



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

**Date:** MONDAY, 24 SEPTEMBER 2018

**Time:** 1.45 pm

**Venue:** COMMITTEE ROOMS - 2<sup>ND</sup> FLOOR, WEST WING, GUILDHALL

**Members:**

Vivienne Littlechild (Chairman)	Marianne Fredericks
Deputy John Bennett (Deputy Chairman)	Shreela Ghosh
Randall Anderson	Gareth Higgins
Sir Andrew Burns	Michael Hoffman
Deputy Michael Cassidy	Ann Holmes
John Chapman	Jeremy Mayhew
Christina Coker O.B.E.	Graham Packham
Felicity Chilton	Alderman William Russell
Professor Geoffrey Crossick	Andy Taylor
Professor Maria Delgado	Lynne Williams
Stuart Fraser	

**Enquiries:** Martin Newton  
tel. no.: 020 7332 3154  
martin.newton@cityoflondon.gov.uk

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

**N.B. Part of this meeting could be the subject of audio or visual recording**

**John Barradell  
Town Clerk and Chief Executive**

# **AGENDA**

## **Part 1 - Public Agenda**

1. **APOLOGIES**

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

3. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 23 July 2018.

**For Decision**  
(Pages 1 - 6)

4. **APPOINTMENTS TO SUB COMMITTEES AND DATES OF MEETINGS**

Report by the Town Clerk.

**For Decision**  
(Pages 7 - 10)

5. **OUTSTANDING ACTIONS**

Report by the Town Clerk.

**For Information**  
(Pages 11 - 12)

6. **PRINCIPAL'S PUBLIC REPORT**

Report by the Principal.

**For Information**  
(Pages 13 - 26)

7. **SAFEGUARDING POLICY**

Report by the Safeguarding Lead.

**For Decision**  
(Pages 27 - 56)

8. **ASSURANCES: THE PROMOTION OF EQUALITY AND DIVERSITY**

Report by the Principal.

**For Decision**  
(Pages 57 - 64)

9. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
10. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
11. **EXCLUSION OF THE PUBLIC**

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

## **Part 2 - Non Public Agenda**

12. **NON PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 23 July 2018.

**For Decision**  
(Pages 65 - 68)

13. **PRINCIPAL'S NON-PUBLIC REPORT**

Report by the Principal.

**For Information**  
(Pages 69 - 82)

14. **ANNUAL SAFEGUARDING REPORT**

Report by the Safeguarding Lead.

**For Information**  
(Pages 83 - 100)

15. **ADVANCEMENT STRATEGY**

Report by the Principal.

**For Information**  
(Pages 101 - 106)

16. **CAPITAL CAP UPDATE**

Report by the Director of Operations and Buildings.

**For Information**  
(Pages 107 - 122)

17. **FINANCIAL FORECAST TO OFFICE FOR STUDENTS**

Report by the Principal.

**For Decision**  
(Pages 123 - 136)

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

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

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

**Monday, 23 July 2018**

Minutes of the meeting of the Board of Governors of the Guildhall School of Music and Drama held at Committee Rooms - Committee Rooms on Monday, 23 July 2018 at 1.45 pm

### **Present**

#### **Members:**

Vivienne Littlechild (Chairman)	Marianne Fredericks
Deputy John Bennett (Deputy Chairman)	Shreela Ghosh
Randall Anderson	Gareth Higgins
Sir Andrew Burns	Ann Holmes
Deputy Michael Cassidy	Jeremy Mayhew
John Chapman	Graham Packham
Christina Coker O.B.E.	Alderman William Russell
Felicity Chilton	Andy Taylor
Professor Geoffrey Crossick	Lynne Williams

### **In Attendance**

#### **Officers:**

John Cater	- Town Clerk's Department
Katharine Lewis	- Guildhall School of Music & Drama
Sandeep Dwesar	- Guildhall School of Music & Drama
Sarah Wall	- Chamberlain's Department
Jonathan Vaughan	- Guildhall School of Music & Drama
Sean Gregory	- Barbican Centre
Alison Mears	- Guildhall School of Music and Drama

#### **1. APOLOGIES**

Apologies were received from Stuart Fraser and Michael Hoffman.

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

There were no declarations.

#### **3. PUBLIC MINUTES**

The public minutes of the meeting held on 24 May 2018 were approved as a correct record.

#### **4. PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**

The public minutes of the Audit & Risk Management Committee held on 6<sup>th</sup> July were received.

5. **PUBLIC MINUTES OF THE REMUNERATION COMMITTEE**

The public minutes of the Finance & Resources Committee held on 12<sup>th</sup> July were received.

6. **OUTSTANDING ACTIONS**

The Board received a Report of the Town Clerk concerning recent outstanding actions from previous meetings.

7. **PRINCIPAL'S PUBLIC REPORT**

The Board received a Report of the Principal concerning recent activities and updates at the School.

Members began by congratulating the staff on achieving gold in the recent Teaching Excellent Framework (TEF3).

A Member asked whether the collaborative work with the London Borough of Islington, in the development of the Islington Music Education Hub could potentially dilute the School's other London wide CYM collaboration. Officers reassured Members that the work in Islington would provide a useful testbed for future work in the rest of London. Officers would bring a report back to the Board outlining "what worked" and how this could be applied to the rest of London, either via a pan-London approach or borough-by-borough. This had potentially big implications for evaluating under 18s music education in London, which had hitherto, received virtually no rigorous scrutiny. This final point spoke to a wider malaise nationally about the state of music in primary education, the School was doing its bit to help tackle this trend and resources were being mobilised to continue these efforts. A Member encouraged his fellow Board Members to write to their MP stressing the vital role music education provided young pupils.

Discussion briefly turned to the Islington Music Leaders Conference in the autumn. A Member asked whether there were sufficient measures and a forum in place for young people to offer feedback, officers responded that this was of critical importance and a platform would in place during and after the conference.

A Member commended the School's recent awards and the continued drive towards enhancing a diverse school community, she did raise two concerns; the danger of "hot housing" young pupils, and whether, building from the earlier discussion around the autumn conference, the School was doing all it could to ensure measures were in place for students to provide feedback to staff. Members were of the view that generally this was a problem that hadn't quite been conquered; specifically, conflict remained between marks given and feedback provided.

Finally, the Chairman noted the low attendances at recent School performances and encouraged fellow Board Members (and colleagues more

widely) to attend and support the students, the school has great potential to become a leading part of Culture Mile, but the students needed to be given a greater platform – getting the message out there to support them was incumbent on the Board.

**RESOLVED** – that the Board noted the Report

8. **CARBON REDUCTION KPI**

Members received a Report of the Director of Operations and Buildings concerning the School's carbon reduction KPI.

Members expressed their concerns about Milton Court's performance against the original BREAM projections. They asked for a Report to be produced in time for the November meeting of the Board outlining the challenges and how this can be turned around in the future.

**RESOLVED** – that the Board noted the Report.

9. **ASSURANCES: ACADEMIC QUALITY AND STANDARDS**

Members received a Report of the Principal concerning academic quality and standards assurance.

Officers clarified that the main basis for assurance to the Office for Students (OFS) was due later down the line (December), and this report is an interim measure to ensure the Board was aligned and assured about its responsibilities.

Furthermore, officers explained that the learning and teaching strategy was on hold as they needed to resolve where this sit. In addition, the digital strategy is in the process of being set up, officers are liaising with HR currently.

Board Members were concerned with the status of marking and moderation; this was due in large part to gaps in the workforce, a succession of individuals had recently departed.

Discussion turned to (re) validation, which, officers confirmed, is a standing agenda item for the Programme Leaders' Group, where the concern remains that a one size fits all approach is not fit for purpose. Members responded that it should be possible to identify high level principles that can be applied across the board (so dance, music, drama etc) and then go down to a granular level to cater for different needs. Members and officers agreed that we weren't there yet, and a report would come back in November outlining options to go forward.

**RESOLVED** – that the Board received these reports for information and considered the update to the action plan provided sufficient evidence for the Board to be assured about its responsibilities.

10. **MA IN TRAINING ACTORS - CLOSURE STRATEGY**

The Board received a Report of the Principal concerning the MA in Training Actors closure strategy.

Board Members asked officers about whether there had been any feedback about the closure from current students on the course, officers responded that they would return to the Board in the autumn with feedback.

**RESOLVED** – that the Board noted the Report.

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

There were two questions on matters relating to the work of the Board.

Safeguarding – officers confirmed that only one safeguarding governor was needed, however it would be useful to have two (as was the case in 2017/18).

In response to a query, officers confirmed that staff at the school can individually order IT equipment, this was a legacy issue, that would be discussed at a meeting between the Chairman and the Principal on 7<sup>th</sup> August.

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

There was one item of urgent business.

The Chairman thanked Stephen Dagg for his sterling contributions since 2015 in his role as Director of CYM National Strategy.

The Chairman thanked Helena Gaunt and Christian Burgess for their vital work as vice-principals – they would be sorely missed.

**13. EXCLUSION OF THE PUBLIC**

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

**14. NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 24<sup>th</sup> May were approved as a correct record, subject to one change.

**15. NON-PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**

The non-public minutes of the Audit & Risk Management Committee held on 6<sup>th</sup> July were received.

**16. NON-PUBLIC MINUTES OF THE REMUNERATION COMMITTEE**

The non-public minutes of the Finance & Resources Committee held on 12<sup>th</sup> July were received.

**17. PRINCIPAL'S NON-PUBLIC REPORT**

The Board received a non-public Report of the Principal concerning recent activities and updates at the School.



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

There were no questions.

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

There was no other urgent business.

**The meeting ended at 3.25 pm**

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Chairman

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<b>Committee:</b> Board of Governors of the Guildhall School of Music & Drama	<b>Date:</b> 24 September 2018
<b>Subject:</b> Appointment of Sub Committees and dates of next meetings	<b>Public</b>
<b>Report of:</b> Town Clerk	<b>For Decision</b>
<b>Report Author:</b> Martin Newton	

## Summary

This report confirms the current position on appointments to Sub-Committees for 2018/2019 and proposes 2 further appointments. A list of the dates of forthcoming Board and Committee meetings in 2018 is also set out below.

## Recommendations:

The Board is asked to -

- (a) note the current position on membership of the Board's sub committees for 2018/19 approved at the last Board meeting;
- (b) note that John Chapman will no longer be part of the membership of the Finance and Resources Committee for 2018/19 and approve his appointment to the Audit & Risk Management Committee for 2018/19;
- (c) approve the appointment of Deputy Michael Cassidy to the Governance and Effectiveness Committee for 2018/19;
- (d) arising from (b) above, consider appointments of Board members to fill 2 vacancies on its Finance and Resources Committee; and
- (e) note the dates of Board and Sub Committee meetings in 2018.

## Main Report

### Sub Committee Appointments

1. At its meeting in May, the Board approved the following appointments to sub committees for the ensuing year:-

**Audit and Risk Management Committee**

Marianne Fredericks (Chairman)  
Randall Anderson  
Christina Coker \* (Co-opted)  
Graham Packham  
Neil Constable (Co-opted with Board's agreement)

\*term of office as Board member expires in November 2018 – can be Co-opted onto Committee with Board's agreement after that time

**Remuneration Committee**

Randall Anderson  
Sir Andrew Burns (Co-opted)  
John Bennett  
John Chapman  
Professor Maria Delgado  
Michael Hoffman (Co-opted)  
Vivienne Littlechild  
Alderman William Russell

**Nominations Committee**

Vivienne Littlechild (Chairman)  
John Bennett (Deputy Chairman)  
Christina Coker \* (Co-opted)  
Professor Geoff Crossick (Co-opted)  
Marianne Fredericks  
Michael Hoffman (Co-opted)  
Andy Taylor (Elected by Academic Staff)  
Lynne Williams

\*term of office as Board member expires in November 2018 – can be Co-opted onto Committee with Board's agreement after that time

**Reference Sub**

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

**Finance and Resources Committee**

Vivienne Littlechild (Chairman)  
John Bennett (Deputy Chairman)  
John Chapman  
Alderman William Russell  
1 vacancy

### **Governance & Effectiveness Committee**

Sir Andrew Burns (Co-opted)  
John Bennett  
Marianne Fredericks  
Professor Geoff Crossick (Co-opted)  
Gareth Higgins (Elected by Admin. Staff)  
Michael Hoffman (Co-opted)  
Ann Holmes  
Vivienne Littlechild  
Lynne Williams

2. The Chairman has now held some further discussions with Board members on sub committee appointments and arising from these it is proposed that:-
  - (a) John Chapman no longer be a member of the Finance and Resources Committee and that he instead be appointed as a member of the Audit and Risk Management Committee with immediate effect; and
  - (b) Deputy Michael Cassidy be appointed as a Member of the Governance and Effectiveness Committee with immediate effect.
3. The appointment of John Chapman to the Audit and Risk Management Committee instead of the Finance and Resources Committee would leave the Finance and Resources Committee with 2 vacancies. The Board is therefore asked to give consideration to filling these vacancies on the Finance and Resources Committee with immediate effect.

### **Dates of forthcoming Board and Committee meetings**

4. All meetings **1.45** except where individually indicated:-

Monday 24 September – Board

Tuesday 2 October - Governance and Effectiveness Committee

Tuesday 9 October - Audit and Risk Management Committee (**11.30**)

Wednesday 31 October – Remuneration Committee

Monday 12 November - Finance and Resources Committee

Wednesday 14 November - Audit and Risk Management Committee (**10.30**)

Monday 19 November - Board

**Contact:**

Martin Newton

Committee & Member Services Officer

Town Clerk's Department

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## Board of Governors of the Guildhall School of Music and Drama – Outstanding Actions

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
1	July 2017	<u>Report on Board Membership skills to be submitted to the Board.</u>	Town Clerk	For report to Board 2018	80% of returns now received – report to be considered at Governance and Effectiveness Committee and then the Board during 2018.
2	November 2017	<u>Quorum of the Board</u>	Remembrancer		Privy Council approval awaited for change to quorum to provide for 7 Common Council Governors and 3 Co-opted Governors to be present.
3	February 2018	<u>Teaching and Office Space Requirements</u>	Principal		Further update at July 2018 meeting (non-public).
4	July 2018	<u>Milton Court Carbon Reduction KPI</u>	Principal	November 2018	Concerns about Milton Court's performance against original BREAM projections - report to November meeting outlining challenges and action plan.

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
5	July 2018	<u>Assurances – Academic Quality and Standards</u>		November 2018	Members concerned at identifying high level principles that can be applied across the board (so dance, music, drama etc) and then down to a granular level to cater for different needs. Report to November meeting outlining options.
6	July 2018	<u>MA Training Actors – Closure Strategy</u>		November 2018	Further update on feedback about the closure from current students on the course



# Agenda Item 6

<b>Committee:</b> Board of Governors of the Guildhall School of Music & Drama	<b>Date:</b> 24 September 2018
<b>Subject:</b> Principal's Public Report September 2018	<b>Public</b>
<b>Report of:</b> Lynne Williams, Principal, Guildhall School	<b>For Information</b>
<b>Report author:</b> Lynne Williams, Principal, Guildhall School	

## Summary

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

- Quality of learning and teaching environment by department
- Organisational sustainability (Advancement & Research & Innovation)
- Under 18's Programme
- Awards and Prizes

## Recommendation

That the Board receives the report and notes its contents.

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# Principal's Public Report September 2018

## Introduction

The 2017/18 academic year proved to be an outstanding year for students, staff and alumni. Productions, concerts and events received critical acclaim and the School collaborated on a wide variety of programmes which highlighted our commitment to artistic citizenship and community engagement. Highlights of departmental achievements across the year are grouped under two headings: Quality of Learning and Teaching and Organisational Sustainability.

## Quality of Learning and Teaching

**Academic Assurance:  
training for the professions**

### 1. Music Department

#### Keyboard

Earlier this year pianist Michael Sikich took part in the Bernstein Total Immersion weekend. As a result of this the BBC invited him to perform in the Cadogan Hall lunchtime Prom with soprano Wallis Giunta last week. It was an excellent recital, broadcast live on BBC Radio 3 and given a four-star review in the Guardian.

Ashley Fripp (current Keyboard DMus student) has released his first CD and received excellent reviews in the Sunday Times and the Observer.

Jean-Selim Abdelmoula (recent graduate) is through to the second round of the Leeds Piano Competition.

#### Strings

Violinist Patrycja Mynarska won trials with RPO, BBC NOW and WNO, and bassist (Emanuel Oliveira BMus 3) won an audition for the Netherlands Chamber Orchestra.

Bassist Lewis Reid won auditions for deputy work with the Philharmonia, Bournemouth Symphony, BBC Symphony, and successfully auditioned for Britten Pears Young Artists programme, and Glyndebourne Touring Orchestra.

Cellist Yoanna Prodanova was selected for masterclasses with Ralph Kirshbaum at IMS Prussia Cove (April) and has been actively touring in recital and with the Barbican Quartet.

Cellist Jacky Siu (OA) and bassist Mario Torres (OA) completed their term in the highly selective LSO String Scheme; Mario successfully won a trial for a position with the LPO.

Violinist Dan-Iulian Drutac (BMus 3) was a finalist in the Gold Medal competition.

Cellist Gabrielle Yuen was invited to be principal cellist of the Hong Kong Cultural Centre.

Violinist Andrea Timpanaro was co-leader and principal 2nd violin of the Orion Orchestra at the Aberswith Music Fest.

Violinist Lyrit Milgram (OA) played with LSO, ECO and Royal Northern Sinfonia, and was invited to Lucerne Festival Academy, Pacific Music Festival (Japan), and the Schleswig-Holstein Orchestra Academy.

Arisa Nemoto (OA) was selected for the Tiroler Festspiele Erl Orchestra Academy.

Yuriko Matsuda (BMus 2) was selected as leader and assistant tutor for the LSSO (April) concert in the Barbican.

Laurens Price-Nowak (Bmus 4) finished his contract as Teaching Apprentice at CYM.

Exceptional successes for harpists: Elin Samuel won the place as harpist for the Schleswig-Holstein Orchestra Academy and Festival, Helena Ricci was selected as the harpist for Santander Orchestra Academy. Lise Vandersmissen was selected for the London Sinfonietta Academy

## **Wind Brass and Percussion**

WBP, led by staff members Jo Hensel and Beth Randell, performed in the Processions event in central London on Sunday 10th June. A 75-player all-female brass and percussion ensemble performed works by female composers in Parliament Square and during the march from Trafalgar Square. The ensemble's age range was 10-70, and included players from CYM and Junior and Senior Guildhall as well as professional, community and Conservatoire musicians from across the UK. The Processions Ensemble event received coverage on Radio 3 and BBC 1.

## **Vocal**

In April, Masters soprano Harriet Burns was in the recording studio with Guildhall Piano Accompaniment professor Graham Johnson to record Brahms songs for Volume 8 of Hyperion Records' complete Brahms Song series: another major break for Harriet, following recent Wigmore Hall recital successes through Guildhall. Also appearing in regular high-profile recordings will be Masters baritone James Newby, who was named in June as a BBC New Generation young artist for 2018-20, an achievement that follows hot on the heels of his role debut this summer as the Count in Mozart's *Le Nozze di Figaro* with Neville Holt Opera.

In addition to James, an array of Vocal Department singers spent the summer working with a variety of UK opera companies: Glyndebourne Festival Opera (including Masters bass William Thomas, who also won this year's Kathleen Ferrier Award, as a Jerwood Young Artist at Glyndebourne), Garsington Festival Opera (including Lara Marie Muller who took the role of Papagena in Mozart's *Die Zauberflöte*), Holland Park and Grange Festival. And in news from further afield, Masters soprano Victoria Songwei Li made her role debut as Blanche in Poulenc's *Dialogues des Carmélites* with New Singapore Opera, while in the Netherlands, Masters soprano Irene Hoogvelt created a new role in the premiere of Dutch opera *Thijs*.

Closer to home, during the Summer Term, movement teacher Victoria Newlyn collaborated for an intensive week with a visiting tutor from Finland's Sibelius Academy on an Erasmus Staff

Mobility-sponsored project, devising a piece with Guildhall students based on vocal works by Bernstein. And for the Department more widely, the Summer Term saw the usual extensive programme of performances, including the latest highly acclaimed Wigmore Hall Side-by-Side recital with students joining Alisdair Hogarth and members of *The Prince Consort*, the premieres by undergraduate and postgraduate singers of songs written specially by Guildhall composers for the Courtauld Gallery and Wigmore Hall, and the culmination of various performance projects, among them our year 3 undergraduates delighting a packed Music Hall for two nights of Offenbach's *Orpheus in the Underworld*.

## **Opera**

Another very exciting term for Opera, which saw two highly successful productions in the "Dinner Double Bill" and Opera Makers, and which also saw, apart from the usual raft of competition successes, very exciting professional achievements outside Guildhall, with three first year singers already securing significant international contracts (at Glyndebourne, Zurich and ROH) for when they finish next summer, and our Repetiteurs dominating the market to such an extent that there are currently no high-level trainee repetiteurships in the UK which are not occupied by a recent Guildhall alum (ROH x2, ENO, Scottish Opera, Opera Holland Park), not to mention posts at Zurich and Berlin, secured by two current graduates.

Our partnership with ROH has now developed into an active mission to recruit exceptional talent from around the world, especially countries where supremely gifted students lack the resources required to come to study in London. This started this summer with ROH and GSMD partnering to send Dominic Wheeler to lead a short summer course and conduct a masterclass mini-tour in South Africa, the whole venture being organised by Guildhall alumnus, Njabulo Madlala. Further trips to India, Sri Lanka and South America are planned.

## **Composition**

Composer Cassandra Miller has been appointed as our new Associate Head of Composition.

*4.48 Psychosis* by doctoral graduate Philip Venables was revived by the Royal Opera House this summer to yet more acclaimed review; the opera is now being toured to New York.

*Mamzer* by doctoral composer Na'ama Zisser was premiered with great success by the Royal Opera House at the Hackney Empire.

Masters composition student Claire Elton has been accepted on to the London Symphony Orchestra's distinguished Panufnik scheme, following on from other recent Guildhall composers on the scheme including Alex Tay, James Hoyle and Dongoon Shin.

## **Jazz**

Jazz has enjoyed continued growth in student numbers. There have been a number of high profile staff recruitments with a trend towards part-time staff teaching exclusively for the school.

The department continues to work on developing the curriculum ready for the launch of a new course, offering highest level of education to improvisers across styles of popular and world music and incorporating emergent technology.

New for 18/19 is an Artist Realisation provision which involves a team of young, successful artists who mentor our graduating students to help them develop successful career paths.

### **Electronic Music**

The department has established 6 new EM pathways to make a total of 7 Principal Studies within EM.

It has also established a new public masterclass series with 2 presentations at Milton Court and Barbican Cinema 1 with online video distribution approaching a quarter of a million views so far.

EM provided music for the Waddesdon Manor Imaginarium project with a 41 day run and estimated audience of 120,000. A first performance collaboration with the Vocal Department produced a successful 'songs at six' recital. The department also provided music for the school's new promotional video. Our collaboration with Barbican Silent Film continues this year with new music for the 1925 feature length 'Phantom of the Opera'.

### **Music Therapy**

In Spring, the department hosted the British Association of Music Therapists international conference at Guildhall / Barbican Centre, attended by more than 400 delegates and with an opening address by the Principal. All our music therapy team attended and gave papers as did many of our alumnae and placement providers.

A National PHD symposium for Music Therapists was led by Donald Wetherick

The Music Therapy outreach programme continues to develop with a new contract with Charterhouse almshouses providing a placement for a music therapy trainee and a new pilot project at City Hackney academy.

The outreach team gave a presentation at the AESOP (Arts Enterprise with a Social Purpose) conference in Milton Court in April.

The music therapy MA programme was approved by the HCPC (Health and Care Professional Council).

Emma Windle, (2017 graduate) has gained a full time research position in the music therapy team at East London Foundation Health Trust.

## **2. Acting Department**

We continue to retain pre-eminent status within the sector at the very top of the country's leading drama schools. Nearly 3000 young people audition a year for 28 places and we have a very high

acceptance rate at about 85-90%. We consistently see graduates go on to high profile acting work, across all media.

The acting department achieved 100% satisfaction from undergraduate students in the 2018 National Student Survey. Many students commented positively on the comprehensive nature of our feedback process, with every student receiving tailored, one-to-one feedback with each core teacher after each project, providing the sensitive pastoral care required to support emotional stretch of a training that has excellence at its core.

We continue to lead the sector when it comes to our commitment to continuous craft training on voice and body, with our voice and movement practitioners working extensively on the cutting edge of the industry.

The transformative journey designed for each student prepares them for the rigours of an immensely challenging and competitive profession, and this has developed our reputation for consistent excellence amongst agents, casting directors, directors and producers.

We have diversified our student intake across intersections of race, class and socio-economic background. We have been able to do this through an enhanced widening participation programme, rooted in the values of the department, and using alumni to deliver dynamic and innovative outreach workshops in disadvantaged communities.

### **3. Production Arts Department**

Earlier this year the Technical Theatre department changed its name to Production Arts. The name more accurately reflects the broad range of work undertaken by the department's three programmes, much of which is creative and design based and not limited to work in theatre. At the same time the Director of Technical Theatre, Ben Sumner, became Vice Principal, Director of Production Arts.

Work is progressing well on the development of our new business unit – currently known as Guildhall Live Events although that name is under discussion. The unit has recently received 150K from City of London “Priorities Investment Pot” to purchase new equipment. Recruitment of the new team is complete and includes staff from across the organisation as well as new expertise. The unit is currently working on a repeat of the very successful Waddesdon Manor project in November and a major exhibition for Museum of London, opening April 2019.

This year's graduates mounted an excellent exhibition which was attended by around 100 industry professionals. Many of our graduates have moved directly into work, for example at English National Opera, Nottingham Playhouse, Matilda, Wexford Festival and the Albany theatre.

As usual the department collaborated on the Schools high quality productions with the Acting, Opera and Leadership programmes, producing 7 Dramas, 3 Operas, 3 Opera Scenes, a Musical and the Dialogue Festival as well as our own video work at Waddesdon Manor, Tower Bridge and in the Guildhall Square

## **Organisational Sustainability**

### **4. Advancement Department**

Following the arrival of Jeremy Newton as Vice Principal & Director of Advancement in April, rapid progress has been made in unifying the newly formed Advancement Team into a fully integrated Division of the Guildhall School.

The remit of 'Advancement' brings together the three areas of Marketing & Communications, Alumni Relations and Development/Fundraising. A major objective of the new Vice Principal is to ensure that 'the whole' swiftly becomes greater than 'the sum of the three parts', with the team acting as an engine for broader institutional growth and progress (ie advancement in the fullest sense of the word).

The main functions of the Division are to maximise the School's potential for philanthropic and other types of support, strengthen engagement with all members of the wider School community and ensure the School continues to recruit the most talented students in an increasingly competitive market.

Key successes in recent months include:

- Full Team away day to develop thinking for creation of comprehensive Advancement Strategy
- Strategy drafted and submitted to Board (under separate agenda item for this meeting)
- Secured additional funds (incl. £150,000 from City of London Project Investment Pot for Video Projection Business Unit; £25,000 per annum for 4 years from Goldsmiths Company for scholarships; a total of over £200,000 pledged by several other Livery Companies; a donation of £28,000 per annum for 3 years from the Amar-Franses & Foster-Jenkins Trust; and renewal of 'Principal Corporate Partner' contract with Eversheds Sutherland at £20,000 per annum)
- £1.7million draw-down from Guildhall School Trust (GST) for 18/19 scholarships
- Exhaustive GDPR compliance exercise completed
- Several high profile alumni engagement events involving Alfred Molina, Lily James, Alison Balsam and Freddie Fox
- Full School Open Day run for second time very successfully
- 2018 Student recruitment on or above targets for almost all courses
- Launch of three-year engagement strategy, with SMT support



- Continued success and reader engagement for PLAY alumni magazine
- Changeover in scholarship funding cycle has been well received by donors and significant amounts have been pledged for 2018/19 onwards. More donors than ever have made multi-year pledges off the back of these conversations
- Strategic overhaul of the prospect pools has resulted in a more efficient and strategically focused major gifts team.

## 5. Research and Innovation Department

An interim arrangement for steering Guildhall Innovation has been put in place for this academic year, following Helena Gaunt's departure. This structure will aim to strengthen the collaboration between the Guildhall School and the Barbican and scope the future role and positioning of the department.

Sean Gregory will work closely with Sian Bird and Sian Brittain, leading the Guildhall School's involvement with Culture Mile, overseeing the development of the Creative Entrepreneurs programme, and Barbican/Guildhall Alliance work in relation to creative learning, evaluation, impact and the archive.

Jonathan Vaughan will work closely with Cormac Newark and Aoife Shanley, overseeing developments around the School's Research strategy, Doctoral programme and related Knowledge Exchange work, as well as ensuring the School continues to strengthen its position as a conservatoire leading positive cultural change in society.

Jeremy Newton will work with Sian Brittain on specific Enterprise projects, principally the development of the Leadership Academy.

The three existing leaders in Innovation – Sian Brittain, Aoife Shanley and Cormac Newark – will continue to drive forward the various areas of their expertise, and have joined the School's Senior Management Team for the duration of this year.

Key successes in recent months include:

- **Research Activity:** the summer saw the culmination of a successful research year, with the completion of workshops for the Wellcome Trust-funded Aerial project and the Leverhulme Trust-funded Phantom on Film project and submission of a major application to the AHRC (the largest submission the School has made and with three international partners). The doctoral programme recruited successfully, with 8 students (including 3 staff members) to start in September, of whom two will undertake studentships: one funded by the SIMM network, one funded by the Global Challenges Research Fund. We received the successful outcome of the AHRC doctoral training partnership led by RHUL Techne2, of which Culture Mile will be a partner – this partnership was successfully negotiated by the department.

- **Culture Mile Partnerships:** The new distributed model for Culture Mile has resulted in the Strategic Partnerships team moving to be hosted within Guildhall School's Innovation Department, as the champion organisation for this strand of Culture Mile activity. The insight into external partners' needs and the connections that the Partnerships Team brings offer exciting opportunities to develop new collaborations across the area and strengthen Guildhall's leadership role in this field.

Culture Mile Partnerships now has a strong community of 26 organisations, from a range of public and private sectors - making a public commitment to work with the core partners to address shared issues/opportunities and transform the area.

- **Guildhall Live Events:** The School's Video Project Mapping team – bridging Enterprise and Production Arts - has delivered over 25 projects over the past 5 years and the scale, prestige, public visibility and revenue from these projects have continually grown year-by-year. In order to exploit its full potential, the School is now implementing a new phase of development, into a fully resourced live events unit. On behalf of the project the Director of Advancement led the School's first bid to the City of London's Priorities Investment Pot (PIP). The application was successful, receiving £150k in funding towards new technology. A new staffing structure is also being implemented to support project sustainability and growth. Major upcoming projects include Waddesdon Manor and an exhibition at the Museum of London.
- **Short Courses:** Summer 2018 was the busiest yet for summer schools. **26** courses across the breadth of Guildhall disciplines welcomed **over 550** participants from **39** countries. A new 5-year plan is now in development for launch in 2019, aiming to substantially grow the Guildhall short course offer.

## 6. Under 18s Programmes

Islington Council, in partnership with the Guildhall School and the Barbican, is launching a new **Islington Music Education Hub** from October 2018. It is the first time a Music Education Hub will be led by a local authority, working with an internally renowned conservatoire and in alliance with a leading arts centre. The Islington Music Education Hub presents an unprecedented opportunity for the Barbican and Guildhall School to support and strategically lead the delivery of music and cultural education in schools, offering Islington young people access to world-class artists, resources and experiences, with Barbican Guildhall Creative Learning also providing opportunities to engage with an international arts and learning programme.

### Background

In February 2011 the Department for Digital, Culture, Media & Sport (DCMS) and Department for Education (DfE) jointly commissioned and published an independent report reviewing music

education in the English school system, authored by Darren Henley. The report outlined a national plan, with a key recommendation calling for the creation of Music Education Hubs in each Local Authority area. The Government implemented this recommendation in 2012 and further extended funding in 2016 for a further 4 years.

The lead organisation for Islington's Music Education Hub since 2012 has been Arts First, a Community Interest Company working alongside other partners to deliver music education opportunities for children and young people in the borough.

An application to lead a new Islington Music Education Hub was submitted to Arts Council England (ACE) on 26<sup>th</sup> June by London Borough of Islington (LBI) with the Guildhall School of Music & Drama as the lead strategic partner, working in close partnership with the Barbican Centre.

On 27<sup>th</sup> July 2018 Islington Council received confirmation from Arts Council England that its application had been approved and a grant agreed in principle for delivery of Music Education Hub activity.

### **Current Position**

Following the successful bid to ACE, Islington Council in partnership with the Guildhall School of Music & Drama, will launch a new Islington Music Education Hub from October 2018. In reaction to the news, teams across both partner organisations are now moving swiftly to agree the timeline for implementation.

The new Hub will be led by the council working in partnership with the Guildhall School alongside leading local music education providers and Islington school leaders. Through the Creative Alliance between the Barbican and Guildhall School the offer will be significantly enriched by the opportunity for children and young people to engage with the widest range of music and multi-arts performances.

The new Hub's vision is that all children and young people aged 5–18, regardless of their background, can experience the joy of making music through high quality and sustained music education activities. This will be achieved by providing regular opportunities to sing, learn a musical instrument and play in ensembles and by ensuring clear progression routes for all in a wide range of styles and genres. In particular, opportunities for children and young people in challenging circumstances will be widened and deepened, and affordable progression opportunities will be provided for primary school children.

Priorities will include:

- Ensuring that every child aged 5–18 has the opportunity to learn a musical instrument through whole-class ensemble teaching programmes for a year (minimum of a term).
- Providing opportunities to play in ensembles and to perform from an early stage.

- Developing a singing strategy to ensure that every pupil sings regularly, and that choirs and other vocal ensembles are available in the area.
- Offering Continuing Professional Development (CPD) to school staff, particularly in supporting schools to deliver music in the curriculum.
- Providing an instrument loan service, with discounts or free provision for families on low incomes.
- Providing access to large scale and / or high-quality music experiences for pupils, working with professional musicians and performing artists through the Barbican, Guildhall School and other Partners.

### Corporate & Strategic Implications

The Music Education Hub is part of a wider initiative between Islington Council and the City of London Corporation, developed over the past year, to establish closer working ties and advance shared priorities across the City / Islington border. Immediate shared priorities include music and cultural enrichment, skills development, strategic planning and economic development. Culture Mile adds significant value to this partnership, particularly through Culture Mile Learning.

In driving forward the priority of cultural enrichment for children and young people, the Hub is in alignment with the Strategic Objectives in the City of London Cultural Strategy 2018–2022.

The new **Guildhall Young Artists (GYA) Strategy** is almost complete, the culmination of 8 months of consultancy work by Nikki Shepperd. This strategy has been born of a process of desk-based research, a review of projects and programs currently undertaken by Junior Guildhall, Centre for Young Musicians (CYM London and regional satellites), and Barbican Guildhall Creative Learning. It has included a needs analysis, extensive user insight, interviews with education and performing arts experts and partners (including City of London Education and LSO Discovery), as well as wider consultation with the Creative Industries sector. This final draft will be presented to GYA colleagues at an Away Day on the 18<sup>th</sup> September with the plan then finalised by the end of the month. First steps towards new governance structure are in place

## 7. Recent Awards and Prizes

### External

Lauren Lodge-Campbell, Vocal Studies Fellow

- Winner of Le Jardin Des Voix, Les Arts Florissants' baroque academy for young singers.

<b>Academic Assurance: employability</b>
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Carmen Artaza Insausti, Guildhall Artist Masters

- Winner of the audience prize, the young talent prize and the first prize of the competition Luis Mariano (*Prize: 8000 euros*)

Mark Christian Bautista, Vocal studies, student of Susan Waters

- 2nd Prize, Pendine International Voice of the Future  
(Prize: unknown)

Benson Wilson, Opera Course

- Winner of the Joan Sutherland and Richard Bonyngel bel canto foundation award plus audience prize  
(Prize \$30,000 & \$1000)

Filipe Manu, Guildhall Artists Masters

- 3<sup>rd</sup> in Joan Sutherland and Richard Bonyngel bel canto foundation competition plus Mozart Aria Prize  
(Prize \$5000)

William Thomas (about to commence the Opera Course)

- Winner of the John Christie Award  
(Prize: Scholarship to fund private study)

## **Alumni**

Matt Dickinson (Graduated 1996)

- Appointed percussionist for Phantom of the Opera

Shabaka Hutchings (Graduated 2007)

- Shortlisted for the 2018 Mercury Prize

Ben Cook (Graduated 2018)

- Appointed Deputy Stage Manager at English National Opera
- Winner of the Stage Management Association Student of the Year Award 2018 (announced in June 2018)

Andrew Robb (Graduated 2012)

- Winner of the 2018 European Society of Bassists

Luis Gomes (Vocal Studies 2008-10; Opera Course 2010-12)

- Joint winner of Zarzuela prize plus joint audience prize winner therefore benefiting from Rolex watch! At Plácido Domingo's massive "Operalia" competition.

Johannes Kammler (Vocal Studies 2013-15)

- 2nd Prize Neue Stimmen
- Final of Operalia

Contact:

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<b>Committee:</b> Board of Governors of the Guildhall School of Music & Drama	<b>Date(s):</b> 24 September 2018
<b>Subject:</b> Safeguarding Policy	<b>Public</b>
<b>Report of:</b> Safeguarding Lead	<b>For Decision</b>
<b>Report author:</b> Alison Mears, Safeguarding Lead	

## Summary

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

- The policy has been streamlined, to make it more user friendly, removing areas of duplication. It is now 27 pages rather than 36 pages long.
- The opening page and “What to do” chart has been updated and redesigned
- The Safeguarding and Prevent Organisational and Reporting Chart has been updated
- Paragraph 1.5 has been updated to reflect the most recent publications
- Section 5 has been updated reflecting the responsibilities for the Safeguarding Lead and the Head of Safeguarding responsibilities.
- Section 6 does not now list the detail of staff training
- Section 7 has been streamlined to exclude the detailed explanation of procedures
- Appendix 1 key contact details have been updated.
- Appendix 3 now includes a paragraph on reporting and the format has been changed so that the table showing categories of abuse now includes adult, whereas the additional appendix 3b information has now been removed
- Appendix 5 has been updated to reference the most recent legislation

## Recommendation(s)

Members are asked to approve the revised Safeguarding Policy

### Alison Mears

Head of Junior Guildhall and Safeguarding Lead

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## Safeguarding Policy

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

**Is the person in immediate danger?**  
**Contact Police Public Protection Unit 020 76012941 (or in an emergency 999)**

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

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

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

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

**Stay Calm**

Don't promise to keep the information a secret

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

Record the information on the form in appendix 7 as soon as possible

Include as much information as you can include date, time and persons present.

Inform the Designated Safeguarding Lead in your area and send the report to the Head of Safeguarding as soon as possible (but within 24hrs) who will decide what further action will be taken.

Make a written dated note of observations and inform the Designated Safeguarding Lead in your area or the Head of Safeguarding who will investigate and make referral to external agencies if appropriate.

If you have concerns that people may be vulnerable to radicalisation and recruitment to a terrorist ideology or cause contact the Head of Safeguarding who will decide on the action to take.

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 or in her absence the Head of Safeguarding.

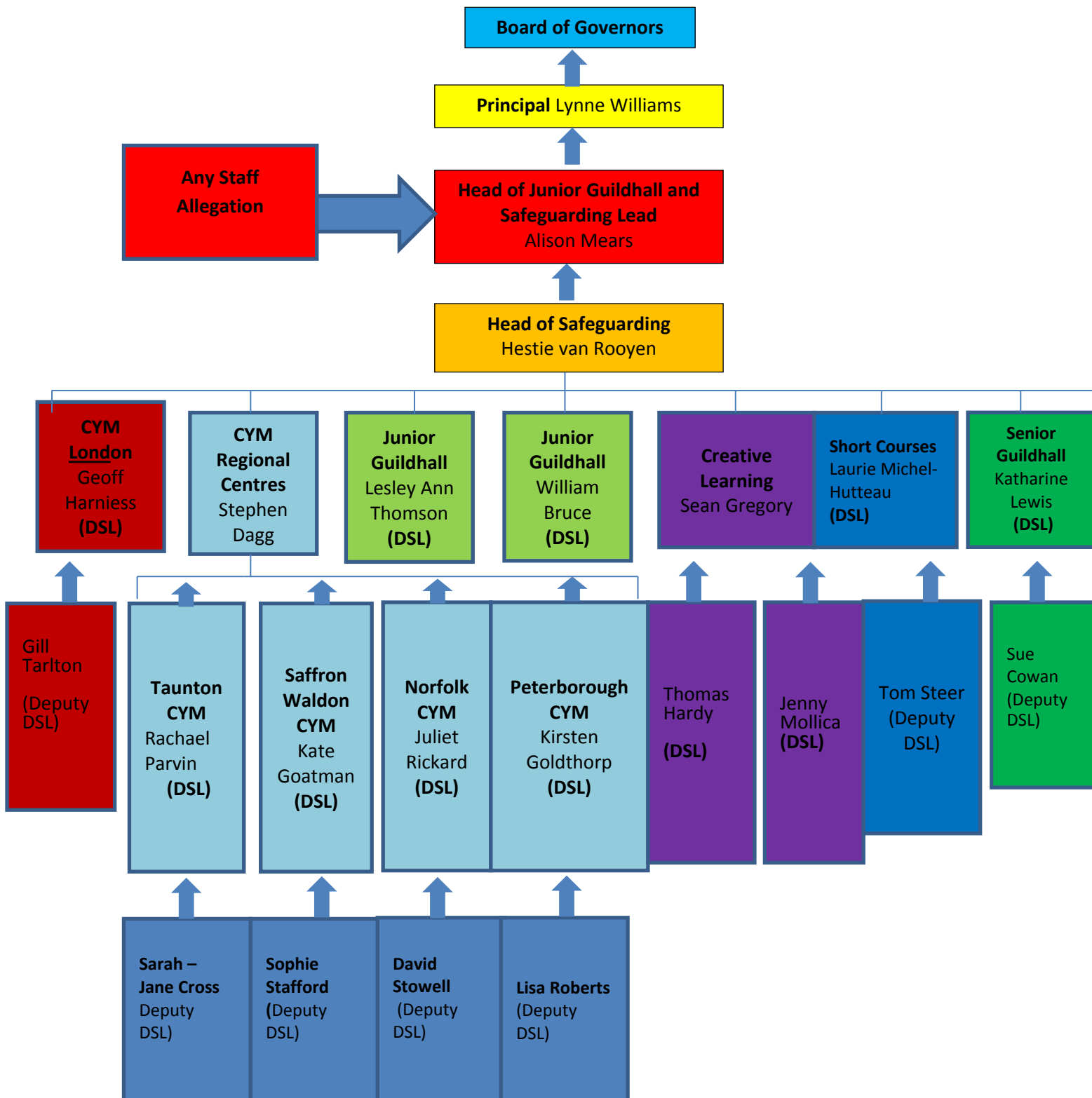
Any allegations concerning a member of staff will be referred to the LADO who will decide on any further action

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

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

**City Children's Services 020 7332 3621**  
**City Adult Service 020 7332 1224**  
**City LADO 020 7332 1215**  
**City Police Protection Unit 020 7601 2941**  
**City Prevent Team 020 7601 2420**  
**NSPCC 0808 800 5000**

## Safeguarding and Prevent Organisational and Reporting Chart



**This policy applies to all staff including paid staff, volunteers, students, visitors, casual workers and anyone working with or on behalf of the Guildhall School of Music & Drama. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.**

## **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 or organisations working in partnership
- 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
- Keeping Children Safe in Education Statutory guidance for schools and colleges September 2018
- 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" July 2018, "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 accessible on the footer of each page. It 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 Head of Safeguarding.

## **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.
- 4.3 The Prevent duty is a Government strategy with the aim to stop people becoming involved in, or supporting terrorism. It works at the pre-criminal stage by using early intervention to encourage individual and communities to challenge extremist and terrorist ideology and behavior.

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

## **5. Lead Safeguarding Contacts**

- 5.1 The overall Safeguarding Lead for the institution is  
**Alison Mears, Head of Junior Guildhall and Safeguarding Lead**

The Head of Safeguarding is **Hetsie van Rooyen**

5.2 Each area of the School has a Designated Safeguarding Lead and deputy who will be responsible for safeguarding in their area and report any concerns in the first instance to the Head of Safeguarding

Contact details can be found in Appendix 1

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

5.5 The Lead Safeguarding Contact will:

- Have strategic oversight of all safeguarding policies, procedures and operational issues.
- 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 Senior Management Team, the City of London CHSCB Executive Group and the City Safeguarding Education Forum
- Manage all Safeguarding Risks in the institutional Risk Register

## 5.6 The Head of Safeguarding 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.

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

### 6.1. Code of conduct

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

### 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
- Staff residing overseas also have checks in their home country in addition to DBS
- All contracts to include guidelines on safeguarding children and adults at risk

### 6.3.

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

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

6.3.2. 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.

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

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

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

The senior School is an adult environment and the School has a specific duty of care towards any student admitted to a degree programme who is under the age of 18 at the time of enrolment; special arrangements will be put in place in line with the “Policy in relation to the admission and support for students entering the School under the age of 18”.

#### 6.5. Students working in professional contexts

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

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

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

#### 6.6. Induction and training for staff

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

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

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

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

6.7.1. If a missed lesson is to be made up it should ideally take place on School premises. If the lesson has to take place in a teacher’s or students house the parent/carer must sit in. Parents will be asked to sign a document acknowledging this. Staff must follow the guidance contained within the code of conduct.

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

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

#### 6.8. Arrangements for external hire of School premises:

6.8.1 The hirer has responsibility to promote and safeguard the welfare of children and vulnerable people and take all reasonable steps to prevent harm or abuse taking place

6.8.2 The Guildhall School/Barbican Centre insists that all hirers fully adhere to the principles of the Guildhall School Safeguarding Policy. The Guildhall School/Barbican

Centre expects external organisations using its facilities to have their own safeguarding arrangements in place that support and reflect this policy

All hirers must ensure that:

- They have appropriate policies and procedure for safeguarding
- Staff have received appropriate training in safeguarding in safeguarding and child protection
- The hiring organisation is compliant with its legal duties in undertaking safer recruitment checks on their staff, including those staff who will be responsible for children

6.8.3 The Prevent duty requires the Guildhall School of Music & Drama/Barbican Centre to have due regard for the need to prevent people from being drawn into terrorism. In accordance with this legislation, the Guildhall School/Barbican Centre does not host events or speakers supportive of, or conducive to the promotion of terrorism, extremism or radicalisation, or anything of a similar nature

6.8.4 In order to manage the risk and prevent any extremist activity being undertaken, any controversial activity will be subject to risk assessment being undertaken prior to the booking being confirmed. The event shall only proceed when the Guildhall School/Barbican Centre is satisfied with all arrangements relating to the security or safety of people, property or premises. The Guildhall School/Barbican Centre reserves the right to cancel, prohibit or delay any venue hire booking which is deemed to be too high a risk. The approval procedure can be seen in Appendix 6.

## 6.9. Reporting and recording incidents

- 6.9.1. The overall lead for safeguarding at the Guildhall School is Alison Mears. Additionally a Head of Safeguarding has been appointed and each part of the Guildhall School has an identified Designated Safeguarding Lead (DSL) who will be responsible for safeguarding in their area and report any concerns initially to the Head of Safeguarding. They will also act as act as safeguarding leads in the absence of the Head of Safeguarding
- 6.9.2. Each departmental lead will brief their departments on safeguarding matters and HR will ensure that all relevant personnel have completed Disclosure and Barring Service checks.
- 6.9.3. Any incidents should be referred to and managed by the Head of Safeguarding on the day the incident occurs. The Head of Safeguarding will then refer to the appropriate body and inform the Safeguarding Lead, Principal and the Local Authority Designated Officer for the City and/or Local Authority in which the incident took place if appropriate.
- 6.9.4. 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.
- 6.9.5. 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.
- 6.9.6. 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.**

## 6.10. Leadership and Governance



- 6.10.1. The Guildhall School adheres to the principles of all relevant legislation and works in partnership with all agencies involved with child protection. 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. 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.

#### 7.1 Procedures to be followed by all staff making disclosures

If you have any concerns about a student or member of staff please follow the procedure outlined on page 1.

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

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 Head of Safeguarding.

#### 7.2 Procedure for Prevent duty concerns:

7.2.1 All concerns about a student, member of staff or visitor possibly being radicalised should be referred to the Head of Safeguarding or relevant DSL and this will be dealt with in the same way as other safeguarding concerns referring to specialist agencies where appropriate.

7.2.2 The Channel Process is a key part of the Government's Prevent strategy. It identifies vulnerable individuals most at risk of radicalisation with the aim of preventing them from being drawn into terrorism by referring them via the local authority for intervention. Channel is a voluntary procedure and the Head of Safeguarding will discuss with Safeguarding Lead, Principal, Head of HR and Safeguarding Governors before any referrals are made to the Channel Programme.

## **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 18 September 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 Head of Safeguarding 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 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 24 September 2018.

Date of next revision August 2019

**Alison Mears**

**September 2018**

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

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

#### **Head of Junior Guildhall and Safeguarding Lead**

Alison.Mears@gsmd.ac.uk 020 7382 7160

#### **Head of Safeguarding**

##### **Hetsie van Rooyen**

020 7382 7160

#### **Junior Guildhall**

### **Head of Junior Music Courses – Lesley -Ann Thomson**

Lesley-Ann.Thomson@gsmd.ac.uk 020 7382 7160

#### **Junior Guildhall Head of Strings William Bruce**

William.bruce@gsmd.ac.uk

### **Creative Learning**

#### **Director of Learning and Engagement – Sean Gregory**

Sean.Gregory@barbican.org.uk 020 7628 7381

#### **Director of Creative Learning**

Jenny Mollica Jenny.Mollica@barbican.org.uk

#### **Senior Creative Learning Manager**

Thomas Hardy Thomas.Hardy@barbican.org.uk

### **Centre for Young Musicians**

#### **Head of CYM London - Geoff Harniess**

Geoff@cym.org.uk 020 7928 3844

#### **Director of Guildhall Young Artists (CYM regional centres) – Stephen Dagg**

Stephen@cym.org.uk 0207 928 3844

#### **Head of Saffron Centre**

Kate Goatman kate@saffroncym.org

#### **Head of Taunton Centre**

Rachel Parvin RParvin@cym.org.uk 07754 217 993

**Head of Norfolk Centre**

Juliet Ricard  
[jrickard@cym.org.uk](mailto:jrickard@cym.org.uk)

**Head of Peterborough centre**

**Kirsten Goldthorp**  
[Kirsten.goldthorp@peterborough.gov.uk](mailto:Kirsten.goldthorp@peterborough.gov.uk) 07920 160035

**Senior Guildhall****Secretary & Dean of Students – Katharine Lewis**

[Katharine.Lewis@gsmd.ac.uk](mailto:Katharine.Lewis@gsmd.ac.uk) 020 7382 7143

**Enterprise (including Summer Schools and short courses)****Short Courses - Laurie Michel-Hutteau**

020 7382 7191

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

[Pat.Dixon@cityoflondon.gov.uk](mailto:Pat.Dixon@cityoflondon.gov.uk) 020 7332 1215

City Children's Social Care Team 020 7332 3621

City Social Care Team Adult Services 0207 332 1224

Out of hours Adult Social Care 020 8356 2579

Police Public Protection Unit 0207 601 2941 (or in an emergency 999)

City Prevent Team [prevent@cityoflondon.gov.uk](mailto:prevent@cityoflondon.gov.uk)

0207 601 2420

Department for Education 020 7340 7264

Extremism helpline [Counter.extremism@education.gsi.gov.uk](mailto: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.

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.

### Appendix 3 – Recognising abuse

#### Main Categories of Abuse and Safeguarding Issues - Quick Reference Table

This list is not exhaustive but gives some guidance to help identify possible abuse. The most important thing is to report and changes in behaviours or concerns even if they do not fit in the descriptions below.

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.

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

<p>explanations</p> <ul style="list-style-type: none"> <li>• Untreated injuries/illness</li> <li>• Admission of punishment which appears excessive</li> <li>• Shrinking from physical contact</li> <li>• Fear of returning home or of parents being contacted</li> <li>• Fear of undressing or medical help</li> <li>• Aggression/bullying</li> <li>• Over compliant behaviour or 'watchful attitude'</li> <li>• Running away</li> <li>• Significant changes in behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate emotional responses to painful situations</li> <li>• Self-harm or mutilation</li> <li>• Compulsive stealing/scrounging</li> <li>• Drug/solvent abuse/eating problems (over-/under-eating)</li> <li>• 'Neurotic' behaviour – obsessive rocking, thumb-sucking</li> <li>• 'Don't care' attitude or desperate attention-seeking behaviour</li> <li>• Social isolation – does not join in and has few friends</li> </ul>
<p><b>Female Genital Mutilation (FGM)</b> 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"> <li>• Talking about FGM</li> <li>• Disclosure from student to a friend</li> <li>• Student going to a country where FGM is prevalent</li> <li>• Prolonged or unexplained absences from school</li> <li>• Behavioral changes such as withdrawal or depression</li> <li>• Medical problems</li> <li>• Reluctance to visit doctor</li> </ul>	<p><b>Child Sexual Exploitation</b> 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"> <li>• Inappropriate or sexualised behaviour</li> <li>• Going to hotels to meet friends</li> <li>• Getting in/out of cars driven by unknown adults</li> <li>• Missing from home or school</li> <li>• Having unaffordable new things</li> <li>• Gang association</li> <li>• Physical injuries</li> <li>• Change in physical appearance</li> <li>• Evidence of sexual bullying or vulnerability through the internet and/or social networking sites.</li> <li>• Estranged from their family</li> <li>• Receipt of gifts from unknown sources.</li> <li>• Recruiting others into exploitative situations.</li> <li>• Poor mental health.</li> <li>• Self-harm.</li> </ul>



<p><b>Radicalisation</b></p> <p>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"> <li>• Isolation</li> <li>• Lack of self-esteem</li> <li>• Victim of bullying</li> <li>• Family tensions</li> <li>• Searching for personal identity</li> <li>• Race and hate crime</li> <li>• Use of internet glorifying violence</li> <li>• Political grievances</li> </ul>	<p><b>Other Specific Safeguarding Issues Include:</b></p> <ul style="list-style-type: none"> <li>• Child missing from education</li> <li>• Bullying including cyber bullying</li> <li>• Drugs</li> <li>• Fabricated or induced illness</li> <li>• Faith abuse</li> <li>• Forced Marriage</li> <li>• Gangs and youth violence</li> <li>• Gender based violence</li> <li>• Mental health</li> <li>• Private fostering</li> <li>• Sexting</li> <li>• Teenage relationship abuse</li> <li>• Trafficking</li> </ul>
<p><b>Adults at Risk</b></p> <p><b>Additional signs may include:</b></p> <ul style="list-style-type: none"> <li>• Where there is a carer, frequent arguments between the carer and the adult at risk.</li> <li>• Changes in personality or behaviour in the adult at risk being abused.</li> <li>• Isolation from usual network of friends, family or community</li> <li>• Report of a person taking too much of their medicines or not taking their medicines regularly (a prescription has more remaining than it should).</li> <li>• Not getting to medical appointments</li> <li>• Dirty living conditions: dirt, bugs, soiled bedding and clothes.</li> <li>• Unsafe living conditions (no heat or running water; faulty electrical wiring, other fire hazards).</li> <li>• Significant withdrawals from the adult at risk's bank account.</li> <li>• Bills not being paid</li> <li>• Items or cash missing.</li> <li>• Suspicious changes in wills, power of attorney, policies or other documents.</li> <li>• Suspicious addition of names to the person's signature card.</li> <li>• Unnecessary services, goods or subscriptions.</li> </ul>	

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

This code of conduct is intended not only to protect children but also members of staff from any malicious allegations.

### **Staff (and students) shall:**

- Act in a professional manner at all times.
- Dress appropriately at all times, showing respect for pupils and members of the community
- Be Vigilant - “Maintain an attitude of *it could happen here*”
- Ensure they have read and understand the Safeguarding Policy and KCSIE Summary (2018)

### **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.
- Any preexisting social relationship with a student or their family should be reported to the Head of department when a student joins the School.
- 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.
- If there is a need to touch a student to demonstrate a particular teaching point, the reason must be explained and students asked for consent in advance.

### **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

City and Hackney Child Protection Guidelines 2008 a

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

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

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

#### **National Guidance**

Keeping Children Safe in Education Statutory guidance for schools and colleges September 2018  
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 (2016)

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)



## **Appendix 6**

### **External Events and Speakers procedure and approval process**

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

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

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

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

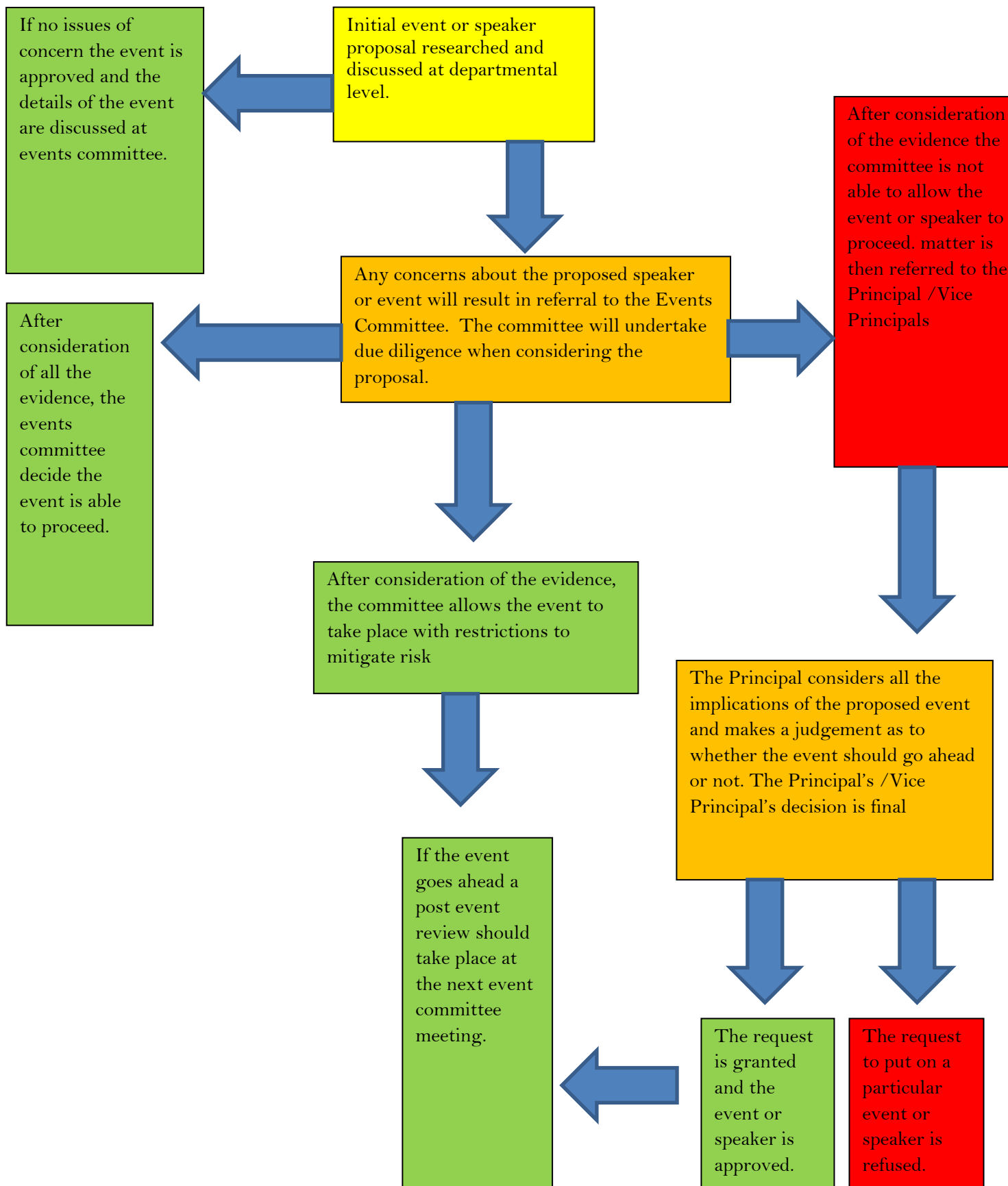
If the answer to any of the questions is yes or unclear, the event organiser must refer the request to the Events committee

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

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

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

Appendix 7  
Event Approval Procedure





## Appendix 6 –disclosure form

Child's or adult at risk's name: \_\_\_\_\_

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

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

\_\_\_\_\_

Parent/carer contact details (where relevant):

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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Note action taken, including names of anyone your information was passed to:

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

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

Signature:\_\_\_\_\_

Name of staff member<sup>3</sup> (printed)\_\_\_\_\_

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

Date:\_\_\_\_\_ Time:\_\_\_\_\_

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

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<b>Committee:</b> Board of Governors of the Guildhall School of Music & Drama	<b>Date:</b> 24 September 2018
<b>Subject:</b> Assurances: the promotion of equality and diversity	<b>Public</b>
<b>Report of:</b> Principal	<b>For Decision</b>
<b>Report authors:</b> Steve Eddy, Head of HR (Guildhall School & Barbican) Katharine Lewis, Secretary & Dean of Students	

## Summary

Under *The Higher Education Code of Governance* the governing body is required, amongst other things, to promote equality and diversity throughout the institution, including in relation to its own operation.

### The promotion of equality and diversity

A revised Equality & Diversity scheme and action plan was developed and approved by the School during 2015/16. Under the *Code of Governance* (6.4) the governing body **must** “satisfy itself that agreed action plans to implement the equality and diversity strategy are progressed throughout the institution.” Presented to the Board is an update on progress in respect of this action plan. The last update was provided in July 2017.

When the Board considered the last update it noted the lack of actions in respect of the Board itself, and asked the Town Clerk to bring a report to a future meeting regarding the Board’s skills; this is due to be considered at the next Governance & Effectiveness Committee meeting.

Going forward actions concerning the governance will be added to the new Equality Scheme action plan

### Recommendation:

The Board is asked to receive this report for information and decide whether the update to the action plan provides sufficient evidence for the Board to be satisfied about its responsibilities in respect of equality and diversity.

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# Update on the Equality & Diversity Action Plan 2015 to 2018

Deadlines given in the action plan are included in the header in each section (eg ongoing, termly, annually)

## Equality and Diversity Initiatives Relating to Staff AND Students

### 1. Equality & Diversity Working Group - to meet termly

The working group has now been established and has met twice so far. The group will continue to meet once a term. The group is currently reviewing and consulting upon a new Equality Scheme and the action plan so that we are ready for publishing an updated scheme and plan from 2019.

### 2. Promoting Good Relations - ongoing

The Working Group will continue to look at this issue from a community perspective.

The *Maintaining good campus relations in higher education policy* has been used to inform discussions about the type of hirer the School would consider for its venues and the development of an ethics policy.

### 3. Prevent Policy & Implementation Plan

Completed to deadline: Prevent was incorporated into the School's Safeguarding Policy and the School's Safeguarding Lead arranged for Prevent training to be available to all relevant School staff during the 2016/17 academic year.

Further training took place during 2017/18 with over 50 staff attending training sessions with Alamgir Sherigar & Erin MacGalloway, Regional Coordinators at the Department of Education

The Prevent Lead and Head of Student Affairs were invited to speak at a HEFCE Prevent event in April 2017 as an example of good practice of implementation the duty across the sector.

Annual reports and detailed submissions have been submitted to HEFCE initially and then the OFS for the academic years 2016 and 2017 both have concluded that the School "has demonstrated due regard in the implementation of the Prevent Duty".

### 4. The Creative Case for Diversity - ongoing

This is being considered by the Equality & Diversity working group and any relevant information will be incorporated into the new action plan for 2019 onwards.

### 5. Collaboration with wider Partners - ongoing

Staff involved in coordinating the School's Equality and Diversity Scheme and Action Plan regularly attend the City of London's *Equality Representatives Meetings* and the

*Small and Specialist Institutions' Equality Network Meetings*, facilitated by the Equality Challenge Unit (ECU).

## **Equality and Diversity Initiatives Relating to STAFF**

### **6. Publishing the School's Staff profile** - annual

Data was updated for 2018 and published on the School's equality duty webpage in July.

### **7. Monitoring protected characteristics** - yearly

Corporate HR produce monthly HR Dashboard reports which include protected characteristics (ie age, gender, disability, religion, sexuality and ethnic) breakdowns for established staff.

### **8. Monitoring Recruitment Statistics** - ongoing

The School HR Department is working with Corporate HR to develop reports on this information so positive action can be taken to improve underrepresented groups. (ie in respect to widening the pool with regard to advertising).

### **9. Monitoring Staff Development Statistics** - yearly reports

The School HR Department is working with the Corporate HR to develop reports to provide this information on the take up training. Academic Progression and Conferment of Title of Professor applications are monitored on an annual basis by the Staff Development Committee.

### **10. Mandatory Training** - ongoing

All new starters in the School are required to complete the Equality and Diversity training during their probation period. Additionally, a new suite of equality and inclusion e-learning modules are available on City Learning:

Equality in the Workplace

Equality Act 2010

Equality Analysis

Staff members will be encouraged to complete the Equality in the Workplace training. The Equality Act 2010 and Equality Analysis training is particularly useful for managers who have responsibility for service delivery, as well as policy/strategy officers and business planners. There are also Equality & Inclusion monthly drop-in sessions at the Guildhall.

### **11. Reasonable Adjustments** - ongoing and annual reporting

The School follows advice from the City of London Occupational Health Department and uses the Access to Work Service. Support is provided to members of staff and all cases are actioned.

### **12. Leavers** - ongoing



Online exit interviews are offered to all staff who leave and reports have been provided to the Remuneration Committee. It should be noted that the take up of exit interviews low so it has so far been difficult to extrapolate any themes from the feedback.

## **Equality and Diversity Initiatives Relating to STUDENTS**

### **13. Qualitative Monitoring - ongoing**

A helpful dialogue on matters of inclusivity and accessibility was opened this year between members of the working group and representatives of the Students' Union Executive Committee. Some individual student experiences were also collected - when students consulted Student Affairs or teaching staff when facing particular barriers to learning or issues with access. The E&D working group needs to engage more widely with the student body in this respect, and to agree specific objectives and establish markers for change which can be tracked.

### **14. Supporting Student Transition to Higher Education**

During 2017/18 students with an identified level of additional need were offered robust pre-enrolment support plus ongoing mentoring with Student Affairs staff on a regular basis. Students engaged exceptionally well with both. They reported feeling supported to participate in their courses and successfully progressed to their next year of study.

For 2018/19 student induction, Student Affairs is running "New beginnings - an introduction to the psychological factors of moving to university" for all new students and a stress management session.

The E&D working group will continue develop interventions that can further enhance the transition experience of all students with those with specific learning support needs.

### **15. Employability - ongoing**

The E&D working group has identified a number of areas for development in relation to the School's role in preparing students with disabilities for transition into post-graduate professional employment. These include:

- How/when/if to declare a disability
- Sources of support and funding to enable access to work
- Tools and technology specific to the workplace, job role and business management
- Training/guidance from industry professionals who have disabilities
- Awareness for all students as to how to work with and support disabled colleagues

### **16. Bullying & Harassment** - Original policy deadline was March 2016 and this was met. However, policy was updated in 2018 to become the *Harassment, Bullying & Sexual Misconduct Policy* and has been signed off by the Staff/Student Liaison

Committee and the School Operations Board. The School's disciplinary regulations were also amended to match the definition of sexual misconduct. Both policies reflect the advice of the UUK on this matter.

Training to aid staff in dealing with students who have been sexually assaulted was undertaken by staff in the Student Affairs Department with very good attendance from the hourly paid and trainee counsellors. The Secretary & Dean of Students also attended.

Another member of Registry staff went on *Managing sexual misconduct cases in a university setting* organised by the UUK.

The Students' Union will be offering a *Healthy Together: Let's talk about sex* induction session covering contraception, sexual health advice and "consent" training.

**17. Mature and Post-graduate Students** - orientation events and programme of social activities September 2016 and Spring 2017 and now for September 2018. Student Affairs and the SU are also working together to establish a mature student representative.

**18. Inclusive Design** - due September 2018 for Programme Leaders' Group  
Ongoing – in 2018/19 Student Affairs will be facilitating discussions on various topics related to inclusive teaching, learning and assessment at departmental meetings – to be supplemented by digital information and learning resources for staff which will become available via the intranet.

**19. Publishing the School's Student Profile** - annually to February Board of Governors

**20. Monitoring of Widening Participation Targets** - annually December/January  
Attracting students from low participation neighbourhoods remains a significant challenge for the School and the School is not meeting its target for this or state school new entrants. The numbers of BAME applicants and new entrants are encouraging, as too new entrants declaring a disability although further work on attracting students with a physical disability is needed and the School is committed to supporting the work of the National Open Youth Orchestra (NOYO).

**21. Monitoring of applicants by key protected characteristics** - annually to the Academic Board in spring and then included in annual report to the Board

**22. Monitoring of student success by key protected characteristics** - annually to the Academic Board then included in annual report to the Board

### **Additional student actions not included in original plan**

#### **23a Diversity School Initiative.**

The Drama Department has signed-up to the Diversity School Initiative. This is a non-profit organisation set up to improve diversity and inclusion in UK drama schools through constructive dialogue and collaboration. It was founded by a group of students from Central, born out of their own experience of feeling marginalised, isolated and ‘othered’ by structural biases within their institution.

#### **23b Learning in a safe environment**

Following the Harvey Weinstein scandal and the “MeToo” revelations, the School has explored its response to the “safe space” initiatives. Music has been reading out its own statement at the start of significant rehearsals and classes, eg Gold Medal and Opera rehearsals, whilst Drama has been following the Equity guidelines where the Director reads the statement at the start of the rehearsal process to both Acting and Production Arts students involved in the production.

**23c Unconscious bias** - Acting staff undertook a workshop on unconscious bias.

**23d Mental Health First Aider training** - was undertaken by Library and Student Affairs staff

#### **23e Ex-offenders**

Registry staff will be attending training in October organised by CUK on the admissions of students with criminal records run in conjunction with UNLOCK a national charity that provides a voice and support for people with convictions who are facing stigma and obstacles because of their criminal record.

Steve Eddy  
Head of HR (Guildhall School & Barbican)  
August 2018

Katharine Lewis  
Secretary & Dean of Students  
September 2018

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