



Board of Governors of the Guildhall School of Music and Drama

Date: WEDNESDAY, 18 SEPTEMBER 2013

Time: 1.45 pm

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

Members:

| | |
|--|----------------------|
| Alderman David Graves (Chairman) | Paul Hughes |
| Deputy John Bennett (Deputy Chairman) | Professor Barry Ife |
| Deputy John Barker | Pamela Lidiard |
| Sir Andrew Burns | Jeremy Mayhew |
| Deputy John Chapman | Kathryn McDowell |
| Christina Coker | Ann Pembroke |
| Neil Constable | John Scott |
| Ieuan Davies | Jeremy Simons |
| Daniel Evans | Angela Starling |
| Marianne Fredericks | Alderman Fiona Woolf |
| Gareth Higgins | |

Enquiries: Rakesh Hira
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rakesh.hira@cityoflondon.gov.uk

Lunch will be served in the Guildhall Club at 1pm

John Barradell
Town Clerk and Chief Executive

AGENDA

Principal's Introduction to the Agenda

This summer vacation has been busier than ever, with the phased occupation of Milton Court (item 7) and the consequential building works in the Silk St building taking up a great deal of time and energy. The late completion and occupation of Milton Court has produced some favourable calendar variances in the management accounts (item 22), but has also led to some additional costs that were not in the School's original budget. Fundraising for Milton Court has also progressed, with the School now over £10m towards a target of £13.5m, leaving £3.4m to be raised (item 20). An external review of our fundraising performance by More Partnership (item 21) has proved broadly positive and suggests that more could be achieved with further investment and some shift of focus. Preparations for the formal opening of Milton Court on 26 September are well advanced and the Board will receive a proof copy of the programme for the evening at the meeting on 18 September.

A great deal of work has also been done following the audit of child protection policies earlier this year. Child protection has become a major issue for all conservatoires with junior departments and the Guildhall School has more provision in this area than most. Following the recommendations of the audit, all three policies have been brought together in a single document for approval by the Board (item 8).

In respect of finance, the proposed fee schedule for 2014/15 is for approval (item 16) and the Board is asked to note the importance of the Access agreement with the Office of Fair Access (OFFA, item 18), without which the School would not be able to charge the higher fee of £9,000 pa to home and other EU undergraduate students. The new Director of OFFA will be visiting the School in 2014 to discuss our approach to access and widening participation. The School's enterprise and business plan is also submitted for approval (item 17) and sets out the main features of our planned approach to meeting medium term income targets in support of the School's long term financial plan.

In general, the School is in a strong position artistically and academically and the income and expenditure account is broadly on target. When the new facilities at Milton Court are finally complete, and the existing building is refurbished, we look forward to concentrating on developing our training and performance portfolio to produce world-class performers and practitioners in both music and drama.

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

Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 13 May 2013 (copy attached).

For Decision
(Pages 1 - 8)

4. ***PUBLIC MINUTES OF THE FINANCE & RESOURCES COMMITTEE**

To receive the public minutes of the Finance & Resources Committee held on 30 April 2013 (attached) and 5 September 2013 (to follow).

For Information

a) 30 April 2013 (Pages 9 - 10)

b) 5 September 2013

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

To receive the public minutes of the Audit & Risk Management Committee of the meeting held on 1 July 2013 (copy attached).

For Information
(Pages 11 - 14)

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

To receive the public minutes of the Remuneration Committee held on 8 July 2013 (copy attached).

For Information
(Pages 15 - 18)

7. **PRINCIPAL'S GENERAL REPORT**

Report of the Principal.

For Information
(Pages 19 - 26)

8. **CHILDREN AND YOUNG PEOPLE SAFEGUARDING POLICY**

Joint report of the Principal and the Town Clerk (copy attached).

For Decision
(Pages 27 - 54)

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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act

For Decision

Part 2 - Non Public Agenda

12. **NON PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 13 May 2013 (copy attached).

For Decision
(Pages 55 - 60)

13. ***NON PUBLIC MINUTES OF THE FINANCE & RESOURCES COMMITTEE**

To receive the non-public minutes of the Finance & Resources Committee held on 30 April 2013 (attached) and 5 September 2013 (to follow).

For Information

a) 30 April 2013 (Pages 61 - 64)

b) 5 September 2013

14. ***NON PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**
To receive the non-public minutes of the Audit & Risk Management Committee of the meeting held on 1 July 2013 (copy attached).
- For Information**
(Pages 65 - 68)
15. ***NON PUBLIC MINUTES OF THE REMUNERATION COMMITTEE**
To receive the non-public minutes of the Remuneration Committee held on 8 July 2013 (copy attached).
- For Decision**
(Pages 69 - 70)
16. **FEE SCHEDULE FOR 2014/15**
Report of the Principal (copy attached).
- For Decision**
(Pages 71 - 82)
17. **GUILDHALL SCHOOL ENTERPRISE BUSINESS PLAN AND UPDATE ON ACTIVITY TO DATE**
Report of the Assistant Principal (copy attached).
- For Decision**
(Pages 83 - 102)
18. **2014 ACCESS AGREEMENT**
Report of the Principal (copy attached).
- For Information**
(Pages 103 - 106)
19. **TEACHING AND LEARNING STRATEGY**
Report of the Assistant Principal.
- For Decision**
(Pages 107 - 122)

20. **DEVELOPMENT OFFICE ANNUAL REPORT 2012/13**

Report of the Head of Development (copy attached).

For Information
(Pages 123 - 154)

21. **DEVELOPMENT REVIEW REPORT AND RECOMMENDATIONS**

Report of the Head of Development (copy attached).

For Decision
(Pages 155 - 202)

22. **FINANCE REVIEW JULY 2013 PERIOD 4, 2013/14 FINANCIAL YEAR**

Report of the Chief Operating and Financial Officer.

For Information
(Pages 203 - 208)

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

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

Governors Only

25. **OPERATION PERILLA**

Oral update by the Principal.

For Information

26. **SENIOR STAFF ROLES**

Report of the Principal (To Follow).

For Decision

Agenda Item 3

BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

Monday, 13 May 2013

Minutes of the meeting of the Board of Governors of the Guildhall School of Music and Drama held at Guildhall, EC2 on Monday, 13 May 2013 at 1.45pm

Present

Members:

| | |
|-----------------------|----------------------|
| Deputy John Barker | Paul Hughes |
| Deputy John Bennett | Professor Barry Ife |
| Sir Andrew Burns | Pamela Lidiard |
| Deputy John Chapman | Kathryn McDowell |
| Christina Coker | Deputy Wendy Mead |
| Neil Constable | Ann Pembroke |
| Daisy Evans | John Scott |
| Marianne Fredericks | Jeremy Simons |
| Alderman David Graves | Alderman Fiona Woolf |
| Gareth Higgins | |

In Attendance

Deputy Catherine McGuinness CC
Nicy Roberts, Representative of the Centre for Young Musicians
Peter Young, Chairman of the Guildhall School Trust
Diane Meehan, TDAP Observer

Officers:

| | |
|-------------------|-------------------------------------|
| Rakesh Hira | - Town Clerk's Department |
| Mathew Lawrence | - Town Clerk's Department |
| Chris Bilsland | - Chamberlain |
| Sandeep Dwesar | - Guildhall School of Music & Drama |
| Clive Russell | - Guildhall School of Music & Drama |
| Jonathan Vaughan | - Guildhall School of Music & Drama |
| Christian Burgess | - Guildhall School of Music & Drama |
| Michael Dick | - Guildhall School of Music & Drama |
| Sean Gregory | - Guildhall School of Music & Drama |
| Hannah Bibbins | - Guildhall School of Music & Drama |

Alderman Fiona Woolf took the Chair

1. APOLOGIES

Apologies were received from Daniel Evans.

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

Alderman David Graves declared that his daughter is at the Junior Guildhall (this was a standing declaration).

Sir Andrew Burns declared that he was Chairman of the Hestercombe Gardens Trust (this was a standing declaration).

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

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

The Order of the Court of Common Council, 25 April 2013, appointing the Board and approving its Terms of Reference was received.

4. **ELECTION OF CHAIRMAN**

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

The Chairman welcomed Marianne Fredericks, John Scott and Angela Starling on joining the Board and thanked Stella Currie, Deputy Richard Regan and Alderman Sir David Wootton for their contribution and hard work whilst serving as Governors.

The Chairman also welcomed Diane Meehan, TDAP observer.

5. **ELECTION OF DEPUTY CHAIRMAN**

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

6. **BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC & DRAMA AND NEW COURT APPOINTMENTS**

RESOLVED – That the following Guildhall School Governors be noted:

To note that the Guildhall School Governors are as follows: -

- (i) Principal of the Guildhall School for the time being
Professor Barry Ife CBE FKC Hon FRAM BA (Hons) PhD ALCM
- (ii) Academic Member of the School Staff elected by the School's Academic Staff – Pamela Lidiard

- (iii) Non-Academic Member of School Staff Elected by School Administrative Staff – Gareth Higgins
- (iv) Guildhall School Student Representative for the time being - Daisy Evans, President of the Students' Union
- (v) 6 Co-opted Governors
- (vi) 11 Common Council Members; Marianne Fredericks, John Scott and Angela Starling were recently elected by the Court of Common Council and Deputy John Bennett was re-elected.

7. **APPOINTMENT OF SUB COMMITTEES FOR 2013/2014**

A report of the Town Clerk setting out the appointment of the Audit & Risk Management, Remuneration, Nominations, Reference, Finance & Resources and Governance & Effectiveness Sub Committees for 2013/2014 was considered.

RESOLVED – That the 2013/14 membership of the Sub Committee be noted/approved as follows:

- a) the membership of the **Audit & Risk Management Committee** comprise of the following Governors:
 - Jeremy Simons (*elected Chairman of the Audit & Risk Management Sub Committee*)
 - Christina Coker
 - Neil Constable
 - Angela Starling
 - **Vacancy**
- b) the membership of the **Remuneration Committee** comprise of the following Governors:
 - Alderman David Graves, Chairman
 - Deputy John Bennett, Deputy Chairman
 - Sir Andrew Burns
 - Neil Constable
 - Barry Ife
 - Pamela Lidiard
 - Jeremy Simons

- c) the membership of the **Nominations Committee** comprise of the following Governors:
- Alderman David Graves, Chairman
 - Deputy John Bennett, Deputy Chairman
 - Sir Andrew Burns
 - Christina Coker
 - Marianne Fredericks
 - Paul Hughes
 - Barry Ife
 - Pamela Lidiard
 - John Scott
 - Jeremy Simons
- d) the membership of the **Reference Sub Committee** comprise of the following Governors:
- Alderman David Graves, Chairman
 - Deputy John Bennett, Deputy Chairman
 - Deputy John Barker
 - Sir Andrew Burns
 - Deputy John Chapman
 - Gareth Higgins
- e) the membership of the **Finance & Resources Committee** comprise of the following Governors:
- Alderman David Graves, Chairman
 - Deputy John Bennett, Deputy Chairman
 - Sir Andrew Burns
 - Deputy John Chapman
 - Marianne Fredericks
 - John Scott
 - **Vacancy**
- f) the membership of the **Governance & Effectiveness Committee** comprise of the following Governors:
- Sir Andrew Burns, Chairman
 - Deputy John Bennett, Deputy Chairman
 - Alderman David Graves
 - Gareth Higgins
 - Barry Ife
 - Jeremy Simons

8. **PUBLIC MINUTES**

The public minutes of the meeting held on 4 February 2013 were approved as a correct record.

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

The public minutes of the Finance & Resources Committee held on 30 April 2013 were received.

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

The public minutes of the Nominations Committee held on 2 May 2013 were received.

11. **PRINCIPAL'S GENERAL REPORT**

A report of the Principal which provided Governors with an update on the general issues as outlined below was considered:

- Awards and Prizes
- Recent Alumni Successes
- Staff Successes
- Safeguarding
- Funding of the Strategic Plan
- Provisional HEFCE grant for 2013/14
- Milton Court
- Funding
- Queen's Anniversary Prizes 2013-14
- Production Review and;
- Partnerships.

A discussion took place and it was noted that a draft policy on safeguarding/child protection would be produced by the Town Clerk and a report would be submitted to the next meeting which would detail the Board's responsibilities.

In relation to the School's prospectus it was noted that a new version had now been printed with four additional pages on the School's partnerships.

RECEIVED

12. **CREATIVE LEARNING - PRESENTATION**

The Director of Creative Learning provided a brief presentation on Creative Learning. He explained that a strategy had been established which created lifelong learning, a scope for progression, key values, a mission statement and learning modules. There were four key themes which were as follows:-

- Schools, Young People, Families and Adults;
- Undergraduates;
- Leadership Masters and;
- Professional Development.

A discussion took place and in response to a question by a Governor, the Director of Creative Learning explained that due to timetable constraints travelling time to external placements could prove a challenge for some students. Discussions were therefore taking place with more neighbouring Boroughs such as Tower Hamlets, Islington and Hackney.

In relation to what an undergraduate student was achieving the Director of Creative Learning explained that students were being equipped to develop the full range of skills required to be a successful professional practitioner in the 21st century. Areas of training include performing, composing, collaborating, leading and teaching in a variety of cultural, educational and community-based settings, as well as in subject areas such as health and well-being, performance psychology, entrepreneurship and career planning. Learning experiences for both undergraduates and postgraduates also included undertaking inter-disciplinary and cross-sector projects in a wide variety of contexts, enabling students to better understand the expectations and opportunities that would lie before them during their professional careers.

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

Live Performance

In response to a question by a Governor it was noted that the School would explore any potential opportunities in using the amphitheatre for live performance.

14. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no urgent items.

15. EXCLUSION OF THE PUBLIC

RESOLVED: That under Section 100A of the Local Government Act 1972, the public be excluded from the meeting for the following items of exempt information as defined in Part 1 of Schedule 12A of the Local Government Act.

16. NON PUBLIC MINUTES

The non-public minutes of the meeting held on 4 February 2013 were approved as a correct record.

17. LONDON LIVING WAGE - STUDENT AND STAFF CATERING CONTRACT

A report of the Chamberlain was considered and agreed.

18. *NON PUBLIC MINUTES OF THE FINANCE & RESOURCES COMMITTEE

The non-public minutes of the Finance & Resources Committee held on 30 April 2013 were received.

19. *NON PUBLIC MINUTES OF THE NOMINATIONS COMMITTEE

The non-public minutes of the Nominations Committee held on 2 May 2013 were received.

Kathryn McDowell and Clive Russell were not present for Item 20

20. **RECOMMENDATION FOR FELLOWSHIPS AND HONORARY FELLOWSHIPS - 2013**

A report of the Principal was considered and agreed.

21. **STRATEGIC PLAN REVISION**

A report of the Principal was considered and agreed.

22. **SENIOR SCHOOL PROVISIONAL TUITION FEES FOR 2014/15**

A report of the Principal was considered and agreed.

23. **GUILDHALL SCHOOL LONG TERM FINANCIAL PLAN**

A joint report of the Principal and Chamberlain was received.

24. **BUDGET MANUAL - FINANCIAL YEAR 2013/14**

A report of the Chief Operating & Financial Officer was considered and agreed.

25. **ACADEMIC YEAR FINANCIAL FORECASTS (DRAFT)**

A report of the Chief Operating & Financial Officer was considered and agreed.

26. **FINANCE REVIEW**

A report of the Chief Operating & Financial Officer was received.

Extension of the meeting

In accordance with Standing Order 40, the Board agreed to extend the meeting beyond two hours.

27. **MILTON COURT FUNDRAISING AND RECOGNITION**

A report of the Principal was considered and agreed.

28. **MILTON COURT PRACTICAL COMPLETION AND OPENING SEASON**

A report of the Principal was received.

29. **CYM SATELLITES**

A report of the Principal was considered and agreed.

30. **PROGRESS REPORT CAPITAL/SUPPLEMENTARY REVIEW PROGRAMME 2009/10 - 2013/14 AND PROPOSALS FOR CAPITAL/SUPPLEMENTARY REVIEW PROGRAMME 2014/15 - 2016/17**

A report of the Principal was considered and agreed.

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

There were no questions.

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

There were no urgent items.

The meeting ended at 4.00pm

Chairman

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FINANCE AND RESOURCES COMMITTEE OF THE BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC & DRAMA

Tuesday, 30 April 2013

Minutes of the meeting of the Finance and Resources Committee of the Board of Governors of the Guildhall School of Music & Drama held at Committee Rooms, 2nd Floor, West Wing, Guildhall on Tuesday, 30 April 2013 at 1.45pm

Present

Members:

Alderman David Graves (Chairman)
Deputy John Bennett (Deputy Chairman)
Sir Andrew Burns
Deputy John Chapman

In attendance:

Jeremy Simons

Officers:

| | |
|---------------------|--|
| Rakesh Hira | - Town Clerk's Department |
| Professor Barry Ife | - Principal, Guildhall School of Music and Drama |
| Sandeep Dwesar | - Guildhall School of Music & Drama |
| Niki Cornwell | - Chamberlain's Department |

1. APOLOGIES

There were no apologies.

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

Alderman David Graves declared that his daughter has a place at the Junior Guildhall (this was a standing declaration).

3. PUBLIC MINUTES

The public minutes of the meeting held on 16 January 2013 were approved as a correct record.

4. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE FINANCE & RESOURCES COMMITTEE

There were no questions.

5. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no urgent items.

6. **EXCLUSION OF THE PUBLIC**
RESOLVED - That under Section 100A of the Local Government Act 1972, the public be excluded from the meeting for the following items of exempt information as defined in Part 1 of Schedule 12A of the Local Government Act.
7. **NON PUBLIC MINUTES**
The non-public minutes of the meeting held on 16 January 2013 were approved as a correct record.
8. **GUILDHALL SCHOOL LONG TERM FINANCIAL PLAN**
A joint report of the Principal and the Chamberlain was received.
9. **BAD DEBT**
A report of the Chief Operating and Financial Officer was considered and agreed.
10. **BUDGET MANUAL 13/14**
A report of the Chief Operating and Financial Officer was considered and agreed.
11. **HEFCE FIVE YEAR FINANCIAL FORECASTS (DRAFT)**
A report of the Chief Operating and Financial Officer was considered and agreed.
12. **FINANCE REVIEW**
A report of the Chief Operating and Financial Officer was received.
13. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE FINANCE & RESOURCES COMMITTEE**
There were no questions.
14. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There were no urgent items.

The meeting ended at 3.30pm

Chairman

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

Monday, 1 July 2013

Minutes of the meeting of the Audit and Risk Management Committee of the Board of Governors of the Guildhall School of Music & Drama held at Guildhall, EC2 on Monday, 1 July 2013 at 1.45pm

Present

Members:

Jeremy Simons (Chairman)
Christina Coker
Neil Constable
Angela Starling

Officers:

| | |
|---------------------|--|
| Rakesh Hira | - Town Clerk's Department |
| Professor Barry Ife | - Principal, Guildhall School of Music and Drama |
| Sandeep Dwesar | - Guildhall School of Music & Drama |
| Clive Russell | - Guildhall School of Music & Drama |
| Michael Dick | - Guildhall School of Music & Drama |
| Sarah Wall | - Guildhall School of Music & Drama |
| Paul Nagle | - Chamberlain's Department |

1. APOLOGIES

There were no apologies.

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

There were no declarations.

3. ELECTION OF DEPUTY CHAIRMAN

In accordance with Standing Order No. 30 Neil Constable was duly elected Deputy Chairman for the ensuing year.

4. PUBLIC MINUTES

The public minutes of the meeting held on 18 January 2013 were approved as a correct record.

Matters Arising

Cycle of Reports

The Chief Operating & Financial Officer was continuing to look into the possible changes to the cycle of reports to better meet the annual cycle of tasks.

Internal Audit

It was noted that the 2013/14 audit plan was processed under delegated authority by the Town Clerk in consultation with the Chairman and Deputy Chairman.

5. INTERNAL AUDIT UPDATE

A report of the Chamberlain which provided the Committee with an update on the progress of the Internal Audit reviews undertaken within the Guildhall School since the last report submitted in January 2013 was considered.

The Head of Audit and Risk Management explained that the internal audit project on IS/IT Security/Strategy/Operations was scheduled to take five days and not 15 days as set out in the report. In relation to the project on the procurement of goods and services it was noted that the review would look at how the School sourced goods and services as well as process orders and payments and how this process linked in with the new CLPS. A separate internal audit review would be looking at the CLPS Purchase Order and payment process overall. In relation to processing orders and payments it was noted that there had been issues with processing payments and that this was being discussed with the Head of the CLPS to resolve the issue and an update would be provided at the next meeting.

In response to a question by a Governor, the Principal highlighted that the outcome of the review on safeguarding had been generally positive with a recommendation to have an overarching safeguarding policy.

RESOLVED – That Members note the work that internal audit had undertaken and the plans for the current year.

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

There were no questions.

7. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no urgent items.

8. EXCLUSION OF THE PUBLIC

RESOLVED: That under Section 100A of the Local Government Act 1972, the public be excluded from the meeting for the following items of exempt information as defined in Part 1 of Schedule 12A of the Local Government Act.

9. NON PUBLIC MINUTES

The non-public minutes of the meeting held on 18 January 2013 were approved.

10. MILTON COURT PROJECT - RISK REGISTER

The Committee received a report of the Director of Strategic Projects.

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

The meeting ended at 2.54pm

Chairman

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**REMUNERATION COMMITTEE OF THE BOARD OF GOVERNORS OF THE
GUILDHALL SCHOOL OF MUSIC & DRAMA
Monday, 8 July 2013**

Minutes of the meeting of the Remuneration Committee of the Board of Governors of the Guildhall School of Music & Drama held at Aldermens' Court - Mezzanine West Wing, Guildhall on Monday, 8 July 2013 at 2.15 pm

Present

Members:

Alderman David Graves (Chairman)
Deputy John Bennett (Deputy Chairman)
Sir Andrew Burns
Neil Constable
Professor Barry Ife
Pamela Lidiard
Jeremy Simons

Officers:

Steve Eddy - Guildhall School of Music & Drama
Rakesh Hira - Town Clerk's Department

1. **APOLOGIES**

There were no apologies.

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

There were no declarations.

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

Establishment Committee

In response to a question by a Governor, the Chairman explained that the Establishment Committee was made up of members of the Court of Common Council who considered areas such as pay and staff issues, honorariums and the general pay award. The Principal's salary was agreed by the Establishment Committee on the recommendation of the Town Clerk.

Remuneration Committee

It was noted that issues of staff pay would normally be flagged up within the senior management forum and that job evaluations could take place but there were no set procedures in place to allow staff to make representations about their pay albeit the appraisal system did allow for discussions to take place between individuals and their line managers.

It was agreed that in future reports on staff analysis, salaries and sector comparators would be produced by Corporate HR with input from the Principal.

It was agreed that this Committee would meet again in September 2013 to consider revised Terms of Reference which would take into account the following:

- That this Committee has a remit to take note (and has taken note) of staff remuneration and the pay structure and benchmarked the School against the rest of the sector.
- That this Committee has a remit to look at (and has looked at) pay equality so as to flag any significant gender discrepancies within the School.
- That this Committee has a remit to look at (and has looked at) the gender, ethnic and other appropriate balances.
- That this Committee has a remit to satisfy itself with (and is satisfied with) the procedures in place at the School to allow staff to make representations about their pay.
- That this Committee has a remit to satisfy itself that (and is satisfied that) any ad hoc or personalised payments that might distort the basic remuneration structure are made according to transparent and justifiable rules.
- That this Committee has a remit to benchmark the salary of the Principal against sector comparators and is (or is not) content with the outcome of the benchmarking.

It was agreed upon the suggestion of the Chairman that this was a Committee which might sensibly be chaired by a non-City Governor, and that at its next meeting the Committee should elect a new Chairman from among the non-City Governors.

4. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no urgent items.

5. EXCLUSION OF THE PUBLIC

RESOLVED: That under Section 100A of the Local Government Act 1972, the public be excluded from the meeting for the following items of exempt information as defined in Part 1 of Schedule 12A of the Local Government Act.

6. STAFF ANALYSIS, SALARIES & SECTOR COMPARATORS

A report of the Principal was received.

7. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE REMUNERATION COMMITTEE

There were no questions.

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

There were no urgent items.

The meeting ended at 3.47 pm

Chairman

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Agenda Item 7

| | |
|---|------------------------|
| Committee(s): | Date(s): |
| Board of Governors of the Guildhall School of Music & Drama | 18 September 2013 |
| Subject: Principal's General Report | Public |
| Report of: Principal | For information |

Summary

This report updates the Board on a number of general issues, including:

- Awards and Prizes
- Alumni Successes
- Staff Successes
- Milton Court Update
- Taught Degree-Awarding Powers (TDAP)
- NSS Results
- Update on Student Recruitment
- CYM Centres in Norwich and Taunton

Recommendation:

- that the Board receives the report and notes its contents

Main report

1 Awards and Prizes

The Busch Ensemble

- Winners of the Philharmonia MMSF Ensemble Award

Trio Isimsiz (Pablo Hernan: violin, Michael Petrov: cello and Erdem Misirlioglu: piano)

- 2nd Prize at the Cavatina Intercollegiate Chamber Music Prize

Ricardo Rovirosa (piano student of Joan Havill)

- 1st Prize at the Emanuel Trophy Piano Competition

Minjung Baek (Artist Diploma, student of Ronan O'Hora and Martin Roscoe)

- Won 1st Prize in the 4th Premio Salieri International Piano Competition, Italy

Felix von Spreckelsen (Juniors, Harp, student of Charlotte Seale)

- Winner of the Bromley Music Festival Star performer prize
- 1st Prize in the Advanced Solo Class and David Watkins Trophy for the Most Outstanding Harpist at the Croydon Music Festival

Lilly Vadaneaux (Juniors, Composition, student of Paul Whitmarsh)

- Winner of National Centre for Early Music's annual composer's competition

Charlotte Cox (Juniors, Oboe, student of Irene Pragnell)

- Winner of the Fareham Music Festival Young Musician award for best woodwind player in the whole competition

Rosie von Spreckelsen (Juniors, Harp, student of Charlotte Seale)

- 1st prize in the Advanced Recital Class and winner of the London Mozart Players Prize at the Croydon Music Festival

Jay Richardson (Juniors, composition)

- One of the winners of the Royal Opera House Fanfare Composition Competition

Sophie Creaner (Recorder & Clarinet, BMus 1, student of Ian Wilson, Pamela Thorby, Robert Ehrlich and Joy Farrall)

- Winner of the Senior RTE Lyric FM Bursary

Jenny Lewisohn (Viola, MMus advanced, student of Rachel Roberts)

- Awarded joint 1st prize for the Kenneth Page Foundation Competition

Antonina Suhanova (Piano, BMus 2, student of Ronan O'Hora)

- 1st Prize in the 2013 Jurmala International Piano Competition in Latvia

Sophia Dee (Piano, BMus 2, student of Joan Havill)

- Finalist in the Royal Overseas League Competition
- 1st Prize at the Christopher Duke Piano Recital Competition

Solenn Grand (Harp, BMus 3, student of Imogen Barford)

- 2nd Prize in the Camac Harp Competition

Mihai Ritivoiu (Piano, Guildhall Artist Part 1, student of Joan Havill)

- 2nd Prize at the Christopher Duke Piano Recital Competition

Charlotte Skidmore (Voice, BMus 3, student of Kate Paterson)

- Runner up in the Dunraven Young Welsh Singer of the Year Competition in South Wales

Annie Yim (Piano, DMA, student of Joan Havill)

- Selected for the prestigious Park Lane Group Young Artists New Year series 2014 together with her piano trio Minerva

Mara Lobo (Cello, BMus 3, student of Stefan Popov)

- 1st Prize at the 'Marilia Rocha' Cello Competition – 2013 edition

Jean-Selim Abdelmoula (Piano, Artist Diploma, student of Ronan O'Hora)

- 1st Prize in the Lausanne Concours d'interprétation musicale

Bethan Langford (Mezzo, MMus, student of Kate Paterson)

- 1st Prize at the John Fussell Award, Swansea

Krzysztof Moskalewicz (Piano, BMus 2, student of Ronan O'Hora)

- 3rd Prize in the Brant International Piano Competition

Michael Petrov (Cello, BMus 4)

- Selected for Echo Rising Stars

Joshua Owen Mills (Tenor, Opera Course, student of Yvonne Kenny)

- 1st Prize at the Towyn Roberts Competition and Osborne Roberts Memorial Competition

Francesco Scelzo (Guitar, Guildhall Artist, student of Robert Brightmore)

- 1st Prize in the Brno International Guitar Competition 2013

Aquilon Ensemble (consisting of Masters students: Martha Lloyd, Alex Tostdevine, Christopher Potts, Rebecca Eldridge and Joanna Hurst)

- Winners of the Three Choirs Festival Competitive Masterclass for Woodwind Ensembles

Joe Qiu, Odette Rose Cotton, Victoria Rule, Sally Mactaggart, Mana Shibata, Liam Paterson, Siwan Mair Ryns, George Barton, Stephen Craigen and Iain Ward were all selected for this year's London Sinfonietta Academy.

Drama

Three recent graduates were shortlisted for Ian Charleson Award (rewarding the best performance by an actor under 30 in a play written before 1918):

Kurt Egyiawan (Arsace in *Berenice*, Donmar Warehouse)

Paapa Essiedu (Fenton in *Merry Wives of Windsor*, Royal Shakespeare Company)

Ashley Zhangazha (Ross in *Macbeth*, *Crucible*, Sheffield)

2 Alumni Successes

Music

Peter Foggitt (PACC, 2010-2012)

- Won the accompanist prize in the 2013 Kathleen Ferrier Awards

Ben Gernon (BMus tuba, conducting fellow, student of Patrick Harrild and Sian Edwards)

- Won the Nestlé and Salzburg Festival Young Conductors Award
- Now represented by Askonas Holt

Anna Patalong (PVT 2008 – 2009, Opera 2009 – 2011, student of John Evans)

- 3rd Prize at the 8th International Stanislaw Moniuszko Vocal Competition

Bartholomew LaFollette (Cello, 2003-2011, student of Louise Hopkins)

- Winner of the first Arts Club and Decca Records Classical Music Competition

Drama

Comedy short, 'The Runner' starring Matthew Spencer (Acting 2005) won the Grand Prix and the People's Choice Award in the 2013 Reed Spencer Short Film Competition.

Simon Russell Beale won the Best Support Actor Award at the BAFTAs for Henry IV Part 2 (The Hollow Crown)

3 Staff Successes

Andrew Lawrence-King (baroque harp) and his Jordi Savall won the Helpmann Award for Best Chamber & Instrumental Ensemble concert for their duo concert at the Melbourne Recital Hall.

4 Milton Court Update

Practical Completion of Milton Court was finally achieved on 5 July 2013 and it was formally handed over to the School on 8 July 2013. A long and complex process then started to rectify more than 6,000 snags and defects and to fully test and commission all the mechanical, electrical and technical systems. The main contractor, Sir Robert McAlpine, and a significant number of sub-contractors have remained in the building throughout the summer vacation. By the beginning of September, there were still in excess of 1,000 snags outstanding but the majority of the urgent ones that might affect the operational effectiveness of the building had been cleared. The building started to be used in earnest at this time, with staff and students present and rehearsals commencing for the first productions in the theatres. From the beginning of September, most snagging rectification is taking place out of hours, so that the School has uninterrupted and unimpeded access during the day.

The Practical Completion date of 5 July was significantly later than the School had hoped, having originally planned to start using the building for familiarisation during the summer term of 2013. However, detailed contingency plans were made to deal with delays of increasing lengths, and these were progressively deployed as the delay became longer. Activity planned for Milton Court during the summer was relocated or rescheduled, and essential training and familiarisation in systems such as the automated flying systems was delivered at the very end of the summer term, with an extra week added to the start of the autumn term for affected students. In this way it has been possible to mitigate the worst effects of the delay, although the autumn term will inevitably start in a building with which the School is not as familiar as had been hoped.

The Board is reminded of the formal opening ceremony on 26 September and a proof copy of the programme for the evening will be available for information at the Board meeting.

5 Taught Degree-Awarding Powers (TDAP)

The QAA panel has now completed its observations as part of the School's application for taught degree-awarding powers. In general, the visits have gone well and there has been a good level of interchange between the panel and the School to clarify issues and answer

questions as they have been raised. The panel's draft report is expected during the week of the Board meeting (16-20 September).

The School will have an opportunity to correct any errors of fact and/or misunderstandings before the report goes to the QAA Board in November. By tradition, the report goes without a recommendation from the panel but we should be able to get a sense of its likely success – or otherwise – before the QAA Board makes its recommendation to the Privy Council. An outcome is expected before the end of the calendar year.

The School's submission included a detailed set of proposals for how future academic governance would work should the application be successful. There will inevitably be a period of adjustment, but assuming that everything goes according to plan, there will be a process of transfer of existing students to Guildhall degree programmes in time for our first cohort of graduates in 2015. New students will be admitted to our own programmes from the autumn of 2014.

6 National Student Survey (NSS) Results

Outcomes from the annual national survey of final-year undergraduate students have been disappointing for 2013. Overall satisfaction fell from 95% in 2012 to 81% in 2013. This compares with an overall HE sector satisfaction rate of 85%. Response rates for the Guildhall School were comparable between 2012 and 2013.

While Acting maintained its overall satisfaction rate of 100%, rates fell back from 100% to 87% in Technical Theatre and from 91% to 74% in Music. As a result, the School has lost its leading position in national league tables for student satisfaction at a time when many of our competitor institutions have done much better: 91% at the Royal Northern College of Music and 88% at the Royal Academy of Music.

The full results are summarised in Table 1 and they have been referred, together with the accompanying textual comments, to divisions and departments for commentary and analysis. Action plans will be scrutinised by programme boards and the Teaching and Learning Board during the autumn term. An initial analysis of free-text comments from respondents has revealed lower levels of satisfaction with teaching in some departments in music and frequent complaints about poor communication between teachers and departments.

The results of the School's own internal whole-school survey, which covers all students, including postgraduate students, also point to a significant overall decline in satisfaction across the board. These outcomes, together with the free-text comments, have also been referred to departments and programme boards for comment. It is essential that we identify the reasons for the fall in student satisfaction which are likely to impact adversely on the School's leading position in the *Guardian's* league table of specialist institutions from 2015. The School has been placed first in that table for 2014, for the second year running.

7 Update on Student Recruitment

Student recruitment for entry in 2013 is on target in Acting and Technical Theatre, but as at 4 September, there were four fte vacancies in undergraduate music and 20.5 fte vacancies in postgraduate music. The latter figure is particularly disappointing as 18 fte of the shortfall is in the new Orchestral Artistry pathway, which may need a year or two more to get fully established. The forecast year-end fee-income shortfall in music at the end of period 4 was £62k. Recruitment will continue in the hope of closing this gap and application data for entry in 2014 will be closely scrutinised to ensure that intake targets for that year are fully met.

8 CYM Centres in Norwich and Taunton

Good progress has been made in establishing pilot CYM centres in Norfolk and Somerset. The two centres, one located at the City of Norwich School and the other at Hestercombe House, will provide welcome progression routes for young people with talent and potential, as required by the National Music Plan.

The CYM centres will offer high quality, sustainable, week by week Saturday training with a holistic curriculum to include individual and group instruction, ensembles in a variety of styles and genres, singing and supporting studies, as well as access to a visiting artists programme and opportunities on a week by week basis. Headteachers and heads of music in secondary schools and music postholders in primary schools will be significant stakeholders in the new centres.

Arrangements are well advanced in Norwich, where the centre will open on September 21. Taunton has proved more difficult, largely due to the much less robust infrastructure in the region and a delay caused by the withdrawal of the head of centre shortly after appointment and the consequent delay in engaging a well-qualified team of teachers. For these reasons, the centre is likely to open later in Taunton than in Norwich with open days to recruit students on 28 September and 12 October with a full service starting after half term on 9 November.

These are pioneering developments and they have elicited a great deal of support in both counties. A further progress report will be provided to the November Board.

Contact:
Professor Barry Ife CBE
Principal
Guildhall School of Music & Drama

*Email: barry.ife@gsmd.ac.uk
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| NSS results 2013 Question | WHOLE SCHOOL | | | | | MUSIC | | | | | ACTING | | | | | TECHNICAL THEATRE | | | | |
|--|--------------------|------|------|------|------|--------------------|------|------|------|------|--------------------|------|------|------|------|--------------------|------|------|------|------|
| | % agree 2013 | 2012 | 2011 | 2010 | 2009 | % agree 2013 | 2012 | 2011 | 2010 | 2009 | % agree 2013 | 2012 | 2011 | 2010 | 2009 | % agree 2013 | 2012 | 2011 | 2010 | 2009 |
| The Guildhall School's aim is to prepare talented young performers and theatre technicians for careers in their respective professions. I am confident that the School has provided me with the tools to take up my chosen profession. | 86 | 95 | 91 | 86 | 91 | 81 | 91 | 81 | 73 | 83 | 100 | 100 | 100 | 100 | 100 | 89 | 100 | 100 | 100 | 100 |
| Overall, I am satisfied with the quality of the course. | 81 | 95 | 87 | 83 | 79 | 74 | 91 | 79 | 76 | 67 | 100 | 100 | 100 | 90 | 100 | 87 | 100 | 96 | 96 | 100 |
| 01 Staff are good at explaining things. | 90 | 95 | 94 | 89 | 89 | 89 | 93 | 90 | 87 | 83 | 94 | 95 | 95 | 95 | 100 | 90 | 100 | 100 | 91 | 100 |
| 02 Staff have made the subject interesting. | 85 | 96 | 94 | 89 | 86 | 78 | 96 | 90 | 85 | 81 | 100 | 100 | 100 | 100 | 100 | 93 | 95 | 100 | 91 | 91 |
| 03 Staff are enthusiastic about what they are teaching. | 94 | 99 | 93 | 88 | 86 | 95 | 100 | 89 | 84 | 83 | 94 | 100 | 100 | 100 | 100 | 93 | 95 | 96 | 91 | 86 |
| 04 The course is intellectually stimulating. | 79 | 84 | 82 | 77 | 70 | 76 | 79 | 72 | 72 | 58 | 94 | 95 | 100 | 95 | 100 | 80 | 86 | 88 | 73 | 81 |
| Teaching | 87 | 93 | 91 | 86 | 83 | 84 | 92 | 85 | 82 | 76 | 96 | 98 | 99 | 97 | 100 | 89 | 94 | 96 | 87 | 90 |
| 05 The criteria used in marking have been clear in advance. | 68 | 57 | 62 | 49 | 64 | 76 | 57 | 64 | 50 | 54 | 76 | 71 | 41 | 35 | 70 | 43 | 43 | 77 | 57 | 91 |
| 06 Assessment arrangements and marking have been fair. | 50 | 49 | 45 | 45 | 50 | 49 | 49 | 41 | 43 | 35 | 69 | 52 | 38 | 39 | 78 | 43 | 43 | 62 | 57 | 77 |
| 07 Feedback on my work has been prompt. | 69 | 70 | 68 | 68 | 51 | 73 | 74 | 61 | 52 | 39 | 88 | 81 | 86 | 95 | 85 | 50 | 48 | 68 | 87 | 59 |
| 08 I have received detailed comments on my work. | 81 | 82 | 80 | 79 | 83 | 81 | 81 | 74 | 69 | 75 | 88 | 86 | 91 | 90 | 100 | 77 | 81 | 85 | 96 | 91 |
| 09 Feedback on my work has helped me clarify things I did not understand. | 65 | 73 | 62 | 66 | 65 | 59 | 68 | 57 | 60 | 50 | 94 | 90 | 82 | 89 | 100 | 63 | 71 | 58 | 64 | 77 |
| Assessment and feedback | 67 | 66 | 64 | 61 | 63 | 68 | 66 | 59 | 55 | 51 | 83 | 76 | 68 | 70 | 87 | 55 | 57 | 70 | 72 | 79 |
| 10 I have received sufficient advice and support with my studies. | 79 | 87 | 84 | 75 | 77 | 76 | 85 | 77 | 61 | 67 | 94 | 90 | 95 | 95 | 95 | 80 | 90 | 92 | 96 | 91 |
| 11 I have been able to contact staff when I needed to. | 88 | 89 | 89 | 88 | 84 | 84 | 88 | 87 | 84 | 78 | 100 | 90 | 95 | 90 | 95 | 90 | 90 | 88 | 96 | 91 |
| 12 Good advice was available when I needed to make study choices. | 82 | 83 | 85 | 74 | 76 | 77 | 81 | 82 | 63 | 65 | 88 | 95 | 91 | 89 | 100 | 90 | 81 | 88 | 91 | 86 |
| Academic support | 83 | 87 | 86 | 79 | 79 | 79 | 85 | 82 | 69 | 70 | 94 | 92 | 94 | 91 | 97 | 87 | 87 | 90 | 94 | 89 |
| 13 The timetable works efficiently as far as my activities are concerned. | 74 | 68 | 67 | 71 | 55 | 66 | 57 | 51 | 55 | 34 | 88 | 100 | 95 | 100 | 95 | 83 | 70 | 81 | 91 | 86 |
| 14 Any changes in the course or teaching have been communicated effectively. | 69 | 54 | 57 | 53 | 50 | 69 | 46 | 51 | 39 | 32 | 88 | 81 | 77 | 95 | 84 | 57 | 52 | 54 | 57 | 77 |
| 15 The course is well organised and is running smoothly. | 60 | 56 | 54 | 56 | 46 | 54 | 41 | 38 | 35 | 25 | 94 | 95 | 86 | 85 | 80 | 57 | 67 | 65 | 87 | 82 |
| Organisation and management | 68 | 59 | 59 | 60 | 50 | 63 | 48 | 46 | 43 | 30 | 90 | 92 | 86 | 93 | 86 | 66 | 63 | 67 | 79 | 82 |
| 16 The library resources and services are good enough for my needs. | 87 | 90 | 87 | 81 | 85 | 93 | 93 | 89 | 82 | 83 | 88 | 95 | 95 | 85 | 95 | 68 | 74 | 76 | 74 | 81 |
| 17 I have been able to access general IT resources when I needed to. | 89 | 87 | 91 | 90 | 85 | 95 | 93 | 89 | 86 | 83 | 94 | 86 | 91 | 95 | 95 | 73 | 71 | 96 | 96 | 82 |
| 18 I have been able to access specialised equipment, facilities or rooms when I needed to. | 60 | 68 | 66 | 62 | 68 | 59 | 63 | 56 | 55 | 61 | 59 | 76 | 59 | 45 | 70 | 63 | 76 | 96 | 95 | 91 |
| Learning resources | 79 | 82 | 81 | 78 | 79 | 82 | 83 | 78 | 75 | 75 | 80 | 86 | 82 | 75 | 87 | 68 | 74 | 90 | 88 | 85 |
| 19 The course has helped me to present myself with confidence. | 74 | 78 | 81 | 71 | 75 | 69 | 75 | 69 | 56 | 62 | 88 | 86 | 100 | 95 | 100 | 80 | 81 | 92 | 91 | 91 |
| 20 My communication skills have improved. | 84 | 87 | 86 | 86 | 87 | 82 | 85 | 77 | 77 | 81 | 94 | 95 | 100 | 100 | 100 | 83 | 86 | 96 | 96 | 95 |
| 21 As a result of the course, I feel confident in tackling unfamiliar problems. | 74 | 85 | 81 | 79 | 75 | 65 | 81 | 68 | 67 | 65 | 94 | 95 | 100 | 95 | 100 | 87 | 90 | 92 | 96 | 86 |
| Personal development | 78 | 84 | 83 | 79 | 79 | 72 | 80 | 71 | 67 | 69 | 92 | 92 | 100 | 97 | 100 | 83 | 86 | 94 | 94 | 91 |
| Students' Union: satisfied with the Students' Union at my institution | 56 | 70 | - | - | - | 55 | 82 | - | - | - | 94 | 68 | - | - | - | 37 | 33 | - | - | - |
| Response rate | 81 | 80 | 79 | 87 | 85 | 73 | 78 | 70 | 83 | 81 | 94 | 95 | 88 | 87 | 87 | 97 | 75 | 100 | 100 | 100 |

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Agenda Item 8

| | |
|--|---------------------|
| Committee(s): | Date(s): |
| Board of Governors of the Guildhall School of Music & Drama | 18 September 2013 |
| Subject: Children and Young People Safeguarding policy | Public |
| Joint report of: Principal of the Guildhall School and the Town Clerk | For Decision |
| Summary Following a review of the School's existing safeguarding policies, it was recommended that a single overarching policy for the School be developed. A single policy for the School has now been produced in line with best practice, and it is recommended that this be approved. It is further recommended that a lead Governor be appointed to champion safeguarding issues at Board level. Recommendations It is recommended that:- <ul style="list-style-type: none">• The Child Safeguarding policy be approved• That a Governor be appointed to serve as lead Governor for safeguarding• It be noted that training will be made available to all governors on safeguarding | |

Main Report

Background

1. The Guildhall School currently operates a number of child protection policies for each of the different areas – Junior Guildhall, Centre for Young Musicians and Creative Learning.
2. These policies were reviewed by a specialist consultant in January 2013. One of the key recommendations arising out of the review was that a single overarching policy should be developed for the Guildhall School.

Current Position

3. Work has now been undertaken to draft a single safeguarding policy for the Guildhall School which takes best practice, government guidance, City and London wide policies into account. This new policy is attached at appendix 1 for your approval.

The Safeguarding Policy

4. The new School wide policy applies to all activities provided by or within the Guildhall School, and all staff, volunteers, contractors and freelance artists.
5. The key principle is that in the event a child makes a disclosure to a member of staff, or a staff member has reason to be concerned about the welfare of a child, then that staff member must report the incident to the lead safeguarding contact.
6. In cases of professional allegations, the Lead Safeguarding Contact will consult the Local Authority Designated Officer for the Local Authority in which the disclosure 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.
7. The Principal has appointed Alison Mears to serve as the lead safeguarding contact.

The role of Board of Governors

8. The Board of Governors is responsible for ensuring that appropriate procedures for safeguarding are in place. To ensure that the Board of Governors is able to satisfy itself that this is the case:-
 - a. An annual report on Safeguarding will be submitted to the Board
 - b. Training on safeguarding is made available to all Governors
 - c. A lead governor should be appointed
 - d. The Principal will undertake quality assurance measures including arranging for an internal audit on child protection, spot checks on recruitment practices, school walkabouts and seek support from the City's Local Authority Designated Officer in undertaking assessments of the School's child protection arrangements.

Corporate & Strategic Implications

9. Implementation of the Safeguarding Policy will ensure that the Guildhall School is compliant with its safeguarding obligations under national legislation and guidance, and the City and Hackney Child Protection Guidelines.

Implications

10. The Community and Children's Services Department has agreed to fund the cost of child protection training for Guildhall School staff this year. Going forward, the School will be able to access free multi agency training through the City and Hackney Safeguarding Children Board. The Local Authority Designated Officer within the City will also be available to provide support.
11. All Staff who regularly come into contact with pupils, including contracted support staff such as cleaners and caterers, will be required to have an appropriate Disclosure Barring check on appointment and then every three years following.

Conclusion

12. The Guildhall School has a responsibility to provide a safe environment, protect children from any form of abuse and to be aware of signs of abuse, and to ensure that concerns are appropriately reported through the lead safeguarding contact to the Local Authority Designated Officer. In order to support this, a child safeguarding policy has been developed, and steps will be taken through its implementation to raise the awareness of staff, governors and students to child protection matters.

Appendices

- Appendix 1 – The Guildhall School Safeguarding Policy

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Guildhall School of Music & Drama Safeguarding Children Policy

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
 - Creative Learning
 - Enterprise
 - 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. Its primary purpose is to provide a safe creative learning environment for children. 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 work on events with children at the Guildhall School, Barbican Centre, Centre for Young Musicians, London Schools Symphony Orchestra , or lessons and events provided by Guildhall School, Barbican Centre, Centre for Young Musicians, London Schools Symphony Orchestra
 - All contractors as above, including support staff such as cleaners and caterers
 - 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:
 - 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, "Safeguarding Children and Safer Recruitment in Education" January 2007, Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" March 2009, "Working Together to Safeguard Children" March 2010, "Dealing with

Allegations of Abuse Against Teachers and Other Staff” August 2011, and “Use of reasonable force in schools” September 2012;

- Other relevant standards and guidance including: City of London Safeguarding Policy (currently in draft), City and Hackney Child Protection Guidelines 2008, London Child Protection Procedures, 4th edition, 2010
- The Data Protection Act 1998

1.6. This policy has been prepared in consultation with the City of London’s Children & Community Services Departments

1.7. The Guildhall School’s safeguarding policy is available on the School’s website and is available to all students, parents and staff and on request.

2. Statement of Policy

2.1. Guildhall School recognises that children, 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 from any form of abuse and to be aware of signs of abuse or neglect in children and report any incident to the Lead Safeguarding Contact.

3. Defining children

3.1. This policy defines anyone under the age of 18 as a child.

4. Defining matters of safeguarding concern

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

5. Lead Safeguarding Contacts

5.1. The Lead Safeguarding Contact is Alison Mears

Alison.Mears@gsm.d.ac.uk

020 7382 7160

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

Head of Junior Guildhall – Derek Rogers

Director of Creative Learning – Sean Gregory

Director of Centre for Young Musicians – Stephen Dagg

Head of Registry Services (for Senior School students under 18) – Katharine Lewis

5.3. In cases of allegations against staff who are in a professional capacity, support staff or contractors, the Lead Safeguarding Contact will consult the Local Authority Designated Officer for the Local Authority in which the alleged abuse occurred, and the City LADO.

Where a disclosure is made in respect of a family member or another individual outside the School, the Lead Safeguarding Contact will inform the Police and/or Local Children's Services. In all cases the Lead Safeguarding Contact will also inform the Principal.

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

5.5. The Lead Safeguarding Contact will:

- Ensure that they, in their role as Lead Safeguarding Contact, 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 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 Local Authority in which the incident took place
- Ensure that appropriate records are kept about safeguarding, and that these are separately and confidentially stored
- Submit an annual safeguarding report to the Board of Governors highlighting any safeguarding issues and mitigation that has occurred throughout the year

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

6.1. Code of conduct

All members of staff¹ and students working in professional contexts² have a commitment to follow the guidelines and procedures outlined in this document, and specifically the 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, having substantial access to children, access to children's personal information or images, or who through the course of their work are liable to find themselves in a position of trust. These procedures will include:

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

6.3. All Staff who regularly come into contact with pupils, including contracted support staff such as cleaners and caterers, will be required to have an appropriate Disclosure Barring check on appointment and then every three years following. These checks will also be

¹ "Staff" Includes temporary, support staff and volunteers

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

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

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

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

6.5. Students working in professional contexts

The Guildhall School will ensure that all senior School students who will work unsupervised with children 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 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 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 as part of their induction. Staff will subsequently receive training and updates on child protection at least every three years. Due 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 child protection and what is expected of them.

6.6.4. Training will cover matters such as:

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

6.7. Risk assessments of School activities not on School premises

6.7.1. If a missed lesson is to be made up it should ideally take place on School premises. If the lesson has to take place in a teacher's or students house the parent/carer must sit

in. Parents will be asked to sign a document acknowledging this. Staff must follow the guidance contained within the code of conduct.

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

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

6.8. Reporting and recording incidents

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

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

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

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

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

6.9. Contractors and visitors

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

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

6.9.3. It is recognised that it is not possible to subject visitors to Disclosure and Barring Service checks, and therefore all visitors must be appropriately supervised by Guildhall School staff at all times. Visitors must not be left alone with children.

6.10. Leadership and Governance

6.10.1. The Guildhall School adheres to the principles of the Children Act 1989 and works in partnership with all agencies involved with child protection. The Lead Safeguarding Contact will be a member of the City Safeguarding Sub Committee and Education Sub Group. The Lead Safeguarding Contact is responsible for liaising with the other safeguarding contacts within the School and the relevant Local Authority 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. The Board of Governors will undertake an annual review of its safeguarding policy and appoint a Lead Governor to champion safeguarding. All governors will receive a copy of this policy and training on safeguarding.
- 6.10.3. A suitably qualified Lead Governor will be nominated with overall responsibility for child safeguarding matters.
- 6.10.4. An annual report will be submitted to the Board of Governors on safeguarding. This report will provide the Board with monitoring information to enable the Board to consider whether the School's child protection duties are effectively discharged. This will include information in respect of staff training and anonymous case details.
- 6.10.5. Governors do not necessarily need to have a Disclosure and Barring Service clearance by virtue of their appointment to the Board of Governors. However, if any Governor's activity is such that they meet the relevant criteria for either "regulated" (type of work, regularity and place) or "supervised" (supervision arrangements and the regularity of the supervision) with children then a DBS clearance is required. The Principal together with the Board of Governors will annually review the activities of Governors to ensure that where appropriate DBS checks are carried out.

7. Procedures to be followed by all staff in matters of child protection

- 7.1. Should an incident occur where by member of staff or a student suspects a child has been abused within or outside the School, the staff member or student must report as soon as possible to one of the Safeguarding Lead Contacts on the same day as a disclosure is made. This will be followed as soon as possible by a meeting or discussion with the Lead Safeguarding Contact to decide on an immediate course of action.
- 7.2. In cases of allegations against staff who are in a professional capacity, support staff or contractors, the Lead Safeguarding Contact will consult the Local Authority Designated Officer 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. Consideration will be given to issues of confidentiality, consent and recording in accordance with City & Hackney Child Protection Guidelines 2008 and section 3.3 of London Child Protection Procedures, 4th edition, 2010.
- 7.3. Following consultation with LADO, Children's Service or Police the following procedures may then be instigated:
- Consultation with other members of staff to ascertain whether they have concerns;
 - Consultation with the child's Local Authority;
 - Consultation with the child's day school;
 - Notification of parents to both share/clarify information;
 - Offering of support to the child;
 - Initiation of an observation brief with other members of staff involved;
 - Taking of brief and factual notes. The actual words of the child and parents should be noted.

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

7.5. Listening to the Child

Whenever a child reports that they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical or sexual harm to others, the initial response from all professionals should be limited to listening carefully to what the child says in order to:

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

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

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

7.6. Disclosures made about others

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

7.7. Parental /Carer Consultation

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

7.8. Reporting, Recording and Confidentiality

Having received a disclosure from a child, staff must make a written record and pass this to the Lead Safeguarding Contact or departmental child protection lead, without delay. A record keeping template is included at appendix 6 and further guidance is available in the City & Hackney Child Protection Guidelines 2008 (see page 20 - 21).

Members of staff must report immediately to the Lead Safeguarding Contact or departmental child protection lead if they have a suspicion regarding another colleague. It is very important that anyone concerned, who suspects child 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 protection and these notes will be contained in a separate file, kept by the Lead Safeguarding Contact.

8. Awareness

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

9. Definitions of abuse and neglect

- 9.1. Child abuse** is ill-treatment or neglect which causes injury, suffering or "significant" harm. **An abused child** can be a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent.

Having custody, charge or care includes any person, in whatever setting who, at the time, is responsible for that child.

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

9.3. *Physical Abuse*

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

9.4. *Emotional Abuse*

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

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

9.5. *Sexual Abuse*

This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral) sex or non-penetrative acts. Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal. Prosecution of similar age, non-coerced sexual conduct between children over the age of 13 is not usual. However, where the child is under the age of 13, such conduct is classified as rape under the Sexual Offences Act 2003. Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of, pornographic materials; watching sexual activities or encouraging children to behave in sexually inappropriate ways.

9.6. *Neglect*

"Neglect" means the persistent failure to meet a child's basic physical and/or psychological needs, such as would be likely to result in the serious impairment of the child's health or development. Neglect may involve a parent/carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;

- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9.7. *Stranger Abuse*

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

9.8. *Organised Abuse*

This may be defined as abuse involving one or more abuser and a number of related or nonrelated abused children and young people. The abusers concerned may be: acting in concert, (sometimes in isolation) or may be using an institutional framework or position of authority to recruit children for abuse. Organised and multiple abuse can occur both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools.

9.9. In summary:

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

10. Disabled Children

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

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

Appendix 1 – key contact details

Lead Safeguarding Contact – Alison Mears

Alison.Mears@gsmd.ac.uk

020 7382 7160

Head of Junior Guildhall – Derek Rogers

Derek.Rodgers@gsmd.ac.uk

020 7382 2375 or 020 7382 7160

Director of Creative Learning – Sean Gregory

Sean.Gregory@barbican.org.uk

020 7628 7381

Director of Centre for Young Musicians – Stephen Dagg

stephen@cym.org.uk

Head of Registry Services (Senior School) – Katharine Lewis

katharine.lewis@gsmd.ac.uk

020 7382 7143

City of London Local Authority Designated Officer – Pat Dixon

Pat.Dixon@cityoflondon.gov.uk

020 7332 1215

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;
- 'Grooming' i.e. meeting a child under the age of 16 with intent to commit a relevant offence;
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text-e-mail messages or images, gifts, socialising etc...);
- Possession of indecent photographs / pseudo-photographs of children.

The Lead Safeguarding Contact (or Secondary Lead Safeguarding Contact) will contact LADO immediately an allegation is made and inform the Principal and Lead Governor. If an allegation is made against the Principal, then the Lead Governor is to be informed immediately.

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

General considerations relating to allegations and concerns of abuse

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

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

S/he should:

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

- Record any information about times, dates and location of incident/s and names of any potential witnesses;
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.

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

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

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

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

The accused member of staff should:

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

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

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

Suspension will be considered in any case where:

- There is cause to suspect a child is at risk of significant harm; or
- The allegation warrants investigation by police; or

- The allegation is so serious that it might be grounds for dismissal.
- Where there is a possibility that the employee may interfere or attempt to influence the outcome of the investigation

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

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

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

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

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

Appendix 3 – Recognising abuse

Recognition of abuse or neglect

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

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

In an abusive relationship a child may:

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

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

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

Recognising Bullying

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

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

Bullying can also include:

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

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

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

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

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

Information and communication Technology (ICT)-based forms of abuse

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

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

- Bruising that may be an indicator of sexual abuse (e.g. arms, thighs).

Bites

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

Burns and scalds

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

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

Fractures

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

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

Recognising Emotional Abuse

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

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

- Developmental delay;
- Abnormal attachment between a child and parent/carer (e.g. over-anxious, or no attachment);
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Appeasing behaviour towards others;

- Scapegoated within the family;
- Frozen watchfulness;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.

Recognising Sexual Abuse

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

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

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a child;
- Physical symptoms (e.g. injuries, bruising).

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

Recognising Neglect

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

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;

- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

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

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

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

Appendix 4 – Staff and Student Code of Conduct

All staff are required to read the Child Protection Policy. All senior School student on a work placement as part of their programme of study which involves contact with children are required to read the Child Protection Policy.

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

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

Staff (and students) shall:

Ensure that physical contact is appropriate and kept to a minimum

- Where physical contact is necessary, tell the child 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 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. If you come into contact with a pupil in a social setting, try and move away. If this is not possible try and maintain a professional distance.

Do not accept monetary gifts from children or their family and tell those offering such gifts of the School's policy so they are not offended. If they wish to make a charitable donation, inform them of the School's fundraising pages on the website. A small, token, thank you gift (such as a box of chocolates) may be accepted from a child or their family but must be reported to the relevant departmental child protection lead, other gifts should be refused politely as above. The departmental child protection lead 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 usually 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, care should be taken to ensure that another adult is within earshot and that the lessons take place in a venue known to the Guildhall School. This should preferably be a teaching institution such as a school rather than in the home of student or staff member
- 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 and another member of staff should be informed in advance
- If you need to take an unaccompanied child in your car, this should only be with permission of the parent/carer and another member of staff should be informed in advance.
- In the event of an emergency, and it is necessary to take an unaccompanied child in your car, the Lead Safeguarding Contact should be informed as soon as possible.
- If a lesson takes place in a student's or teacher's home, then the parents/carers must sit in on the lesson.

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.

Never put a child at risk – at all events, children aged 12 or under must be accompanied by a responsible adult at all times.

Follow the Lost Child Policy – if the event that a child is missing, you must alert security, event management and the project manager

Good practice in working with images of children

It is essential that good practice is followed in respect of working with images of children. 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 and wear badges for identification. They should be accompanied by a member of staff when working with children
- 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
- Access to images of children is restricted to DBS-checked staff in the media and marketing departments who are briefed on good practice
- No images of children should be stored on the School's shared drive
- Amateur photographers and film-makers, including parents and carers, may take images of their own child but not of other children

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

Appendix 5 – Further information and guidance

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

Guildhall School Policies

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

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

Hire of Outside premises policy

UK Travel Policy and Guidance

Overseas Travel Policy and Guidance

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

City of London and Hackney:

City of London Safeguarding Policy (currently in draft)

City and Hackney Child Protection Guidelines 2008 a

London Child Protection Procedures, 4th edition, 2010

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

National Guidance

Safeguarding Children: Guidance for Higher Education Institutions

Working Together to Safeguard Children (2010)

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

Keeping children safe in education (2013)

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

Appendix 6 –disclosure form

Pupil’s name: _____

Date of birth: _____ Class: _____

Address of child(ren)

Parent/careers’ contact

details: _____

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:

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

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 member³ (printed) _____

Position: _____

Date: _____ Time: _____

³ Includes temporary, support staff contractors, volunteers, students on work placements

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