectiveness Sub Committees for 2015/2016. The report also put forward the Terms of Reference of each Sub Committee for approval and sought confirmation of the Board's representative on the Cultural Hub Working Party.

The Chairman emphasised that it was expected that Governors would serve on at least one Sub Committee. He also confirmed that he was happy to represent the Board on the Cultural Hub Working Party for the coming year.

RESOLVED – That the 2015/16 membership of the Sub Committees be approved as follows:

a) the **Audit & Risk Management Committee:**

- Christina Coker (elected Chairman of the Audit & Risk Management Sub Committee by the Board)
- Jeremy Simons
- Neil Constable
- Angela Starling
- Vacancy

b) the **Remuneration Committee:**

- Deputy John Bennett (Chairman)
- Alderman David Graves (Deputy Chairman)
- Barry Ife
- Sir Andrew Burns

- Neil Constable
- Jeremy Simons
- Paul Hughes
- Alderman William Russell

c) the **Nominations Committee:**

- Deputy John Bennett (Chairman)
- Alderman David Graves (Deputy Chairman)
- Barry Ife (Principal)
- Sir Andrew Burns (co-opted Governor)
- Christina Coker (co-opted Governor)
- Marianne Fredericks (Common Councilman)
- Paul Hughes (co-opted Governor)
- Jo Hensel (Academic Staff)
- John Scott (Common Councilman)
- Jeremy Simons (Common Councilman)

d) the **Reference Sub Committee:**

- Deputy John Bennett (Chairman)
- Alderman David Graves (Deputy Chairman)
- Sir Andrew Burns
- Michael Hoffman
- Vivienne Littlechild
- Alderman William Russell

e) the **Finance & Resources Committee:**

- Deputy John Bennett (Chairman)
- Alderman David Graves (Deputy Chairman)
- Deputy John Chapman
- Marianne Fredericks
- Michael Hoffman
- Alderman William Russell
- John Scott

f) the **Governance & Effectiveness Committee:**

- Sir Andrew Burns (Chairman)
- Deputy John Bennett (Deputy Chairman)
- Christina Coker (Chairman, Audit & Risk Management Sub Committee)
- Barry Ife (Principal)
- Gareth Higgins
- Lucy Frew

7. **PUBLIC MINUTES**

a) **Public Board Minutes**

The public minutes and summary of the Board meeting held on 2 May 2015 were approved as a correct record.

Matters Arising

Pavement Leaks

The Director of Strategic Projects advised that a solution and price had been agreed and clarity gained about the type of membrane required to remedy the problems. However, confirmation was still awaited from the Highways department that instruction had been given to re-pave the street following the works; this was a prerequisite for works to take place. A Governor, also the Chairman of the Streets & Walkways Sub-Committee, asked the Director to pass the relevant information on to her in order that she might assist in eliciting a response.

Gold Medal Competition

The Principal advised that all parties had now discussed and agreed a way forward in line with the Board's decision at the previous meeting; indeed, agreement had been achieved sufficiently swiftly that it had been possible to bring the changes in to effect for the forthcoming competition and there would only be one "winner" henceforth.

In terms of the other prizes, it was advised that the Worshipful Company of Musicians had agreed to allocate their Silver Medal to another competition; similarly, the Worshipful Company of Glass Sellers had agreed to award their trophy to the winner of the Beethoven Piano Prize. Sheriff and Alderman Parmley had also offered to allocate his financial prize to the winner of the Accompanist Prize.

b) Public Minutes of the Finance & Resources Committee

The public minutes of the Finance & Resources Committee held on 16 April 2015 were received.

c) Public Minutes of the Nominations Committee

The public minutes of the Nominations Committee held on 6 May 2015 were received.

8. PRINCIPAL'S GENERAL REPORT (PUBLIC SECTION)

The Board received a report of the Principal updating on various items including awards and prizes, international activity and visual development.

International Activity

The Principal provided Governors with an update on the School's international activity with a particular focus on the School's efforts to raise its profile in China. Given the sheer size of China and the School's limited resources, adopting a targeted approach to maximise the impact of engagement intelligently would be vital. The Principal took the opportunity to thank the Chinese Cultural Counsellor in London, Mr Xiang Xiaowei, who had provided invaluable advice and assistance to the School to date and also informed Governors of the close ongoing work with the Central Academy of Drama (Beijing) and the Shanghai Grand Theatre. These two high-profile institutions would help to raise the School's profile in China substantially; in addition, recent talks had taken place with the National Theatre and the Royal Opera House which could see the

School delivering a significant technical theatre training programme to Chinese practitioners on behalf of the latter institution.

Annual report

The School's annual report had now been published and all Governors should have received a copy; the School had received positive feedback to date on the quality of its new visual identity and corporate publications.

Committee of University Chairmen

Reference was made to the recent issuing of robust guidance on university governance by the Committee of University Chairmen. These new governance requirements would need to be complied with and the Principal had been speaking with Sir Andrew Burns with a view to programming appropriate discussions at meetings of the Board's Governance and Effectiveness Committee in the autumn.

Reflective Conservatoire Conference

The Principal commented on the success of the School's recent Reflective Conservatoire Conference, which had been attended by a large number of delegates from across the world. A Governor who had attended the Conference took the opportunity to echo the Principal's comments, congratulating the School on its success and noting the importance of such events in maintaining the institution's status amongst the world's elite conservatoires. She suggested that the focus of the Conference, which had looked at drawing together artistic research from across the globe, would be of significant interest to Governors and could form the basis of a forthcoming Away Day.

9. GATEWAY 7 OUTCOME REPORTS – MUSIC HALL

a) Gateway 7 Outcome Report - Music Hall Phase 1

Members considered a Gateway 7 report of the Principal of the Guildhall School of Music and Drama concerning the outcome of Phase 1 of an improvement project relating to the Music Hall at the School.

RESOLVED – That the lessons learnt be noted and the Project be closed.

b) Gateway 7 Outcome Report - Music Hall Phase 2

Members considered a Gateway 7 report of the Principal of the Guildhall School of Music and Drama concerning the outcome of Phase 2 of an improvement project relating to the Music Hall at the School.

RESOLVED – That the lessons learnt be noted and the Project be closed.

10. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

CYM Annual Concert

A Member took the opportunity encourage all Governors to attend the next CYM Annual Concert, which would take place on 19 March 2016 at Milton Court. It was asked that this date be recorded in the minutes in order that Members might diarise the event.

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

There were no urgent items.

12. **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
13a – 13b	3
13c	1
14 - 19	3
20	1
21	3
24	3

13. **NON PUBLIC MINUTES**

a) **Non Public Board Minutes**

The non-public minutes of the meeting held on 2 May 2015 were approved as a correct record.

b) **Non Public Minutes of the Finance & Resources Committee**

The non-public minutes of the Finance & Resources Committee held on 16 April 2015 were received.

c) **Non Public Minutes of the Nominations Committee**

The non-public minutes of the Nominations Committee meeting held on 6 May 2015 were received.

Matters Arising

Reappointment of Christina Coker – RESOLVED: That the recommendation of the Nominations Committee, proposing that Christina Coker be reappointed to the Board for a third three-year term effective November 2015, be agreed.

14. **PRINCIPAL'S GENERAL REPORT (NON-PUBLIC MATTERS)**

The Board received a report of the Principal providing a general update on non-public matters affecting the School.

15. **FINANCE REVIEW**

The Committee received a report of the Chief Operating and Financial Officer which provided an update on the Guildhall School of Music and Drama's Finance Review.

16. **DRAFT BUDGET MANUAL**

The Board received a report of the Chief Operating & Financial Officer setting out the draft budget manual for 2015/16.

17. **FEES SCHEDULE 2016/17**

The Board considered and approved a report of the Principal relative to the School's headline tuition fees for the 2016/17 entry.

18. **REGIONAL CENTRES FOR YOUNG MUSICIANS**

The Board considered and approved a report of the Principal providing an update on the two regional centres and proposing an operational model for the establishment of future regional centres.

19. **ACCESS AGREEMENT 2016**

The Board received a report of the Principal setting out the School's access agreement for the coming year.

20. **RECOMMENDATION FOR FELLOWSHIPS AND HONORARY FELLOWSHIPS**

Alderman David Graves, Hannah Bibbins and Jonathan Vaughan left the room for this item.

The Committee considered and approved a report of the Principal recommending to Governors eleven nominations for fellowships and honorary fellowships for the 2015/16 session.

21. **CAPITAL CAP EXTENSION**

The Board considered and approved a report of the Director of Operations & Buildings setting out proposals for the extension of the School's capital/supplementary revenue programme to 2016/17.

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

There were no questions.

23. **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.

24. **STAFFING MATTERS**

The Principal provided Governors with an update on a staffing matter.

The meeting ended at 3.55 pm

Chairman

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

Friday, 24 July 2015

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 1 - 2nd Floor West Wing, Guildhall on Friday, 24 July 2015 at 1.45 pm

Present

Members:

Christina Coker (Chairman)
Neil Constable

Jeremy Simons

Officers:

Professor Barry Ife
Gemma Stokley
Michael Dick
Chris Harris
Scott Morgan
Dipo Udonsi

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

1. APOLOGIES

There were no apologies for absence.

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.

The Town Clerk reported that, in accordance with Standing Order No. 30. (3) (a), the immediate past Chairman had chosen to exercise his right to serve as Deputy Chairman for the ensuing year.

RESOLVED – That Jeremy Simons be elected to serve as Deputy Chairman for the ensuing year.

4. PUBLIC MINUTES

The public minutes of the meeting held on 23 January 2015 were considered and approved as a correct record.

MATTERS ARISING

Public Performance Programme at Milton Court (page 3) – In response to a question from the Chairman, the Principal reported that the Director of Music at

the Guildhall School of Music and Drama and the Head of Music at the Barbican Centre were well aware of the issues relating to this matter and that they were working to try and progress this. In response to a further question, the Principal confirmed that the Barbican Centre currently made a net contribution to the Guildhall School for the use of Milton Court but that that this contribution was less than had been anticipated.

5. **INTERNAL AUDIT UPDATE REPORT**

The Committee received a report of the Chamberlain providing Members with an update on the progress of Internal Audit reviews undertaken within the Guildhall School since the last report made in January 2015.

The Head of Audit and Risk Management introduced the report by stating that he felt there had been many positive outcomes from recent reviews and was pleased to report that no systems currently in place were inadequate. With regard to the amber recommendations within the report, the Committee were informed that the School's management team had responded well to these and were currently progressing them.

The Head of Audit and Risk Management went on to reassure the Committee that all outstanding audit fieldwork from 2013/14 and 2014/15 had now been completed as of 31 March 2015. Dates had also now been confirmed for all future audits and no future delays were therefore anticipated.

With regard to the 'Indicative Audit Plan 2015/16 – 2019/20' set out as an appendix to the report, the Committee were informed that years 2,3, 4 and 5 were very much subject to review at this stage. Following a conversation with the Chairman it had also been suggested that the number of days currently assigned to 'Satellite Operations' in 2015/16 be reduced.

In response to a question regarding temporary staff and professional fees, the Principal confirmed that the type of temporary agency staff being brought in were largely to cover administrative roles. However, he stated that the School's latest show had involved a staff Director but an external Designer and Music Director. He added that this was normal practice and that these costs were budgeted for as part of the costs associated with each production.

With regards to the Student Bar, the Director of Operations & Buildings stated that the stock referred to at paragraph 17 of the report were not "free issues" but were at sale price with a less than usual mark up. In response to questions regarding stock control the Head of Audit and Risk Management stated that this could be 'spot checked' in order to determine if there were still ongoing issues. The Director of Operations & Buildings added that management had plans to look at the systems used to record stock takes going forwards.

In response to further questions regarding the Student Bar, the Director of Operations & Buildings confirmed that the School did not have a new Catering Director as referred to in the report. He suggested that this might actually be a reference to the new Senior Manager for Baxter Storey. The Chairman questioned the current contract arrangements. The Head of Audit and Risk

Management stated that Internal Audit felt a formal contract should be entered into but it was for the School to look at this and either formalise the current arrangements or make a decision that what was already in place was sufficient if any future dispute were to arise.

In response to a question from the Deputy Chairman, the Principal reported that the School often let out their premises and that bar facilities were therefore required for this purpose. The Committee were also informed that the bar facilities were important in terms of reputation. The Director went on to state that the School's Student Union often hosted inter-collegiate events using the bar facilities. He added that there would also be pricing issues for students wanting to use outside bars in the local area.

With regards to Student Awards, Bursaries and Scholarships, the Chairman questioned if there were any underlying weaknesses in this area. The Head of Audit and Risk Management confirmed that there were no particular problems with the systems in place and that, overall, just one amber recommendation had been made. The Principal confirmed that whilst, in a small minority of cases, the arrangements for the administration of funding for students were not fully evidenced in the required format, the School were content that all scholarships had been correctly awarded. The Principal went on to state that he believed that the recommendation around more regular checks regarding the calculation, payment and reconciliation of maintenance scholarships to students would be implemented. He agreed that the recommendation was a sensible one going forwards.

The Committee went on to discuss the Strategic Information Technology System (SITS) and recognised that, whilst this system worked well operationally, there seemed to be a secondary issue regarding 'back up' arrangements.

In response to a question, the Principal undertook to report back to the Committee as to current backup arrangements. The Principal recognised that the recommendations arising from the SITS review were helpful warnings and stated that he was keen to see these implemented as soon as possible.

Following some comments received from students in a recent Student Survey, the Principal questioned whether it would be possible to audit the delivery of principal studies in the future. The Head of Audit and Risk Management stated that this could be factored in to future plans at the Principal's request, particularly if the number of hours assigned to other areas were reduced for reasons of efficiency.

In response to questions around the 'Schedule of Internal Audit Projects 2015/16' the Head of Audit and Risk Management reported that the Procurement of Goods and Services review would take place in August 2015 but that a start date was still to be confirmed for the review of Satellite Operations.

RESOLVED – That Members:

- Note the outcome from internal audit work completed since the last update report; and
- Note current progress against the internal audit plan.

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

There were no questions.

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

There were no urgent items of business for consideration.

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:-

Item	Paragraph
9-11	3

9. **NON PUBLIC MINUTES**

The non-public minutes of the meeting held on 23 January 2015 were considered and approved as a correct record.

10. **GUILDHALL SCHOOL OF MUSIC & DRAMA RISK REGISTER**

The Committee received a report of the Chief Operating & Financial Officer providing Members with assurance that risk management procedures in place within the School are satisfactory and that they meet the requirements of the corporate Risk Management Framework.

11. **FINANCE REVIEW**

The Committee received a report of the Chief Operating & Financial Officer setting out the Period 12 review for 2014/15 and the Period 2 review for 2015/16.

12. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE AUDIT & RISK MANAGEMENT COMMITTEE**

A member raised a question regarding the future governance of the School.

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

There were no urgent items of business for consideration in the non-public session.

The meeting ended at 3.05 pm

Chairman

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Committee:	Date:
Board of Governors of the Guildhall School of Music and Drama	7 th September 2015
Subject: Counter-Terrorism and Security Act	Public
Report of: Remembrancer	For Information

Summary

This Report advises the Board of the relevant provisions of the Counter-Terrorism and Security Act, which places two new duties on governing bodies of educational institutions, including the Guildhall School of Music and Drama. First, the Board will need to have due regard to the need to prevent people from being drawn into terrorism. Second, the Board will need to co-operate with panels put in place by local authorities to identify and provide support to those who are vulnerable to being drawn into terrorism.

Recommendation

It is recommended that the Board receive this Report.

Main Report

1. The Counter-Terrorism and Security Act passed quickly through Parliament earlier this year, and came into force during the summer. Most attention was focused on measures to restrict the ability of British citizens to return to the United Kingdom after going abroad to participate in terrorist activities. This Report deals with two new duties which apply to the governing bodies of educational institutions (whether in the public or private sector), including the Guildhall School of Music and Drama. The duties are intended to provide a statutory footing for two pre-existing initiatives: the '*Prevent*' strategy and the '*Channel*' programme.
2. First, the Board, as the governing body of the School, is placed under a general duty to "have due regard to the need to prevent people from being drawn into terrorism." This is known as the '*Prevent* duty'. The Secretary of State has issued statutory guidance about how the duty is to be put into practice. The general parts of the guidance, together with specific guidance directed at higher education institutions, are appended to this Report. The Board is required have regard to this guidance. If the Secretary of State considers that an institution is failing adequately to fulfil its duty, then she may issue binding directions in order to secure its performance.
3. The Board is required under the Act to have "particular regard" to freedom of speech and academic freedom when implementing the *Prevent* duty. This

provision was inserted in response to concerns raised in Parliament about the potential effects of the duty on the freedom of speech on campuses.

4. Second, the Board (along with other “partner” bodies) is placed under a duty to co-operate “so far as appropriate and reasonably practicable” with panels set up by local authorities in order to identify and provide support to those who are vulnerable to being drawn into terrorism. Each local authority will have to ensure that such a panel is in place for its area, and the panel will include representatives from the local authority and the police. The first duty of the panel will be to assess the extent to which identified individuals are vulnerable to being drawn into terrorism. If the panel then considers that any individual should be offered support to reduce his vulnerability, it will be able to prepare a “support plan” for the individual and make arrangements for its implementation. Alternatively, the panel will be able to refer individuals to health or social care services.

Appendices

- Extracts from “Revised *Prevent* duty guidance for England and Wales” and “*Prevent* Duty Guidance for higher education institutions in England and Wales”, Home Office, July 2015.

Background Papers

Report of the Remembrancer on the Counter-Terrorism and Security Bill:

- Police Committee, 16th January 2015
- Policy and Resources Committee, 22nd January 2015
- Community and Children’s Services Committee, 13th February 2015
- Safer City Partnership Strategy Group, 3rd March 2015

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HM Government

Revised *Prevent* Duty Guidance: for England and Wales

Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Contents

- A. Status and Scope of the Duty.....2
- B. Introduction.....2
- C. A risk-based response to the *Prevent* duty.....3
- D. Monitoring and enforcement.....5
- E. Sector-specific guidance.....6
 - Local authorities.....6
 - Schools (excluding higher and further education).....10
 - The health sector.....13
 - Prisons and probation.....15
 - The police.....19
- F. Glossary of terms.....21

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A. Status and Scope of the Duty

Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

1. Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

2. The list of specified authorities subject to the provisions can be found in Schedule 6 to the Act. Further details can be found in the sector-specific sections of this guidance.

3. The duty applies to specified authorities in England and Wales, and Scotland. Counter terrorism is the responsibility of the UK Government. However, many of the local delivery mechanisms in Wales and Scotland, such as health, education and local government, are devolved. We will ensure close cooperation with the Scottish and Welsh Governments in implementing the Prevent duty where there are interdependencies between devolved and non-devolved elements. There is separate guidance for specified authorities in Scotland.

4. The duty does not confer new functions on any specified authority. The term “due regard” as used in the Act means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. This purpose of this guidance is to assist authorities to decide what this means in practice.

- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

7. Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the *Prevent* strategy as: “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

8. The *Prevent* strategy was explicitly changed in 2011 to deal with all forms of terrorism and with non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. It also made clear that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

9. Our *Prevent* work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa’ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

10. Islamist extremists regard Western intervention in Muslim-majority countries as a ‘war with Islam’, creating a narrative of ‘them’and‘us’. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then

claim to have a solution.

11. The white supremacist ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts.

12. In fulfilling the duty in section 26 of the Act, we expect all specified authorities to participate fully in work to prevent people from being drawn into terrorism. How they do this, and the extent to which they do this, will depend on many factors, for example, the age of the individual, how much interaction they have with them, etc. The specified authorities in Schedule 6 to the Act are those judged to have a role in protecting vulnerable people and/or our national security. The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010.

13. This guidance identifies best practice for each of the main sectors and describes ways in which they can comply with the duty. It includes sources of further advice and provides information on how compliance with the duty will be monitored. Sector-specific guidance for Further Education and Higher Education institutions subject to the *Prevent* duty has been published separately and should be read alongside this guidance.

B. Introduction

5. The *Prevent* strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, *CONTEST*. The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

6. The 2011 *Prevent* strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;

C. A risk-based approach to the *Prevent* duty

14. In complying with the duty all specified authorities, as a starting point, should demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body. This risk will vary greatly and can change rapidly; but no area, institution or body is risk free. Whilst the type and scale of activity that will address the risk will vary, all specified authorities will need to give due consideration to it.

15. There are three themes throughout the sector-specific guidance, set out later in this

document: effective leadership, working in partnership and appropriate capabilities.

Leadership

16. For all specified authorities, we expect that those in leadership positions:

- establish or use existing mechanisms for understanding the risk of radicalisation;
- ensure staff understand the risk and build the capabilities to deal with it;

- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively.

Working in partnership

17. Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

Capabilities

18. Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term “extremism” and the relationship between extremism and terrorism (see section B, above).

19. Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

20. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.

Sharing information

21. The *Prevent* programme must not involve any covert activity against people or communities. But specified authorities may need to share personal information to ensure, for example,

that a person at risk of radicalisation is given appropriate support (for example on the Channel programme). Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level. When considering sharing personal information, the specified authority should take account of the following:

- necessity and proportionality: personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;
 - consent: wherever possible the consent of the person concerned should be obtained before sharing any information about them;
 - power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998;
 - Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act and any confidentiality obligations that exist.
22. There may be some circumstances where specified authorities, in the course of *Prevent*-related work, identify someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity must be referred to the police.

D. Monitoring and enforcement

23. All specified authorities must comply with this duty and will be expected to maintain appropriate records to show compliance with their responsibilities and provide reports when requested.

Central support and monitoring

24. The Home Office currently oversees *Prevent* activity in local areas which have been identified as priorities for this programme, and will provide central monitoring for the new duty. The Home Office shares management (with local authorities) of local *Prevent* co-ordinator teams.

25. The Home Office will:

- draw together data about implementation of *Prevent* from local and regional *Prevent* co-ordinators (including those in health, further and higher education), the police, intelligence agencies and other departments and inspection bodies where appropriate;
- monitor and assess *Prevent* delivery in up to 50 *Prevent* priority areas;
- maintain contact with relevant departments and escalate issues to them and inspectorates where appropriate;
- support the *Prevent* Oversight Board, chaired by the Minister for Immigration and Security, which may agree on further action to support implementation of the duty.

26. Where a specified body is not complying with the duty, the *Prevent* Oversight Board may recommend that the Secretary of State use the power of direction under section 30 of the Act. This power would only be used when other options for engagement and improvement had been exhausted. The power would be used only to ensure the implementation and delivery of the *Prevent* duty. It is also capable of being exercised in respect of Welsh specified authorities, and would be used following consultation with Welsh Ministers.

Inspection regime in individual sectors

27. Central support and monitoring will be supported by existing inspection regimes in specific sectors. Not every specified authority has a suitable inspection regime and in some areas it may be necessary to create or enhance existing regimes.

28. We will work with the Welsh Government on *Prevent* monitoring arrangements and provide support to Welsh inspection regimes as required.

E. Sector-specific guidance

Local authorities

29. With their wide-ranging responsibilities, and democratic accountability to their electorate, local authorities are vital to *Prevent* work. Effective local authorities will be working with their local partners to protect the public, prevent crime and to promote strong, integrated communities.

Specified local authorities

30. The local authorities that are subject to the duty are listed in Schedule 6 to the Act. They are:

- a county council or district council in England;
- the Greater London Authority;
- a London borough council;
- the Common Council of the City of London in its capacity as a local authority;
- the Council of the Isles of Scilly;
- a county council or county borough council in Wales; and
- a person carrying out a function of an authority mentioned in section 1 (2) of the Local Government Act 1999 by virtue of a direction made under section 15 of that Act.

31. Other local authorities, including stand-alone fire and rescue authorities, are not listed in the Act and are not subject to the duty, but it is anticipated, considering their wider prevention role, that in many areas they will be partners in local efforts to prevent people from being drawn into terrorism.

32. In fulfilling the new duty, local authorities, including elected members and senior officers should be carrying out activity in the following areas.

Partnership

33. Local authorities should establish or make use of an existing local multi-agency group to agree risk and co-ordinate *Prevent* activity.

Many local authorities use Community Safety Partnerships but other multi-agency forums may be appropriate.

34. It is likely that links will need to be made to other statutory partnerships such as Local Safeguarding Children Boards Safeguarding Adults Boards, Channel panels and Youth Offending Teams.

35. It will be important that local or regional *Prevent* co-ordinators have access to senior local authority leadership to give advice and support.

36. We expect local multi-agency arrangements to be put in place to effectively monitor the impact of *Prevent* work.

37. *Prevent* work conducted through local authorities will often directly involve, as well as have an impact on local communities. Effective dialogue and coordination with community-based organisations will continue to be essential.

Risk assessment

38. We expect local authorities to use the existing counter-terrorism local profiles (CTLPs), produced for every region by the police, to assess the risk of individuals being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Guidance on CTLPs is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118203/counter-terrorism-local-profiles.pdf

39. This risk assessment should also be informed by engagement with *Prevent* co-ordinators, schools, registered childcare providers, universities, colleges, local prisons, probation services, health, immigration enforcement Youth Offending Teams and others, as well as by a local authority's own knowledge of its area.

40. We would expect local authorities to incorporate the duty into existing policies and procedures, so it becomes part of the day-to-day work of the authority. The duty is likely to be relevant to fulfilling safeguarding responsibilities in that local authorities should ensure that there are clear and robust safeguarding policies to identify children at risk. This guidance should be read in conjunction with other relevant safeguarding guidance, in particular Working Together to Safeguard Children (<https://www.gov.uk/government/publications/working-together-to-safeguard-children>).

Action plan

41. With the support of co-ordinators and others as necessary, any local authority that assesses, through the multi-agency group, that there is a risk should develop a *Prevent* action plan. This will enable the local authority to comply with the duty and address whatever risks have been identified.

42. These local action plans will identify, prioritise and facilitate delivery of projects, activities or specific interventions to reduce the risk of people being drawn into terrorism in each local authority. Many of these projects and activities will be community based.

Staff training

43. Local authorities will be expected to ensure appropriate frontline staff, including those of it's contractors, have a good understanding of *Prevent* are trained to recognise vulnerability to being drawn into terrorism and are aware of available programmes to deal with this issue.

44. Local authority staff will be expected to make appropriate referrals to Channel (a programme which provides support to individuals who are at risk of being drawn into terrorism which is put on a statutory footing by Chapter 2 of Part 5 of the Counter-Terrorism and Security Act 2015) and ensure that Channel is supported by the appropriate organisation and expertise. Guidance on the Channel programme can be found here:

<https://www.gov.uk/government/publications/channel-guidance>

Use of local authority resources

45. In complying with the duty we expect local authorities to ensure that publicly-owned venues and resources do not provide a platform for extremists and are not used to disseminate extremist views. This includes considering whether IT equipment available to the general public should use filtering solutions that limit access to terrorist and extremist material.

46. We expect local authorities to ensure that organisations who work with the local authority on *Prevent* are not engaged in any extremist activity or espouse extremist views.

47. Where appropriate, we also expect local authorities to take the opportunity when new contracts for the delivery of their services are being made to ensure that the principles of the duty are written in to those contracts in a suitable form.

Collaboration between areas

48. In two-tier areas, county and district councils will need to agree proportionate arrangements for sharing the assessment of risk and for agreeing local *Prevent* action plans. It is expected that neighbouring areas will also agree proportionate arrangements for sharing the assessment of risk and for agreeing local *Prevent* action plans as appropriate.

Prevent priority areas

49. The Home Office will continue to identify priority areas for *Prevent*-related activity. Priority areas will, as now, be funded to employ a local *Prevent* co-ordinator to give additional support and expertise and additional Home Office grant funding is available for *Prevent* projects and activities. The Home Office will continue to have oversight of local *Prevent* co-ordinators and the funding, evaluation and monitoring of these projects.

Other agencies and organisations supporting children

50. A range of private and voluntary agencies and organisations provide services or, in some cases, exercise functions in relation to children. The duty applies to those bodies, which include, for example, children's homes and independent fostering agencies and bodies exercising local authority functions whether under voluntary delegation arrangements or via the use of statutory intervention powers. These bodies should ensure they are part of their local authorities' safeguarding arrangements and that staff are aware of and know how to contribute to *Prevent*-related activity in their area where appropriate.

Out-of-school settings supporting children

51. Many children attend a range of out-of-school settings other than childcare including supplementary schools, and tuition centres to support home education. These settings are not regulated under education law. Local authorities should take steps to understand the range of activity and settings in their areas and take appropriate and proportionate steps to ensure that children attending such settings are properly safeguarded (which should include considering whether children attending such settings are at risk of being drawn into extremism or terrorism). In assessing the risks associated with such settings, local authorities should have regard to whether the settings subscribe to voluntary accreditation schemes and any other evidence about the extent to which the providers are taking steps to safeguard the children in their care. Where safeguarding concerns arise, local authorities should actively consider how to make use of the full range of powers available to them to reduce the risks to children, including relevant planning and health and safety powers.

Monitoring and enforcement

52. In fulfilling its central monitoring role (section D above) the Home Office can (and already does) scrutinise local *Prevent* action plans, project impact and overall performance. It will also consider work with local authority 'peers' to provide targeted assistance and help authorities develop good practice.

53. The Government anticipates that local authorities will comply with this duty and work effectively with local partners to prevent people from being drawn into terrorism. Where there are concerns about compliance, the Government may need to consider the appropriateness of using existing mechanisms such as section 10 of the Local Government Act 1999. This allows the Secretary of State to appoint an inspector to assess an authority's compliance with its statutory "best value" duty in relation to one or more of the specified functions.

54. If the Secretary of State is satisfied that a council in England has failed to discharge its "best value" duty in relation to the new *Prevent* duty, it would be open to him to use his powers under Section 15 of the Local Government Act 1999 to intervene. This could include requiring the council to undertake specific actions, appointing Commissioners and transferring some of the council's functions to them. The Secretary of State must consult the council before issuing a direction. The Secretary of State may also direct a local inquiry to be held into the exercise by the authority of specified functions. Welsh Ministers' powers of intervention in relation to a Welsh council that has failed to discharge its "improvement" duties are set out in the Local Government (Wales) Measure 2009.

55. If the Secretary of State is satisfied that a local authority is failing to perform any function relating to education, childcare or children's social care to an adequate standard he may use his powers under section 497A or the Education Act 1996 (applied to childcare under section

15(3) of the Children's Act, and children's social care under section 50(1) of the Children Act 2004) to take whatever action is deemed expedient to achieve necessary improvement. In Wales, Welsh Ministers have the power to intervene under the School Standards and Organisation (Wales) Act 2013. These intervention measures are considered in cases where Ofsted inspections (or Estyn in Wales) identify inadequate practice and serious concerns about practice in relation to safeguarding, adoption and looked-after children. The Care and Social Services Inspectorate Wales (CSSIW) has a role here in terms of care settings and standards.

56. In addition to the powers above, the Act provides the Secretary of State with the power to issue a direction where a local authority has failed to discharge the duty (see paragraph 26, above).

Schools and registered childcare providers (excluding higher and further education).

57. In England about eight million children are educated in some 23,000 publicly-funded and around 2,400 independent schools. The publicly-funded English school system comprises maintained schools (funded by local authorities), and academies (directly funded by central government). In Wales, over 450,000 children attend Local Authority maintained schools, and there are 70 independent schools.¹

58. All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. These standards also apply to academies (other than 16-19 academies), including free schools, as they are independent schools. 16-19 academies may have these standards imposed on them by the provisions of their funding agreement with the Secretary of State.

59. In Wales, independent schools set their own curriculum, but must comply with Independent Schools Standards made by the Welsh Ministers. These Standards also include a requirement to promote the spiritual, moral, social and cultural development of pupils.

60. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to

keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

61. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

62. This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>;

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>;

63. In Wales it should be read alongside Keeping learners safe²:

<http://wales.gov.uk/docs/dcells/publications/150114-keeping-learners-safe.pdf>.

64. The authorities specified in paragraph 65 below are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an

atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996. Similar duties are placed on the proprietors of independent schools, including academies (but not 16-19 academies) by the Independent School Standards.

Education and childcare specified authorities

65. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- the proprietors³ of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies⁴
- pupil referral units
- registered early years childcare providers⁵
- registered later years childcare providers⁶
- providers of holiday schemes for disabled children
- persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and
- persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

66. In fulfilling the new duty, we would expect the specified authorities listed above to demonstrate activity in the following areas.

Risk assessment

67. Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

68. Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Working in partnership

69. In England, governing bodies and proprietors of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB). In Wales, Local Service Boards provide strategic oversight.

³ Reference in this guidance to the 'proprietor' in the case of a maintained school, maintained nursery school and non-maintained special school is a reference to the governing body of the school.

⁴ Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006

⁵ Those registered under Chapter 2 or 2a of Part 3 of the Childcare Act 2006, including childminders

⁶ Those registered under Chapter 3 or 2a of Part 3 of the Childcare Act 2006, including childminders

² Keeping Learners Safe includes advice on radicalisation on page 51

¹ Schools Census results on Wales.gov.uk

Staff training

70. Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. *Prevent* awareness training will be a key part of this.

IT policies

71. Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Monitoring and enforcement

72. The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects the specified authorities in England listed above, with the exception of some privately funded independent schools. When assessing the effectiveness of schools, Ofsted inspectors already have regard to the school's approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these. Maintained schools are subject to intervention, and academies and free schools may be subject to termination of their funding agreement, if they are judged by Ofsted to require significant improvement or special measures, or if they fail to take the steps required by their local authority, or for academies or free schools by the Secretary of State pursuant to their funding agreement, as applicable, to address unacceptably low standards, serious breakdowns of management or governance or if the safety of pupils or staff is threatened. In Wales, all publicly funded schools are inspected by Estyn.

73. Ofsted inspects 16-19 academies under the Common Inspection Framework for further education and skills.

74. Privately funded independent schools in England are inspected by Ofsted or one of three independent inspectorates. In Wales, Estyn inspects independent schools. If they fail to meet the Independent School Standards, they must remedy the problem or be subject to regulatory action by the Department for Education or the Welsh Government, which could include de-registration (which would make their continued operation unlawful).

75. Early education funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free early years entitlement.

76. Ofsted's current inspection framework for early years provision reflects the requirements in the Statutory Framework for the Early Years Foundation Stage.

The health sector

77. Healthcare professionals will meet and treat people who may be vulnerable to being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

78. The key challenge for the healthcare sector is to ensure that, where there are signs that someone has been or is being drawn into terrorism, the healthcare worker is trained to recognise those signs correctly and is aware of and can locate available support, including the Channel programme where necessary. Preventing someone from being drawn into terrorism is substantially comparable to safeguarding in other areas, including child abuse or domestic violence.

79. There are already established arrangements in place, which we would expect to be built on in response to the statutory duty.

Health specified authorities

80. The health specified authorities in Schedule 6 to the Act are as follows:

- NHS Trusts
- NHS Foundation Trusts

81. NHS England has incorporated *Prevent* into its safeguarding arrangements, so that *Prevent* awareness and other relevant training is delivered to all staff who provide services to NHS patients. These arrangements have been effective and should continue.

82. The Chief Nursing Officer in NHS England has responsibility for all safeguarding, and a safeguarding lead, working to the Director of Nursing, is responsible for the overview and management of embedding the *Prevent* programme into safeguarding procedures across the NHS.

83. Each regional team in the NHS has a Head of Patient Experience who leads on safeguarding in their region. They are responsible for delivery

of the *Prevent* strategy within their region and the health regional *Prevent* co-ordinators (RPCs).

84. These RPCs are expected to have regular contact with *Prevent* leads in NHS organisations to offer advice and guidance.

85. In Wales, NHS Trusts and Health Boards have CONTEST *Prevent* leads and part of multi-agency structures where these are in place. This guidance should be read in conjunction with *Building Partnerships-Staying Safe* issued by the Department of Health and Social Services, which provides advice to healthcare organisations on their role in preventing radicalisation of vulnerable people as part of their safeguarding responsibilities.

86. In fulfilling the duty, we would expect health bodies to demonstrate effective action in the following areas.

Partnership

87. All Sub Regions within the NHS should, under the NHS England Accountability and Assurance Framework, have in place local Safeguarding Forums, including local commissioners and providers of NHS Services. These forums have oversight of compliance with the duty, and ensure effective delivery. Within each area, the RPCs are responsible for promoting *Prevent* to providers and commissioners of NHS services, supporting organisations to embed *Prevent* into their policies and procedures, and delivering training.

88. We would expect there to be mechanisms for reporting issues to the National *Prevent* sub board.

89. We would also expect the *Prevent* lead to have networks in place for their own advice and support to make referrals to the Channel programme.

90. Since April 2013 commissioners have used the NHS Standard Contract for all commissioned services excluding Primary Care, including private and voluntary organisations. Since that time, the Safeguarding section of the contract

has required providers to embed *Prevent* into their delivery of services, policies and training. This should now be bolstered by the statutory duty.

Risk Assessment

91. All NHS Trusts in England have a *Prevent* lead who acts as a single point of contact for the health regional *Prevent* co-ordinators, and is responsible for implementing *Prevent* within their organisation. To comply with the duty, staff are expected, as a result of their training, to recognise and refer those at risk of being drawn into terrorism to the *Prevent* lead who may make a referral to the Channel programme. Regional health *Prevent* co-ordinators are able to provide advice and support to staff as required. In Wales, Health is a member of the Wales Contest Board and similar arrangements are in place.

Staff Training

92. The intercollegiate guidance, *Safeguarding Children and Young people: roles and competences for health care staff* includes *Prevent* information and identifies competencies for all healthcare staff against six levels.

93. The training should allow all relevant staff to recognise vulnerability to being drawn into terrorism, (which includes someone with extremist ideas that are used to legitimise terrorism and are shared by terrorist groups), including extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups, and be aware of what action to take in response, including local processes and policies that will enable them to make referrals to the Channel programme and how to receive additional advice and support.

94. It is important that staff understand how to balance patient confidentiality with the duty. They should also be made aware of the information sharing agreements in place for sharing information with other sectors, and get advice and support on confidentiality issues when responding to potential evidence that

someone is being drawn into terrorism, either during informal contact or consultation and treatment.

95. We would therefore expect providers to have in place:

- Policies that include the principles of the *Prevent* NHS guidance and toolkit, which are set out in *Building Partnerships, Staying Safe: guidance for healthcare organisations*, which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215253/dh_131912.pdf

- A programme to deliver *Prevent* training, resourced with accredited facilitators;
- Processes in place to ensure that using the intercollegiate guidance, staff receive *Prevent* awareness training appropriate to their role; and
- Procedures to comply with the *Prevent* Training and Competencies Framework.

Monitoring and enforcement

96. Within the NHS, we expect local safeguarding forums, including local commissioners and providers of NHS Services to have oversight of fulfilling the duty and ensuring effective delivery.

97. Externally, Monitor is the sector regulator for health services in England ensuring that independent NHS Foundation Trusts are well led so that they can provide quality care on a sustainable basis. The Trust Development Authority is responsible for overseeing the performance of NHS Trusts and the Care Quality Commission is the independent health and adult social care regulator that ensures these services provide people with safe, effective and high quality care. In Wales, the Healthcare Inspectorate Wales, and the Care and Social Services Inspectorate Wales could be considered to provide monitoring arrangements. We will work with the Welsh Government to consider the arrangements in Wales.

98. We are considering whether these internal arrangements are robust enough to effectively

monitor compliance with the duty or whether the duty should be incorporated into the remit and inspection regimes of one of the existing health regulatory bodies, or another body.

Prisons and probation

99. As an executive agency of the Ministry of Justice, the National Offender Management Service (NOMS) is responsible for protecting the public and reducing re-offending through delivery of prison and probation services.

100. There are 122 prisons in England and Wales including 14 prisons operated under contract by private sector organisations. There are around 85,000 prisoners in custody at any one time and 150,000 individuals in custody during a 12 month period.

101. Probation services are delivered by the National Probation Service (NPS), which supervises high-risk and other serious offenders, and 21 Community Rehabilitation Companies (CRCs), which supervise low and medium-risk offenders. NOMS is currently responsible for around 220,000 offenders under probation supervision, subject either to community sentences or to licence conditions after release from custody.

102. This responsibility for public protection and reducing re-offending gives both prisons and probation services a clear and important role both in working with offenders convicted of terrorism or terrorism-related offences and in preventing other offenders from being drawn into terrorism and the extremist ideas that are used to legitimise terrorism and are shared by terrorist groups.

Criminal justice specified authorities

103. The criminal justice specified authorities listed in Schedule 6 to the Act are as follows:

- prisons and Young Offender Institutions (YOI), including those that are contracted out;
- the under-18 secure estate (under-18 YOI, Secure training centres and Secure care homes;

- secure training centres;
- the National Probation Service; and
- Community Rehabilitation Companies.

Prisons

104. NOMS manages the risk of offenders being drawn into, or reverting to, any form of offending as part of its core business (identifying and managing the risks presented by offenders).

105. To comply with the duty we would expect public and contracted out prisons to carry out activity in the following areas.

Preliminary risk assessment

106. Prisons should perform initial risk assessments on reception, including cell-sharing risk assessments, and initial reception and induction interviews to establish concerns in relation to any form of extremism, be that faith based, animal rights, environmental, far right, far left extremism or any new emerging trends.

107. Contact with prisons chaplaincy should take place, as an integral part of the induction process. Any concerns raised as a result of chaplaincy contact with prisoners, including any concerns about extremism, should be reported throughout the sentence.

108. Prisoners should have regular contact with trained staff who will report on behaviours of concern.

109. Appropriate information and intelligence sharing should take place, for example with law enforcement partners, to understand whether extremism is an issue and to identify and manage any behaviours of concern.

Assessing ongoing risk and interventions

110. For offenders convicted of terrorist or terrorist-related offences, mainstream offender management processes will be used to determine whether interventions are necessary. These are intended to challenge the index offence and can include, where appropriate, intervention disruption and relocation.

111. Where concerns around someone being drawn into terrorism (which includes someone with extremist ideas that are used to legitimise terrorism and are shared by terrorist groups) are identified, either during the early days in custody or later, prison staff should report accordingly, through the intelligence reporting system. All such reporting should be regularly assessed by specialist staff in conjunction with the police.

112. Where such concerns are identified an establishment should look to support that individual. This could take the form of moving them away from a negative influence or providing them with mentoring from the relevant chaplain providing religious classes or guidance.

113. Management actions could also include a reduction in privilege level, anti-bullying intervention, adjudication or segregation. Alternatively, it may be appropriate to provide theological, motivational and behavioural interventions.

114. Intelligence and briefing packages targeted at staff working with terrorist and extremist prisoners and those at risk of being drawn into terrorism should continue to be made available and delivered. These should continue to be jointly delivered by appropriately trained prison staff and police, and will be updated as required. In complying with this duty, extremism awareness training provided to new staff should be increased.

Transition from custody to supervision in the community

115. Pre-release planning should take place for all prisoners, including those subject to sentences less than 12 months, who will now receive some level of post-release supervision. Prisons, probation providers and the police should consider what risks need to be managed in the community including those that have arisen whilst in custody and indicate a vulnerability to being drawn into terrorism. Where this is the case, a Channel referral will be considered as part of the risk management plans and a referral to Channel made at the earliest opportunity where

appropriate.

116. For offenders already convicted of terrorism or terrorism-related offences, prisons will complete appropriate pre-release processes such as Multi-Agency Public Protection Arrangements (MAPPA) with relevant agencies including the police and the NPS. These processes ensure that the requirements of the duty are met in the management of terrorist offenders in the community with the NPS the lead agency in MAPPA for such cases.

117. For all prisoners, where sufficient remaining sentence time permits, a formal multi-agency meeting which includes the police and the probation counter terrorism lead, should take place to inform decisions after release. This will ensure that partner agencies work together to share relevant information and put provision in place to manage the risk or any outstanding concerns. This can apply to periods of Release on Temporary Licence, Home Detention Curfew as well as eventual release on licence.

118. Where insufficient time remains, police and probation staff should be given fast time briefing by prison counter-terrorism staff as above and the National Probation Service CT lead will ensure the probation provider in the community is aware of the information, the risks and relevant personnel within partner agencies.

Staff training

119. In complying with the duty, we would expect all new prison staff to receive Prevent awareness training (tailored specifically to the prison environment). For staff already in post, this should be provided through specialist training and briefing packages that cover working with extremist behaviour. This training can be delivered in partnership with the police and be available to those members of staff who work most closely with terrorist and identified extremist prisoners. All staff should have an understanding of general intelligence systems, reporting and procedures to enable them to report on extremist prisoners and those vulnerable to extremist messaging.

Under-18 secure estate

120. The under-18 secure estate differs in terms of governance and service provision to that of the prisons and probation services for adults.

121. The Youth Justice Board (YJB) has a statutory responsibility to commission secure services for children and young people under the age of 18 and has a statutory duty to place children and young people sentenced or remanded by the courts into secure establishments.

The under -18 secure estates consists of:

- **Secure Children's Homes (SCHs)**
Secure children's homes are run by local authority children's services, overseen by the Department of Health and the Department for Education. They have a high ratio of staff to young people and are generally small facilities, ranging in size from six to forty beds.
- **Secure Training Centres (STC)**
Secure training centres are purpose-built centres for young offenders up to and including the age of 17. They are run by private operators under contracts, which set out detailed operational requirements. There are currently three STCs in England.
- **Young Offender Institutions (YOI)**
Young offender institutions are facilities run by both the Prison Service and the private sector and can accommodate 15 to 21-year-old male offenders.

122. We would expect that staff at each secure estate and Youth Offending Teams (YOT) overseeing the care of the child or young person would receive appropriate training in identifying and managing those at risk of being drawn into terrorism.

123. As part of the ongoing care and monitoring of each child or young person, any indication of risk should be identified and a referral made to Channel if appropriate

Probation

124. To comply with the duty we would expect

all providers of probation services, particularly the National Probation Service (NPS) and Community Rehabilitation Companies (CRCs) to demonstrate that they are delivering activities under all of the following categories.

Leadership

125. We would expect every NPS division to have a designated probation counter-terrorism lead (PCTL) to provide the leadership necessary at a regional level to ensure processes for identifying, assessing and managing high-risk terrorist offenders are followed. We would expect PCTLs to provide a consultative role to CRCs.

Partnerships

126. In all partnership working we would expect that all providers of probation services will comply with the duty; for example both the NPS and CRCs are partners in local Community Safety Partnerships (CSPs). Active participation in CSPs will enable all probation providers to work together with other partners to share information and develop joint referrals and interventions.

Risk assessment

127. We would expect probation staff to adopt an investigative stance in undertaking risk assessments as they should in all cases. Where there are concerns, albeit these may be intelligence led, about someone being at risk of being drawn into terrorism this should initially be recorded in the core risk assessment.

128. Additionally, we would expect existing risk assessment processes to be supplemented by specialist assessments, for example, extremism risk screening. We would expect PCTLs to provide a consultative role to CRCs in doing this, where appropriate.

129. For offenders already convicted of terrorist or terrorism-related offences we would expect the NPS to work in partnership with other agencies, including prisons and the police, to manage any risks identified via MAPPA and to provide bespoke interventions where relevant. For offenders who have not been convicted

of a terrorism-related offence and may not be MAPPA eligible, but who are subsequently at risk of being drawn into terrorism, we would expect probation providers to have processes in place to escalate these cases to other agencies or otherwise refer the offender for appropriate interventions – for example to the Channel programme.

Staff training

130. We would expect probation providers to ensure that all staff receive appropriate training in identifying and managing those at risk of being drawn into terrorism including those with extremist ideas that can be used to legitimise terrorism and are shared by terrorist groups. *Prevent* awareness training has already been given to probation staff in recent years. In complying with the duty, we expect this and other relevant *Prevent* training to continue.

131. In the future, we expect *Prevent* awareness training to be included within the Probation Qualification Framework, which is completed by all newly qualified probation staff in both the NPS and CRCs. In addition PCTLs should lead the development of, for example, faith awareness or Extremism Risk Screening training of local training and staff development to supplement the *Prevent* awareness training. This should focus on emerging issues and any new support and interventions that become available.

Monitoring and enforcement for prisons and probation

132. Within prisons, we would expect compliance with the duty to be monitored and enforced internally by:

- mandatory compliance with Prison Service Instructions and Orders which define policy and best practice; and
- regular assessment of levels and risk of extremism and radicalisation internally via regional counter-terrorism co-ordinators.

133. Externally, our preference is to use existing inspection regimes where appropriate to do so. We consider that a thematic inspection by HM Inspector of Prisons could be a useful addition to the monitoring arrangements outlined above.

134. For probation providers, internally, we would expect compliance with the duty to be reinforced by detailed operational guidance set out in Probation Instructions. CRCs are contractually required to comply with the mandatory actions in relevant Probation Instructions and a similar requirement exists for the NPS in Service Level Agreements. Compliance with Probation Instructions is monitored and assured internally by contract management and audit functions within NOMS and the Ministry of Justice

135. Externally, we consider that a thematic inspection by HM Inspector of Probation could be a useful addition to the monitoring arrangement outlined above.

136. The YJB monitors the flow of young people through the Youth Justice system identifying the needs and behaviours of young offenders working closely with local partners to improve the support available.

The police

137. The police play an essential role in most aspects of *Prevent* work alongside other agencies and partners. They hold information which can help assess the risk of radicalisation and disrupt people engaged in drawing others into terrorism (which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit). The Police work alongside other sectors in this document to play a galvanising role in developing local *Prevent* partnerships and bring together a wide range of other organisations to support local delivery of *Prevent*.

138. The police are uniquely placed to tackle terrorism and whilst it is acknowledged that the Police Service will designate dedicated *Prevent* roles within Policing, a key objective for the police is to ensure that *Prevent* is embedded into all aspects of policing including patrol, neighbourhood and safeguarding functions. In fulfilment of their duties consideration must be given to the use of all suitable police resources, not just those specifically designed as *Prevent*.

Police specified authorities

139. The police specified authorities listed in Schedule 6 to the Act are as follows:

- police forces in England and Wales;
- Police and Crime Commissioners;
- the British Transport Police;
- port police forces; and
- the Civil Nuclear Police Authority

140. In fulfilling the new duty we would expect the police to take action in the following areas.

Prosecute, disrupt and deter extremists

141. In complying with the duty, police should engage and where appropriate disrupt extremist activity, in partnership with other agencies. We expect the police to prioritise projects to

disrupt terrorist and extremist material on the internet and extremists working in this country. Officers should consider the full range of investigative and prosecution options when it comes to disrupting extremist behaviour, including the use of public order powers where appropriate. This may include:

- Enforcing terrorist proscription and public order legislation;
- Working with local authorities to consider municipal powers, including local highways and leafleting by-laws, using safeguarding of young people legislation;
- Advising other specified authorities, for example local authorities or universities, to develop venue booking processes and good practice;
- Lawfully disrupting or attending events involving extremist speakers in both private and municipal establishments;
- Providing high visibility police presence at relevant events in public places.

Supporting vulnerable individuals

142. *Prevent* requires a multi-agency approach to protect people at risk from radicalisation. When vulnerable individuals are identified the police will undertake the following:

- In partnership with other agencies including the local authority, consider appropriate interventions, including the Channel programme, to support vulnerable individuals;
- Work in partnership with and support Channel Panels chaired by local authorities to co-ordinate Channel partners and Channel actions;
- Support existing, and identify potential new Intervention Providers.

Partnership and risk assessment

143. The police should:

- Engage fully with the local multi-agency groups that will assess the risk of people being drawn into terrorism, providing (where appropriate) details of the police counter-terrorism local profile (CTLP);
- Support the development and implementation by the multi agency group of a Prevent action plan to address that risk;
- Support local authority Prevent co-ordinators, regional further and higher education co-ordinators, regional health Prevent leads and regional NOMS Prevent co-ordinators in carrying out their work;
- Co-ordinate the delivery of the Channel programme by accepting referrals, including acting as a conduit for Channel referrals with partners; and
- Ensure Prevent considerations are fully embedded into counter-terrorism investigations.

144. The success of Prevent work relies on communities supporting efforts to prevent people being drawn into terrorism and challenging the extremist ideas that are also part of terrorist ideology. The police have a critical role in helping communities do this. To comply with the duty, we would expect the police, to support others including local authorities, to build community resilience by:

- Supporting local authority Prevent Coordinators in developing Prevent-related projects and action plans;
- Supporting the Charity Commission in providing guidance to avoid money being inadvertently given to organisations which may endorse extremism or terrorism and enforcing legislation where fraud offences are identified.
- Supporting opportunities to develop community challenges to extremists; and
- Collate and analyse community tension reporting across the UK that enables police

and partners to identify and respond to emerging concerns.

Monitoring and enforcement

145. The Strategic Policing Requirement makes clear that Police and Crime Commissioners (PCCs) and Chief Constables must demonstrate that they have contributed to the government's counter terrorism strategy (CONTEST). This includes the Prevent programme, where they are required to take into account the need to identify and divert those involved in or vulnerable to radicalisation. The Home Secretary can direct a PCC to take specific action to address a specific failure.

146. HM Inspectorate of Constabulary (HMIC) is the statutory body for inspecting the police. They can carry out thematic inspections and can be asked to inspect a particular force or theme by the Home Secretary.

F. Glossary of terms

'Having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Interventions' are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

'Safeguarding' is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist-related activity.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.



HM Government

Prevent Duty Guidance:
for higher education
institutions in England
and Wales

This sector specific guidance for higher education institutions in England and Wales subject to the Prevent duty is additional to, and is to be read alongside, the general guidance contained in the Revised Prevent Duty Guidance issued on 16th July 2015.

Higher education

1. Section 26(1) of the Counter-Terrorism and Security Act 2015 (“the Act”) imposes a duty on “specified authorities”, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. Certain higher education bodies (“Relevant Higher Education Bodies”, or “RHEBs”) are subject to the section 26 duty. RHEBs’ commitment to freedom of speech and the rationality underpinning the advancement of knowledge means that they represent one of our most important arenas for challenging extremist views and ideologies. But young people continue to make up a disproportionately high number of those arrested in this country for terrorist-related offences and of those who are travelling to join terrorist organisations in Syria and Iraq. RHEBs must be vigilant and aware of the risks this poses.

2. Some students may arrive at RHEBs already committed to terrorism; others may become radicalised whilst attending a RHEB due to activity on campus; others may be radicalised whilst they are at a RHEB but because of activities which mainly take place off campus.

Higher education specified authorities

3. The higher education institutions specified in Schedule 6 to the Act fall into two categories:

- the governing body of qualifying institutions within the meaning given by section 11 of the Higher Education Act 2004.

- private higher education institutions that are not in receipt of public funding from the Higher Education Funding Council for England (HEFCE) or the Higher Education Funding Council Wales (HEFCW) but have similar characteristics to those that are. This includes governing bodies or proprietors of institutions not otherwise listed that have at least 250 students, excluding students on distance learning courses, undertaking courses of a description mentioned in Schedule 6 to the Education Reform Act 1988 (higher education courses).

4. Most of these institutions already have a clear understanding of their Prevent related responsibilities. Institutions already demonstrate some good practice in these areas. We do not envisage the new duty creating large new burdens on institutions and intend it to be implemented in a proportionate and risk-based way.

5. Compliance with the Prevent duty requires that properly thought through procedures and policies are in place. Having procedures and policies in place which match the general expectations set out in this guidance will mean that institutions are well placed to comply with the Prevent duty. Compliance will only be achieved if these procedures and policies are properly followed and applied. This guidance does not prescribe what appropriate decisions would be - this will be up to institutions to determine, having considered all the factors of the case.

6. We would expect RHEBs to be delivering in the following areas.

External Speakers and Events

7. In order to comply with the duty all RHEBs should have policies and procedures in place for the management of events on campus and use of all RHEB premises. The policies should apply to all staff, students and visitors and clearly set out what is required for any event to proceed.

8. The RHEB clearly needs to balance its legal duties in terms of both ensuring freedom of speech and academic freedom, and also protecting student and staff welfare. Although it predates this legislation, Universities UK produced guidance in 2013 to support institutions to make decisions about hosting events and have the proper safeguards in place: <http://www.universitiesuk.ac.uk/highereducation/Pages/Externalspeakersinhighereducationinstitutions.aspx>

9. The Charity Commission also produced guidance on this matter in 2013: <https://www.gov.uk/government/publications/charities-and-terrorism> and https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/351342/CT-5.pdf

10. Encouragement of terrorism and inviting support for a proscribed terrorist organisation are both criminal offences. RHEBs should not provide a platform for these offences to be committed.

11. Furthermore, when deciding whether or not to host a particular speaker, RHEBs should consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event should not be allowed to proceed except where RHEBs are entirely convinced that such risk can be fully mitigated without cancellation of the event. This includes ensuring that, where any event is being allowed to proceed, speakers with extremist views that could draw people into terrorism are challenged with opposing views as part of that same event, rather than in a separate forum. Where RHEBs are in any doubt that the risk cannot be fully mitigated they should exercise caution and not allow the event to proceed.

12. We would expect RHEBs to put in place a system for assessing and rating risks associated with any planned events, which provides evidence to suggest whether an event should proceed, be cancelled or whether action is

required to mitigate any risk. There should also be a mechanism in place for assessing the risks associated with any events which are RHEB-affiliated, funded or branded but which take place off-campus and for taking swift and appropriate action as outlined in paragraph 11.

13. Additionally, institutions should pay regard to their existing responsibilities in relation to gender segregation, as outlined in the guidance produced in 2014 by the Equality and Human Rights Commission: http://www.equalityhumanrights.com/sites/default/files/publication_pdf/Guidance%20for%20universities%20and%20students%20unions%2017-07-14.pdf

14. RHEBs should also demonstrate that staff involved in the physical security of the institution's estate have an awareness of the Prevent duty. In many instances, this could be achieved through engagement with the Association of University Chief Security Officers (AUCSO). Where appropriate and legal to do so, an institution should also have procedures in place for the sharing of information about speakers with other institutions and partners.

15. But managing the risk of radicalisation in RHEBs is not simply about managing external speakers. Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity. Where radicalisation happens off campus, the student concerned may well share his or her issues with other students. Changes in behaviour and outlook may be visible to university staff. Much of this guidance therefore addresses the need for RHEBs to have the necessary staff training, IT policies and student welfare programmes to recognise these signs and respond appropriately.

Partnership

16. In complying with this duty we would expect active engagement from senior management of the university (including, where appropriate, vice chancellors) with other partners including police and BIS regional higher and further education

Prevent co-ordinators. We would expect institutions to seek to engage and consult students on their plans for implementing the duty.

17. Given the size and complexity of most institutions we would also expect RHEBs to make use of internal mechanisms to share information about Prevent across the relevant faculties of the institution. Having a single point of contact for operational delivery of Prevent related activity may also be useful.

18. We would expect institutions to have regular contact with the relevant Prevent co-ordinator. These co-ordinators will help RHEBs comply with the duty and can provide advice and guidance on risk and on the appropriate response. The contact details of these co-ordinators are available on the Safe Campus Communities website: www.safecampuscommunities.ac.uk.

Risk assessment

19. RHEBs will be expected to carry out a risk assessment for their institution which assesses where and how their students might be at risk of being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Help and support will be available to do this.

20. We would expect the risk assessment to look at institutional policies regarding the campus and student welfare, including equality and diversity and the safety and welfare of students and staff. We would also expect the risk assessment to assess the physical management of the university estate including policies and procedures for events held by staff, students or visitors and relationships with external bodies and community groups who may use premises, or work in partnership with the institution.

Action Plan

21. With the support of co-ordinators, and others as necessary, any institution that identifies a risk should develop a Prevent action plan to set out the actions they will take to mitigate this risk.

Staff Training

22. Compliance with the duty will also require the institution to demonstrate that it is willing to undertake Prevent awareness training and other training that could help the relevant staff prevent people from being drawn into terrorism and challenge extremist ideas which risk drawing people into terrorism. We would expect appropriate members of staff to have an understanding of the factors that make people support terrorist ideologies or engage in terrorist-related activity. Such staff should have sufficient training to be able to recognise vulnerability to being drawn into terrorism, and be aware of what action to take in response. This will include an understanding of when to make referrals to the Channel programme and where to get additional advice and support.

23. We would expect the institution to have robust procedures both internally and externally for sharing information about vulnerable individuals (where appropriate to do so). This should include appropriate internal mechanisms and external information sharing agreements where possible.

24. BIS offers free training for higher and further education staff through its network of regional higher and further education Prevent co-ordinators. This covers safeguarding and identifying vulnerability to being drawn into terrorism and can be tailored to suit each institution or group of individuals.

Welfare and pastoral care/chaplaincy support

25. RHEBs have a clear role to play in the welfare of their students and we would expect there to be sufficient chaplaincy and pastoral support available for all students.

26. As part of this, we would expect the institution to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline arrangements for managing prayer and faith facilities (for example an oversight committee) and for dealing with any issues arising from the use of the facilities.

IT policies

27. We would expect RHEBs to have policies relating to the use of their IT equipment. Whilst all institutions will have policies around general usage, covering what is and is not permissible, we would expect these policies to contain specific reference to the statutory duty. Many educational institutions already use filtering as a means of restricting access to harmful content, and should consider the use of filters as part of their overall strategy to prevent people from being drawn into terrorism.

28. To enable the university to identify and address issues where online materials are accessed for non-research purposes, we would expect to see clear policies and procedures for students and staff working on sensitive or extremism-related research. Universities UK has provided guidance to help RHEBs manage this, which available at <http://www.universitiesuk.ac.uk/highereducation/Pages/OversightOfSecuritySensitiveResearchMaterial.aspx>

Student unions and societies

29. Institutions should have regard to the duty in the context of their relationship and interactions with student unions and societies. They will need to have clear policies setting out the activities that are or are not allowed to take place on campus and any online activity directly related to the university. The policies should set out what is expected from the student unions and societies in relation to Prevent including making clear the need to challenge extremist ideas which risk drawing people into terrorism. We would expect student unions and societies to work closely with their institution and co-

operate with the institutions' policies.

30. Student unions, as charitable bodies, are registered with the Charity Commission and subject to charity laws and regulations, including those that relate to preventing terrorism. Student Unions should also consider whether their staff and elected officers would benefit from Prevent awareness training or other relevant training provided by the Charity Commission, regional Prevent co-ordinators or others.

Monitoring and enforcement

31. The Secretary of State will appoint an appropriate body to assess the bodies' compliance with the Prevent duty. A separate monitoring framework will be published setting out the details of how this body will undertake monitoring of the duty.

Committee(s):	Date(s):	Item no.
Board of Governors of the Guildhall School of Music & Drama	7 September 2015	
Subject: Principal's General Report		
Report of: Principal	Public	
	For Information	
<u>Summary</u>		
<p>This report updates the Board on a number of current issues:</p> <ul style="list-style-type: none"> • Awards and prizes • Summer activities • Summer schools at Guildhall • Centre for Music • Strategic update <p>Recommendation: that the Board receives the report and notes its contents.</p>		

Main report

1 Awards and prizes

This has been an exceptional year of achievement for the keyboard department, and the Board will be pleased to note the following awards in major international competitions. This record displays both the strength in depth of the students and the quality of teaching across the department:

Kristiina Rokashevich

- 1st Prize, Brant International Piano Competition

Scott MacIsaac

- 2nd Prize, Brant International Piano Competition
- 3rd Prize Christopher Duke Piano Competition

Marina Koka

- Overall winner of the Tunbridge Wells International Young Concert Artist Competition (all the finalists in the piano section were from the School)

- 2nd Prize in the Dudley International Piano Competition

Mishka Rushdie Momen

- 1st Prize in the Dudley International Piano Competition

Alex Soares

- Gold Medal and 1st Prize in the Royal Overseas League Music Competition (three of the five finalists in the piano section were from Guildhall)

Jinah Shim (MMus, student of Martin Roscoe, Noriko Ogawa and Ronan O'Hora)

- 1st Prize Christopher Duke Piano Competition
- Awarded place on the Making Music 2015 Young Concert Artists Scheme

Morisot Piano Trio (Amarins Wierdsma – violin, Yoanna Prodanova – cello, Mihai Ritivoiu – piano)

- Winners of the Cavatina Intercollegiate chamber music competition at Royal Academy of Music

Mihai Ritivoiu (Artist Diploma, student of Joan Havill)

- 3rd prize in Teresa Llacuna International Piano Competition, Valence

Evgeni Geenchev (Artist Diploma, student of Ronan O'Hora and Martin Roscoe)

- 4th Prize Sheepdrove Piano Competition 2015

Ana Gogava (BMus Year 4, student of Philip Jenkins)

- Awarded the Hortense Anda Prize for the most talented young pianist in the 2015 Geza Anda International Piano Competition in Zurich

Other Departments

Johannes Kammler (Guildhall Artist Masters - Vocal Training, student of Rudolf Piernay)

- Accepted into the Opera Studio of the Bavarian State Opera

Savitri Grier (Guildhall Artist Masters – violin, student of David Takeno)

- Named as a YCAT Artist

Julia Astrid Wagner (Guildhall Artist Masters – cello, student of Ursula Smith)

- Named as Aboyne Cello Festival Young Artist 2015

Vincent Bruggeman (BMus Year 4 – Baritone, student of David Pollard)

- Winner of the Deutsch Bank Awards for Creative Enterprise

Helena Kay (BMus Year 3 – jazz, student of Gareth Lockrane, Nikki Iles, Christian Forshaw and Paul Stevens)

- Winner of the 2015 Scottish Young Jazz Musician of the Year

James Garner and Anna Pool (BMus Composition Year 4)

- Commissioned by English Touring Opera to create a new opera *Dust Child*, which will tour the UK in 2016

Alumni

Linos Piano Trio (Prach Boondiskulchok – piano, Konrad Elias-Trostmann - violin, Vladimir Waltham – cello)

- 1st Prize in the Piano Trio section of the Melbourne International Chamber Music Competition

Junior Guildhall

Gabrielle Woodward

- Finalist in the National Centre for Early Music Young Composers Award 2015

William Thomas (Trumpet)

- Winner of various solo classes at Richmond Music Festival and winner of Instrumentalist of the Year 2015
- Winner of Kingston Young Musician 2015

Yao-Chih Kuo (Piano and Violin)

- Winner of the Advanced Category local and regional rounds EPTA (UK) competition

Molly Rowan Sharples (Violin and Harp)

- Winner in Mid Somerset Festival solo string class and Young Musician of Dyfed 2015

2 Summer activities

The summer term concluded with outstanding projects in both music and drama. The School collaborated with the LSO in mounting a first performance of Jonathan Dove's community opera *The Monster in the Maze* and gave a side-by-side performance of Walton's Symphony No 1, both conducted by Sir Simon Rattle. Both were remarkable achievements and demonstrated the value of the increased collaboration taking place

between the School and the LSO and gave an indication of what we might expect once Sir Simon is in post. A similar project will take place in July 2016.

The end-of-year musical, *Guys and Dolls*, was a huge success both on the stage and in the pit, and well as being a now routine triumph for the technical theatre department. The two gala nights realised close to £24,000 towards the scholarships fund.

For the second year running, the opera department held a summer school at Fontainebleau featuring, this year, a composers' workshop. The theme of the *stage* was 'Les liaisons d'été', with seven performances in the municipal theatre and the Salle des Colonnes at the chateau. The centrepiece was a set of newly-composed scenes based on the novel *Les liaisons dangereuses* by Choderlos de Laclos, and the festival ended with two performances of classic scenes by Mozart, Bellini, Britten, Bizet and others. Performances were extremely well attended. The spring 2016 opera scenes will tour to Fontainebleau en route to Budapest.

Immediately after the opera school, Christian Burgess held an extended acting workshop in Fontainebleau, following the drama department's regular, long-standing three-year participation in the Prima del Teatro summer school in San Miniato, Italy. These events are both developmental for the students and staff involved and are helping to raise the School's profile in other parts of Europe.

The LSSO undertook an extremely successful summer tour to Spain, with performances in Burgos and Salamanca.

The School exercised the right to award its own degrees for the first time, following the acquisition of degree-awarding powers in April 2014. Postgraduate, resit and deferred assessment boards will meet in the early autumn and a full analysis of outcomes will be presented to the Board in November. Graduation this year will take place on Friday 6 November.

3 Summer schools at Guildhall

Over three weeks of July and August the School ran 18 summer schools across Music, Technical Theatre and Acting. We welcomed almost 400 participants from all over the world, from the age of 10 to 72. The feedback for all courses has been excellent. The 2015 programme has made £214,290 gross (£119k net of direct costs). Residential courses also brought in an additional £41k (gross) in Sundial bookings. These figures do not include the adult Drama summer school, for which final figures were not available at the time of writing, and the West End Stage summer school, which is budgeted to make a profit of £95k.

This is a good performance, especially in the light of the extensive summer works taking place in the Silk St building, which have restricted access to many parts of the School, including the theatre.

4 Centre for Music

The School is pleased to have been asked to contribute to the feasibility study commissioned by government and the GLA to assess the potential for building a new concert hall and education facility in the City of London. A great deal of work has been done over the summer to set out the case for a new world-class concert hall for London and to identify and evaluate a range of possible sites, agree a specification and work up an outline design, estimate capital and revenue costs, and evaluate funding opportunities. The final report is due to be delivered during September and an executive summary is expected to be published soon afterwards. There is no doubt that, if this project can be delivered as part of the City's cultural hub, it would be a transformational asset for London and the nation, and would add to the School's attractiveness to potential students.

5 Strategic update

The outcome of the 2015 General Election has already produced a number of announcements of importance to higher education in general and the School in particular. The July budget has resulted in reductions in teaching grant, with the hint of more to come in the autumn statement (BIS has been asked to model cuts of 25% and 40%; higher education is the largest element of the BIS budget). Just as significant has been the announcement by the new minister, Jo Johnson, that a Teaching Excellence Framework (TEF) will be put in place to assess the quality of teaching across the sector. An excellent outcome in the TEF will be a condition for institutions to increase the tuition fee above £9,000 in and after 2017/18. The School has submitted revised 5-year forecasts to HEFCE which take account of some of these factors, together with the impact of the City of London's service-based review (SBR). The implications of these and other developments are discussed in more detail later in the agenda.

Contact:

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Principal
Guildhall School of Music & Drama
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Committee(s)	Dated:
Board of Governors of the Guildhall School of Music & Drama	7 September 2015
Subject: Annual Safeguarding Report and Safeguarding Policy	Public
Report of: Safeguarding Lead, Guildhall School of Music & Drama	For Decision
Summary	
<p>This report updates the Board on Safeguarding developments during the Academic Year 2014/15 particularly with regard to:</p> <ul style="list-style-type: none"> • Current Safeguarding arrangements including update on priorities for 2014/15 • Changes to the Policy and Procedures • Training undertaken by the Safeguarding Lead, staff and governors • The number and type of incidents/cases reported • Priorities for 2015/16 	
Recommendation(s)	
<p>Members are asked to:</p> <ul style="list-style-type: none"> • Note the report. • Approve the revised Safeguarding Policy (Appendix 1) 	

Main Report

Current Position

The Safeguarding Lead is now a member of the City Executive Safeguarding Group, the City Education Sub Group and City Multi Agency Child Sexual Exploitation Group (MASE). The Safeguarding Lead has been asked to represent education in the forthcoming Ofsted safeguarding review of the City services and was asked to chair a session and act as a facilitator at a Safeguarding conference in Chethams in November 2014. The Safeguarding Governors, Principal, Head of HR and the Safeguarding Lead meet termly to discuss any Safeguarding issues.

Links with the City Children’s services are strong and the School hosted 8 sessions of “Notice the Signs”, a conversation based campaign to raise awareness of the signs of abuse.

All departments of the Guildhall School provided staff with copies of the Safeguarding Policy and associated documentation. Staff were required staff to sign confirming that they had read, understood and would 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. All staff received the KCSIE (Keeping Children Safe In Education) summary in September 2014 and will receive the updated guidance (July 2015) in September 2015.

A former member of Guildhall School music staff stood trial in January and was found guilty of historical sexual offences. As this arrest was made in August 2013 prior to the Safeguarding Lead role, the case is not included in the statistics in the report.

One historical concern about a former member of staff was raised by the LADO. However, following a strategy meeting with the police it emerged that the concern was regarding another musician who had never been a member of Guildhall staff so it was a case of mistaken identity. No other issues concerning staff have been raised this academic year.

As part of the commitment to safeguarding, Conservatoires UK commissioned the NSPCC to undertake a review of Safeguarding procedures across the sector. The initial review involved examining each institution in detail including training and documentation. Following the initial review in June 2015, the following recommendations have been made:

1. To consider putting a link to the Safeguarding Policy on the front page of the website.
2. To look into licensing legislation in regard to child performers and chaperoning.
3. To review safeguarding documentation to ensure all policies and procedures are current, accessible and clear.
4. To review training to include the school safeguarding policy and procedures. Designated officer training should include content on online grooming.

Update on Priorities for 2014/15

Training

- **100% completion of Educare training by Governors and Staff**
All staff and governors completed the Educare training by the end of December 2014
- **All deputy Safeguarding Contacts to undertake the CHSCB (City and Hackney Safeguarding Children Board) Course for Safeguarding Leads (to be renewed every 2 years.)**
Secondary Leads from Creative Learning, Enterprise and CYM have completed the CHSCB Course. Any staff who have not completed the training will take the next course in October 2015.
- **E learning Training in Safer Recruitment for relevant staff**
Relevant staff in HR and under 18 departments have taken the e learning training.

Staff

- **All staff to be issued with the revised Safeguarding Policy and KCSIE Guidance**

All staff teaching under 18s received a copy of the Safeguarding Policy and KCSIE Guidance. The Policy is also on the internet and listed under school policies.

- **Quality Assurance procedures to be put in place for off-site lessons**

Parents have been asked to sign to confirm they understand that students must be accompanied for any off site lessons. Selected students have received questionnaires to check this is happening.

Action Plan

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

The action plan has now been completed and signed off by Children's Services Department.

Meetings

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

The first cross departmental meeting took place on 20/05/2015 and it has been agreed that this will now become a termly meeting.

Policy

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

- The policy has been revised following the NSPCC review including visitors in section 1.4 and the definition of abuse is now in paragraph 4.
- The policy now includes numbered pages and includes revised information on DBS checks for governors.
- Forms of abuse have been updated to reflect current understanding.
- The quick reference guide and key contact details have been updated.
- A new quick reference guide to spotting signs of abuse has been added to Appendix 3.
- The policy has been updated with regard to latest legislation including Female genital mutilation (FGM).
- Inclusion of the Prevent duty to enable staff to identify those who are vulnerable to radicalisation.

Training

Online safeguarding training was identified as the best form of training for the varied workforce and a programme was purchased from Educare. In addition to safeguarding training all users can access a range of related courses at no additional cost.

All members of staff across the school completed the Educare safeguarding online training by the end of 2014. There is now a rolling programme so that all new members of staff will complete the safeguarding training as part of their induction and thereafter on a 3 yearly basis.

All members of the Board of Governors also completed the training and now work is being carried out for all members of the board to undergo DBS checks. New Governors will be asked to complete the Educare training on joining the board

All staff were invited to attend “Notice the Signs” sessions delivered by Pat Dixon, City LADO. The sessions took place on 22 January, 24 January and 5 February 2015 and were attended by a total of 58 staff from across all departments.

The Safeguarding Lead has completed the following training during this academic year:

Date	Training Provider	Info
1/12/14	Ineqe	Safe and Secure Schools and Colleges
4/12/14	Educare	Online Safer Recruitment Training
22/01/15	LADO	Notice the Signs talk
28/07/15	Educare	Safeguarding Vulnerable Young People

Secondary Leads – It is recommended that all secondary safeguarding leads attend the designated CHSCB course which will be refreshed every 2 years. Any members of staff who did not attend this training will attend the next course in October. I was concerned that there did not appear to be reporting from all areas of the school in 2013/14 and contacted the NSPCC for some training materials to help gain a better working understanding of thresholds across departments. All secondary safeguarding leads did some training with the safeguarding lead looking at responses to certain safeguarding scenarios.

Discussions have taken place with the LADO regarding training in areas where there appears to be a trend e.g. eating disorders and self-harm. It has been agreed that a training session will be arranged for all City Schools to address these issues. Additionally, many staff have raised the issue of touch in teaching and a conference is being hosted at the Guildhall School in October which staff will be invited to attend.

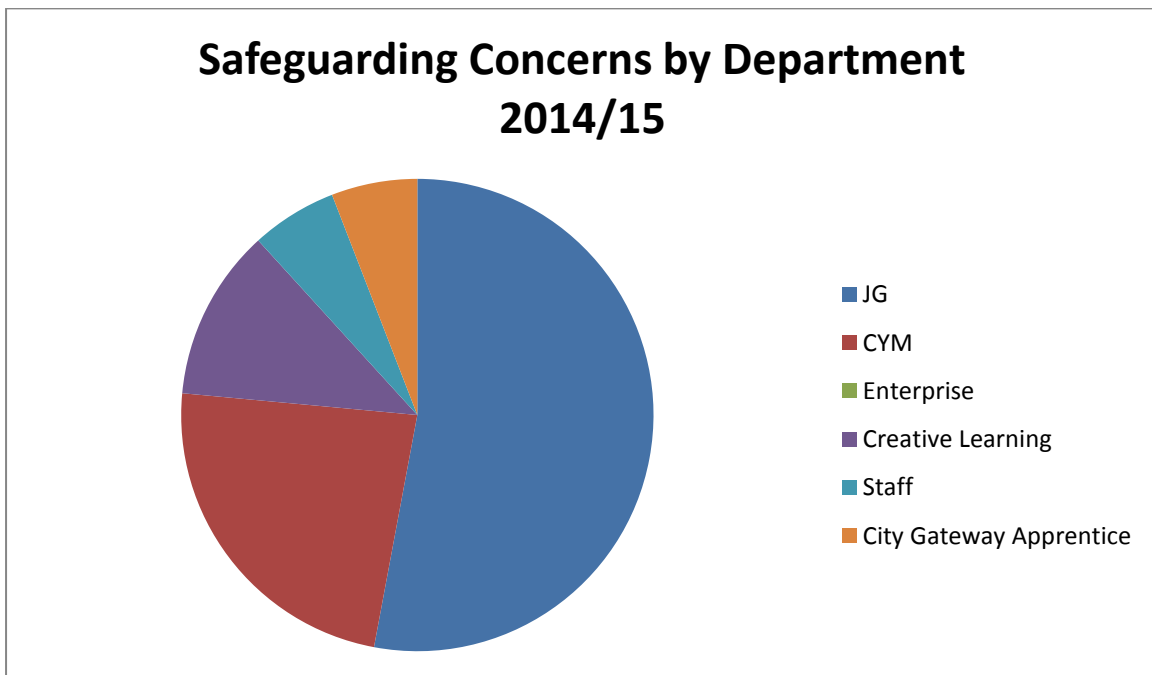
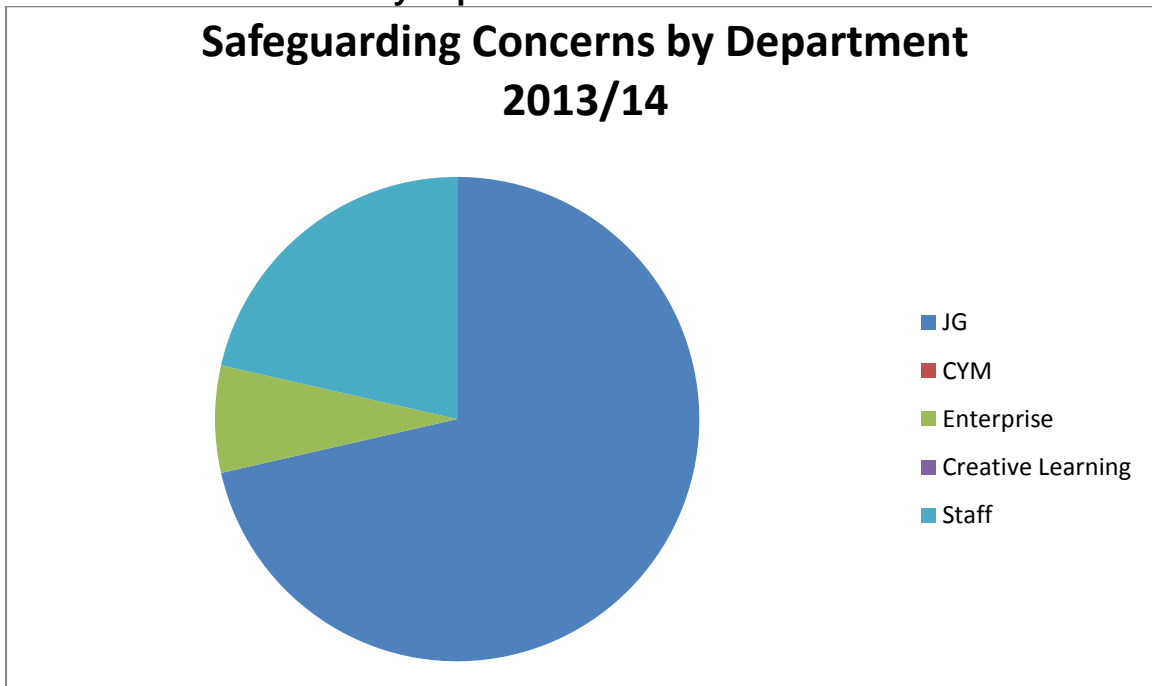
Incidents

Staff have been encouraged to report any potential safeguarding concerns to the Safeguarding Lead which have been stored in an incident log and reported to the Safeguarding Governors on a termly basis.

The log of concerns has been kept for the past two years. In 2013/14 Academic Year there were 14 concerns recorded. In the 2014/15 Academic year there have been 17 concerns recorded. Of the 17 cases logged in 2014/15 , there were 5 Safeguarding Concerns that required referrals to outside agencies. Of the remainder of the cases, 6 require ongoing monitoring and 6 are more general issues which have been resolved. It is noted that the numbers of concerns raised has again increased during the 2014/15 academic year. Although the majority of the concerns are not strictly safeguarding issues, they are being logged and monitored as such. Following the

training there have been referrals from more departments within the school as shown in the charts below.

Breakdown of concerns by department

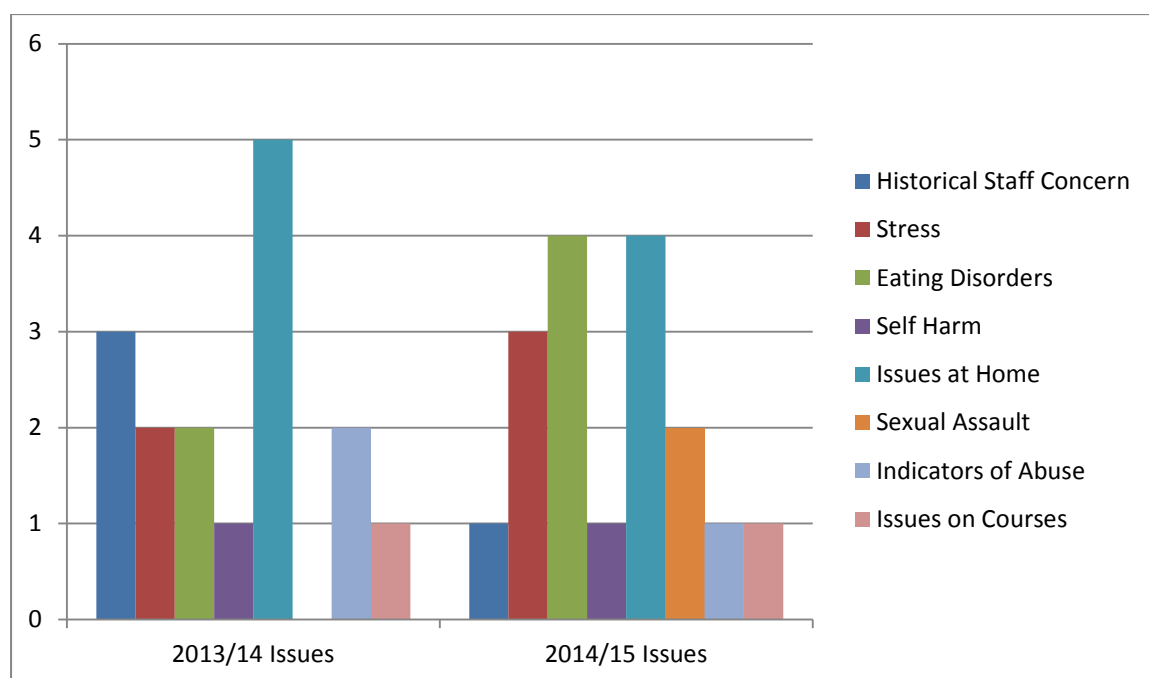


Having now compiled two years of safeguarding statistics, I have started to categorise concerns into general areas to look for any trends.

As can be seen in the table below two specific issues - eating disorders and stress have increased this year. In addition, this year there were 2 cases of sexual assault

reported one of which was a serious historical sexual attack where advice was sought from the safeguarding governors, City LADO and Victim Support.

Comparison of categories of safeguarding concerns 2013/14 and 2014/15



Key Meetings attended by Safeguarding Lead

Date	Meeting
18/09/14	City Education Safeguarding Forum
25/09/14	City of London Safeguarding Subcommittee
23/10/14	Meeting re Summer Schools with Enterprise and Facilities
21/11/14	Safeguarding Seminar at Chethams
27/11/14	City of London Executive Group
09/12/14	Meeting with Safeguarding Governors
10/02/15	City MASE Group
04/03/15	City Education Safeguarding Forum
15/04/15	Meeting with Safeguarding Governors
28/04/15	City MASE Group
05/05/15	Meeting with Shaun Kelly NSPCC
07/05/15	City of London Executive Group
08/05/15	CHSCB Annual Conference
20/05/15	Meeting with Secondary Safeguarding Leads
20/05/15	Strategy Meeting with LADO and Police
06/07/15	Multi Agency Briefing Event
17/07/15	Meeting with Safeguarding Governors
22/07/15	City of London Executive Group
22/07/15	Meeting with Pat Dixon LADO re Training for Next Year

Priorities for 2015/16

Training

- All deputy Safeguarding Contacts to complete the CHSCB Course for Safeguarding Leads (to be renewed every 2 years.)
- To identify a suitable course for secondary lead (adults)

- Training to include grooming for secondary safeguarding leads
- All relevant staff to be invited to attend the ISM/ABO conference on Safeguarding in education

- Continue rolling programme of Educare training as part of induction and also include training on the policy as part of the induction
- E learning Training in Safer Recruitment for relevant staff

- To encourage more staff to access the CHSCB training courses

Staff

- All staff to be issued with the revised Safeguarding Policy and revised KCSIE Guidance

- All staff to be issued with Prevent Radicalisation flow chart
- Staff to be given information about FGM (Female Genital Mutilation)
- To look at support for staff dealing with a disclosure.

- Further Quality Assurance procedures to be put in place for off-site lessons

NSPCC

- To implement NSPCC recommendations and work towards achieving the NSPCC Kite Mark.

I am most grateful to the Board for recognising the need for collective responsibility in completing the safeguarding training and especially to Marianne Fredericks and Christina Coker for their advice and support.

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

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Safeguarding Policy

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

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 been harmed or abused



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.

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

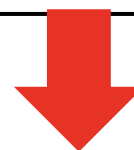
If you are concerned that a child or vulnerable adult is, or may be subject to, abuse or harm



Make a written, dated note of observations.

Inform the Safeguarding Lead as soon as possible, who will investigate and make a referral to external agencies if appropriate.

If you have a concern about the behaviour of member of staff



If 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 referred to the LADO who will decide on any further action.

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.

City Children's Services	0207 332 3621
City Adult Services	0207 332 1224
City LADO	0207 332 1215
City Police Protection Unit	0207 601 2941
NSPCC	0808 800 5000

NSPCC	0808 800 5000
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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.
- Visitors to the School
- 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 July 2015
 - The Prevent duty June 2015
- 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 2015, "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 displayed on the School's website and is distributed to all students, parents and staff and is available 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 owing to old age, infirmity, disability, sensory impairment, or mental health. This vulnerability may be temporary.

4. Defining matters of safeguarding concern

Definitions of abuse and neglect

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

4.2 **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

5. Lead Safeguarding Contacts

5.1. The Lead Safeguarding Contact is

Alison Mears, Head of Junior Music Courses.

Alison.Mears@gsm.d.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 Rodgers

Derek.Rodgers@gsm.d.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

020 7928 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@gsm.d.ac.uk

020 7382 7143

Enterprise (including Summer Schools and short courses) – Sian Brittain

Sian.Brittain@gsm.d.ac.uk

020 7382 7191

5.3. In cases of allegations against staff that 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, 4th 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 known as the City Executive 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 staff¹ and students working in professional contexts² 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.

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

¹ "Staff" Includes temporary, support staff and volunteers

² Students on work placements as an approved part of their programme of study.

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 whom 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 student's 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 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 Executive 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 Designated 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. There are currently two nominated safeguarding governors.
- 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, it has been decided that in the City members of boards of all educational establishments will undergo DBS checks.

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 that 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, 4th 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/carer 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:

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.

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.

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.

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 .

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 Everyone who comes into contact with children and their families has a role to play in safeguarding children. It is the responsibility of each member of staff to raise his/her awareness on matters relating to safeguarding. It is recognised that this is a highly sensitive and difficult area of work which few teachers will have experienced previously. Staff should maintain an attitude of "it could happen here".
- 8.2 From 1 July 2015 all schools and colleges have a duty under section 26 of the Counter – Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. Any concern should be reported to the Safeguarding Lead in the first instance. Further information can be found in Appendix 3.
- 8.3 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty from October 2015 on teachers, social workers and healthcare professionals to report to the police where they discover FGM has been carried out on a girl under 18. Any concern should be reported to the Safeguarding Lead in the first instance. Further information can be found in Appendix 3.

This Safeguarding Policy was submitted to the Board of Governors of the Guildhall School of Music & Drama for approval on 7 September 2015.

Date of next revision August 2016

Appendix 1 – key contact details

Lead Safeguarding Contact – Alison Mears

Alison.Mears@gsm.d.ac.uk

020 7382 7160

Head of Junior Guildhall – Derek Rodgers

Derek.Rodgers@gsm.d.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

020 7928 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@gsm.d.ac.uk

020 7382 7143

Enterprise (including Summer Schools and short courses) – Sian Brittain

Sian.Brittain@gsm.d.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

City Social Care Team Adult 0207 332 1224

Services

Out of hours Adult Social Care	020 8356 2579
Police Public Protection Unit	0207 601 2941 (or in an emergency 999)
City “Prevent” Contact	prevent@cityoflondon.gov.uk
Department for Education Extremism helpline	020 7340 7264 Counter.extremism@education.gsi.gov.uk
NSPCC	0808 800 5000
NSPCC FGM helpline	0800 028 3550

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/carer/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

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

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

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

As soon as possible after an allegation has been received, the accused member of staff should be advised to contact their union or professional association. Human resources should be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements. 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).

Appendix 3 – Recognising abuse

Main Categories of Abuse and Safeguarding Issues - Quick Reference Table

<p>Neglect 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>Indicators</p> <ul style="list-style-type: none"> • Hunger • Poor personal hygiene • Inappropriate clothing • Frequent lateness or non-attendance • Untreated medical problems • Poor social relationships • Compulsive stealing or scrounging • Tiredness 	<p>Sexual Abuse 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>Indicators</p> <ul style="list-style-type: none"> • Bruises, scratches, burns or bite marks on the body • Scratches, abrasions or persistent infections in the anal or genital regions • Sexual awareness inappropriate to the child’s age • Public masturbation • Teaching other children about sexual activity • Refusing to stay with certain people or go to certain places • Aggressiveness, anger, anxiety, tearfulness • Withdrawal from friends • Pregnancy
<p>Physical Abuse Hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, otherwise causing physical harm, or factitious illness by proxy</p> <p>Indicators</p> <ul style="list-style-type: none"> • Unexplained injuries or burns • Refusal to discuss injuries/improbable explanations • Untreated injuries/illness • Admission of punishment which appears excessive • Shrinking from physical contact • Fear of returning home or of parents being contacted • Fear of undressing or medical help • Aggression/bullying • Over compliant behaviour or ‘watchful attitude’ • Running away • Significant changes in behaviour 	<p>Emotional Abuse Persistent emotional ill-treatment of a child causing severe and persistent adverse effects on child’s emotional development</p> <p>Indicators</p> <ul style="list-style-type: none"> • Continual self-deprecation • Depression, withdrawal • Inappropriate emotional responses to painful situations • Self-harm or mutilation • Compulsive stealing/scrounging • Drug/solvent abuse/eating problems (over-/under-eating) • ‘Neurotic’ behaviour – obsessive rocking, thumb-sucking • ‘Don’t care’ attitude or desperate attention-seeking behaviour • Social isolation – does not join in and has few friends

<p>Female Genital Mutilation (FGM) FGM comprises all procedures involving the partial or total removal of the external female genitalia or any other injury to the female genital organs for non-medical reasons. Warning signs include:</p> <ul style="list-style-type: none"> • Talking about FGM • Disclosure from student to a friend • Student going to a country where FGM is prevalent • Prolonged or unexplained absences from school • Behavioural changes such as withdrawal or depression • Medical problems • Reluctance to visit doctor 	<p>Child Sexual Exploitation Involves exploitative situations and relationships where young people receive a reward as a result of engaging in sexual activities. The perpetrator holds an imbalance of power over the victim. Some people being sexually exploited do not exhibit any external signs</p> <ul style="list-style-type: none"> • Inappropriate or sexualised behaviour • Going to hotels to meet friends • Getting in/out of cars driven by unknown adults • Missing from home or school • Having unaffordable new things • Gang association • Physical injuries • Change in physical appearance • Evidence of sexual bullying or vulnerability through the internet and/or social networking sites. • Estranged from their family • Receipt of gifts from unknown sources. • Recruiting others into exploitative situations. • Poor mental health. • Self-harm.
<p>Radicalisation There is no single way of identifying who is likely to be vulnerable in this way. Factors may include:</p> <ul style="list-style-type: none"> • Isolation • Lack of self-esteem • Victim of bullying • Family tensions • Searching for personal identify • Race and hate crime • Use of internet glorifying violence • Political grievances 	<p>Other Specific Safeguarding Issues Include:</p> <ul style="list-style-type: none"> • Child missing from education • Bullying including cyber bullying • Drugs • Fabricated or induced illness • Faith abuse • Forced Marriage • Gangs and youth violence • Gender based violence • Mental health • Private fostering • Sexting • Teenage relationship abuse • Trafficking

Appendix 3B – 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 Summary (2015). 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.

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, 4th 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 colleges July 2015
Safeguarding Children: Guidance for Higher Education Institutions

Working Together to Safeguard Children (2015)

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

Keeping children safe in education (2015)

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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