Green Room Place (GRP) Safeguarding & Child Protection Policy

Updated & Approved by Company Directors and Qualified Senior Pastoral Staff on November 17th, 2026

GREEN ROOM PLACE LTD. (GRP)

Green Room Music Summer Camp (GRMSC)

2027 Residential Programme

Venue: Stamford School, Stamford, Lincolnshire, England

Programme Dates: 19-23 July 2027

Policy Updated: 17 November 2026

Policy Status: Approved

Approved By: Green Room Place Ltd. Company Directors and Senior Pastoral & Safeguarding Team

Approval Date: 17 November 2026

Effective Date: 17 November 2026

Next Scheduled Review: Before 19 July 2027, or earlier if required

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1. POLICY STATEMENT

Green Room Place Ltd. (GRP) is committed to safeguarding and promoting the welfare of all children and young people participating in its educational programmes, residential courses, workshops, performances and associated activities.

Green Room Music Summer Camp (GRMSC) is a residential music education programme for students aged 10–17, providing specialist tuition in Piano, Music Theory and Singing Performance.

GRP recognises that safeguarding and promoting children's welfare is the responsibility of everyone involved in the organisation.

The safety, dignity, rights and wellbeing of every child are paramount and take precedence over artistic, educational, commercial or organisational considerations.

GRP is committed to:

- **Providing a safe, supportive and inclusive environment in which children can learn and develop.**

- **Listening to children and taking their concerns seriously.**
- **Protecting children from abuse, neglect, exploitation, bullying and other forms of harm.**
- **Maintaining appropriate professional boundaries between adults and students.**
- **Ensuring that staff, faculty members, contractors and volunteers understand their safeguarding responsibilities.**
- **Responding promptly and appropriately to safeguarding concerns.**
- **Working with parents, guardians, Stamford School and relevant statutory agencies to protect children.**
- **Ensuring that safeguarding procedures are regularly reviewed and reflect relevant legal requirements and guidance.**

GRP does not tolerate abuse, discrimination, harassment, intimidation or behaviour that places a child at risk.

Definitions

For the purposes of this policy:

Child: Any person under the age of 18.

Student: Any young person participating in a GRP educational programme, course, residential stay, performance or associated activity.

Team Member: Any director, employee, faculty member, visiting lecturer, teaching assistant, residential or pastoral team member, contractor or volunteer working on behalf of GRP.

Residential Programme: Any course or activity during which GRP provides temporary supervision and residential care for enrolled students.

Designated Safeguarding Lead (DSL): The individual appointed to coordinate safeguarding and child protection matters for the programme.

Deputy Designated Safeguarding Lead (Deputy DSL): An appropriately trained individual appointed to support and, when necessary, act in place of the DSL.

This policy applies to all GRP personnel and activities involving children, including conduct occurring in person, online and during residential or off-site activities.

2. SAFEGUARDING LEADERSHIP & RESPONSIBILITIES

GRP appoints appropriately trained safeguarding personnel to oversee the implementation of its safeguarding arrangements.

For GRMSC 2027, the designated safeguarding personnel are:

Designated Safeguarding Lead (DSL)

Will Fowler

Artistic Director & Head of Piano

Email: willfowler@greenroomplace.com

Deputy Designated Safeguarding Leads

Rhiannon Bennett

Head of Boarding & Pastoral

Sophie Wells

Deputy Head & Nurse

The DSL has overall responsibility for coordinating safeguarding concerns within the programme.

Deputy DSLs support safeguarding arrangements and may act where the DSL is unavailable, directly involved in a concern, or where immediate circumstances require another appropriate safeguarding contact.

The DSL and Deputy DSLs must have suitable training, knowledge and experience for their responsibilities.

Safeguarding Responsibilities

The DSL is responsible for:

- **Acting as a principal point of contact for safeguarding concerns.**
- **Receiving, recording and reviewing safeguarding reports.**
- **Assessing whether external safeguarding advice or referral is required.**
- **Liaising with children's social care, the police, the Local Authority Designated Officer (LADO) and other appropriate agencies.**
- **Coordinating safeguarding arrangements with Stamford School.**
- **Maintaining appropriate confidentiality and secure safeguarding records.**
- **Supporting students and staff following safeguarding concerns.**
- **Ensuring safeguarding information is communicated appropriately to relevant personnel.**
- **Advising GRP directors on safeguarding matters and policy implementation.**

The DSL's responsibilities do not remove the safeguarding obligations of other team members.

Every team member has a responsibility to recognise, report and respond appropriately to safeguarding concerns.

Where the DSL is unavailable, the matter should be referred to a Deputy DSL.

Where the concern involves the DSL, it must be reported to an appropriate Deputy DSL or directly to the relevant external safeguarding authority.

No individual is required to report an allegation to the person against whom that allegation has been made.

3. SAFEGUARDING PRINCIPLES

GRP's safeguarding arrangements are based on the following principles:

The Welfare of the Child Is Paramount

Safeguarding decisions must prioritise children's safety, wellbeing and best interests.

Children Must Be Heard

Children should feel able to discuss concerns without fear of punishment, embarrassment, intimidation or dismissal.

Equality and Inclusion

All children have the right to protection, regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment or other personal circumstances.

Some children may experience additional barriers to reporting concerns or may require tailored communication and support.

Early Identification

Concerns should be identified and reported promptly. Team members must not wait until abuse has been proven before raising a concern.

Appropriate Confidentiality

Safeguarding information must be handled sensitively and shared only with those who have a legitimate safeguarding reason to receive it.

Confidentiality must never be used to prevent necessary safeguarding referrals or information sharing.

Professional Accountability

All personnel must maintain appropriate standards of conduct and comply with GRP's safeguarding arrangements.

4. SAFEGUARDING TRAINING & STAFF INDUCTION

All GRP team members working with children must receive safeguarding information and training appropriate to their responsibilities.

Before commencing duties, team members must be familiar with:

- **This Safeguarding & Child Protection Policy.**
- **GRP's Staff Behaviour Code.**
- **Procedures for recognising and reporting safeguarding concerns.**
- **The identity and contact arrangements of the DSL and Deputy DSLs.**
- **Appropriate professional boundaries.**
- **Residential supervision and emergency procedures relevant to their role.**
- **Procedures relating to allegations against staff.**
- **Relevant online safety and confidentiality requirements.**

The DSL and Deputy DSLs must undertake appropriate safeguarding leadership training and maintain their knowledge through relevant updates and continuing professional development.

Appropriate first aid and emergency response arrangements must be in place for the programme, including suitably trained personnel.

Additional training may be required for staff with medical, residential, pastoral or safeguarding responsibilities.

Records of appropriate safeguarding training and induction should be maintained by GRP.

Relevant Department for Education guidance, including safeguarding guidance for out-of-school settings and applicable principles from *Keeping Children Safe in Education*, should inform staff preparation and procedures.

5. SAFER RECRUITMENT & STAFF SUITABILITY

GRP recognises that appropriate recruitment and suitability checks are essential safeguards.

Recruitment arrangements must be proportionate to the position, the nature of contact with children and applicable legal requirements.

The recruitment process may include:

1. **Clearly defining the responsibilities and safeguarding expectations of each role.**
2. **Assessing candidates' suitability to work with children.**
3. **Obtaining appropriate professional references.**
4. **Verifying identity and relevant qualifications.**
5. **Establishing the individual's right to work in the United Kingdom where applicable.**
6. **Undertaking the appropriate Disclosure and Barring Service (DBS) checks, including barred-list checks where legally permitted and required.**
7. **Considering appropriate overseas criminal record or suitability checks where relevant.**
8. **Providing safeguarding induction and relevant policy documentation before duties begin.**

Visiting Faculty and Guest Lecturers

Visiting lecturers, guest artists and other temporary personnel must comply with GRP's safeguarding requirements.

Where a visitor has not completed the relevant suitability checks, GRP must assess the proposed activity and ensure that appropriate safeguards and supervision arrangements are established.

Unvetted visitors must not be permitted unsupervised access to children.

Junior Teaching Assistants

Junior teaching assistants are subject to appropriate safeguarding expectations and supervision.

Their responsibilities must be clearly defined, and they must not undertake unsupervised safeguarding, residential or pastoral duties beyond their training, suitability and authorisation.

Further recruitment requirements are addressed in GRP's Safer Recruitment & Staff Vetting Policy.

6. PROFESSIONAL CONDUCT & BOUNDARIES

All team members must maintain professional relationships with students at all times.

Professional boundaries apply during teaching, rehearsals, performances, residential activities, excursions and online communications.

One-to-One Teaching

Individual tuition must take place in appropriate, authorised teaching environments.

Where possible, teaching rooms should allow reasonable visibility or oversight while protecting students' dignity and ensuring suitable learning conditions.

Doors must not be locked in a manner that prevents appropriate access or safeguarding oversight.

Team members must avoid unnecessary isolation with students.

Physical Contact

Unnecessary physical contact with students must be avoided.

Limited physical contact may be appropriate where necessary for immediate safety, medical assistance or legitimate musical instruction, provided it is proportionate, professionally appropriate and sensitive to the student's comfort.

For example, assistance with instrumental technique should normally be explained in advance and should not take place where the student objects.

Personal Relationships

Team members must not:

- **Engage in sexual or romantic relationships with children.**
- **Engage in sexually inappropriate communications or conduct.**
- **Make inappropriate comments about students' bodies or appearance.**
- **Develop exploitative, secretive or otherwise inappropriate personal relationships with students.**
- **Encourage students to conceal interactions from parents or safeguarding personnel.**
- **Use their position of authority to intimidate, manipulate or exploit a student.**

Communication

Communications with students must be appropriate, professional and connected to legitimate programme activities.

Personal social media relationships, secret messaging and unnecessary private communications between staff and students are prohibited.

Where individual communication is necessary, authorised communication channels and appropriate safeguards must be used.

Transport

Team members must not ordinarily transport an individual student alone in a private vehicle.

Any exceptional arrangement must be appropriately authorised, risk-assessed and documented, with relevant parental permission where appropriate.

In an emergency, immediate action may be taken to protect a child, with the DSL and emergency services informed as appropriate.

Behaviour

Staff must treat students respectfully and must not use humiliation, bullying, abusive language, discriminatory remarks or inappropriate disciplinary practices.

Further expectations are set out in GRP's Staff Behaviour Code.

7. RESIDENTIAL SAFEGUARDING & SUPERVISION

GRMSC provides temporary residential care for enrolled students during the published programme dates.

For GRMSC 2027, residential accommodation is provided at Stamford School, with boarding arrangements centred on Browne House.

GRP is responsible for establishing appropriate supervision, welfare and safeguarding arrangements during the period in which students are formally under its care.

Commencement and End of Responsibility

GRMSC's responsibility for a student begins when the student has completed the formal arrival and registration process and has been accepted into the programme's care.

GRMSC's responsibility ordinarily ends when the student has completed the formal sign-out process and has been released to an authorised parent, legal guardian or approved collecting adult.

GRP is not responsible for providing supervision or accommodation before official registration or following formal release from its care, except where a separately agreed arrangement applies.

Residential Supervision

GRP must ensure that:

- **Appropriate residential and pastoral supervision is maintained.**
- **Staff responsibilities and supervision arrangements are clearly established.**
- **Students know how to contact pastoral personnel.**
- **Appropriate arrangements exist for overnight emergencies.**
- **Student attendance and whereabouts are monitored.**

- **Accommodation and facilities are used in accordance with appropriate safety and welfare procedures.**
- **Student privacy, dignity and personal boundaries are respected.**
- **Relevant welfare concerns are recorded and addressed.**

Room Access and Student Privacy

Staff must respect students' privacy and dignity.

Entry into student accommodation must be justified by a legitimate supervision, welfare, safety or operational reason.

Except in emergencies, staff should announce their presence and follow established procedures before entering occupied rooms.

Appropriate professional boundaries must be maintained throughout residential accommodation.

Overnight Welfare

The pastoral team must maintain appropriate arrangements for responding to illness, distress, homesickness, safeguarding concerns and emergencies during overnight hours.

Students must know how to seek assistance if they feel unsafe or require support.

Further arrangements are addressed in the Accommodation & Facilities Use Policy and relevant residential operating procedures.

8. STUDENT ARRIVAL, ATTENDANCE & COLLECTION

GRP must maintain appropriate procedures for recording student attendance and movements.

These include:

- **Formal arrival and registration.**
- **Attendance at scheduled activities.**
- **Appropriate supervision during transitions and breaks.**
- **Recording authorised departures.**
- **Confirming the identity and authority of individuals collecting students.**
- **Responding promptly to unexplained absence.**

Authorised Collection

Students must ordinarily be collected by a parent, legal guardian or approved adult.

Where an alternative adult is collecting a student, GRP must have appropriate prior authorisation and may require photographic identification.

Independent Travel

Exceptionally, independent arrival or departure may be approved for students aged 16–17, subject to appropriate safeguarding assessment and documented parental or guardian permission.

Such arrangements are considered individually and must be expressly approved by GRP.

An approved student must complete the required registration and sign-out procedures.

Permission for independent travel does not automatically authorise unsupervised activities during the residential programme.

International Travellers

International travellers must comply with the same safeguarding arrangements as other students.

Travel plans, authorised collection and any exceptional independent travel permissions must be agreed before the relevant arrival or departure.

Families remain responsible for supervision and accommodation outside the period of GRMSC's formally agreed care.

Further details are contained in GRP's Student Attendance, Supervision & Sign-In/Out Policy.

9. RECOGNISING ABUSE, NEGLECT & SAFEGUARDING CONCERNS

Abuse and safeguarding concerns can arise in any environment, including educational, residential, domestic and online settings.

The principal categories of child abuse include:

Physical Abuse

Physical harm inflicted upon a child, including hitting, shaking, burning or other forms of deliberate injury.

Emotional Abuse

Persistent emotional mistreatment that adversely affects a child's emotional development or wellbeing.

This may include intimidation, humiliation, threats, rejection, coercion, discrimination or persistent bullying.

Sexual Abuse

Involving a child in sexual activities, whether or not the child understands what is happening.

Sexual abuse may occur through physical contact or non-contact activities, including online exploitation and the creation or sharing of sexual imagery.

Neglect

Persistent failure to meet a child's basic physical or psychological needs.

Within a residential setting, concerns may include inadequate supervision, failure to respond to significant medical needs, insufficient access to appropriate food or rest, or failure to protect a child from foreseeable harm.

Other Safeguarding Concerns

GRP also recognises risks associated with:

- **Child-on-child abuse.**
- **Bullying and cyberbullying.**
- **Sexual harassment and sexual violence.**
- **Grooming and exploitation.**
- **Online abuse and harmful digital communications.**
- **Discrimination and harassment.**
- **Domestic abuse and its effects on children.**
- **Self-harm or serious threats to a child's safety.**
- **Radicalisation or extremist exploitation.**
- **Missing children.**
- **Abuse or misconduct involving adults in positions of responsibility.**

Abuse may be committed by adults or other children and may occur in person or online.

Team members must remain alert to changes in behaviour, unexplained injuries, distress, withdrawal, unusual interactions or other indicators of possible harm.

However, no single indicator necessarily establishes that abuse has occurred.

10. CHILD-ON-CHILD ABUSE & BULLYING

GRP recognises that children may experience abuse or harmful behaviour from other children.

This may include:

- **Physical or verbal bullying.**
- **Cyberbullying.**
- **Sexual harassment or inappropriate sexual behaviour.**
- **Coercion, intimidation or threatening conduct.**
- **Discriminatory behaviour.**
- **Non-consensual sharing of intimate images.**
- **Other abusive or exploitative conduct.**

Such behaviour must not be dismissed as ordinary teasing, banter or an inevitable part of growing up.

All allegations or concerns must be taken seriously and considered in accordance with safeguarding procedures.

Where appropriate, the DSL will consider the welfare of all children involved, necessary protective measures, parental communication and whether external safeguarding advice or referral is required.

The Anti-Bullying Policy and Student Behaviour Code provide additional expectations and procedures.

11. ONLINE SAFETY & DIGITAL COMMUNICATION

GRP recognises that safeguarding responsibilities extend to digital environments.

Students and staff must comply with the organisation's Digital & e-Safety Policy.

Team members must not engage in inappropriate private online relationships with students or communicate through unauthorised personal channels.

Students must not use digital devices to bully, threaten, exploit, harass or inappropriately record others.

The creation or distribution of inappropriate or intimate images involving children must be treated as a safeguarding concern.

Where such material is reported, staff must not unnecessarily view, copy, forward or distribute it. The DSL should seek appropriate specialist or statutory guidance.

Any digital safeguarding concern must be reported through the same safeguarding procedures as concerns arising in person.

12. RESPONDING TO A CHILD'S DISCLOSURE

Where a student approaches a team member with a concern or disclosure, the team member must respond calmly, sensitively and professionally.

The team member should:

1. **Listen carefully and allow the child to speak at their own pace.**
2. **Take the concern seriously.**
3. **Reassure the child that they have done the right thing by speaking.**
4. **Avoid expressing disbelief, shock or judgement.**
5. **Avoid leading questions or attempting to investigate.**
6. **Explain that information may need to be shared with appropriate people to help keep them safe.**
7. **Never promise absolute confidentiality or secrecy.**
8. **Record the disclosure promptly and accurately, using the child's own words wherever possible.**
9. **Report the concern immediately to the DSL or an appropriate Deputy DSL.**
10. **Take immediate protective action where necessary and appropriate.**

The initial recipient of a disclosure is not responsible for determining whether abuse has occurred.

That responsibility rests with the relevant safeguarding professionals and statutory authorities following appropriate assessment or referral.

A child should not be repeatedly questioned or required to recount a disclosure unnecessarily.

13. REPORTING SAFEGUARDING CONCERNS

Any safeguarding concern must be reported without unnecessary delay.

Concerns may arise through:

- **A direct disclosure from a child.**
- **An observation by a team member.**
- **Information provided by a parent or guardian.**
- **A report from another student.**
- **Information from Stamford School or another organisation.**
- **Concerns about the conduct of a member of staff.**
- **A pattern of behaviour or circumstances that suggests possible harm.**

Reporting Procedure

Step 1 — Ensure Immediate Safety

Where there is an immediate danger, take appropriate action to protect the child.

Call emergency services on 999 where necessary.

Step 2 — Report the Concern

Notify the DSL or an appropriate Deputy DSL as soon as possible.

Where neither is available and the matter requires urgent action, contact the relevant statutory safeguarding service directly.

Step 3 — Make a Written Record

Record the concern promptly, including:

- **Date and time.**
- **Names of individuals involved.**
- **Factual observations.**
- **The child's words, where applicable.**
- **Any immediate protective actions taken.**
- **The person to whom the matter was reported.**

The record should be dated and attributable to the person making it.

Step 4 — Safeguarding Assessment and Referral

The DSL or appropriate safeguarding lead will assess the concern and determine what action is required.

This may include seeking advice from children's social care, making a safeguarding referral, contacting the police or implementing protective arrangements.

Step 5 — Record and Follow Up

Actions, decisions, referrals and relevant communications must be documented appropriately.

The welfare and safety of the child must remain the priority throughout.

Direct External Reporting

Any individual may contact children's social care or the police directly where necessary.

No member of staff should be prevented from making an appropriate safeguarding referral.

14. ALLEGATIONS AGAINST STAFF & LOW-LEVEL CONCERNS

Any concern about inappropriate conduct by a GRP director, employee, faculty member, contractor, volunteer or visiting professional must be treated seriously.

Allegations may concern behaviour that:

- **Has harmed or may have harmed a child.**
- **May constitute a criminal offence against or related to a child.**
- **Suggests that an individual may pose a risk of harm to children.**
- **Indicates that an individual may be unsuitable to work with children.**

Concerns must be reported promptly to the DSL or another appropriate safeguarding lead.

Where the concern involves the DSL, it must be reported to an appropriate Deputy DSL or directly to an external safeguarding authority.

Where an allegation meets the relevant threshold, the matter must be referred promptly to the Local Authority Designated Officer (LADO), normally within one working day.

GRP must not undertake an internal investigation that could compromise a statutory safeguarding or criminal investigation.

Low-Level Concerns

Concerns that do not appear to meet the threshold for a formal allegation may nevertheless indicate inappropriate conduct or a breach of professional boundaries.

Such concerns must be recorded, considered and addressed appropriately.

Repeated or accumulating concerns may require further safeguarding action.

Further procedures are contained in GRP's Allegations Against Staff & Low-Level Concerns Policy.

15. MISSING STUDENTS & UNEXPLAINED ABSENCE

Any unexplained absence or missing student must be treated as a potential safeguarding concern.

GRP must maintain appropriate procedures for determining students' whereabouts and responding promptly where a student cannot be accounted for.

Where a student is believed to be missing:

1. **Staff must promptly notify the DSL or relevant pastoral lead.**
2. **Immediate checks must be undertaken in accordance with the Missing Young Person Policy.**
3. **Relevant risks, circumstances and available information must be assessed.**

4. **The police must be contacted without delay where the circumstances indicate an immediate risk or where otherwise necessary.**
5. **Parents or guardians and Stamford School must be informed as appropriate.**
6. **All actions, decisions and relevant times must be recorded.**

A response must not be delayed merely to complete internal searches where immediate danger is suspected.

Further procedures are set out in GRP's Missing Young Person Policy.

16. EXISTING SAFEGUARDING CONCERNS & ADDITIONAL SUPPORT NEEDS

Where GRP is informed of an existing safeguarding concern before a student's attendance, the DSL will assess what measures are necessary to support the student's safe participation.

This may involve appropriate communication with parents, guardians, relevant professionals or statutory authorities.

GRP recognises that students with disabilities, additional support needs, communication difficulties or other vulnerabilities may require additional consideration.

Safeguarding arrangements must be inclusive and responsive to individual needs.

Information must be shared only where appropriate and necessary, with regard to the child's safety, rights and relevant data protection requirements.

17. MEDICAL & EMOTIONAL WELLBEING

GRP recognises that safeguarding includes supporting students' physical and emotional wellbeing.

Relevant information regarding medical conditions, allergies, medication and support requirements should be collected before attendance.

Appropriately authorised personnel must have access to information necessary to fulfil their responsibilities.

Students should be encouraged to seek assistance if they experience:

- **Illness or injury.**
- **Emotional distress.**
- **Homesickness.**
- **Anxiety or significant difficulties adjusting to residential life.**
- **Concerns about another student's behaviour.**
- **Bullying, harassment or inappropriate treatment.**
- **Any situation in which they feel unsafe.**

Where a student requires medical assistance, relevant staff must follow the Health & Medical Policy and emergency procedures.

Appropriate arrangements must be established for medication storage, administration and record-keeping.

18. WORKING WITH PARENTS, GUARDIANS & STAMFORD SCHOOL

GRP recognises the importance of constructive communication with parents, guardians and the residential venue.

Parents and Guardians

Parents and guardians should receive clear information about safeguarding arrangements, student welfare, supervision and reporting concerns.

Relevant concerns will ordinarily be communicated to parents or guardians where appropriate.

However, information may be withheld or shared differently where disclosure could place a child at increased risk or prejudice a safeguarding investigation, following appropriate professional advice.

Stamford School

GRMSC operates at Stamford School, and GRP must coordinate relevant safeguarding, premises, emergency and residential arrangements with the school.

Responsibilities must be clearly established before the commencement of the programme.

This includes appropriate arrangements for:

- **Residential accommodation and supervision.**
- **Emergency response and fire safety.**
- **Access to facilities.**
- **Reporting relevant safeguarding concerns.**
- **Sharing necessary information.**
- **Responding to incidents involving the premises or other individuals.**

GRP retains responsibility for its own safeguarding arrangements and for the children formally within its care.

The use of Stamford School facilities does not remove GRP's safeguarding responsibilities.

19. SAFEGUARDING RECORDS & CONFIDENTIALITY

All safeguarding concerns and related actions must be documented appropriately.

Records should be factual, accurate, dated and attributable to the person making them.

Safeguarding records must be stored securely and access restricted to authorised individuals with a legitimate safeguarding reason.

GRP uses Google Workspace Business, including Google Drive, for relevant administrative records. Any safeguarding information held within these systems must be subject to appropriate access controls and confidentiality arrangements.

Safeguarding information must not be circulated unnecessarily or discussed casually.

Relevant information may be shared with statutory safeguarding authorities, healthcare professionals, the police or other appropriate individuals where necessary and lawful.

Consent is not always required where sharing is necessary to protect a child from harm.

Safeguarding records must be retained in accordance with appropriate legal requirements and GRP's Safeguarding Records, Information Sharing & Retention Procedure.

20. PUBLIC ACCESS, INFORMATION & FEEDBACK

This policy will be made available through the official GRMSC website.

Parents, guardians, students and relevant personnel will be informed of the safeguarding arrangements and how to report concerns.

At the beginning of each residential programme:

- **Students will receive age-appropriate safeguarding information.**
- **The DSL and Deputy DSLs will be identified.**
- **Reporting arrangements will be explained.**
- **Relevant safeguarding contact information will be displayed in an accessible location.**
- **Staff will be reminded of their responsibilities and reporting procedures.**

Students must know that they may speak to an appropriate adult if they are worried about their own safety or the safety of someone else.

GRP may collect feedback from students and families to support programme improvement.

Where feedback is offered anonymously, GRP will explain any relevant limitations of anonymity, particularly where safeguarding information is disclosed.

21. LOCAL AUTHORITY & EXTERNAL SAFEGUARDING CONTACTS

The following contacts apply to the GRMSC residential venue in Stamford, Lincolnshire.

Emergency Services

Police, Fire or Ambulance

Telephone: 999

For immediate danger or emergencies.

Lincolnshire Children's Safeguarding

Telephone: 01522 782111

Monday–Friday, 8.00 am–6.00 pm

Out-of-Hours Children's Safeguarding

Telephone: 01522 782333

Outside normal office hours, including weekends and bank holidays.

Lincolnshire Local Authority Designated Officer (LADO)

Telephone: 01522 554674

Email: LSCP_LADO@lincolnshire.gov.uk

For allegations or concerns relating to adults who work or volunteer with children.

Lincolnshire Safeguarding Children Partnership

Website: https://www.lincolnshirescp.org.uk

Lincolnshire County Council — Report a Safeguarding Concern

Website: https://www.lincolnshire.gov.uk/safeguarding/report-concern

NSPCC Helpline

Telephone: 0808 800 5000

Website: https://www.nspcc.org.uk

Childline

Telephone: 0800 1111

Website: https://www.childline.org.uk

Students, parents, guardians and team members may contact relevant external safeguarding services directly where necessary.

External reporting must not be delayed because an internal safeguarding contact is unavailable.

22. RELATED GREEN ROOM PLACE POLICIES & PROCEDURES

This policy should be read alongside the following GRP documents, where relevant:

- **Safer Recruitment & Staff Vetting Policy.**
- **Allegations Against Staff & Low-Level Concerns Policy.**

- **Staff Behaviour Code.**
- **Anti-Bullying Policy.**
- **Digital & e-Safety Policy.**
- **Student Behaviour Code.**
- **Health & Medical Policy.**
- **Accommodation & Facilities Use Policy.**
- **Student Attendance, Supervision & Sign-In/Out Policy.**
- **Missing Young Person Policy.**
- **Emergency Response, Fire Evacuation & Critical Incident Policy.**
- **Safeguarding Records, Information Sharing & Retention Procedure.**
- **Data Protection & Privacy Policy.**
- **Complaints Policy.**
- **Special Educational Needs, Disabilities & Reasonable Adjustments Policy.**

These documents provide additional guidance for specific safeguarding and operational circumstances.

23. LEGISLATION & GUIDANCE

GRP's safeguarding arrangements are informed by relevant legislation and guidance, including:

- **Children Act 1989.**
- **Children Act 2004.**
- **Safeguarding Vulnerable Groups Act 2006.**
- **Protection of Freedoms Act 2012.**
- **Equality Act 2010.**
- **Data Protection Act 2018 and UK GDPR.**
- **Relevant provisions of the Children's Wellbeing and Schools Act 2026.**
- ***Working Together to Safeguard Children* — current statutory guidance.**
- ***Keeping Children Safe in Education 2026* — relevant principles and good practice.**
- **Department for Education guidance for safeguarding children in out-of-school settings.**
- **Relevant Lincolnshire Safeguarding Children Partnership procedures.**

GRP recognises that some statutory guidance applies specifically to schools, colleges or regulated childcare providers. Where such guidance is not directly applicable to GRP, relevant safeguarding principles may nevertheless be adopted as good practice.

24. POLICY REVIEW, APPROVAL & IMPLEMENTATION

GRP is committed to regularly reviewing its safeguarding arrangements to ensure they remain appropriate, effective and consistent with relevant legal requirements and recognised safeguarding practice.

This policy will be reviewed:

- **At least annually.**
- **Before each residential programme, where appropriate.**
- **Following a significant safeguarding incident.**
- **Following material changes in legislation or guidance.**
- **Where changes to the programme, venue, staffing or operating arrangements make a review necessary.**

Responsibility for coordinating the review rests with the DSL, working with the company directors and relevant senior pastoral personnel.

Material amendments should be formally approved through GRP's governance procedures.

The approved policy must be communicated to relevant personnel and made accessible to students and families.

No artistic, educational or operational consideration may override the obligation to protect a child from harm.

GREEN ROOM PLACE LTD.

Green Room Music Summer Camp (GRMSC)

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Email: info@greenroomplace.com

Website: www.greenroomplace.com

Designated Safeguarding Lead: Will Fowler

Email: willfowler@greenroomplace.com

Deputy Designated Safeguarding Leads: Rhiannon Bennett and Sophie Wells

The safety, dignity and wellbeing of every child are central to Green Room Place Ltd.'s educational and residential activities.