

Scottish Child Abuse Inquiry

Witness Statement of

Graeme BEATTIE

1. My name is Graeme Beattie. My date of birth is [REDACTED] 1960. My contact details are known to the Inquiry.

Background

2. I have a M.A. (Masters of Art) in Social Sciences, PGCE (Post Graduate Certificate in Education) in Primary teaching (Jordanhill College of Education), M.Ed (Masters in Education). PGCE for Support for Learning, PG Diploma Support for learning. I have been employed at Queen Victoria School since 1st September 1984 as a Primary teacher and I am currently a Principal Teacher of Pupil Support in the school.

Employment with Queen Victoria School

3. I began at Queen Victoria School on 1 September 1984 as a teacher of Primary Education. I taught P6 and P7 primary classes. I also carried out boarding school duties in Wavell House (Junior boys boarding house) one day a week and weekends as scheduled by the Housemaster.
4. From 1 April 1986 I was the Assistant Housemaster Wavell House. This involved extra duties to assist the Housemaster. Some of those extra duties involved wakening the pupils for breakfast, supervising meals, prep and evening routines, help with organising house activities especially at the weekends. The weekend duties covered activities such as table tennis competitions, birthday celebrations, various games events such as 5- aside football, rugby. I also had responsibility for the house library and giving out pocket money.
5. From 19 August 1987 through to 31 August 1990 I was made Deputy Housemaster Wavell House. I would Deputise for the Housemaster on the days I was on duty.

6. On 25 August 1993 for almost a year, until 23 August 1994 I was the Assistant Housemaster, Cunningham House. This house was for intermediate boys in a boarding house in years S1 to S3. My role was to assist the Housemaster with house activities, morning, meals and evening routines once a week, one week day only and take over evening duties on duty night. I was also on weekend duties as per rota. This did not include weekend morning duties.
7. From 24 August 1994 until August 2012 I was the Assistant Housemaster for Haig House. Initially this was a Senior Boys boarding house for years S4 to S6. It then became a house for boys in years S1 to S6 boys. My duties were the same as Cunningham Assistant Housemaster. I was also a tutor for pupils within the house. I cannot remember the exact date when the school developed the role of tutor and pastoral care.
8. After giving up my promoted post in the boarding house my next appointment was from August 2012 until today. I was a Tutor for a group for pupils in Haig House. As a Tutor I am responsible for six pupils and meet them at tutor period once a week.
9. We have a programme of Personal and Social Education/Support provided by the Deputy Head Pastoral and Guidance. At the moment we have a recovery curriculum to help with the transition to school after lockdown. I am their 'Go to person' and point of contact for them should they need and help or support.
10. As a Tutor I am part of the school's Pastoral Care/GIRFEC (Getting It Right For Every Child) process and notified through the school information management system or emailed when a child or young person in my tutor group is having difficulties, family issues, parent if deployed, bereavement or he has been achieving success in the school. I can represent the pupil at any meeting and have done so when a pupil is being interviewed by the Head Teacher for a Prefect role in the school. I advise pupils on any issue they raise. I check on them every evening when on duty in the boarding house. There is a schedule of tutor activities for the whole year and includes such

things as going over the school reports, pupil passport, tutor outings as a group e.g. to the cinema, ice skating etc.

11. From 24 August 1994 along with my other roles in the school, I was appointed as Assistant Principal Teacher development for five to fourteen. One of the responsibilities was the development of the school curriculum based on the Scottish five to fourteen Guidelines. This changed in 1999 to Assistant Principal Teacher Learning Support. The Learning Support role meant I had the responsibility for pupils with learning needs. This includes personalised support, creating IEPs (Individual Education Programmes) and communicating with teachers the Additional Support Needs of pupils.
12. From 1 April 2002 I was promoted to Principal Teacher of Learning Support and still carry out this role to date. This role has developed from just Learning Support to Principal Teacher of Pupil Support and a few years ago (I've forgotten exact date), I set up a whole school Pupil Support standard. My responsibilities include: identifying, observing, assessing, planning appropriate interventions, recording and reviewing those interventions as part of the Schools Getting It Right For Every Child (GIRFEC). I have responsibility as an active member of the intervention Planning Meetings and creating the Child and Young Person's Plan. I am a member of the schools GIRFEC Maintenance and Development Team. This team includes two DHT's (Deputy Head Teachers) and we are involved in maintaining and developing the schools GIRFEC policy.
13. In 1984, when I was interviewed for the position of Primary Teacher, I was vetted in line with the MoD procedures and was on probation for a year as a civil servant. I was also a probationary teacher for two years and the Head Teacher at the time asked for reports from the Head of Primary. I became a fully GTC registered teacher in 1986. I complete a PRD (Personal, Review and Development plan) for the school and the GTC. I am also registered with the GTC's for teaching pupils with Additional Support Needs. My registration date for this was 2nd February 2015.

14. As Primary Teacher, the Head of Primary was my line manager and as Assistant and Deputy Housemaster positions, the Housemaster was my line manager until 1990. The Head Teacher and Head of Primary monitored my probation as a teacher. The Head Teacher was my line manager for Assistant Principal Teacher for five to fourteen Curriculum development. My line manager for Assistant Principal Teacher and Principal Teacher Learning Support/Pupil Support was initially the Deputy Head Teacher pastoral and Guidance and is now Deputy Head Teacher Pupil Support.
15. At the beginning, monitoring and appraisal was informal, such as a chat about how I was getting on. However, for a number of years now, my line manager will meet with me and discuss my PRD (Personal Review and Development Plan). This was recorded with targets set for the next session. This is a formal process and the school has a policy for this along with the correct protocols to follow and continues to happen today.
16. When I first started in the school there was no induction pack. I have had a lot of training provided by the school. I qualified with a Post Graduate Certificate and Diploma in Support for Learning from Strathclyde University prior to taking up my role as Support for Learning/Pupil Support Teacher. I also completed an Masters in Education to help with my role as Assistant Principal Teacher Curriculum Development.
17. I attended many in service training programmes online and in person. I am also a trained Emotional Literacy Support Assistant. This training was presented by the Educational Psychologist for Modschoools/DCYP (Directorate for Children and Young People). I have attended training on ADHD, behaviour management studies, SEMH (Social, Emotional and Mental Health), autism, specific learning difficulties, counselling skills, GIRFEC, Additional Assessment Arrangements, Meares Irlen Syndrome/visual stress. I attend annually the Scottish Learning Festival to keep abreast of all the latest policies and strategies for pupils with ASN (Additional Support Needs). I attend the SCIS (Scottish Council of Independent Schools) conference for Learning Support Teachers. I am part of the Modschoools Special Educational Needs Microsoft 'Teams'. This provides training and communication with the Modschoools

wide community e.g. Modschoools have just offered a six weeks course on speech and language therapy

Policy

18. During my time at Queen Victoria School I did not have any involvement or responsibility in relation to Policy.

Strategic planning

19. Again while I was at the school I did not have involvement in the strategic planning for the school.

Other staff

20. In my current position I am the line manager for two classroom assistants and a Pupil Support Teacher. Two of these positions are awaiting to be re-appointed.

Recruitment of staff

21. I have not been trained in the MoD recruitment procedures and therefore cannot be part of the interview/recruitment process. My knowledge of the school's recruitment policy is only that it is based on the Civil Service/MoD procedures and competencies.

Training of staff

22. I am involved in some training and personal development of staff. I have presented in-house training related to pupils with Additional Support Needs, such as Dyslexia, Dyscalculia, ASD, accessibility, SEMH, Emotional Literacy and SQA Additional Assessment Arrangements

Supervision/staff appraisal / staff evaluation

23. I am involved in the supervision, appraisal and evaluation of three members of staff, two classroom assistants and one Pupil Support Teacher. I set targets based on the Civil Service competencies and competent performance appraisals based on these. I complete PRD (Professional, Review and Development) for the teacher linked to the GTC's standards. At the moment I only supervise one classroom assistant as we have one member of staff off on maternity and awaiting the appointment of a full time Pupil Support Teacher.

Living arrangements

24. Over the years I have lived in different areas within and out with of the school, depending on my role in the school. As Deputy Housemaster I lived in a flat as part of the Wavell boarding house. The flats are part of the staff accommodation within the boarding house, next to the children's residential areas. As an Assistant Housemaster/Tutor I have lived at various times on the school campus and in towns out with the school.
25. With other staff members it varies according to the jobs held. Housemasters, deputies and matrons all have to live in the boarding house, next to the children's residential areas. Tutors and assistant housemasters/mistresses now tend to live out with the school with a few still living on the school campus.
26. Only authorised staff and parents/carers are permitted in the children's residential areas, after reporting to the staff at reception or in the boarding house.

Culture within Queen Victoria School

27. During my time at the school the culture has been one of caring. Staff want the best for the children under their care. Initially when I started as a young teacher, I would describe the school as strict, with the school traditions seen as very important. It was also very sanctions based; there was little pupil voice or consultation in any decisions

about the way the school was run. There were no restorative practises to address managing behaviour or behaviour seen as a form of communication.

28. Over the years this has changed and there is a lot of pupil input and pupil voice. There are house and school councils with pupil representatives on them. Pupil surveys are now used to gauge the thoughts of the pupil population. I remember when I first arrived at the school there was little communication with parents and this has dramatically changed over the years. The school now has a different culture which is more child centred with Personal, Social and Health Education being taught in the school.
29. The culture of the school has always been one of physical activity (Rugby, cross country running, hockey etc), traditions (Drill, piping, drumming and dancing), old fashioned manners (addressing teachers as sir, miss, holding doors open for adults etc), and school uniform (Ceremonial and day to day). The ceremonial aspect was a very important part of the culture when I started, and this continues to be so, with school parades and the pipe band and dancers representing the school at outside events.
30. There is more of an inclusive culture within the school than when I first arrived. Learning support staff were not allowed into classes to support pupils, this now happens. The school now has a more diverse population than it has ever had and this has changed the culture of the school.
31. To my knowledge fagging did not exist during the time I have been at Queen Victoria School.

Discipline and punishment

32. Over the years discipline has moved away from punishment to one of restorative practices. Discipline has always been the role of the teachers and house staff. Since 1986 (if my memory is correct) the school has not used corporal punishment. Punishment has taken the form of sanctions such as talk with the children, loss of privileges, department and school detentions, room tidying, reporting to staff at certain times of the day, restorative conversations and writing reflective comments on how

behaviour can affect others. The school seeks advice from external agencies, such as Educational Psychologists for advice and strategies to help with behaviour e.g. our link psychologist presented a course on managing behaviour rather than using discipline and punishment approaches.

33. In my early years at the school I do not remember a formal policy in relation to discipline and punishment. The school now has a Behaviour Management Policy. This has been developed over the years and the school now has a Behaviour Management Group promoting positive behaviour strategies. This group have promoted the policy through a Guide to Boarding School life document and different reward events throughout the year. Records are now kept through the school's information management system and boarding school logs.
34. The Prefects and senior pupils are not responsible for discipline, they have leadership roles in the house and school, set out by the Housemaster/mistress and the Senior Leadership Team. In the past, my recollection is that Senior pupils were involved in supervising Prep for the senior school, but not discipline. This is not the case anymore.

Day to day running of the school

35. I was not involved in the day to day running of the school.

Concerns about the school

36. I remember an HMI report that was critical of the school but I am unsure of the exact date. I think it was linked to bullying in the senior houses. I think the appointment of Deputy Head Pastoral and Guidance was one of the responses. I believe the Senior Management Team would have the responsibility for reporting to the parents.

Reporting of complaints/concerns

37. If a child in the school or other person on their behalf wished to make a complaint the only procedure I am aware of is the procedure we use at the moment. We have an anonymous complaints procedure and also have a Child Protection Officer who is the

Deputy Head Teacher Pastoral and Guidance. Our present complaints procedures are logged on the school information management system.

Trusted adult/confidante

38. With regard to any worries that a child may have the Boarding staff were always available for pupils to talk to. At the beginning of my career there wasn't a specific person they could talk to. The school now has a Tutor system with each child having their own Tutor who is seen as the trusted adult.
39. Over time the Pastoral Guidance became more proactive with specific appointments made at Senior Leadership Team level (Deputy Head Teacher Pupil Support and Deputy Head Teacher Pastoral and Guidance) to develop procedures and ways that pupils can talk about their worries and concerns. A Tutor system is now in place. Each Tutor has a small group of pupils. The pupils are timetabled to meet with their Tutor every week for thirty minutes. There is also a programme of topics and resources that the Tutor is given by the Senior School Leadership Team to go over with the pupils at tutor time. They see their Tutor as a member of the house team while on duty on a weekly basis and at weekends as scheduled.
40. I know that as a Tutor, pupils raised issues every week and they will come to talk to me if something is worrying them. It tends to be low level concerns such as parent's deployment, losing their mobile phone and worried they might get into trouble. The pupils can always talk with their Matron House Master/Mistress. Deputy and Assistant House Master/Mistress. The Senior Leadership Team are always available. The Pupils also can talk with the Health and Wellbeing Centre Staff who are qualified nurses.

Abuse

41. In my early years at the school, there wasn't a definition of abuse, but there is now. The definition used by the school is – The term child abuse was first used in Britain in 1988 – DSS Circular. The process of definition has been refined through experience and by 1988 there were five official categories of abuse.

- I. Physical abuse
- II. ii. Neglect
- III. iii. Emotional abuse
- IV. iv. Sexual Abuse
- V. v. Non organic failure to thrive

42. These definitions are now expanded on within the Policy Document. The Child Protection Officer meets staff every year at in-service and reinforces the procedures and definition. All new staff have to meet with the Deputy Head Pastoral and Guidance who goes through all of this individually and then signs their induction pack. The School's Child Protection Policy is published on the school website.
43. I think it was introduced when the school appointed the Deputy Head Teacher Pastoral and Guidance in the 1990's. I am sure it has changed over this time to reflect the changing circumstances in society, e.g. online, social media etc.

Child protection arrangements

44. When I first arrived at the school, I do not remember there being any formal written policy advice, other than the expectation of reporting abuse to management, that bullying wasn't tolerated and that staff had to adhere to appropriate professional behaviour. The school now has strong and robust protocols in place and published on the school website and referred to annually by the Child Protection Officer.
45. In relation to guidance to staff there was nothing formal at the beginning of my career. This is now part of the school's policies and procedures. This can be found on the school website for children, parents and staff to refer to. Staff, through the policy, know each step on how to handle and respond to reports of abuse or ill treatment.
46. At the beginning of my career I don't know how much autonomy or discretion was given to staff. I always believed that any concerns were raised by staff to the management and this was dealt with. There is no autonomy or discretion for staff now. Staff must follow the procedures and steps set out in the Policy.

47. At the beginning of my career there was nothing formal in place regarding abuse. The school now has protocols and policies in place to reduce the likelihood of abuse, ill treatment, or inappropriate conduct by staff, or other adults, towards children at the school
48. Initially at the beginning of my career at the school there was nothing in place other than reporting to your line manager. This has completely changed and we now have formal and published procedures. I have no knowledge whether this worked well in the past. The Deputy Head Pastoral and Guidance is out Child Protection Officer. If he is not in the school or contactable, then the Deputy Head Pupil Support is the Deputy Child Protection Officer.
49. Through our school information management system there are protocols for staff to log a Child Protection issue. This is sent directly to the Deputy Head Teacher Pastoral and Guidance. Staff are also encouraged once we have done this, to contact the Child Protection Officer to notify him personally of the concern.
50. I know that he investigates each issue raised and seeks advice from external agencies, where required. We have been advised that if there are any complaints made against staff by a pupil or staff member, then this is taken seriously. The staff member may be suspended pending investigation. I know of one staff member who had been suspended and reported to the police. I do not know any of the details of the case.

External monitoring

51. I was aware of inspectors visiting the school. There were annual Care Inspectorate visits, HMI Education and DCYP quality assurance inspections. The Inspectors were able to speak to the children either individually or in a group setting. To my knowledge none of the staff were present while the children were spoken to. When they visited the school they spoke to me and provided the school feedback.

Record-keeping

52. I do not remember much record keeping at the beginning of my career at Queen Victoria School. There is now a very robust system and we use an electronic information management system to report and record all concerns raised, including child protection.
53. The historical position of record keeping was minimal, and I can't remember a Policy being explained to me.

Investigations into abuse – personal involvement

54. I was not involved in any investigation on behalf of the school into allegations of abuse or ill-treatment of children at the school or into inappropriate behaviour of staff towards children.

Reports of abuse and civil claims

55. I was not involved in the handling of reports to, or civil claims made against the school by former pupils, concerning historical abuse.

Police investigations/ criminal proceedings

56. I am aware of an incident that was reported to the police, but I was not involved. The Head Teacher informed the whole staff that there was an investigation about Mr James Clark, the school Drum Major and that there were allegations of inappropriate behaviour towards senior girls in the school. No details were given. I was and am, totally shocked. As staff we have also been informed that Mr Clark was suspended, awaiting the court case. This came as a surprise given that we have safeguards in place.
57. I have never given a statement to the police or the Crown concerning alleged abuse of children cared for at the school, and I have never given evidence at a trial for any abuse of children at the school.

Specific alleged abusers

Ben Philips

- 58. I remember Ben Philips from our time at Queen Victoria School. My employment coincided with his from 1984 until his death in 1994. I think Ben was in his thirties.

- 59. Ben was a Primary teacher/Deputy Housemaster and then Housemaster. He was also a teacher in the same Primary department and the Junior Boarding House, for four years, until he became Housemaster of the Senior Boys House. I found him to be a very caring and good teacher. He was a dedicated and kind man. His life was Queen Victoria School.

- 60. I knew Ben well at the beginning of my career, some thirty odd years ago. During my time I did see him with the children, both in class and in the boarding house. He had a lot of patience and time for his pupils. I must have seen him discipline children, but it was such a long time ago, I can't remember. I never saw or heard of him abuse any children.

YXL [REDACTED]

- 61. I remember YXL [REDACTED] and he is still a member of staff. I think my employment with YXL [REDACTED] coincided from the late 1990's until the present day. I am a little unsure of the exact dates. When he started at the school I think he would have been in his late twenties or early thirties, but I am unsure.

- 62. At the school, YXL [REDACTED] was and still is a [REDACTED] Computing Teacher and I sometimes go into his classroom. I don't think I have worked in the same boarding house as him. In my opinion, YXL [REDACTED] is a very good, professional and dedicated teacher. I always found him to be a friendly, quiet and patient person.

63. I know him well as a teacher and a colleague. I did see him in his classroom and found him to be very well organised, professional, patient and positive with the pupils. The only time I remember ^{YXL} disciplining children was when I was in his class and this was a gentle reminder to get them back on task. I remember that ^{YXL} was suspended and returned to teach after the suspension. I do not remember the details for his suspension. I have never seen or heard of him abusing any children.

^{YNT}

64. I do remember ^{YNT} and I think he was employed at the school in the 1990's. I think he was in his late twenties or early thirties. At the school he was an teacher.

65. ^{YNT} role was a class teacher, I didn't work in the same boarding house as him. I didn't really know him well except through being in his classroom. and he was professional and very friendly. When I saw him in the classroom, which wasn't often, he was always professional with the children. I don't think I ever saw him disciplining the children other than what befits class interventions. I remember that ^{YNT} was suspended and that he did not return to the school. I do not remember the details for this suspension. I never saw him abusing or heard of him abusing any children.

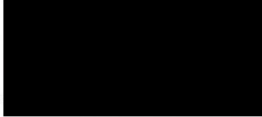
Helping the Inquiry

66. I can only reflect on the changes that I have seen at Queen Victoria School over the years. I think it is important to teach children what their rights are; what behaviours they should expect from adults and fellow pupils; make sure that children are safe and that their voices are heard. School policies should be constantly reviewed and promoted.

67. A school should have staff that are aware of how to protect children and what behaviours are expected of the staff. They should also be aware what the school's definition of abuse is and who to go to if they have concerns. I think it is important to train staff about what behaviour tells us and how to help pupils. This will enable schools to understand the reason behind behaviour and protect children in the future.

68. The school should have a Child Protection Officer who is trained and everyone in the school community knows and trusts. The school protocols and practices should be evaluated annually by the school and regularly checked by external agencies.

69. 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..........

06 November 2020

Dated.....