

Scottish Child Abuse Inquiry

Witness Statement of

Alice HAINEY M.A.

1. My name is Alice Hainey. My date of birth is [REDACTED] 1942. My contact details are known to the Inquiry.

Background

2. I obtained a Master of Arts from Glasgow University in 1963 and then obtained a Teaching Certificate at Notre Dame, now known as St Andrew's College, in 1964.
3. I then began teaching History and was in St Joseph's Kilmarnock from 1964 – 1968; St Michael's, Irvine from 1965 – 1966; Saltcoats Secondary From 1969 – 1970; St Andrew's, Saltcoats from 1973 – 1987; St Joseph's, Dumfries from 1987 – 1992; and Queen Victoria School from 1992 – 2002.

Employment with Queen Victoria School.

4. I was employed at Queen Victoria School from August 1992 until March 2002. I was employed as Assistant Head Teacher which included pastoral responsibilities and involved pastoral care and oversight of all aspects of the well-being of pupils.
5. I have no detailed knowledge of the process followed when I was recruited, including the provision of references, probation and any prerequisites for employment e.g. GTCS registration.

6. My line manager was the Headmaster and there was close liaison between us which very quickly became daily. We had a daily informal meeting to exchange information and discuss any concerns over pastoral matters.
7. There was no need for induction or formal line-management interviews between myself and the Headmaster as he had detailed knowledge of how I performed my remit. I attended courses at my request; counselling and child protection were two such courses that I recall.

Policy

8. It should be noted that the school was a small boarding school with no day pupils and all pupils boarded. As a condition of their employment all teachers working in the school had to “live in” and do pastoral supervision duties during the school day and in the boarding houses. They also had to be involved in sport and offer at least two hobbies per week to pupils.
9. The system to protect and support pupils in their daily routine worked well and never changed during my tenure. Good behaviour was positively encouraged and expected. There was no formal system of discipline and punishment in existence.
10. Bad behaviour was punished by gating to house or school and withdrawal of privileges. Serious indiscipline would be referred to the assistant head master for pastoral purposes and the parents informed.

Strategic planning

11. Strategic planning was seen by the school as being very important for the well-being and safety of pupils. Boarding houses had to be modern but homely, be age and gender appropriate and thus pastoral concerns were paramount.

12. Initially the youngest pupils were cared for in purpose built accommodation. Primary six and seven boys had dormitory sleeping arrangements and airy, open plan leisure areas with TV rooms, a library, table-tennis and board games.
13. There were two intermediate houses catering for senior 1 to senior 3 boys in groups of three or four housed in modern bunk-bed/desk rooms. There was a senior boy's house for senior 4, senior 5 and senior 6 boys with more double and single rooms.
14. This accommodation changed over my time at the school driven to a certain extent by preparation for the arrival of girls. Primary six and Primary seven pupils were phased out and this house was extended and adapted to become the girls' house catering for senior 2 to senior 6 girls.
15. A purpose-built house was built for senior 1 (boys and girls) accommodated on their own separate floors with a number of single rooms for senior 6 girls. The 4th house became an intermediate boys' house catering for senior 2 and senior 3 boys.

Other staff

16. I did not manage any other staff as the headmaster retained this responsibility.

Recruitment of staff

17. I had no knowledge or involvement in the recruitment of staff.

Training of staff

18. I was involved in the development and training of staff in aspects of pastoral care. This normally took the form of a one-day in-service training at the beginning of term. Topics included reporting to parents; anti-bullying; the personal and social development of pupils across the curriculum; child protection; the tutor system; and so on.

Supervision/staff appraisal / staff evaluation

19. I was not involved in the supervision of staff nor was I involved in their appraisal or evaluation on the pastoral side. The headmaster retained the duty of appraisal of housemaster and housemistress post-holders.

Living arrangements

20. As previously stated, teachers had to live on the school premises. There were no exceptions. Myself, the headmaster, the deputy headmaster and the bursar had detached, rented houses. All other staff resided on a small estate of housing within the school grounds, Therefore all staff lived alongside the boarding houses and all could access the boarding houses.

Culture within Queen Victoria School

21. The use of the word "fagging" points me in the direction of how the boys, and later the girls, were treated and how the boys and girls treated each other. Parity of treatment was the order of the day. A weekly housemaster's meeting, attended by the management team, discussed the matter of equal funding for leisure activities, trips etc run by the houses and equality of discipline (with a small d) across the houses.
22. The pupils treated each other as equals despite the wide age-range for any school. From 1992 it ranged from P6 to S6. By 2002 it was a mixed sex boarding school from S1 to S6. Like all pupils they tended to socialise in their class groups. I never saw any indications of "fagging" or ever heard reference to any former system of "fagging" formal or informal

23. There was no special treatment due to seniority. Monitors and prefects were honorary positions that were rewarded for being of good behaviour and example. Monitors and prefects were not involved in any way in discipline.
24. In my time at the school I never came across any significant examples of bullying. I am not aware of "the military code of silence" and never encountered it at the school, even with hindsight. The concept of a pupil's behaviour or complaints adversely affecting a parent's career seems bizarre to me. When I worked there the headmaster was chief executive and a position once held by a "commandant" had ceased to exist having been replaced by a financial bursar around 1991/1992.

Discipline and punishment

25. The culture of the school comes into play when discussing discipline and punishment. The children loved being at the school. They felt proud to have been accepted by the school. They were proud of the school's reputation and The Service's background of their parents and thus had every incentive to behave; and they did behave.
26. There was no formal, published, disciplinary, school-wide policy. There were, I think written policies in some houses with regards to domestic arrangements. After some work with staff and pupils on anti-bullying, after my appointment, a booklet called "A Guide to Life in QVS" was published and discussed by the pupils.
27. If a pupil exhibited any significant indiscipline it was treated as a pastoral concern and the pupil was quietly spoken to in a counselling interview to find out what was amiss. This was done by either a housemaster or myself. Following such an interview a normal, factual note would be put in the pupil's file. No special record was needed and no senior pupils had any input.

Day to day running of the school

28. As mentioned before, each teacher was also a member of the pastoral team. There was a daily supervisory rota covering the schooldays and weekends in school and in houses.
29. This supervisory rota was drawn up to cover weekdays and weekends by the deputy head teacher. Meetings were held with housemasters/housemistresses to discuss the needs/requirements of individual houses. All staff involved received copies. I feel that students should have been safe under this system, though I'm aware that in this area things can go awry with the best of intentions.
30. Whether it be in the classroom, the playing fields, the dining room or boarding houses, everything was detailed to ensure the safety of pupils at all times. A supervisory rota was published to further increase safety. I feel reasonably confident that during the day and in the evenings in houses pupils should have been safe.
31. I should say at this point that the school had security guards 24/7 with CCTV cameras and saw it as part of their duties to have an oversight of pupils in the school grounds. They would phone me if they noticed a pupil in distress for example. This was done, obviously, out of the goodness of their hearts but it was welcomed.
32. If pupils were abused without it coming to light they may have been detached or lured away from fellow pupils, and the normal routine of the day, and abused in secret. However, they should have been missed. A strict permission system operated at weekends where pupils, even seniors, had to have face-to-face permission to leave house from duty staff and check in on return.

Concerns about the school

33. I have no knowledge of any concerns about the school

34. The headmaster reported to parents on all matters. I had no knowledge of any such complaints in any detail. I never saw any evidence of older boys bullying younger boys. Rather, senior pupils confided in me that they were hurt and mortified by it.
35. I was asked on my arrival by a 6th year boy, obviously representing the others "Have you been sent to sort us out then Miss?". The question was asked in their first Personal and Social Education class. They were referring to the Glen Harrison bullying scandal. I introduced myself giving a short resume of my pastoral to date and my application for the job was just a natural step in my career. There began a fruitful exchange with S6 who did want change.
36. The Inquiry should not assume that I was appointed as a direct result of the Glen Harrison "scandal". The HMI Inspection had given the school a clean bill of health but had recommended that the school would benefit from a new appointment on the pastoral front. The Assistant Head (pastoral) post was set up and I took up the post on 31 August 1992.
37. I worked with Julian Hankinson for two years. He was a charming, witty gentleman and a devoted husband and family man. On the school front, he warmly welcomed me and was keen to put in place all HMI recommendations. He did a lot to smooth my path with a number of "diehards" who saw no need whatever for change.
38. Brian Raine arrived a year later on the retiral of the then Deputy Head and became Headmaster the next year. Brian Raine and I worked seamlessly for the next eight years. Brian was very experienced in boarding, financial planning and highly energetic. He did a lot to facilitate the development of the school into an up-to-date institution both academically and pastorally.

Reporting of complaints/concerns

39. There was no complaints or reporting process in place that I was aware of so I cannot say anything about to what extent such a process was used. I do not know if

any complaints were ever received and I was not aware of any dedicated recording process regarding complaints.

Trusted adult/confidante

40. There was no person within the school or outside of it that a child could speak to established as such when I started at the school. I presumed this would be done by their housemaster or the headmaster.
41. The assistant head teacher (pastoral) introduced and delivered a personal and society education class to all pupils from primary 7 to senior 6 and the dedicated PSE (personal and society education) period became the place to raise any concerns about anything.
42. A deluge of complaints followed (many about the food). It showed the pupils needed to talk and be listened to. Out of this came the role of the assistant head teacher being the “trusted adult” within the school who would listen and change things if it could be done. It was emphasised that the “trusted adult” could be approached at any time in confidence about personal concerns.
43. Children did raise concerns. Indeed a major concern about abusive behaviour by a pupil towards other pupils was raised quietly and discretely in this way.

Abuse

44. The school never produced a document defining different types of abuse. Staff did have an in-service day where types of abuse were discussed.

Child protection arrangements

45. Staff, including managerial staff, were given guidance and instruction on how children in their care at the school should be treated, cared for and protected against

abuse, ill-treatment or inappropriate behaviour towards them by way of an in-service day devoted to a seminar on all aspects of child abuse though I'm not sure on what date it was held.

46. I am not aware of any specific instructions given to staff to protect children against "abuse" prior to that date, other than general responsibility for the pupil's well-being.
47. Staff had to listen and make sure they understood what a child was saying by gentle questions, if necessary, and report any complaint to the headmaster. The child would have been assured that their complaint would be passed on.
48. There were no child protection arrangements in place to reduce the likelihood of abuse, ill-treatment, or inappropriate conduct by staff, or other adults, towards children at the school. Abuse or ill-treatment had to be reported on. No attempt to "deal with it" was allowed and I feel I have described the measures taken in the sections concerning Daily Routine, Supervision etc. I think the measures were preventative but each case of abuse is unique and general statements can be unhelpful.

External monitoring

49. There was a full-scale HMI pastoral inspection towards the end of my time at the school and individual commissioners visited the school from time to time. The community policeman also visited primary 6 and 7 and was a great favourite.
50. HMI spoke to everyone including me, as they do. The official outcome of the inspection was highly commendable of the school and its pastoral care. The PSE programme came in for special commendation.
51. Commissioners spoke to groups of children and Lord Cullen sat with a group of primary 7 boys in my early days to find out what PSE and the circle-time was all about. The pupils took turns to hold the teddy and talk about what life was like at the school.

Record-keeping

52. The school kept the individual file on each pupil as was normal at the time in Scottish schools and they included exam/assessment details and special needs identified which were mostly educational. These were kept in the headmaster's office/study and access to them would be through him. Am not aware of any special file for recording complaints of abuse.
53. Abuse of any kind reported was dealt with immediately as a matter of concern. There was no special file for anyone to research. Outcomes of incidents would be recorded by the headmaster as this serious matter was his province. I have no knowledge of any historical practice regarding record keeping.
54. The whole concept of the contribution of record keeping in keeping children safe is, I feel, a grey area that needs further exploration especially in a very small boarding establishment.

Investigations into abuse – personal involvement

55. I was involved in one investigation in my early days at the school, primary 6 and 7 were still at the school. Using the "trusted adult" system I was approached by a group of primary aged pupils who alleged being sexually harassed by a "vulnerable" fellow pupil who was repeating primary 7 and therefor at least a year older.
56. He had been trying to make sexual overtures under the guise of chasing games. As the boy had been brought up by several households I felt this complex case should be reported to Child Protection Services locally. A Detective Sergeant and a female social worker, both from the unit at Bannockburn, visited the school and question the boys with myself acting in loco parentis.
57. The outcome was that the boy left the school. He was about 12 or 13 years of age and was called [REDACTED] He came from Aberdeen. One pupil had in fact been anally

penetrated. All boys were given the support of sessions with psychologists from the Notre Dame clinic in Glasgow who came into the school.

58. I was never given any feedback about the vulnerable wee boy and his fellow pupils were very concerned about him and wanted to know if he was alright. The victim later gained compensation from the Criminal Injuries Board according to the police. His name was [REDACTED] and he came from the Helensburgh area. His dad was away at sea and his mum had M.S. Both [REDACTED] and [REDACTED] needed the stability of the school.

Reports of abuse and civil claims

59. I was never involved in the handling of reports, or civil claims made against, the school by former pupils, concerning historical abuse.

Police investigations/ criminal proceedings

60. I have no knowledge of, or involvement in anything at the school concerning police investigations into alleged abuse.

Specific alleged abusers

CKC [REDACTED]

61. I recall **CKC** [REDACTED] who worked at Queen Victoria School from 1997 to 2002. He was perhaps in his 50's and was **SNR** [REDACTED]. He was a fellow member of the senior management team. He was an efficient administrator and a pleasant man. Apart from being a work colleague I did not know him at all socially.
62. I did not see him in the classroom with children. In general he seemed to have a strict but pleasant approach around the school.

63. With regards to how he disciplined children I would say that the word discipline has many meanings. "To discipline" as a verb has connotations of physical punishment and I never saw him harm or physically assault a child. He possibly verbally corrected a child or withdrew their privileges.
64. I never saw him abuse a child. I did hear of him abusing a child. There was an anonymous allegation that he had sex with a girl in a pub in Stirling. No name or age was mentioned, simply "a girl". This allegation was made in an anonymous letter to the headmaster [REDACTED] 2002. I have no knowledge of any investigation taking place re the allegation of "abuse" against CKC [REDACTED]

Robert Ben Philips

65. I recall Robert Ben Philips as being a staff member for about eighteen months between 1992 and 1994. He would have maybe been in his 50's and was a primary teacher and a housemaster. He was simply a colleague and I remember very little of him. He had a reputation of being caring and hard working.
66. I don't know how he was with the children and I never saw him physically harm or abuse any of the children. I never heard of him abusing any of the children. In the short time I knew him I gained hardly any insight into him and did not see him with children to any significant extent.

YNT [REDACTED]

67. I recall Mr YNT [REDACTED] who worked at Queen Victoria School from, I think, 1995 until 2002. He would have been in his late 20's or early 30's. He was employed primarily as [REDACTED] teacher and, at some point, became assistant housemaster in Trenchard House which held senior 1 boys and girls and some senior 6 girls.
68. I only knew him as a colleague and did not know him personally at all. He was a young man, married with a family and seemed very pleasant. I did not see him with any of the children. I did not see him physically harm any child or abuse any child.

69. I did hear of him "abusing" children. Mr YNT was accused of having a sexual relationship with a sixth year girl in an anonymous letter received by the headmaster [REDACTED] 2002.

70. I was not aware of any concerns about over-familiarity between staff and pupils in general or in Trenchard House in particular. However in [REDACTED] 2002 Mr Raine informed his management team that he had occasion to inform Mr YNT that a birthday card he had sent a S6 girl was completely inappropriate and overfamiliar. The card had been seen by pupils in Trenchard and the Housemaster passed on his concerns to the Headmaster.

YXL [REDACTED]

71. I recall Mr YXL being at Queen Victoria School between 1996 and 2002. He would have perhaps been in his early 30's and was a [REDACTED] teacher [REDACTED]. His line manager would have been the deputy headmaster and I had little, if any, contact with him.

72. I would find it difficult to say anything useful about Mr YXL as he was an unknown quantity to me. I never saw him teaching or in the boarding house or even taking hobbies. He was a bit of a mystery man to me.

73. I never saw him physically harm any child and never saw him abuse a child. I did hear about him allegedly "abusing" children when he was the subject of an anonymous letter to the headmaster claiming he was in a sexual relationship with a senior 6 girl. This was [REDACTED] 2002.

Leaving the school

74. I had always intended to retire at sixty years of age. I officially retired on [REDACTED] 2002, my sixtieth birthday, sometime during [REDACTED] 2002. The Headmaster had asked me to continue for a further two or three years but I refused. I enjoyed my years at the school and my retirement was personal and in no way connected to the school. I am now just a year of eighty and memory fails me sometimes.

Helping the Inquiry

75. The type of abuse allegedly perpetrated at the school could have been facilitated by the type of boarding school it was/is. The school is very small by any standard with a maximum of 300 and all pupils are boarders. The same staff teach during the day and supervise during the evenings and at weekends. A very strong bond exists between pupils and between students and staff due to service background of pupils and sometimes staff.

76. The size of the school leads to very small classes in senior forms, even one-to-one. These observations are not in any order of relevance/importance but, when put together, could provide an abuser with opportunities for bonding and grooming with a view to forming special relationships, typical of the kind of abuse of trust.

77. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed..... [REDACTED]

Dated..... 12/04/21