

Morrison's Academy Report: Parts C & D

Scottish Child Abuse Inquiry

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Part C - Prevention and Identification

4. Policy and Practice

4.1 National

Past

i.	Was there national policy/guidance relevant to the provision of residential care for children?
	Yes.
ii.	If so, to what extent was the organisation aware of such?
	<p>In 1998, HMI issued a publication <i>Improving the Care and Welfare of Residential Pupils</i>. This included performance indicators, designed to assist the self-evaluation of residential institutions. This formed the basis of the Boarding Handbooks (for staff, boarders and parents) produced in 1999.</p> <p>The Academy also received guidance from the Scottish Council of Independent Schools (SCIS) such as their <i>Guidelines on Child Protection</i>.</p>
iii.	<p>If there was national policy/guidance in respect of any of the following in relation to provision of residential care for children, to what extent was the organisation aware of such?</p> <ul style="list-style-type: none"> • Child welfare (physical and emotional) • Child protection • Complaints handling • Whistleblowing • Management of residential establishments • Child migrants • Record retention • Recruitment and training of residential care staff • Requiring employers to divulge details of complaints etc. to prospective employers • Reviewing a child's continued residence at a residential establishment.
	We refer to answer (ii).
iv.	If the organisation was aware of such, did they give effect to that policy/guidance?

	Yes.
v.	If so, how was effect given to such policy/guidance?
	<p>There was a child protection policy in place from the 1980s. The Academy introduced a policy document on bullying in 1994. These also applied in boarding houses. The Depute Rector acted as the Child Protection Co-ordinator.</p> <p>Aspects of these policies were incorporated into the Boarding Handbooks for staff, parents and pupils, promulgated in 1999. There were also some projects specifically referring to boarding included in School Development Plans in the late 1990s (qv).</p>
vi.	If not, why not?
	NA

Present

vii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
viii.	If so, please give details.
	NA

4.2 Local Authority***Past***

i.	Was there local authority policy/guidance relevant to provision of residential care for children?
	No. The Academy was not under local authority control.
ii.	If so, to what extent was the organisation aware of such?
	NA

iii	<p>If there was local authority policy/guidance in respect of any of the following in relation to provision of residential care for children, to what extent was the organisation aware of such?</p> <ul style="list-style-type: none"> • Child welfare (physical and emotional) • Child protection • Complaints handling • Whistleblowing • Management of residential establishments • Child migrants • Record retention • Recruitment and training of residential care staff • Requiring employers to divulge details of complaints etc. to prospective employers • Reviewing a child's continued residence at a residential establishment
	NA
iv	If the organisation was aware of such, did they give effect to that policy/guidance?
	NA
v.	If so, how was effect given to such policy/guidance?
	NA
vi	If not, why not?
	NA

Present

vii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
viii	If so, please give details
	NA

4.3 Admissions

Policy

Past

i.	What policies and/or procedures did the organisation/establishment have in place in relation to admission of children to the establishment?
	Admissions policies and procedures were applied by the Academy on the basis of educational suitability. Only if a pupil gained a place at the school would he/she then be admitted to boarding. The only additional requirement for admission to boarding would be a minimum age of 9, unless there were any specific health or social difficulties identified or anticipated. If this policy were recorded in writing, it has not been retained in the Academy's records.
ii.	Was there a particular policy and/or procedural aim/intention?
	<p>A basic level of educational attainment or potential was expected. The criterion generally applied was whether the pupil would be able to benefit from a Morrison's education. Occasionally a pupil would be offered a place in a younger class than his/her age would suggest, in order to allow some catching up.</p> <p>Proficiency with English was important for our overseas boarders, although the Academy also developed a focused and highly efficient course in English as a Second Language to run concurrently with other academic studies, for those who needed it.</p>
iii.	Where were such policies and/or procedures recorded?
	There is no record of whether the policy was recorded.
iv.	Who compiled the policies and/or procedures?
	The Rector.
v.	When were the policies and/or procedures put in place?
	Not known.
vi.	Do such policies and/or procedures remain in place?
	No. The Academy has not had boarding pupils since 2007.
vii.	Were such policies and/or practices reviewed?

	Yes.
viii	If so, what was the reason for review?
	The admissions policy was influenced by the number of applications received compared with the number of places available at each stage at the time. Also, there were a few key entry points where more places tended to be available, particularly P6, Transition (P7), S3, S5 and S6 (S3 and S5 representing the beginning of Standard grade and Higher courses).
ix.	What substantive changes, if any, were made to the policies and/or procedures over time?
	There is no record of substantive changes.
x.	Why were changes made?
	See (viii).
xi.	Were changes documented?
	Changes would be communicated to Admissions Tutors.
xii.	Was there an audit trail?
	Unlikely.

Present

xiii	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xiv	If so, please give details.
	NA

Practice**Past**

i.	Did the organisation/establishment adhere in practice to its policy/procedures in relation to the admission of children to the establishment?
	Yes.
ii.	How was the adherence demonstrated?
	The Rector reviewed all admissions and would be able to make Admissions Tutors aware if they were seen to be straying from policy.
iii.	How can such adherence be demonstrated to the Inquiry?
	There are no records demonstrating adherence.
iv.	Were relevant records kept demonstrating adherence?
	No.
v.	Have such records been retained?
	No.
vi.	If policy/procedure was not adhered to in practice, why not?
	NA
vii.	If policy/procedure was not adhered to in practice, what was the practice?
	NA

Present

viii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
ix.	If so, please give details.
	NA

4.4 Day to Day

Policy

Past

i.	What policies and/or procedures did the organisation/establishment have in place in relation to the day to day running of the establishment?
	The Boarding Handbooks were in place from 1999. Before that, there were Boarding House Rules: the Boarding Staff Handbook was mainly an attempt to bring all the rules, regulations and procedures together into one document, with additional guidance for the boarders themselves and for parents.
ii.	Was there a particular policy and/or procedural aim/intention?
	<p>The introduction to the 1999 Boarding Staff Handbook gives the Mission Statement as follows.</p> <p>"Our central task is to provide a caring and lively environment in which pupils can feel at home, valued, secure and able to learn. Our first responsibility is to help the young people in our care to live together as a community. Our object is to contribute to the lasting achievements of Morrison's Academy."</p> <p>Three Aims are then listed.</p> <p>"1. To provide a caring, happy and secure residential school community. 2. To help boarding pupils to be part of the school and the wider community, and to value the diversity, particular to Morrison's Academy, of culture and creed. 3. To enable staff to work happily and efficiently for the good of boarding pupils and to the satisfaction of their parents."</p>
iii	Where were such policies and/or procedures recorded?
	The Boarding Staff Handbook and the Boarding House Handbook for Parents.
iv	What did the policies and/or procedures set out in terms of the following?
	<ul style="list-style-type: none"> • Activities for children • Off-site activities for children including trips, holidays and visits to family • Schooling/education

	<ul style="list-style-type: none"> • Discipline
	<p>From the Handbook for Boarding Pupils.</p> <p>Extra-curricular activities - You are encouraged to participate in school teams and Saturday sports fixtures as well as musical, dramatic and other clubs and societies within the school. You can also take part in activities and organisations outside school, such as the Guides or Scouts, church groups or local sports teams, provided they don't interfere with school activities.</p> <p>Crieff Hydro Sports Club - A big advantage of boarding is that you can go up to the Crieff Hydro Sports Club in your free time after prep and at weekends. The swimming pool and gym are very popular. It's important to sign out and in when you go up to the Hydro.</p> <p>Weekend social programme - Most weekends there is an activity organised for boarders. Sometimes the house staff open up the sports hall for badminton, basketball or football. At other times there may be a trip to the cinema in Perth or to another place of interest and entertainment. In recent years ice-skating, ten-pin bowling, cycling, swimming, shopping, visits to galleries and museums have been offered. You can make suggestions about this at the Boarders' Forum.</p> <p>Visits to family - We cannot locate a formal policy. However, the practice was that boarders had 2 or 3 weekend exeats each term, during which they could visit family if they lived in Scotland, or be invited out by friends with the permission of both sets of parents. Guardians would often provide this opportunity for boarders whose families were overseas.</p> <p>With the advent of weekly boarding for some (around 2000), this was extended for all boarders to 3 or 4 exeats per term.</p> <p>Weekly Boarders were offered leave to visit family from Friday after School, school obligations permitting and able to return for Prep on Sunday evening or Monday morning. Each child would be treated on an individual basis based upon an arrangement between house staff and the child's parents/guardians.</p> <p>Full schooling and education was provided by the Academy, as for day pupils.</p> <p>Discipline - The Academy had a discipline policy (in the School Staff Handbook) which extended also to boarding houses. Initially and most regularly the Housemaster/Housemistress would deal with any breach of the school rules. Persistent or more serious cases would be referred to the school, when pupils would be seen by the</p>

	<p>Depute Rector or Assistant Rectors. House Prefects had limited sanctions available to them, such as imposing lines or chores.</p> <p>Corporal punishment was phased out from the entire school around 1982.</p>
v.	Who compiled the policies and/or procedures?
	The Rector, with assistance from the Depute Rector, Assistant Rectors, the Housemasters and the Housemistresses, through the Boarding House Committee.
vi.	When were the policies and/or procedures put in place?
	There is no record of when policies and procedures were first put in place.
vii.	Do such policies and/or procedures remain in place
	The Academy has not had boarding pupils since 2007.
viii.	Were such policies and/or practices reviewed?
	Yes.
ix.	If so, what was the reason for review?
	Constant development and improvement. There was a general easing of restrictions over the years in line with changes in society.
x.	What substantive changes, if any, were made to the policies and/or procedures over time?
	<p>Corporal punishment was abolished in the Academy in 1982.</p> <p>Boarders were allowed an increased number of weekend exeats in later years.</p>
xi.	Why were changes made?
	Changes reflected developments in society.
xii.	Were changes documented?
	Yes, in Boarding House Committee minutes.
xiii.	Was there an audit trail?

	No.
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Present

xiv.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xv.	If so, please give details.
	NA

Practice***Past***

i.	Did the organisation/establishment adhere in practice to its policy/procedures relating to the day to day running of the establishment?
	In general, yes, but there were minor differences in interpretation and application between the Houses.
ii.	Did the organisation/establishment adhere in practice to its policy/procedures in terms of the following? <ul style="list-style-type: none"> • Activities for children • Off-site activities for children including trips, holidays and visits to family • Schooling • Education • Activities - minor differences between Houses. • Off-site activities - uniform across Houses. • Schooling - full adherence for all. • Education - full adherence for all.
	Yes.
iii.	How was adherence demonstrated?
	From 1999 under Section 15 Quality Assurance of the Boarding Handbook (Staff) the House Master and Mistress for each House were required to complete an annual audit and provide an evaluation of their

	respective houses for the previous year. This formed part of the annual report for the school, contained within the School development plan.
iv.	How can such adherence be demonstrated to the Inquiry?
	There are no extant records demonstrating adherence.
v.	Were relevant records kept demonstrating adherence?
	No.
vi.	Have such records been retained?
	NA
vii.	If policy/procedure was not adhered to in practice, why not?
	NA
viii.	If policy/procedure was not adhered to in practice, what was the practice?
	NA

Present

ix.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
x.	If so, please give details.
	NA

4.5 Children**Policy*****Past***

i.	What policies and/or procedures did the organisation/establishment have in place in relation to caring for children at the establishment?
	The Boarding Handbook provided the framework for the care of children.

	<p>This described practices involving the Personal and Social development (PSD) programme, liaison between Heads of Year and House Staff for each child discussing progress and welfare, a settling in report after the first seven weeks, individual interviews with each pupils each term. From the 1980s the Academy had policies on Bullying and Child Protection. These policies applied as much to the boarding houses as to the school itself. In addition, there were procedures in place in the houses for dealing with medical issues.</p>
ii.	<p>Was there a particular policy and/or procedural aim/intention?</p>
	<p>See answer to 4.4(ii) for the Mission Statement and Aims of boarding.</p>
iii.	<p>Where were such policies and/or procedures recorded?</p>
	<p>These were written policies, available to all members of staff in the school and the boarding houses, and referred to in the Boarding House handbooks.</p>
iv.	<p>What did the policies and/or procedures set out in terms of the following?</p> <ul style="list-style-type: none"> • Safeguarding • Child Protection • Medical care • Children's physical wellbeing • Children's emotional and mental wellbeing
	<p>Safeguarding/Child Protection - In addition to the bullying and child protection policies (or perhaps as part of them) boarders had access to a phone (with privacy) with which they could contact their parents and vice-versa. These phones (one in each house) displayed the Childline number. Once the houses were connected to the internet (around 2000) boarders could contact their parents by email. Each school pupil had an email address provided by the school.</p> <p>Medical care - In the Boarding Staff Handbook, the Housemistress's duties were listed as including responsibility for boarders' health, care of boarders when ill, maintenance of health records and communications with the House Doctor and Health Centre.</p> <p>The Medical Care section of the Handbook outlined procedures. All boarders were registered with a local medical practice and the doctor saw all boarders at the house at least once per term and was available at school at two specified times each week. At other times appointments could be made as normal at the Health Centre.</p> <p>The School Nurse was available in school during school hours. The Housemistress was responsible for overseeing dental appointments and</p>

	<p>outpatient appointments at Perth Royal Infirmary.</p> <p>Children's physical, emotional and mental well-being - see the Mission statement and Aims in Section 4.4(ii).</p> <p>The 1999 HMI inspection report states (p5): "The boarding handbook, recently produced in consultation with house staff, contained an appropriate range of draft policies which linked well to the school aims. These policies covered aspects of child protection, care and welfare and a clear complaints procedure."</p>
v.	Who compiled the policies and/or procedures?
	The Rector, in consultation with Depute and Assistant Rectors and House staff.
vi.	When were the policies and/or procedures put in place?
	The Academy has no record of when policies were first put in place. The Boarding House Handbooks were put in place in 1999.
vii.	Do such policies and/or procedures remain in place?
	The Academy has not had boarding pupils since 2007.
viii	Were such policies and/or practices reviewed?
	Yes.
ix.	If so, what was the reason for review?
	To ensure policies were kept up to date.
x.	What substantive changes, if any, were made to the policies and/or procedures over time?
	The Academy has no record of substantive changes.
xi.	Why were changes made?
	NA
xii.	Were changes documented?
	Changes were documented through the issuing of a 'current' version of each policy as it was updated.
xiii	Was there an audit trail?
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	No.
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Present

xiv.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xv.	If so, please give details.
	NA

Practice***Past***

i.	Did the organisation/establishment adhere in practice to its policy/procedures relating to the care of children at the establishment?
	Yes.
ii.	Did the organisation/establishment adhere in practice to its policy/procedures in terms of the following? <ul style="list-style-type: none"> • Safeguarding • Child Protection • Medical care • Children's physical wellbeing • Children's emotional and mental wellbeing
	Yes.
iii.	How was adherence demonstrated?
	<p>A confidential file was kept for each pupil containing communication between parents and school, medical care and requirements: houses kept medical records and serious disciplinary matters or complaints made by the boarder.</p> <p>The 1999 HMI report on the <i>Inspection of the Care and Welfare of</i></p>

	<i>Residential Pupils</i> demonstrated adherence.
iv.	How can such adherence be demonstrated to the Inquiry?
	<p>The 1999 report by HMI on the <i>Inspection of the Care and Welfare of Residential Pupils</i> found that:</p> <ul style="list-style-type: none"> • The quality of pastoral care for pupils was good. • Care for pupils' health was very good. There was good access for pupils to medical care, both on a regular basis and in response to illness. This was well supported by detailed and regular record keeping. The school benefited from close links with the local medical practice. • [The Rector] had taken an active personal interest in arrangements for the care and welfare of residential pupils and had made a very positive impact on the quality of provision. • [The Depute Rector] fulfilled his child protection co-ordinator duties effectively. <p>Two of the 'key strengths' of pupil care were listed as:</p> <ul style="list-style-type: none"> • The commitment of house staff to the care and welfare of pupils; • The very high quality of medical care of pupils.
v.	Were relevant records kept demonstrating adherence?
	See answer to part iii
vi.	Have such records been retained?
	No.
vii.	If policy/procedure was not adhered to in practice, why not?
	NA
viii.	If policy/procedure was not adhered to in practice, what was the practice?
	NA

Present

ix.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
x.	If so, please give details.

	NA
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4.6 Staffing

Policy

Past

i.	What policies and/or procedures did the organisation/establishment have in relation to staffing at the establishment?
	There were no formal policies or procedures regarding the staffing of Boarding Houses.
ii.	Was there a particular policy and/or procedural aim/intention?
	Yes. Recruitment of staff would be determined by fulfilling the staffing structure and requirements for each Boarding House. Housemaster and Housemistress roles would often be fulfilled by teaching staff. Job descriptions and responsibilities for key positions were detailed in the Boarding House staff handbook.
iii.	Where were such policies and/or procedures recorded?
	There is no record of recruitment policies. Reference to recruitment and staffing issues would be evidenced in Boarding House Association minutes if deemed appropriate.
iv.	What did the policies and/or procedures set out in terms of the following? <ul style="list-style-type: none"> • Pre-employment checks • Recruitment • Induction • Transfer of staff to or from other establishments within or outwith the organisation • References • Appraisal/supervision • Training • Personal/Professional development • Disciplinary actions • Dismissal
	Pre-employment checks - Housemasters were also teaching staff and so subject to normal checks for school teachers, for example SCRO.

	<p>Induction - The Housemaster/Housemistress would be responsible for the induction of new House staff. For new Housemasters and House mistresses, induction would be the responsibility of the Depute rector. The Depute Rector would meet formally with a new member of staff during the first term of his/her employment.</p> <p>Transfer - no policy. This occasionally happened when Houses closed.</p> <p>References - References were required at housemaster/assistant housemaster level.</p> <p>Appraisal - A formal appraisal system of senior house staff by the Depute Rector was introduced as a result of a recommendation in the 1999 HMI inspection report.</p> <p>Personal/Professional development - This was improved as a result of the 1999 HMI inspection report, particularly as regards child protection issues. Also, the guidance staff at the school began closer cooperation with house staff regarding the school's Personal and Social Development (PSD) programme which operated for all pupils, meaning that this could be built on in the houses by house staff.</p> <p>Disciplinary actions - these would be the responsibility of the Rector, or possibly Assistant Rector for assistant house staff.</p> <p>Dismissals - responsibility of the Rector.</p> <p>The 1999 HMI report commented:</p> <ul style="list-style-type: none"> • House staff showed appropriate concern for the physical well-being and safety of pupils. • They were well supported by hard-working ancillary staff. • All staff had undergone security checks before appointment. • Pupils who were overseas were well supported where necessary by guardianship arrangements. <p>but also recommended</p> <ul style="list-style-type: none"> • House staff should be provided with a structured programme of staff development linked to self-evaluation and including consideration of child protection procedures. <p>As a result of this comment, a more formal system of staff appraisal and development was extended to boarding house staff.</p>
v.	Who compiled the policies and/or procedures?
	The Depute Rector compiled the first Boarding Staff Handbook, although

	this was mainly a pulling together of existing policies.
vi.	When were the policies and/or procedures put in place?
	They developed over many years.
vii.	Do such policies and/or procedures remain in place?
	The Academy has not had boarding pupils since 2007.
viii	Were such policies and/or practices reviewed?
	Yes.
ix.	If so, what was the reason for review?
	To ensure policies were kept up to date.
x.	What substantive changes, if any, were made to the policies and/or procedures over time?
	Compliance with background checks in keeping with National guidelines.
xi.	Why were changes made?
	See (x).
xii.	Were changes documented?
	Yes, by updated versions of policy documents and the Boarding Staff Handbook.
xiii	Was there an audit trail?
	No.

Present

xiv .	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xv.	If so, please give details.
	NA

Practice**Past**

i.	Did the organisation/establishment adhere in practice to its policy/procedures in relation to staffing at the establishment?
	Yes.
ii.	<p>Did the organisation/establishment adhere in practice to its policy/procedures in terms of the following?</p> <ul style="list-style-type: none"> • Pre-employment checks • Recruitment • Inductions • Transfers to and from other establishments within or outwith the organisation • References • Appraisals/Supervision • Training • Personal/Professional development • Disciplinary actions • Dismissal
	Yes, where policies were in place.
iii.	How was adherence demonstrated?
	Personal files for staff were maintained that would indicate adherence to recruitment practice. Formal records of staff induction and training would not have been kept.
iv.	How can such adherence be demonstrated to the Inquiry?
	The 1999 report by HMI on the <i>Inspection of the Care and Welfare of Residential Pupils</i> .
v.	Were relevant records kept demonstrating adherence?
	Staff files would demonstrate aspects of recruitment and staffing practice.
vi.	Have such records been retained?
	<p>There is a record of current members of staff who were employed whilst the School was a Boarding School.</p> <p>Some records exist of former members of staff.</p>

vii.	If policy/procedure was not adhered to in practice, why not?
	NA

Present

viii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
ix.	If so, please give details.
	NA

4.7 Visitors**Policy*****Past***

i.	What policies and/or procedures did the organisation/establishment have in place in relation to visitors to the establishment?
	Visitors would generally be restricted to parents, school staff, other boarders and occasionally day pupil friends. House staff used their discretion, but all these visits would be informal.
ii.	Was there a particular policy and/or procedural aim/intention?
	A balance was sought between the freedom of normal family life and the inevitable control and supervision required of institutional care. Visits from other pupils had to be approved by house staff and such visitors had to be signed in and out. Visits by parents were pre-arranged.
iii.	Where were such policies and/or procedures recorded?
	House rules as stipulated in the Boarding Handbook for parents pupils and staff.
iv.	Who compiled the policies and/or procedures?
	The Rector, Depute Rector and HouseMaster/HouseMistresses

v.	When were the policies and/or procedures put in place?
	Progressively over the years.
vi.	Do such policies and/or procedures remain in place?
	The Academy has not had boarding pupils since 2007.
vii.	Were such policies and/or practices reviewed?
	Yes.
viii.	If so, what was the reason for review?
	A gradual freeing up of restrictions in line with societal changes.
ix.	What substantive changes, if any, were made to the policies and/or procedures over time?
	It became easier to invite friends, other boarders and day pupils for short visits to the houses after school or at weekends.
x.	Why were changes made?
	Changes reflected developments in wider society.
xi.	Were changes documented?
	Changes may have been documented in the Boarding Handbooks or in house rules.
xii.	Was there an audit trail?
	No.

Present

xiii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xiv.	If so, please give details.
	NA

Practice***Past***

i.	Did the organisation/establishment adhere in practice to its policy/procedures in relation to visitors to the establishment?
	Yes.
ii.	How was adherence demonstrated?
	A House log was to be maintained by House staff detailing planned visits.
iii.	How can such adherence be demonstrated to the Inquiry?
	There are no records demonstrating adherence.
iv.	Were relevant records kept demonstrating adherence?
	Pupils visiting other pupils had to sign in and out. Other visits would have been recorded in the House Log.
v.	Have such records been retained?
	No.
vi.	If policy/procedure was not adhered to in practice, why not?
	NA

Present

vii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
viii.	If so, please give details.
	NA

4.8 Volunteers**Policy*****Past***

i.	What policies and/or procedures did the organisation/establishment have in place in relation to volunteers at the establishment?
	There was no specific policy or procedure. In the late 1990s, there was a short experiment with gap year students, primarily from Australia.
ii.	Was there a particular policy and/or procedural aim/intention?
	No. The gap year students were always girls, attached to the girls' boarding house, and only one attended at a time. Usually they offered some help with games coaching in return for accommodation, board and some domestic duties.
iii.	Where were such policies and/or procedures recorded?
	NA
iv.	Who compiled the policies and/or procedures?
	Arrangements were worked out between the Rector, the Housemistress, the head of PE/Games and the female Assistant Rector.
v.	When were the policies and/or procedures put in place?
	Late 1990s.
vi.	Do such policies and/or procedures remain in place?
	The Academy has not had boarding pupils since 2007.
vii.	Were such policies and/or practices reviewed?
	Arrangements were made with specific reference to each applicant and experience from previous years..
viii.	If so, what was the reason for review?
	To reflect the previous year's experience and the wishes and abilities of the new applicant.
ix.	What substantive changes, if any, were made to the policies and/or procedures over time?
	None.
x.	Why were changes made?
	See (viii).

xi.	Were changes documented?
	No.
xii.	Was there an audit trail?
	No.

Present

xiii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xiv.	If so, please give details.
	NA

Practice***Past***

i.	Did the organisation/establishment adhere in practice to its policy/procedures in relation to volunteers at the establishment?
	Yes.
ii.	How was adherence demonstrated?
	Reviews of ongoing practice between Housemistress, Assistant Rector and Rector in relation to GAp students.
iii.	How can such adherence be demonstrated to the Inquiry?
	There are no relevant records.
iv.	Were relevant records kept demonstrating adherence?
	No.
v.	Have such records been retained?
	No.

vi.	If policy/procedure was not adhered to in practice, why not?
	NA.

Present

vii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
viii.	If so, please give details.
	NA

4.9 Complaints and Reporting**Policy***Past*

i.	What policies and/or procedures did the organisation/establishment have in place in relation to complaints and reporting at the establishment?
	The 1999 Boarding Staff Handbook included 5 pages on the Complaints Procedure. Relevant parts of this (3 pages) were reproduced in the Boarding House Handbook for Parents and (1 page) in the Handbook for Boarding Pupils.
ii.	Was there a particular policy and/or procedural aim/intention?
	<p>The aims of the procedure stated:</p> <p>It is important that:</p> <ul style="list-style-type: none"> • anyone wishing to make a complaint knows how to go about it; • the School responds to complaints within a reasonable time and in a sensitive and efficient manner; • complainants are satisfied that the School takes the complaint seriously and will deal with it appropriately; • the School learns from complaints, where these are found to be justified, and takes appropriate action to secure improvements.
iii.	Where were such policies and/or procedures recorded?
	Boarding Handbooks.

iv.	<p>What did the policies and/or procedures set out in terms of the following?</p> <ul style="list-style-type: none"> • Complaints by children • Complaints by staff • Complaints by third persons/family of children • Whistleblowing • Support, including external support, for those who made complaint or those who were the subject of complaint • Response to complaints (including response by organisation and/or establishment) • External reporting of complaints
	<p>Complaints by children - how to make a complaint; that the School would listen; what would happen next; and confidentiality.</p> <p>Complaints by staff - these would be covered by standard school policies and terms and conditions of employment. There were not separate policies for boarding staff.</p> <p>Complaints by third persons/family of children (in practice this would be parents) - similar to 'complaints by children' above, but in more detail and with a further statement about not being satisfied with the outcome.</p> <p>Response to complaints - sections on 'what will happen next?', 'action to be taken if a complaint is justified', 'what if I am not satisfied with the outcome?' and 'recording of complaints'.</p>
v.	Who compiled the policies and/or procedures?
	Rector and Depute Rector
vi.	When were the policies and/or procedures put in place?
	Formally when the Handbooks were produced in 1999. The same policies had applied for many years informally before that.
vii.	Do such policies and/or procedures remain in place?
	The Academy has not had boarding pupils since 2007.
viii	Were such policies and/or practices reviewed?
	There is no record of the policy being reviewed. Boarding only continued for 8 more years.

ix.	If so, what was the reason for review?
	NA
x.	What substantive changes, if any, were made to the policies and/or procedures over time?
	NA
xi.	Why were changes made?
	NA
xii.	Were changes documented?
	NA
xiii	Was there an audit trail?
	NA

Present

xiv .	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xv.	If so, please give details.
	NA

Practice***Past***

i.	Did the organisation/establishment adhere in practice to its policy/procedures in relation to complaints and reporting at the establishment?
	Yes.
ii.	Did the organisation/establishment adhere in practice to its policy/procedures in terms of the following?

	<ul style="list-style-type: none"> • Complaints by children • Complaints by staff • Complaints by third persons/family of children • Whistleblowing • Support, including external support, for those who made complaint or those who were the subject of complaint • Response to complaints (including response by organisation and/or establishment) • External reporting of complaints
	Yes.
iii.	How was adherence demonstrated?
	<p>In the follow-up by HMI to the 1999 inspection (August 2001), item 3 states:</p> <p><i>"The school should ensure full implementation of policies outlined in the new handbook for boarding staff, including the well-documented complaints procedures."</i></p> <p>"This recommendation has been addressed effectively.</p> <p>"The depute rector held regular monthly meetings with boarding staff to discuss the operation of the houses and to ensure that policies were fully implemented. The school should consider increasing the frequency of these meetings. Complaints procedures were followed very closely."</p>
iv.	How can such adherence be demonstrated to the Inquiry?
	Reference is made to answer (iii).
v.	Were relevant records kept demonstrating adherence?
	Complaints would have been retained in the personal file for each boarder including the School response. Dependent upon the nature of the complaint a summary and subsequent actions would have been recorded in the Boarding House Association minutes.
vi.	Have such records been retained?
	No.
vii.	If policy/procedure was not adhered to in practice, why not?
	NA

Present

viii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
ix.	If so, please give details.
	NA

4.10 Internal Investigations**Policy*****Past***

i.	What policies and/or procedures did the organisation/establishment have in place in respect of internal investigations relating to the establishment?
	No formal policies existed.
ii.	Was there a particular policy and/or procedural aim/intention?
	NA
iii.	Where were such policies and/or procedures recorded?
	NA
iv.	<p>What did the policies and/or procedures set out in terms of the following?</p> <ul style="list-style-type: none"> • Approach to/process of internal investigations • Identifying lessons/changes following internal investigations • Implementation of lessons/changes following internal investigations • Compliance • Response (to child and abuser) • Response to complaints (including response by organisation and/or establishment) • External reporting following internal investigations

	NA
v.	Who compiled the policies and/or procedures?
	NA
vi.	When were the policies and/or procedures put in place?
	NA
vii.	Do such policies and/or procedures remain in place?
	NA
viii	Were such policies and/or practices reviewed?
	NA
ix.	If so, what was the reason for review?
	NA
x.	What substantive changes, if any, were made to the policies and/or procedures over time?
	NA
xi.	Why were changes made?
	NA
xii.	Were changes documented?
	NA
xiii	Was there an audit trail?
	NA

Present

xiv .	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.

xv.	If so, please give details.
	NA

Practice**Past**

i.	Did the organisation/establishment adhere in practice to its policy/procedures in respect of internal investigations relating to the establishment?
	NA
ii.	<p>Did the organisation/establishment adhere in practice to its policy/procedures in terms of the following?</p> <ul style="list-style-type: none"> • Approach to/process of internal investigations • Identifying lessons/changes following internal investigations • Implementation of lessons/changes following internal investigations • Compliance • Response (to child and abuser) • Response to complaints (including response by organisation and/or establishment) • External reporting following internal investigations
	NA
iii.	How was adherence demonstrated?
	NA
iv.	How can such adherence be demonstrated to the Inquiry?
	NA
v.	Were relevant records kept demonstrating adherence?
	NA
vi.	Have such records been retained?
	NA

vii.	If policy/procedure was not adhered to in practice, why not?
	NA

Present

viii.	With reference to the present position, are the answers to any of the above questions different?
	NA
ix.	If so, please give details.
	NA

4.11 Child Migration**Policy*****Past***

i.	What policies and/or procedures did the organisation/establishment have in place in relation to child migration?
	NA. The Academy was not involved in child migration.
ii.	Was there a particular policy and/or procedural aim/intention?
	NA
iii.	Where were such policies and/or procedures recorded?
	NA
iv.	<p>What did the policies and/or procedures set out in terms of the following?</p> <ul style="list-style-type: none"> • Identification and checking the suitability of the places where children were sent • Selection of children to migrate including age, gender and background • Provision of information to the child and/or his/her parents before migration • Provision of information and records to children and/or their parents once child had been migrated • Obtaining consent of child • Obtaining consent of parents of child

	<ul style="list-style-type: none"> • Obtaining of consent of others e.g. Secretary of State • Responding to requests for information from former child migrants • Other issues
	NA
v.	Who compiled the policies and/or procedures?
	NA
vi.	When were the policies and/or procedures put in place?
	NA
vii.	Were such policies and/or practices reviewed?
	NA
viii	If so, what was the reason for review?
	NA
ix.	What substantive changes, if any, were made to the policies and/or procedures over time?
	NA
x.	Why were changes made?
	NA
xi.	Were changes documented?
	NA
xii.	Was there an audit trail?
	NA

Present

xiii .	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.

xiv	If so, please give details.
	NA

Practice**Past**

i.	Did the organisation/establishment adhere in practice to its policy/procedures in relation to child migration?
	NA
ii.	<p>Did the organisation/establishment adhere in practice to its policy/procedures in terms of child migrants relating to the following?</p> <ul style="list-style-type: none"> • Identification and checking the suitability of the places where children were sent • Selection of children to migrate including age, gender, background • Provision of information to the child and/or his/her parents before migration • Provision of information and records to children and/or their parents once child had been migrated • Obtaining consent of child • Obtaining consent of parents of child • Obtaining of consent of others e.g. Secretary of State • Responding to requests for information from former child migrants • Other issues
	NA
iii.	How was adherence demonstrated?
	NA
iv.	How can such adherence be demonstrated to the Inquiry?
	NA

v.	Were relevant records kept demonstrating adherence?
	NA
vi.	Have such records been retained?
	NA
vii.	If policy/procedure was not adhered to in practice, why not?
	NA
viii.	How many children were sent as child migrants from the organisation's establishments, and where were they sent?
	NA
ix.	What was their age and gender?
	NA
x.	Over what time period were children migrated from the organisation's establishments?
	NA
xi.	Who funded the child migration?
	NA
xii.	Who received the funding in relation to migrant children?
	NA
xiii.	In general terms, how much was this funding?
	NA
xiv.	How did the organisation/establishment respond to requests for information from former child migrants?
	NA

Present

xv.	With reference to the present position, are the answers to any of the above questions different?
-----	--

	The Academy has not had boarding pupils since 2007.
xvi.	If so, please give details.
	NA
xvii.	In hindsight, does the organisation have a view on policies/procedures that were in place in relation to child migration?
	NA
xviii.	If the organisation accepts that such policies or procedures were flawed, has the organisation provided a specific response e.g. apology, redress or any other type of response?
	NA

4.12 Records

Policy

Past

i.	What policies and/or procedures did the organisation/establishment have in relation to record keeping?
	<p>Termly school reports on each pupil were sent to parents and copies retained in pupil files. These included comments from the Housemaster/mistress for boarders.</p> <p>Medical records were kept in houses.</p> <p>Weekly reports were made by Depute/Assistant Rectors to the Rector, which would highlight any major issues in the boarding houses. These were retained.</p> <p>Correspondence from parents was retained in pupils' files.</p> <p>Latterly, a complaints log was maintained by house staff, to be reviewed regularly by the Depute Rector.</p>
ii.	Was there a particular policy and/or procedural aim/intention?
	Most records were retained in pupil files (for both day and boarding pupils), containing all correspondence, file notes, educational matters,

	boarding issues, personal and social matters. This allowed a body of knowledge to be built up on a pupil-by-pupil basis, allowing senior staff to understand and respond appropriately to any future issues concerning that pupil.
iii.	<p>What did the policies and/or procedures set out in terms of records relating to the following?</p> <ul style="list-style-type: none"> • Children in its care • Staff • Complaints • Investigations • Discipline • Child migrants • Responding to requests from former residents for information/records • Other issues
	There were no specific written policies on retaining records. Records were kept as a matter of good practice.
iv.	Who compiled the policies and/or procedures?
	NA
v.	When were the policies and/or procedures put in place?
	NA
vi.	Do such policies and/or procedures remain in place?
	The Academy has not had boarding pupils since 2007.
vii.	Were such policies and/or practices reviewed?
	NA
viii.	If so, what was the reason for review?
	NA
ix.	What substantive changes, if any, were made to the policies and/or procedures over time?
	NA

x.	Why were changes made?
	NA
xi.	Were changes documented?
	NA
xii.	Was there an audit trail?
	NA

Present

xiii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xiv	If so, please give details.
	NA

Practice***Past***

i.	Did the organisation/establishment adhere in practice to its policy/procedures in relation to record keeping?
	Yes, in following established procedures for record keeping.
ii.	<p>Did the organisation/establishment adhere in practice to its policy/procedures in terms of record keeping relating to the following?</p> <ul style="list-style-type: none"> • Children • Staff • Complaints • Investigations • Discipline • Child migrants • Responding to requests from former

	<p>residents for information/records</p> <ul style="list-style-type: none"> Other issues
	Yes.
iii.	How was adherence demonstrated?
	By inspection of pupil files and the complaints log in the houses.
iv.	Were relevant records kept demonstrating adherence?
	No.
v.	Have such records been retained?
	NA
vi.	If policy/procedure was not adhered to in practice, why not?
	NA
vii.	Did the establishment undertake any review or analysis of its records to establish what abuse or alleged abuse of children cared for at the establishment may have taken place?
	No.
viii.	If so, when did the reviews take place, what documentation is available, and what were the findings?
	NA
ix.	How have the outcomes of investigations been used to improve systems, learn lessons?
	NA
x.	What changes have been made?
	NA
xi.	How are these monitored?
	NA
xii.	Did the organisation/establishment afford former residents access to records relating to their time at the establishment?
	The Academy allows former pupils access to their records on request.

xiii	If so, how was that facilitated?
	Following a request access would be arranged through a nominated member of staff.
xiv	If not, why not?
	NA

Present

xv.	With reference to the present position, are the answers to any of the above questions different?
	The Academy has not had boarding pupils since 2007.
xvi.	If so, please give details.
	NA
xvii	<p>Please provide details of any records currently held relating to the establishment in respect of the following:</p> <ul style="list-style-type: none"> ● Children in its care ● Staff ● Complaints ● Investigations ● Discipline ● Child Migrants ● Responding to requests from former residents for information/records
	NA

Part D – Abuse and Response

The questions in Part D should be answered in respect of abuse or alleged abuse relating to the time frame 1930 to 17 December 2014 only.

5. Abuse

5.1 Nature

i.	What was the nature of abuse and/or alleged abuse of children cared for at the establishment, for example, sexual abuse, physical abuse, emotional abuse?
	Physical (peer to peer bullying) and sexual (touching).

5.2 Extent

i.	What is the organisation/establishment's assessment of the scale and extent of abuse of children cared for at the establishment?
	The Academy knows of one former pupil reporting bullying and two reporting inappropriate touching by one former member of staff.
ii.	What is the basis of that assessment?
	Reporting by the former pupils concerned. The disclosure was initially made by a former pupil commenting on the Academy's [REDACTED] for alumni.
iii.	Against how many staff have complaints been made in relation to alleged abuse of children cared for at the establishment?
	One.
iv.	How many staff have been convicted of, or admitted to, abuse of children cared for at the establishment?
	None.
v.	How many staff have been found by the organisation/establishment to have abused children cared for at the establishment?

	None.
vi.	In relation to questions iii – v above, what role did/do those members of staff had/have within the organisation/establishment?
	Principal teacher of [REDACTED] House Master SNR [REDACTED] SNR [REDACTED]
vii.	To what extent did abuse and/or alleged abuse of children cared for at the establishment take place during off-site activities, trips and holidays?
	None reported.
viii.	To what extent was abuse and/or alleged abuse of children cared for at the establishment carried out by visitors and/or volunteers to the establishment?
	None reported.
ix.	Have there been allegations of peer abuse?
	Yes.

5.3 Timing of Disclosure/Complaint

i.	When were disclosures and complaints of abuse and/or alleged abuse of children cared for at the establishment made to the organisation or establishment?
	2015.
ii.	To what extent were complaints and disclosures made while the abuse or alleged abuse was on-going or recent?
	The disclosure related to historic events.
iii.	To what extent were/are complaints made many years after the alleged abuse i.e. about non-recent abuse?

	The disclosure related to non-recent abuse.
iv.	Are there any patterns of note in terms of the timing/disclosure of abuse and/or alleged abuse?
	There were two disclosures relating to one former teacher.

5.4 External Inspections

i.	What external inspections have been conducted relating to children cared for at establishment which considered issues relating to abuse and/or alleged abuse of children?
	None.

For each such external inspection please answer the following:

ii.	Who conducted the inspection?
	NA
iii.	Why was the inspection conducted?
	NA
iv.	When was the inspection conducted?
	NA
v.	What was the outcome of the inspection in respect of any issues relating to abuse or alleged abuse of children?
	NA
vi.	What was the organisation/establishment's response to the inspection and its outcome?
	NA
vii.	Were recommendations made following the inspection?

	NA
viii.	If so, what were the recommendations and were they implemented?
	NA
ix.	If recommendations were not implemented, why not?
	NA

5.5 External Investigations

i.	What external investigations have been conducted relating to children cared for at the establishment which have considered issues relating to abuse and/or alleged abuse of children?
	None.

For each such external investigation please answer the following:

ii.	Who conducted the inspection?
	NA
iii.	Why was the inspection conducted?
	NA
iv.	When was the inspection conducted?
	NA
v.	What was the outcome of the inspection in respect of any issues relating to abuse or alleged abuse of children?
	NA
vi.	What was the organisation/establishment's response to the inspection and its outcome?
	NA

vii.	Were recommendations made following the inspection?
	NA
viii.	If so, what were the recommendations and were they implemented?
	NA
ix.	If recommendations were not implemented, why not?
	NA

5.6 Response to External Inspections/Investigations

i.	What was the organisation's procedure/process for dealing with external inspections and/or investigations relating to abuse, and/or alleged abuse, of children cared for at the establishment?
	NA
ii.	What was the organisation's procedure/process for responding to the outcomes of such external inspections and/or investigations?
	NA
iii.	What was the organisation's procedure/process for implementing recommendations which followed from such external inspections and/or investigations?
	NA

5.7 Impact

i.	What is known about the impact of abuse on those children cared for at the establishment who were abused, or alleged to have been abused?
	The Rector's (S. Pengelley) offer of a meeting and support to a former pupil was noted by that pupil but he did not take up the offer. The new Rector (G. Warren) met the former pupil at a school event. The former pupil neither raised the disclosures nor discussed the impact on him.

ii	Where does the organisation/establishment's knowledge/assessment of that impact come from?
	From contact between the Rector and the former pupil.
iii.	What is known about the impact of abuse on the families of those children cared for at the establishment who were abused, or alleged to have been abused?
	The Academy has no information on the impact on families.
iv.	Where does the organisation/establishment's knowledge/assessment of that impact come from?
	NA

5.8 Known Abusers at Establishment

i.	Does the organisation/establishment know of specific abusers, or alleged abusers, of children cared for at the establishment?
	An allegation was made against a Mr CFS in 2015.
ii.	If so, what are the names of the abusers, and/or alleged abusers?
	The name of the alleged abuser was Mr CFS
iii.	<p>For each of these persons, please provide as much as possible of the following information:</p> <ul style="list-style-type: none"> the period (dates) during which they are known or alleged to have abused children cared for at the establishment the role they had in the organisation/establishment during the period of abuse and/or alleged abuse where they worked prior to, and following, their time at the organisation/establishment the knowledge sought or received about them by the organisation/establishment at the point of recruitment, and while they were at the establishment any information sought by, or provided to, future employers or third parties after they left the establishment, including regarding abuse or alleged abuse

	<p>The allegation of abuse relates to incidents that would have been within the years 1970 - 1978.</p> <p>The member of staff was initially employed as a [REDACTED] teacher, later promoted to SNR [REDACTED] and the SNR [REDACTED] of the Boys School. When the boys and girls schools combined (from 1979) he assumed a joint SNR [REDACTED] role with the then SNR [REDACTED] of the Girls' School. This role was a non-teaching role which he performed until his retirement at [REDACTED] 1994.</p> <p>The member of staff's previous employment before joining Morrison's Academy:</p> <p>Lecturer in [REDACTED] for [REDACTED] 1958-1960.</p> <p>Lecturer in P3 [REDACTED] (first year university level)</p> <p>Assistant in [REDACTED] Department of [REDACTED] School from August 1957 - January 1961.</p> <p>Special Assistant in [REDACTED] Department of [REDACTED] School from January 1961 until joining Morrison's Academy.</p> <p>Records have been retained of two references and a CV as part of the application process for the [REDACTED] position at Morrison's Academy.</p> <p>He retired from teaching whilst at the school in [REDACTED] 1994.</p>
iv.	Were known abusers, or alleged abusers, of children cared for at the establishment moved from one establishment run by the organisation, to another establishment run by the organisation?
	No
v.	If so, why was this considered to be appropriate?
	NA
vi.	If so, what process of monitoring/supervision followed at the new establishment?
	NA

5.9 Specific Complaints

i.	How many specific complaints of abuse of children cared for at the establishment have been made to the establishment/organisation?
	<p>There have been no direct complaints made to the organisation regarding the abuse of children.</p> <p>The disclosure reported previously was a posted on a social media platform that the school then followed up by contacting the former pupil.</p> <p>The former pupil did not wish to lodge a complaint or take any further</p>

	action.
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For each specific complaint, please answer the following:

ii.	Who made the complaint?
	██████████
iii.	When was the complaint made?
	The disclosure on social media was made in 2015
iv.	Against whom was the complaint made?
	No person was named but knowledge of staff members at that time would indicate a reference to a Mr CFS ██████████
v.	What was the nature of the complaint?
	Inappropriate touching.
vi.	When/over what period was the abuse alleged to have taken place?
	No specific details but likely to be between the years ████████ 1971 - ██████ 1976 when the person who made the disclosure was present at the school.
vii.	What was the organisation/establishment's process and approach in dealing with the complaint?
	Once the disclosure was made the former pupil was contacted and invited to meet the Rector. The school offered support to the former pupil should he wish to raise the matter with the police. The former pupil did not wish to proceed with any further actions.
viii.	What was the organisation/establishment's process and approach for investigating the complaint?
	See vii above.
ix.	What was the outcome of the complaint following that investigation?
	See vii above.

x.	Did the organisation/establishment provide a specific response to the complaint?
	Yes.
xi.	If so, what was the form of response e.g. apology, redress, pastoral response or any other type of response?
	See vii above.
xii.	If there was no response, why not?
	NA
xiii	Was the information/content of the complaint passed to police?
	No
xiv	If not, why not?
	The former pupil requested no further action or support.

5.10 Civil Actions

i.	How many civil actions have been brought against the organisation and/or establishment relating to abuse, or alleged abuse, of children cared for at the establishment?
	None.

For each such civil action, please answer the following:

ii.	Who brought the action?
	NA
iii.	When was the action brought?
	NA
iv.	Against whom was the action brought?

	NA
v.	What was the nature of the abuse, or alleged abuse, to which the action related?
	NA
vi.	What were the names of the persons said to have, or alleged to have, committed abuse?
	NA
vii.	When/over what period was the abuse said, or alleged, to have taken place?
	NA
viii	How did the action progress?
	NA
ix.	What was the outcome?
	NA
x.	Was the action settled on a conditional basis of confidentiality?
	NA
xi.	Who was/were the organisation/establishment's legal representative(s) in relation to the civil action?
	NA
xii.	Did the organisation/establishment carry insurance for meeting civil claims at the time the action was live?
	NA
xiii .	How/where can copies of the court papers relating to the civil action be made available to the Inquiry?
	NA

5.11 Criminal Injuries Compensation Awards

i.	Has any criminal injuries compensation been awarded in respect of abuse, or alleged abuse, of children cared for at the establishment?
	The Academy is not aware of any awards of criminal injuries compensation.
ii.	If so, please provide details if known.
	NA

5.12 Police

i.	How many complaints of abuse of children cared for at the establishment have been made to the police?
	The Academy is not aware of any complaints of abuse made to the police.

In relation to each known complaint to the police, please answer the following questions:

i.	Who was the alleged abuser?
	NA
ii.	Did the police conduct an investigation in relation to the complaint?
	NA
iii.	If so, who conducted the investigation and when?
	NA
iv.	What was the outcome of the police investigation?
	NA

v.	What was the organisation/establishment's response?
	NA

5.13 Crown

i.	To what extent has the Crown raised proceedings in respect of allegations of abuse of children cared for at the establishment?
	There have been no such proceedings.

In relation to each time the Crown has raised proceedings, please answer the following questions:

ii.	What is the name of the person(s) against whom the proceedings were raised?
	NA
iii.	What was the nature of the charges?
	NA
iv.	What was the outcome of the proceedings, including disposal/sentence if there was a conviction?
	NA
v.	What was the organisation/establishment's response to the proceedings and outcome?
	NA