

Morrison's Academy Report

Scottish Child Abuse Inquiry

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Table of Contents

Part A – Background	4
1. Characteristics	4
1.1 History of the Organisation and Establishment	4
1.2 Funding of Establishment	6
1.3 Legal Status	7
1.4 Legal Responsibility	10
1.5 Ethos	12
1.6 Numbers	16
1.7 Children's Background/Experience	19
1.8 Staff Background	22
2. Organisational Structure and Oversight	24
2.1 Governance	24
2.2 Culture	25
2.3 Leadership	27
2.4 Structure	28
2.5 Hierarchy and Control	28
2.6 External Oversight	30
Part B – Current Statement	32
3. Retrospective Acknowledgement/Admission	32
3.1 Acknowledgement of Abuse	32
3.2 Acknowledgement of Systemic Failures	32
3.3 Acknowledgement of Failures/Deficiencies in Response	33
3.4 Changes	33
Part C - Prevention and Identification	34
4. Policy and Practice	34
4.1 National	34
4.2 Local Authority	36
4.3 Admissions	37
4.4 Day to Day	39
4.5 Children	42
4.6 Staffing	45

4.7 Visitors	49
4.8 Volunteers	51
4.9 Complaints and Reporting	53
4.10 Internal Investigations	57
4.11 Child Migration	60
4.12 Records	64
Part D – Abuse and Response	69
5. Abuse	69
5.1 Nature	69
5.2 Extent	69
5.3 Timing of Disclosure/Complaint	70
5.4 External Inspections	71
5.5 External Investigations	72
5.6 Response to External Inspections/Investigations	73
5.7 Impact	73
5.8 Known Abusers at Establishment	74
5.9 Specific Complaints	75
5.10 Civil Actions	77
5.11 Criminal Injuries Compensation Awards	78
5.12 Police	79
5.13 Crown	79
REPORT REQUEST TEMPLATE	81
GUIDANCE FOR COMPLETION	81

Part A – Background

1. Characteristics

1.1 History of the Organisation and Establishment

Past

i.	<p>When, how and why was the organisation founded?</p> <p>The Governors of Morrison's Academy, known as Morrison's Academy, is an independent school for boys and girls, founded in 1860. It was founded following a bequest from Thomas Morrison in 1829. His instruction to his trustees was that they should <i>"erect and endow an institution or institutions as to them shall appear best calculated to promote the interests of mankind, having a particular regard to the Education of youth and the diffusion of knowledge"</i>.</p> <p>Thereafter there was one establishment, namely Morrison's Academy. This response is therefore completed, with reference to the definitions provided, on the basis that the Academy was an establishment which provided residential care for children.</p> <p>At the outset education provision was made for boys and in the second academic session girls were admitted but were separated from each other in lessons and free time. The provision of boarding for boys only was established under the responsibility of the Rector. A purpose built Boarding facility was completed in 1880 housing up to forty Boarders.</p> <p>Thus in summary the School could be regarded as an establishment that educated both boys and girls and offered Boarding facilities. As the school roll grew and the demand for boarding places (of both sexes) initially increased and then latterly decreased the provision of Boarding Houses reflected the demand.</p>
ii.	<p>What part did the provision in Scotland of residential care (including foster care) for children play in the organisation's purpose, operation and activities?</p>
	<p>From its foundation until 27 June 2007 the Academy's activities included the provision of boarding facilities for pupils. This was largely geared towards pupils whose parents were overseas. We provide further detail below in the context of the establishment.</p>
iii.	<p>When and how did the organisation become involved in the provision of residential care (including foster care) for children in Scotland?</p>
	<p>See answer ii.</p>
iv.	<p>Why did the organisation consider that it had the competence to be</p>

	responsible for, and manage the care of, children in establishments?
	Although there are no records that directly relate to the competency of the Board of trustees in establishing a school and the subsequent care of children the records demonstrate a process of selection and employment of educational professionals to serve the curriculum and welfare of children at that time.
v.	How many establishments did the organisation run, where were they located, over what period were they in operation, and what were their names?
	One establishment; Morrison's Academy based in Crieff. As referred to in question i. the School provided residential care from its opening in 1860.
vi.	When, how and why was each of these establishments founded?
	Morrison's Academy was founded in 1860 following a bequest from Thomas Morrison enacted by his trustees. The minutes of the trustees meetings are held in the school archives. Ref: History of Morrison's Academy Crieff 1860-1980
vii.	In the case of any establishment which is no longer in operation, when and why did it cease operating?
	Morrison's Academy continues to the present day. However, it has not provided residential child care since 27 June 2007.
viii.	If the organisation itself is no longer involved in the provision of residential care for children in Scotland, when and why did it cease to be so involved?
	See answer 1.6 (b ii).
ix.	If the organisation was founded as a religious order by members of a particular faith or church, what was the precise relationship between the order and the religious hierarchy within that faith or church?
	NA
x.	Within the faith or church to which the religious order belonged, what degree of autonomy was enjoyed by the order in relation to the provision of residential care for children in Scotland?
	NA
xi.	In the case of establishments that were run by members of a religious order, what degree of autonomy within the order itself was enjoyed by such members?
	NA

Present

xii.	With reference to the present position, are the answers to any of the above questions different?
	The Academy no longer provides residential child care.
xiii	If so, please give details.
	See answer 1.6 (b ii) for the closure of the Boarding school.

1.2 Funding of Establishment*Past*

i.	How were the establishment's operations and activities, so far as relating to the provision of residential care for children, funded?
	Prior to the 1970s boarding fees were entirely separate and paid either directly to the Boarding House Association (BHA) or to the owners of privately owned houses. From 1977 when the Governors of Morrison's Academy took over full responsibility for the operation of all boarding houses the fees charged would consist of a boarding and academic element. The intention was for the boarding fees to cover the cost of running the boarding houses but some capital expenditure may have been viewed separately.
ii.	Was the funding adequate to properly care for the children?
	The setting of fees would be reviewed each year and carefully calculated to ensure that the boarding provision would meet all children's needs. This would encompass accommodation (including utilities and services e.g. laundry), catering requirements, health, activities outwith the Day-pupil experience and subsequent staffing levels to fulfill the duties of boarding provision. Any capital projects or refurbishments of the Boarding houses would be met by income generated by the fees.
iii	If not, why not?
	NA

iv	What state support did it receive?
	The School had charitable status.

Present

v.	If the establishment continues to provide residential care for children, how is that funded?
	NA
.	What state support does it receive?
	NA

1.3 Legal Status**(a) Organisation***Past*

i.	What was the legal status of the organisation since it was founded?
	At the instigation of the founder Thomas Morrison a Board of Trustees was established to execute his will. The Board of Trustees were later to be named The Board of Governors. Records indicate a change in terms of the Trust scheme occurred in 1936, 1963 and 1978. Such changes were centred upon: a) The composition of the Board of Governors b) Administrative details c) Financial affairs of the Trust d) Operation and maintenance of the School including the setting of fees, staffing and education provision
ii.	Were there any changes in the legal status of the organisation since it was founded?
	No changes to the legal status have been recorded.
iii	What, if any, material changes were there to the legal status of the organisation?

	NA
iv	What was the legal basis which authorised or enabled the organisation to become responsible for the provision of residential care (including foster care) for children in Scotland?
	As an independent school the Academy contracted with parents and guardians for the provision of education and, where appropriate, boarding facilities for pupils.
v.	Did that legal basis require the organisation to meet, or fulfil, any legal and/or regulatory requirements in respect of children in its care? If so, please give details.
	The legal basis did not require the Academy to meet particular legal requirements. However, from the Education (Scotland) Act 1980 onwards independent schools have been registered and required to meet certain standards. Those were supplemented in the Standards in Scotland's Schools etc. Act 2000 by the addition of a provision of adequate safeguarding and promoting of the welfare of pupils.
vi	Did the organisation have a legal duty of care to each child in its care?
	See (b) below.

Present

vii.	With reference to the present position, are the answers to any of the above questions different?
	The academy no longer provides boarding facilities.
viii	If so, please give details.
	NA
ix.	If the organisation is a Scottish local authority, please provide details of the predecessor authorities for the local authority area for which the authority is now responsible, and the time periods during which these authorities were the responsible authority for the area, or any part thereof.
	NA

(b) Establishment***Past***

i.	<p>Did the establishment have a special legal, statutory or other status? Morrison's Academy did not have further special legal or statutory status other than what has been mentioned in relation to that of the Board of Governors.</p> <p>Following the increase in demand and subsequent evolution of the Boarding provision, the Clerk to the Governors and a local provost created a Morrison's Academy Boarding House Association with the intent to secure funds to purchase properties and meet the rising demand of Boarding places.</p> <p>Morrison's Academy Boarding Houses Association (MABHA) was a separate entity to that of Morrison's Academy School but designed to work closely with it.</p> <p>MABHA applied to the Board of Trade and was granted a licence pursuant to Section 18 of the Companies Act, 1929. The Memorandum and Articles of Association were registered on 27 June 1933. Ref: Extract from minutes of MABHA 1930-1940 Certificate of Incorporation from the Registrar of Companies dated 27th June 1933 (No. 17378)</p> <p>The Rector was named as Warden of the Association and staff from the School were appointed as House Master and House Mistress. It would appear that the day to day management and running of the boarding houses were under the guidance of the Rector and staff in order to align with the provision of boarders housed by the School.</p> <p>Initially the MABHA ran two boarding houses catering for approximately 70 boys. Two further houses were added in 1946 and 1950. In the 1950s the number catered for was about 115 per annum. (John Williamson A History of Morrison's Academy p42).</p> <p>Despite the creation of the MABHA, demand for boarding places still outstripped places and members of the Crieff community set up their own boarding houses. Thus there also existed two fairly large private boarding houses for boys and several small establishments who catered for a few boarders each. Although no records exist of legal status, it is understood that a private arrangement was made between parents of pupils and the owners of the private boarding houses. Records do not exist of the governance of these houses but there is no indication that these boarders did not follow the rules and regulation of the boarding Houses under the School's authority.</p> <p>The first girl boarders were accepted in 1927 and were catered for in houses, run by members of staff. As demand rose the size of the</p>
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	<p>property increased but under the auspices of the School. A girls' BHA came into existence in the 1950s but was merged with the boys' BHA in 1963.</p> <p>Gradually the number of houses run by the BHA increased and as the school moved to consider independent status the decision was taken to disband the BHA and the running of the boarding houses was taken over by the Governors of Morrison's Academy in 1977.</p>
ii.	If not, how was the establishment described?
	NA
iii	What was the legal basis which authorised, or enabled, the establishment to become responsible for managing the care of children in a residential setting?
	<p>See 1.3 a) v.</p> <p>In conjunction with the school, MABHA operated as a company to provide boarding accommodation for some pupils at Morrison's Academy. When first established there was capacity for about 32 pupils.</p> <p>As a point of information based on the examination of the MABHA minutes c. 1930s there is reference to some independent boarding houses which operated in Crieff. It seems these tended to be small, accommodating about eight or so pupils of the school.</p>
iv	Did that legal basis require the establishment, or its management, to meet, or fulfil, any legal and/or regulatory requirements in respect of children in its care? If so, please give details.
	<p>The MABHA Memorandum of Association part III cites various objects for which the Association is established, for example: (1) To establish, carry on, and maintain either alone or jointly with any County Council or Education Committee, properly equipped Boarding-Houses in Crieff or at such other place or places in Scotland as may be considered expedient for accommodation of resident pupils or scholars at Morrison's Academy, Crieff.</p> <p>Other parts of the Memorandum relate to the appointment of house-masters, matrons, housekeepers etc and the upkeep of the property, keeping of accounts, committee meetings etc. The minutes of the MABHA reflect in detail the extent to which these duties were fulfilled.</p>
v.	Did the establishment have a legal duty of care to each child in its care?
	This would clearly change over the years as the requirement for Boarding evolved. Initially the duty of care for each child in care would have resided with the School and indeed in conjunction with

	<p>the MABHA. As the need for boarding houses expanded the duty of care would also reside with the owners of private houses.</p> <p>From 1980 the Academy had a statutory responsibility to provide adequate accommodation. From 2000 it had a statutory responsibility to adequately safeguard and promote the welfare of pupils. In addition, at common law the school had a duty to take reasonable care for the health, safety and welfare of all its pupils.</p>
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Present

vi.	With reference to the present position, are the answers to any of the above questions different?
	Yes, as of June 27 2007 there are no boarders at Morrison's Academy.
vii	If so, please give details.
	NA

1.4 Legal Responsibility

(a) Organisation

Past

i.	Did the organisation have any legal responsibility for the children in its care?
	See 1.3 (b) v.
ii.	If so, what was the nature and extent of that legal responsibility?
	NA
iii	Did any other person or organisation have any legal responsibility for the children while they were in the organisation's care?
	NA

iv	If so, what was the nature and extent of that responsibility?
	NA
v.	If the organisation had no legal responsibility for children in its care, where or with whom did legal responsibility lie?
	NA

Present

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

(b) Establishment*Past*

i.	Did the establishment, or those in charge of the establishment, have any separate legal responsibility (separate from the organisation) for children in its care?
	Although the establishment would not act as the legal guardian for its pupils it would still retain a legal responsibility for the ongoing care and welfare of its pupils that would be held by the House masters and mistresses or medical personnel and support staff.
ii	If so, what was the nature of that responsibility?
	From 1980 the Academy had a statutory responsibility to provide adequate accommodation. From 2000 it had a statutory responsibility to adequately safeguard and promote the welfare of pupils. In addition, at common law the school had a duty to take reasonable

	care for the health, safety and welfare of all its pupils.
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Present

iii	With reference to the present position, are the answers to any of the above questions different?
	The Academy no longer has boarders.
iv	If so, please give details.

1.5 Ethos**(a) Organisation****Past**

i.	What did the organisation see as its function, ethos and/or mission in terms of the residential care service it provided for children?
	To provide a safe, secure, home from home where young people could develop in a relaxed, but structured, environment. Records indicate that the provision of residential care would include a place of residence, laundry, recreation, religious education as well as additional co-curricular activities.
ii.	If the establishment was run by a Catholic religious order, what vows were taken by members of the order and at which point in their training?
	NA
iii.	What did the organisation see as the establishment's function, ethos and/or mission in terms of the service that the establishment provided to children accommodated there?
	See above i.
iv.	Were there changes over time in terms of what the organisation saw as its function, ethos and/or mission in terms of the residential care service it provided for children?
	The ethos remained consistent.

	<p>Adjustments were made to delivering on this ethos when change occurred, for example, the merger of the Girls' and Boys' schools to form a fully co-educational boarding and day school (1979). This would subsequently lead to more joint social activities for boarders but still in keeping with the principles and values of the School.</p> <p>Responsibilities would evolve in keeping with the changes made, for example to adjust to changes to Child Protection legislation and the need to take additional responsibility for boarders from overseas who had no relatives or guardians resident in this country.</p> <p>A document was produced in 1999 (Boarders' Handbook) which documented the school's code of conduct with regard to boarders and unified the rules for boarders across all houses. This document, although only in draft form at the time, was produced at the time of a surprise HMI inspection of boarding in that year and the inspectors were given a copy of the draft Handbook.</p>
v.	If so, what were the changes and when and why did they come into effect?
	As above
vi.	Were there changes over time in terms of what the organisation saw as the establishment's function, ethos and/or mission in terms of the service that the establishment provided to children accommodated there?
	As above
vii.	If so, what were the changes and when and why did they come into effect?
	As above

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
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(b) Establishment*Past*

i.	What services were provided at the establishment, in terms of care for children?
	<p>As a general protocol, covering the period of time under investigation, the boarding houses would have a resident Housemistress/master with relief staff to cover extra duties. Matrons or medical professionals would be available, some houses had their own matron. Information sessions/lessons were provided, for example, Childline services and details, for pupils who wished to raise issues outside of school as well as the evolving pastoral system for in-school issues.</p> <p>The provision of Guardians in the 1990s: The rule had always been that parents were responsible for naming a Guardian in the UK, and this was usually a relative (often a grandparent, uncle or aunt). The Guardian would attend Parents' Evenings, make travel arrangements, collect boarders at the end of term and sometimes accommodate them during the shorter holidays (or if they had to leave school temporarily because of illness).</p> <p>However, as the school recruited more from overseas this often became impracticable as overseas families (initially Hong Kong) knew nobody in the UK who could serve this function. At that time, the School began to look for local families who could help out. These might be families with other children at Morrison's, or just 'friends of the School'. They were paid at a rate to cover subsistence costs and this charge was passed on to the parents. In addition external agencies might be used. External organisations would help provide guardianship - eg Universal Aunts - largely for foreign pupils who instigated their own check systems.</p> <p>Some of these families developed close friendships with the boarders in their charge, and even with their families. Although the expectation was that this type of Guardian would look after the boarder at the short mid-term holidays (particularly the October week), they often also took them out for weekend exeats. There</p>

	<p>was no expectation to attend Parents' Evenings or make travel arrangements.</p> <p>In time, placing boarders became increasingly difficult. The school moved into advertising locally and recruiting families or couples with no previous connection with the School. Criminal record checks were made (but this may not always have applied previously) and interviews and home inspections were undertaken before boarders were placed with new Guardians. However, this was still a fairly informal and unregulated procedure.</p> <p>Different arrangements were in place for the Malaysians. They were often aged 18 before they came to Scotland and, since they were sponsored, their welfare was overseen (and often directed) by a Malaysian Government representative in the UK.</p>
ii.	Did the establishment care for children of both sexes?
	Yes
iii.	If the establishment cared for children of one sex only, what was the thinking behind that policy?
	NA
iv.	Were any special child care, or child protection measures, taken in the light of that policy? If so, please provide details.
	NA
v.	What was the daily routine for boys/girls cared for at the establishment?
	<p><i>(Note: The following account has been passed to some girls and boys who were boarders in the period covered to ensure the main aspects of boarding have been captured and a balanced description put forward.)</i></p> <p>Given that the timeframe of the inquiry is from 1930 to the present, it is quite likely that the daily routine changed somewhat over this long period. The function of Morrison's Academy was to provide a high quality of education and therefore much of the 'routine' revolved around that aspect; where education was taken to cover academic, sports and social elements.</p> <p>The following account is based on the way boarding houses operated between the 1950s to at least the early 1980s – but was possibly not dissimilar in earlier periods. Over this period there were</p>

between 7 and 10 boarding houses, with the numbers varying due to closures and amalgamations, and of these 3 were privately run and not within the Morrison's Academy Boarding House Association (MABHA). The houses were segregated for boys and girls. As the composition and background demographics of boarders changed in the late 1970s and 80s many aspects of the boarding house culture also changed. Boarding at Morrison's Academy ceased in 2007.

For boarders the school week and weekend routines differed. Also, there were variations depending upon seniority and season. The day would start with a gong or bell, or variations on this theme depending upon individual boarding houses, waking the dormitories at about 7:30am. After getting washed and dressed in school uniform, breakfast, which was taken communally, would be served and would be porridge or cereal, a roll and marmalade and tea.

All of the boarding houses were within Crieff and generally no more than 10 to 15 minutes' walk to the school. Up until 1979 the girls and boys occupied separate school buildings and had their own staff structure although all within the same campus. The exception was that some 6th Form classes were mixed if subject numbers were small.

Once at school, the day commenced with morning assembly attended by all pupils (day pupils and boarders) and staff. The Head or a school prefect would read a passage from the Bible, a hymn would be sung and generally there would be a few announcements. Thereafter pupils would disperse to classes with periods lasting 45 minutes, except for the occasional double period. There was a morning break where pupils could go out into the grounds or purchase something in the 'Tuck Shop'; which was conveniently located near the main gate. At one time free milk was also dispensed at break time, which was available to all pupils not just boarders.

At lunch time all boarders would walk back to their houses for a two course meal before returning to the school for the afternoon periods. Walking back and forth to school was an opportunity to socialise with boarders from other houses if they happened to live in the same general direction. Up until 1978 all meals were taken at one's boarding house, but thereafter catering was centralised.

Afternoons tended to be more variable and, depending upon one's age, would involve 'games' periods which in those days was hockey

and rugby over the autumn / winter and cricket, athletics and tennis in the summer. Nowadays a far greater range of sporting activities are available. After school on Fridays the more senior boys had Combined Cadet Force (CCF) activities. This was undertaken by the majority of day pupils and compulsory for all boarders, except if parents objected. Those involved in the CCF would attend afternoon school periods in uniform.

If one had nothing scheduled for the afternoon, which was unusual at least for the boys, as there were other activities such as team practices, pipe band practice or chess club, debating society etc, then boarders would return to their houses. Some houses operated a sign-in / out system.

Tea was normally served at 5:30pm after which evening 'prep' would begin. Usually homework would take at least an hour and sometimes closer to two hours and this would be supervised by the Housemaster / Housemistress, Tutor or the House Captain. This ensured both compliance and assistance. After 'prep' there might be some spare time before a light supper, such as toast and tea, hot chocolate or orange juice. On some evenings, one might attend an activity out with the boarding house – such as Cubs or Scouts. Bedtime and lights out was staggered with Primary ages starting to go for baths and bed by about 8pm and generally all would be settled by 10pm.

The weekend routine commenced in much the same way as weekdays, but there were no classes. On Saturdays, if one had been selected to play in a team (and this could be a mix of day pupils and boarders) then there would be a match in the morning. Some matches were played at Home and the playing fields were within walking distance, or if Away then players would assemble at the appointed time and travel by bus to the other school. If not selected then you were encouraged to go to the playing fields to support the home teams.

On Sunday the dress code was different and boys would wear kilts and girls tartan skirts. All boarders would attend church in the morning, although the specific church depended upon the boarding house location. At some point, either before or after lunch an hour would be given over to writing letters to parents or relatives. Following lunch there was free time and, depending upon weather and season, this might involve a number of different activities.

When the Morrison's Academy Boarding House Association (MABHA) had been formed in the 1930s it had drawn up 'House Rules' which included the setting of 'Bounds' and limitations on 'Visits' to day pupils homes. Thus, on Sunday afternoons the junior boarders would usually be taken on a conducted walk in the local countryside under supervision – although in at least one of the private boarding houses (non MABHA) the girls were free to go where they pleased provided they were in threes. In general, senior boarders had a greater choice of activities, but this depended upon the relaxation of these rules within specific boarding houses. Subject to the Housemaster's / Housemistress's agreement seniors might go in twos and threes on their own walk or, for boys in some houses, go for a cycle run. Alternatively, for boys the Academy Park was available for kicking a ball around, but this was out of bounds to the girls.

If the weather was inclement boarders might simply stay in the common room, listen to music, read, possibly watch TV (when that became available) or play table tennis or other common room games. In some boarding houses the rules on visits to day pupils' homes were relaxed, particularly in the mid to late 1960s and this was a pleasant way to pass spare time and enjoy the company of friends.

Any description of the 'routine' would be incomplete without mention of discipline and aspects of the ethos of the time. There was considerable emphasis on manners, cleanliness, tidiness and punctuality; all underpinned by an extensive set of rules. Thus for example if a pupil was to meet a member of staff on the street they were to be acknowledged with "Good Morning / Afternoon" and in the case of the boys they were to salute. The latter element gradually faded with the passing of school caps. Furthermore, school uniform was to be complete and worn correctly – no slack / squint ties, dirty shoes or shirt tails out. Breaches to any of these rules and regulations could, and certainly would if persistent, result in punishment of one form or another. The more serious offences may have resulted, at least for boys, in 'six of the best' from a class teacher or Rector. 'Six of the best' was a reference to a pupil receiving corporal punishment, usually the cane being struck (6 times) on the hand. Records demonstrate that in certain eras a designated member of staff would administer the punishment. There was variation on this description of corporal punishment and no records have been found that show guidance to staff or teachers for the administration of corporal punishment.

In the boys' school prefects too were responsible for enforcing discipline on matters such as dropping litter, general presentation and punctuality and were allowed to issue 'lines' which would have to be handed in to the Prefects Room the following day. The girls' school appears not to have devolved matters of discipline to prefects.

For a boarding house to operate with any semblance of order required an hierarchy of rules and regulations which would have been set by either the Housemaster / Housemistress or have evolved over time. Generally there would be a number of rotas and duties. Example rotas could be saying grace at breakfast, going to collect the morning papers, tidying the common room, cleaning shoes and boots, serving at meals or clearing away dishes. Other activities were scheduled such as the evenings and times for baths, dormitory lights out time, issuing of pocket money and of course meal times. There were also ad-hoc inspections relating to general tidiness, the contents of personal lockers or beds made up properly. Breaches would result in warnings or punishment and may have been in the form of 'lines' or additional duties such as dish washing or polishing shoes. For what were regarded at the time as being more serious offences, such as being caught out of bounds then 'gating' was the norm, which was a loss of a privilege, such as being confined to the boarding house over the weekend while others were allowed 'down town' or to the cinema. General rowdiness and bad behaviour was to a large extent controlled by the house captain and house prefects.

As mentioned above there was time between the scheduled school and boarding house activities for general recreation and hobbies. These may have been fairly sedentary such as reading a book or newspapers, stamp collecting, model building, board games (Chess and Monopoly), and playing cards, listening to records or watching TV. Some people had 'transistor' radios and kept these for private use. On Saturdays boarders were allowed 'down town' for a few hours to spend their pocket money. Often this would be to one of the cafes or milk bars to socialise with the other girls and boys and listen to the juke box. To an extent rules on 'bounds' and 'visits' were more relaxed for 6th Form boarders – but that also depended upon the disposition of individual Housemasters and Housemistresses.

Outdoor recreation probably differed considerably between the boys and girls and stereotypically the boys would be more into games

	<p>such as football, 'vis' or cycling (if their house / parents permitted bikes) or occasionally sledging, but in the summer tennis was popular with both. More organised evening activities included a boarders' social club (disco) and film nights.</p> <p>This description of the daily routine of boys and girls pertains to a particular era when the school had segregated boys and girls classes. Similarly the boarding houses were segregated, however all these elements operated together successfully within a school that had a mixture of day pupils and boarders. There were common characteristics to the routine and regime within the boarding houses, which to an extent reflected society at the time. However, there were also differences say between girls' houses and boys' houses, with the girls possibly being more regimented, but that said each house had its own traditions and culture.</p>
vi.	<p>What were the on-site activities for children cared for at the establishment?</p> <p>Sports/music/clubs/traditional events like dances at Christmas, Burns supper etc were the norm for the boarders. Some were exclusive to Boarders , some open to all pupils On most Saturday nights, there was a Boarders' Social (initiated in the 1960's), staffed by non-boarding teaching staff. Films were often shown in Memorial Hall. Certain Boarding Houses may have had allocated rooms for recreation, for example, in Newstead, there was a games room comprising of table tennis table, record player and books.</p>
vii.	<p>What were the off-site activities for them?</p> <p>Older pupils were allowed into town and there were excursions arranged - cultural, sporting (Murrayfield, ski trips etc).</p> <p>Pupils who were boarders were only allowed to attend out of school day pupil organised parties etc if they were on an exeat weekend .</p> <p>Off-site Boarders' Socials included skating trips to relatively nearby towns such as Stirling, Perth or Dundee.</p>
viii	<p>Did children work manually, either at the establishment, or externally (e.g. farming work or other labour), or both?</p>
	<p>No</p>
ix.	<p>If the establishment was run by a Catholic religious order, were any prospective members of the order who were in training permitted to</p>

	care for children?
	NA

Present

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

1.6 Numbers**(a) Organisation****Past**

i.	How many children did the organisation accommodate at a time and in how many establishments?
	Please refer to establishment figures
ii.	Please provide details of any material changes in numbers of children, or numbers of establishments, and the reasons for those changes?
	NA
iii	How many children in total were accommodated by the organisation?
	NA
iv	What numbers (if any) were placed in foster care by the organisation?
	NA
v.	In general terms, was the main service provided by the organisation the provision of residential care for children in establishments, or was it the provision of foster care?
	NA

Present

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

(b) *Establishment**Past*

i.	How many children did the establishment accommodate at a time?
	<p>The numbers of boarders and day pupils are provided below for the most recent decades and illustrate the trends in school roll.</p> <p>From 2000-2007: 40 to 10 boarders and 450 day pupils From 1990-2000: 160 to 30 boarders and 590 to 410 day pupils From 1980-1990: 320 to 165 boarders and 590 to 590 day pupils From 1970-1980: 250 to 300 boarders and 410 to 600 day pupils</p> <p>The table below has been compiled from MABHA Minutes and other sources in the Archives. It provides an indication of how the number of boarders gradually increased over the years, particularly post-war. The data is patchy as no single document recording boarder numbers has been located. If necessary, a more comprehensive record could be compiled, possibly through 'head counts' in Boarding House annual photographs, of which there seems to be a fairly complete set from the 1960s onwards.</p>

Date	Academy	Ogilvie	Dalmhor	Glenearn	Benheath	Knockearn	Avondale	Total or Est. Total
1931	30							30
1932	30-34							34
1933								
1934	32-36							36
1935		18?						52
1936								
1937	32							50
1938		20						
1939	33	18						51
1943	35	21						56
1947	36		32					88
1948	32	19	32					83
1949		24						88
1952	32	25	32	20				109
1953	32	26	32	24				114
1954	32	24	32	24				112
1954	32	25	32	24				113
1966	33	25	33	50	35	25	25	201

A point to note about the above numbers is that these only cover boarding houses operated by MABHA and therefore exclude Newstead (which was a large house) and Whinmount. For information Whinmount closed c. 1963 and a number of the boys transferred into Ogilvie. Likewise South Park on Drummond Terrace closed c. 1964 and boys transferred to school run houses.

ii. Did this change, and if so, what were the reasons?

Boarding declined because (a) school fees began to outstrip the allowances that Forces personnel could claim; (b) better schools abroad meant that expat families had less need to send their children back to the UK for schooling; (c) boarding simply became less fashionable. The increase in foreign nationals to replace these numbers was the clear policy of the Governors. This started with the Hong Kong market and then was developed with several Malaysian organisations, eg Petronas, Malaysia Telekom and possibly even government officials, with a few from other far-east countries. Ultimately, the balance definitely swung away from British nationals, which made it hard to recruit locally and, when active marketing overseas stopped, numbers continued their downward trend. Thus it became uneconomical to run the Boarding provision and the

	final boarding House closed on JUNE 27 2007.
iii	How many children in total were cared for at the establishment?
	Please see above
iv	What accommodation was provided for the children?
	Dormitories for younger pupils and smaller rooms for older ones. The Houses, other than Academy House, which was purpose built, were old houses around town (Knox, Croftweit, Ogilvie, Benneath and Knockearn for girls - each different in size and therefore layout so there was no common number in a dorm). There were adequate bathrooms and lounge areas. The boys' houses mostly had a games room and a TV room. Bathrooms and toilets were shared.
v.	How many children occupied a bedroom/dormitory/house?
	As can be seen the total accommodated varied for each 'house' ranging from single figures for the smaller houses outwith the MABHA control up to 50 in the largest house, Glenearn. Similar the number of children accommodated in a room would vary from the occasional single room for senior boarders to up to up 10 beds in the larger dormitories, occupied by children of similar age or year group. As an insight, when Ogilvie House was first established it accommodated about 20 boarders, but by the late 1960s this had increased to 25, possibly by the 'release' of one room which may have been used by the Housemaster or resident staff and also the reassignment of a ground floor room for a study / dorm for the two most senior boarders. Throughout the 1960s there were three main dormitories (the largest with c. 9 beds) and with occasional one / two occupancy rooms.

Present

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

1.7 Children's Background/Experience

Past

i.	Did the children admitted to the establishment generally have a shared background and/or shared experiences?
	Although seemingly quite diverse there were similarities in the groups of children admitted to the establishment. Some were rural Scots, some were Scottish and had parents who worked abroad, others were foreign and at Morrisons to get a British education and improve their English or determined by world events, for example, an influx of pupils from Iran when the Shah was deposed. The biggest differences were between the foreign nationals and the British boarders.
ii.	Were children admitted into the care of the organisation as a whole, or were they admitted into the care of a particular establishment?
	The children were not "admitted into care". They were admitted as pupils to the school and, if appropriate to the location or commitments of their parents, they boarded at either a school boarding house or a private house.
iii.	If children were admitted into the care of the organisation, did the organisation decide which establishment they would be admitted into?
	NA
iv.	Who placed children with the organisation?
	NA
v.	From 15 April 1971 (the date on which the Children's Hearing system was introduced), did the organisation/establishment receive children mainly from the Children's Hearing system?
	No
vi.	If not, how generally did children come to be admitted into the care of the organisation?
	They were admitted firstly as pupils based on their academic ability and aspirations. They came into boarding if parents lived remotely or abroad, or worked in a way that meant boarding was best for the young children.
vii.	Was there a gender or other admission policy or practice operated by the organisation or any establishment run by it?
	No gender policy but there were academic requirements and a report from the pupils' previous school.

viii.	What was the policy/procedure and practice regarding admission of siblings?
	It was looked upon favourably provided it was deemed that they would both benefit academically from a Morrison's education. Generally siblings of the same sex would be accommodated in the same boarding house.
ix.	How long did children typically remain in the care of the organisation?
	In the MABHA Minutes dated 30th October 1947, legislation was introduced that no boy under the age of 9 was to be admitted, prior to this boys were taken from 8 years of age. In the 1960's, Newstead took girls from 5 years old, one girl being only 3 due to it being a private house. In the 1950s and 1960s it was quite common of Boarders to spend most of their school years, say P4 to S6, in the same boarding house. There were a number of cases where even after parents returned from abroad, but not settled near Crieff, continued to have their children remain as boarders especially if by that time the children were at critical stages, such as Ordinary grades or Highers. As a general rule children stayed at the School until parents returned from abroad or they left school at S6.
x.	Were children moved between different establishments run by the organisation?
	NA
xi.	If so, in what circumstances?
	NA
xii.	Generally did children typically stay in one, or more than one, establishment?
	NA
xiii.	What provision was made for contact between siblings while siblings were at the establishment?
	Siblings of the same sex would be accommodated within the same boarding house wherever this was possible. In the 1960s, no specific provision was made. Brothers and sisters would meet either at lunch or after school outside the school if they had something to communicate. By the 1980's siblings could meet during the day at break and lunch and at the joint activities. Supervised visits between girls' and boys' houses in the afternoon after school were also allowed.

xiv.	What provision was made for contact between children and their parents and wider family while children were at the establishment?
	<p>In the 1960s, no telephone calls were possible as most parents lived overseas. Weekly letter writing to parents was the only communication, for example, the typical Sunday morning regime in Ogilvie was breakfast, letter writing then Church followed by lunch. By the 1980's children were encouraged to write home and phonecalls (when phones were installed) were allowed, although restricted in the first weeks as a new pupil settled into routine. Parents were encouraged to write and could also visit if in the country from abroad.</p> <p>Pupils could visit relations like grandparents, especially on exeat weekends. Guardians were encouraged to attend concerts etc Children generally returned to their families for the Christmas, Easter and Summer vacations, though the further flung ones might stay in the UK during the shorter October mid-term.</p>
xv.	What provision was made for information sharing/updates about the children to their parents?
	<p>The usual school reports plus a boarding house report. Regular phonecalls with parents if needed. Guardians would often attend Parents' evenings.</p> <p>Parents were able to phone Housemasters/mistresses directly. House staff or the senior management team would phone parents if problems arose.</p>
xvi.	What provision was made for information sharing/updates about parents to their children?
	Not really relevant: the boarders were not estranged from their parents.
xvii.	What provision was made for the celebration of children's birthdays, Christmas and other special occasions?
	<p>In the late 1950s and 1960s birthday celebrations were fairly low-key events. The culture of that era was far less commercialised than present day. If your birthday happened to coincide with holidays when you were probably staying with parents or relatives, then there may have been some small celebration or gift. However, if the birthday fell within term time then the person who had the birthday provided a 'treat' to the other Boarders - which quite often took the form of large helpings of ice-cream which would have been specially ordered from one of the milk bars in Crieff. Any birthday presents would be deferred until one's next visit to parents abroad or relatives in Britain. The particular form of birthday celebration may have varied from one Boarding House to another. For example, In Newstead, at birthdays, you could choose</p>

	<p>who to sit at the same dining table, this was not usually the case and a birthday cake was provided.</p> <p>By the 1980s it was more of a standard protocol that the boarding houses arranged birthday cakes and fun events. There were parties and dances at Christmas as well as a Boarders' Christmas meal</p> <p>Each House had a personal ethos but all would ensure that pupils had celebrations with friends as would happen in the family home Boarders did well at Christmas as they had their Boarders' Dinner/Dance (the most formal of the Christmas events) as well as each being able to attend his/her year-group dance with day pupils. Most houses ran their own Christmas parties. Once we had more Moslem pupils, they put on special celebrations at Eid and invited boarders from other houses and visitors from the school. Chinese New Year was also celebrated with a special refectory meal.</p>
xviii	<p>What was the process for review of children's continued residence at the establishment, in terms of whether they continued to require to be there?</p>
	<p>This would be a parental decision.</p>
xix.	<p>When children left the care of the establishment, what was the process for discharge?</p>
	<p>This would be based upon an instruction from the parent that a pupil would no longer board at the School, or that they had finished their schooling in S6. In both cases a leaving report was produced.</p>
xx.	<p>What support was offered to children when they left the care of the establishment?</p>
	<p>These would not be regarded as children in care but would be returning to their families.</p>
xxi.	<p>What information was sought by the organisation and/or establishment about what children leaving its care planned to go on to do?</p>
	<p>Year Counsellors helped throughout each pupil's final year with applications for university, college or sometimes jobs. Latterly the school produced a Destination of Leavers (DoL) list as this was required for national statistics, but it was not always easy to get 100% completion on this.</p>
xxii.	<p>Was such information retained and updated?</p>
	<p>Completing the DoL form involved much informal knowledge from staff, remaining pupils and chance encounters. Since boarders</p>

	were discharged back into the care of their parents, this was not seen as necessary from a welfare perspective.
xxiii .	What was provided in terms of after-care for children/young people once they left the establishment?
	This was not required given that Boarders were discharged back into the care of their parents. All pupils were enrolled into the Morrisonian Club in the hope of maintaining contact with them over the years, but that was for continuing fellowship, not care.

Present

xxiv .	With reference to the present position, are the answers to any of the above questions different?
	The Academy no longer has boarding pupils.
xxv.	If so, please give details.
	NA

1.8 Staff Background

(a) Organisation*Past*

i.	How many people were employed by the organisation who had some responsibility for residential care services for children?
	NA
ii.	How many people were employed by the organisation at any one time who had some responsibility for residential care services for children?
	NA
iii .	What experience/qualifications did such staff have?
	NA
iv .	If the organisation is a religious order, how many members of the order had a responsibility for residential care services for children provided by the organisation in Scotland?
	NA

v.	What experience/qualifications did such members have, to equip them to discharge their responsibilities?
	NA

Present

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

(b) Establishment**Past**

i.	How many persons were employed in some capacity at the establishment?
	This would vary as the School expanded and declined in its size but the employee number would range from an estimated 35 - 150 employees including Boarding staff, support staff and teaching staff.
ii.	How many of those persons had the opportunity of unaccompanied access to a child, or children, cared for at the establishment?
	Given the culture of the boarding houses, House masters/mistresses, medical staff and support staff would potentially have unaccompanied access to pupils.
iii.	How many were involved in the provision of care to children accommodated at the establishment (child care workers)?
	House staff were involved in the care of children and this number would vary dependent upon the size of the Boarding house and the number of occupants.
iv.	What experience and/or qualifications, if any, did the child care workers require to have?
	According to minutes of MABHA of the 1940's and 1960's, adverts would be placed in the Glasgow Herald, Scotsman, Dundee Courier

	<p>for House Masters. Many of the applicants seemed to come from a military background.</p> <p>Some of them may have had qualifications but that was not prerequisite for House jobs. A rigorous interview process sought to ensure that House staff employed by the school would care for pupils appropriately</p> <p>Finding assistant house staff and relief was sometimes difficult. Some personnel worked for many years in the same house, often married women living locally who were invaluable in running not only the domestic side of the house but also caring for the boarders. At other times, however, suitable staff were not easily found. A good personality and willingness to work were seen as more important than qualifications or previous experience.</p>
v.	<p>What was the child care worker/child numbers ratio?</p> <p>Based upon limited records, this his would vary from 1:4 to 1:10.</p>
vi.	<p>What was the gender balance of the child care workers?</p> <p>In the girls' houses, the pattern tended to be Housemistress (usually single), Assistant Housemistress and relief from other females, eg young staff or wives of male staff. The boys' houses, however, were staffed by a married Housemaster (usually a member of the teaching staff) and his wife (the Housemistress), with a resident Assistant Housemaster (also teaching staff) and Assistant Housemistress</p>
vii.	<p>Was any attempt made to employ child care workers in looking after children of the same sex as those workers?</p> <p>This would be the case for the Girls' Boarding Houses.</p>

Present

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

2. Organisational Structure and Oversight

2.1 Governance

Past

i.	<p>What were the governance arrangements within the organisation?</p> <p>Governance of the organisation originally rested with the Board of Trustees that became the Board of Governors in the 1930's. The composition of the Board of Governors as stipulated in the deeds of the Trust were to be of:</p> <p>Representatives from the Universities of Edinburgh, Glasgow and St. Andrews.</p> <p>Representatives from Perth Council (Later Perth and Kinross Council) of which 4 had to be from the Council education committee and the remainder to be of close vicinity to the School.</p> <p>A representative from the Morrisonian Club</p> <p>A Chairman.</p> <p>A clerk to the Board who for many decades was an employee of the School's solicitors</p> <p>The composition of the Board of Governors has adjusted slightly over the decades but in principle remains similar to what originally existed. For example, a place for a parent was established in the 80's.</p> <p>The Rector would be present at Board meetings and as a standing item would be asked to produce a report to the Board on the development, challenges and current issues of the School.</p> <p>The MABHA would also be an item on Board agendas.</p> <p>There is evidence that sub committees existed to address an issue or development objective of the School.</p> <p>Latterly standing sub-committees were established .</p> <p>The Governing Board were responsible for ensuring that the School adhered to the ethos, values and aspirations set out by the original deeds. Decisions on the financial, operational, educational and future development of the school lay with the governing board.</p> <p>The Board would meet at regular intervals with what would be considered standard items and clear agendas. The MABHA worked in tandem with the governing Board with the express interest in securing accommodation for boarders.</p>
ii.	<p>How were the members of the governing body selected?</p> <p>Applicants were invited for positions on the Board of Governors with the principle that an elected member must fulfill the above membership criteria.</p> <p>Universities would nominate a representative.</p> <p>From the 90's a more business orientated approach was adopted with the skill sets of Board members being brought into consideration</p>

iii.	What qualifications and/or training, if any, did the members require to have in relation to the provision of residential care services for children?								
	None that was directly related to residential care.								
iv.	Did the members receive remuneration?								
	No								
v.	What was the nature of the accountability and oversight regime between the organisation's governing body and the establishment?								
	<p>The rector reported to the Board of Governors and was appointed Warden to the MABHA. Below is an indication of the nature of the responsibility and relationship between the Rector, staff and the MABHA.</p> <p>The following are extracts from Minutes of the Morrison' Academy Boarding House Association (MABHA) which sets out the responsibilities of the Housemaster and Housemistress and their relationship with the MABHA Committee.</p> <table border="1" style="margin-left: 40px;"> <tr> <th colspan="2" style="text-align: center;">I. Regulations for Administration of Boarding Houses</th> </tr> <tr> <td style="width: 20%;">1. WARDEN</td> <td>The Warden will have the general supervision of, and right to review, questions of discipline in the house.</td> </tr> <tr> <td>2. HOUSE-MASTER</td> <td> The Housemaster shall be responsible for :- <ul style="list-style-type: none"> (a) Discipline of the Boarders and enforcement of such House regulations as the Association, or a Committee appointed by the Association, may form. (b) Supervision of the preparation of all Boarders in the House. (c) Correspondence with Parents. (d) Supervision of the personal accounts of the older boys and control of petty cash in connection therewith. </td> </tr> <tr> <td>3. MATRON</td> <td> The Matron shall be responsible for: - <ul style="list-style-type: none"> (a) Appointment and Management of house and kitchen staff. (b) Ordering supplies and attending to the general catering. (c) Care of the boys' clothing and minor repairs. (d) Checking of tradesmen's and similar small accounts. (Petty cash allowance for supplies to be paid to her through Housemaster.) </td> </tr> </table>	I. Regulations for Administration of Boarding Houses		1. WARDEN	The Warden will have the general supervision of, and right to review, questions of discipline in the house.	2. HOUSE-MASTER	The Housemaster shall be responsible for :- <ul style="list-style-type: none"> (a) Discipline of the Boarders and enforcement of such House regulations as the Association, or a Committee appointed by the Association, may form. (b) Supervision of the preparation of all Boarders in the House. (c) Correspondence with Parents. (d) Supervision of the personal accounts of the older boys and control of petty cash in connection therewith. 	3. MATRON	The Matron shall be responsible for: - <ul style="list-style-type: none"> (a) Appointment and Management of house and kitchen staff. (b) Ordering supplies and attending to the general catering. (c) Care of the boys' clothing and minor repairs. (d) Checking of tradesmen's and similar small accounts. (Petty cash allowance for supplies to be paid to her through Housemaster.)
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	(e) Supervision of the personal accounts of the younger boys and control of petty cash in connection therewith.
II. Boarding House Rules	
<u>Bounds:</u>	The Bounds beyond which no Boarder shall pass may be fixed by the Housemaster with the approval; of the Warden.
<u>Credit:</u>	No Boarder is allowed to obtain articles of credit unless in possession of a written order signed by his Housemaster.
<u>Invitations:</u>	No Boarder is to be allowed to visit any house unless by written invitation addressed to the Housemaster, who is to use his discretion as to whether it may be accepted or not.
<u>Boys' Visitors:</u>	Boarders will be allowed out with parents, or others, only at the discretion of the Housemaster.
<u>Preparation:</u>	Subject to the discretion of the Housemaster, Preparation is to last for one-and-a-half hours in the case of Junior pupils; and for not less than two hours in the case of Senior pupils.
<u>House Arrangements:</u>	(a) The hours for meals &c. to be left to the discretion of the Housemaster, subject to proviso that they conform with School hours. (b) In the temporary absence of the Housemaster, some responsible person must be left in charge of Boarders.
<i>Source: MABHA Minutes 8th Feb 1932</i>	
<p>These terms were reviewed and elaborated on and the following introduced in 1941.</p> <p style="text-align: center;"><u>Conditions of Appointment of Warden</u></p> <ol style="list-style-type: none"> 1. The Warden shall be responsible to the Council for the proper conduct of the House under its Management, in pursuance of which he shall visit the House frequently , and shall access to them at any time. 2. The Warden shall report regularly to the Council or Committee of the Association regarding anything affecting the welfare of the House or the boys, and shall advise the Council or Committee regarding the appointment of Housemaster or Matron. 3. In any matter which he considers requires to be dealt with 	

immediately, the Warden shall take such steps as he thinks best and report the matter at the next meeting of the Association or Committee.

4. The Warden alone shall be responsible for admitting boys and allocating them to a House.

House Rules

1. The House Master and Matron will breakfast and lunch with the boys.
2. Visits by the boys to a Picture House should be infrequent and boys should always be accompanied by either Housemaster or Matron.
3. Boys must not be allowed down town except on Saturday forenoons, and only for a reasonable period, say 1 hour.
4. The Housemaster or Matron must always accompany the boys to Church.
5. Places out of bounds will be arranged from time to time between the Warden and the Housemaster.
6. No extra charge will be made for friends of the Housemaster and Matron who may visit them (within the limits of the House accommodation) for a limited period, the Warden to be advised of such visits.
7. After School hours and on no-School days:
 - (a) Boarders will enter and leave Academy House by the House door.
 - (b) Boarders will not be allowed through the communicating door into the School premises.

Conditions of Appointment of Housemaster and Matron

1. General Scheme

The Housemaster and Matron will be appointed by the Council or Committee of the Association and discharge their duties under the direct supervision of, and to the satisfaction of, the Warden who will have access to the Houses at any time. The Warden will be, in turn, [be] responsible to the Association for the proper conduct of the Houses.

2. Duties

The duties of the Housemaster will be:-

- (a) Adequate supervision of the boys' lessons and homework at all times.
- (b) Along with the Matron the general administration of the House and the supervision of the boys according to the House Rules as from time to time defined by the Warden with the approval of the Committee.
- (c) Along with the Matron, to be prepared to keep boys during the holidays if called upon to do so. For this purpose, an arrangement will be made between the Houses to enable each Housemaster and Matron to have reasonable holidays.

3. Conditions

- (a) The appointment will be (*illegible*):-
- (b) The appointment will be joint and terminated jointly. A full terms notice will be given on either side.
- (c) The salary of the Housemaster and Matron will be at the rate of £100 in Academy House and £75 each in Ogilvie House payable quarterly. Free quantities, laundry, coal and light, taxes and food as applied to the Boarders will be provided.
- (d) The private rooms of the Housemaster and Matron will be allocated by the Association.
- (e) The Housemaster and Matron may furnish their own rooms, and a

	<p>rental, to be fixed later, for use of furniture will be paid by the Association.</p> <p>(f) Each member of the family if any will be treated as a boarder at a restricted charge to be fixed by the Association.</p> <p>(g) All provisions, etc, will be ordered by the Matron, the local Committee having supervision, and (<i>illegible</i>) accounts will be checked and certified and given each month to the Secretary who will discharge them.</p> <p>(h) The following Staff will be allowed and selected by the Matron subject to the approval of the local Committee vis:</p> <p style="text-align: center;"><u>Academy House:</u></p> <p>Cook, Kitchenmaid, three house and table maids. Services of man for garden, boots and general work. The Matron will have full control over the maids and will pay them monthly with funds obtained from the Secretary.</p> <p style="text-align: center;"><u>Ogilvie House:</u></p> <p>Cook and two other maids. Same arrangements as for Academy House.</p> <p>(i) The books will be kept by the Secretary</p> <p>(j) Boarders' fees and accounts will be sent and collected by the Secretary.</p> <p><i>Source MABHA Minutes of 6th June 1941</i></p> <p>It will be noted that to a large extent the delegated duties of the Housemaster did not change much between the 1930s and 1940s and indeed it could be said that other than some moving with the times these general principles were followed throughout the entire period when MABHA managed the boarding houses.</p> <p>In fact many of the House Rules, such as bounds, invitations, visits, etc as set out in the 1930s and 1940s were still in operation in the 1960s and 1970s although the extent to which these were implemented varied from one boarding house to another.</p>
vi.	<p>What visits were made by the governing body to the establishment?</p>
	<p>It would appear from the MABHA Minutes that there were fairly regular inspections of the boarding houses, undertaken by sub-committees. These visits seemed to be focussed on the fabric and facilities of the boarding house as subsequently the minutes would record the award of contracts for refurbishment, minor repairs, procurement of furniture etc. A full set of accounts appears in the Minute book.</p> <p>Governors would visit the boarding Houses also on an informal basis, often invited to social events upon invitation from the House master or mistress but in the 1980's and 1990's these were infrequent.</p> <p>As an example Minutes of MABHA of November 1968 show that a visit was made by the Public Schools Commission Enquiry to the new complex at Dalmohr and the girls' boarding house, Benheath, and they were very impressed with what they saw at Dalmohr.</p>

vii.	What was the purpose of such visits? As above
viii	How frequently did these happen?
	<p>During the period when the houses were operated by MABHA it is difficult to determine if there was a regular schedule of visits to a predetermined fixed frequency. However, the committee tended to meet monthly and quite frequently the agenda included some items that suggested that either there had been a visit to the boarding house or that the Housemaster had been in communication with the committee in person or in writing. It would appear that communications were regular and fairly frequent. Latterly visits by governors were very few. The Rector occasionally visited and the Assistant Rectors regularly visited.</p>
ix.	Were children interviewed, or spoken to, by members of the governing body during such visits?
	Spoken to but not interviewed in a formal documented process.
x.	If so, were establishment staff present while children were interviewed or spoken to?
	In the 1980's, yes, always. From a safeguarding angle pupils would not be alone with a Governor. Senior management team (SMT) would not generally have house staff present.
xi.	Were reports of such visits made and discussed by the governing body?
	Through communication between the MABHA and the Board of Governors. Informal visits would have been commented upon at meetings.
xii.	Did visits result in changes to the organisation's policy, procedure and/or practice? If so, please give examples.
	Yes - see 2.1 vi.

Present

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

2.2 Culture

Past

i.	What was the nature of the culture within the organisation? In principle the Governing Board had an established ethos that set the parameters for their actions. This is best exemplified by the terms of the of the Deeds of the Trust, 1978: 'the Academy will continue to provide a widely-based, typically Scottish form of education to a broad range of pupils from Strathearn, other parts of Scotland and the United Kingdom as a whole and many other areas of the world..... the role to consist of boarders and day pupils, a good social mix, not an elitist group or groups liable to vie with each other...to provide a sound, successful, independent school continuing the best traditions of Morrison's Academy as it had evolved throughout its history.' The actions of the governing body, be it based on financial prudence, investment, recruitment, capital developments would represent the culture of the organisation; that the best interests of the School and pupils of the School were at the forefront of decisions.
ii.	Was that culture reflected in the organisation's policies, procedures and/or practice in relation the provision of residential care services for children? Please refer to 2.1 v.
iii.	How can that be demonstrated? Please refer to 2.1 v.
iv.	Did the running of establishments reflect the organisation's culture, policies and procedures? Yes the school policies and procedures would be directed by and aligned

	to the ethos established by the governing body.
v.	If not, please provide a representative range of examples and explain, by reference to those examples, why particular establishments were not, in material ways, run in accordance with the organisation's then culture, policies and procedures and what, if anything, was done to change that state of affairs?
	NA
vi.	When and why did any changes in the culture of the organisation come about?
	A change in culture of the Governing body was a reflection of the change in social culture in particular a more liberal attitude prevailing from the 1960's onwards. Improved standards of accommodation, facilities and resources in the boarding Houses were implemented at the behest of the Governing Board and MABHA and were in recognition of a rising expectation of standards of care and individual rights, for example, greater flexibility in free time, an improved pastoral system and a relaxation of the rules and routines for boarders.
vii.	Were any changes in culture driven by internal influences, incidents, experiences or events within the organisation, or any of the establishments run by the organisation?
	As is the nature of Schools, change was constant. Regular Boarding House Committee meetings were held involving house staff and SMT. Rules gradually evolved, often driven by house staff reflecting upon practice and the experiences of Boarders.
viii.	Were there any changes in culture that were driven by abuse, or alleged abuse, of children cared for at the establishment?
	No
ix.	If so, when did they occur and how did they manifest themselves?
	NA
x.	Were any changes in culture driven by any external influences or factors and if so what were those influences or factors?
	There were changes in culture that were driven by external factors - primarily because the norms of society changed significantly in the 1960s and 1970s. Parents became more comfortable that their children had more freedoms and thus some of the older House Rules were relaxed. On the other hand some practices became less

	acceptable. Fagging, undertaking duties for senior pupils, declined. Rules on bounds and visits became more relaxed, thus it became easier to go to the cinema or visit friends who happened to be day pupils or on a Saturday / Sunday afternoon go out cycling in the surrounding area. Pupils still had to seek permission, but the exact regime varied between boarding houses.
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Present

	i.
xi.	With reference to the present position, are the answers to any of the above questions different?
	The Academy no longer has boarding pupils.
xii.	If so, please give details.
	NA
xiii.	To what extent, if any, has abuse or alleged abuse of children cared for at any establishments caused, or contributed to, the adoption of the current policies, procedures and/or practices of the organisation, in relation to the provision of residential care services for children including the safeguarding and child protection arrangements applying to its current establishments?
	NA

2.3 Leadership

Past

i.	How was the establishment managed and led?
	The establishment was led and managed by the Rector. As the school roll increased further personnel were employed to manage certain areas of the School and they would form what is would have been called the Senior management team (SMT) who were responsible to Governors via the Rector
ii.	What were the names and qualifications of the persons in charge of the establishment? Please include the dates for when each of the persons was in charge.
	The persons in charge of the School were the Rectors: Mr James Donaldson, M.A. 1923-1947 MR J.E.G. Quick, M.A. 1947-1975 Mr. D. R. Johnston-Jones, M.A. 1975-1978

	<p>Mr. H. A. Ashmall, M.A, M. Litt. 1979-1996 Mr. G. Edwards M.A. 1996-2001 Mr. I. Bendall M.A. 2001- 2003 Mr. S. Pengelley B.A. Hons. 2004-2015</p> <p>Headmistresses - Girls' School Miss B. S. Mason, M.A. 1905-1945 Miss M. Ewing, M.A. 1945-1956 Miss M.M.P. Muirie, M.A. 1957-1964 Miss M. Baillie, M.A. 1965-1971 Miss A. D. Mackinnon, B.Sc. 1972-1978</p> <p>At this point the girls and boys school were merged under one Head teacher known as the Rector.</p>
iii.	<p>What was the oversight and supervision arrangements by senior management within the establishment?</p> <p>Assistant and Depute Rector positions were the first port of call for the Housemasters or Housemistresses when any problems arose. Since the Housemasters were on the teaching staff, they had ready access to the SMT on a daily basis. Regularly updates would be made through meetings and phone calls in evenings and at weekends.</p> <p>Both Assistant Rectors did a weekly report to the Rector - regarding issues they had dealt with in school, parents or staff they met, boarding house issues.</p> <p>Policies and rules were in place and so the main function was to adjudicate on exceptions to the rules and disputes, trying to combine flexibility with consistency across the houses. SMT visited the houses regularly in the evenings and at weekends and for watching sporting, drama and music events. More formally, house staff met with SMT regularly in the Boarding House Committee.</p> <p>In 1999, a Boarding Handbook was produced to provide a more formal site for rules, regulations and procedures.</p>
iv.	<p>What were the oversight arrangements by the organisation, including visits by or on behalf of the organisation?</p> <p>Please refer to question 2.1 vi</p>

Present

v.	<p>With reference to the present position, are the answers to any of the above questions different?</p> <p>The Academy no longer has boarding pupils.</p>
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vi.	If so, please give details

2.4 Structure

Past

i.	What was the structure of the organisation? NA
ii.	<p>What was the structure of the establishment?</p> <p>The Board of Trustees, who changed in name to the board of Governors, were responsible for the oversight and governance of the School. Although until 1979 boys and girls were educated separately, the boys and girls schools were considered to be one school, one establishment. The education for both sexes would be similar, variations in subjects studied would reflect social trends and attitudes of the era; they would both sit the same examinations as these evolved and changed over time.</p> <p>Up until 2007 the school offered boarding facilities. The boarding facilities, under the School's authority, were managed (from 1933) by Morrison's Academy Boarding House Association (MABHA). The Association operated independently from the School Governing Body but had very close links with it - the Rector was appointed Warden of the MABHA - and the two organisations would work in tandem. In addition to the Boarding houses under the authority of the MABHA, private boarding houses were also used by pupils and families.</p> <p>The Boarding Houses under MABHA would be run by appointed staff and were accountable to the Warden (Rector). Private Boarding Houses would be managed by either members of staff or members of the Crieff community. It appears from the records that the Private Boarding Houses aligned to the spirit, ethos and values of those under the MABHA.</p>

Present

iii.	With reference to the present position, is the answer to the above question different?
	The Academy no longer has boarding pupils.

iv.	If so, please give details.

2.5 Hierarchy and Control

Past

i.	What was the hierarchy within the organisation? Chair of Governors / Governors / Rector/ Bursar/ Deputy Rector/ two Assistant Rectors / Head of Junior School/ Heads of Department/ teachers.
ii.	What was the structure of responsibility within the organisation? The structure of responsibility followed the hierarchy.
iii.	What were the lines of accountability? Support and administrative staff to Bursar; Teachers and HODs up to Deputy; Boarding to Assistant Rectors; SMT to the Rector; Bursar to the Rector; Rector to Chair of Governors
iv.	Within the organisation, who had senior management/corporate/ organisational responsibility for the managers/management teams/leadership teams who managed the establishment on a day-to-day basis? Chair of Governors
v.	What were the reporting arrangements between the establishment and the organisation? NA
vi.	Within the establishment itself, who had managerial responsibility for, or was in overall charge of, those employed there, including in particular those who were involved in the day-to-day care of children, and any other persons who had contact with the children? Rector
vii.	To whom were child care workers within the establishment directly responsible? The reporting structure varied as the School boarding provision

	changed but Boarding staff would report to the Warden (Rector), Assistant Rectors and Depute Rectors
viii.	Who, within the organisation, took decisions on matters of policy, procedure and/or practice in relation to the establishment?
	Rector and Bursar with support of SMT
ix.	Who, within the organisation, was responsible for the implementation of, and compliance with, the organisation's policies, procedures and/or practices at the establishment?
	Rector and Bursar

Present

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

2.6 External Oversight

Past

i.	What were the arrangements for external oversight of the organisation and the establishment?
	The nature and organisation in charge of inspecting the Boarding Houses and facilities have changed in time, from Education Boards to HMI inspections and inspections by the Care Commission.
ii.	Who visited the organisation and/or the establishment in an official or statutory capacity and for what purpose?
	HMI (or similar organisation) to ensure school was operating effectively and legally.

iii.	How often did this occur?
	The occurrence of inspections would vary between 3-10 years over the decades. The nature and model of inspection also evolved over time, for example, there was an unannounced Inspection of the Care and Welfare of Residential Pupils in May/June 1999.
iv.	What did these visits involve in practice?
	A number of days' visits and thorough inspection of all aspects of the school operations; or a more specific focus on Boarding facilities and experiences. Staff and pupil opinions would be sought as well as direct observations of facilities, policies and practice.
v.	What involvement did local authorities have with the organisation and/or the establishment in respect of residential care services for children?
	None.
vi.	What involvement did local authorities have with the organisation and the establishment in respect of the children at the establishment?
	Representation on the Governing Board Local councillors were on the Board.
vii.	If the establishment was run by a Catholic religious order, what actual involvement and/or responsibility, whether formal or informal, did the Catholic Hierarchy/Bishops' Conference have, either directly or at diocesan level, in the creation, governance, management and/or oversight of the establishment?
	NA
viii.	What was the nature and extent of any pastoral care provided to the establishment, if it was run by a religious order?
	NA

Present

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

Part B – Current Statement

3. Retrospective Acknowledgement/Admission

3.1 Acknowledgement of Abuse

i.	Does the organisation/establishment accept that between 1930 and 17 December 2014 some children cared for at the establishment were abused?
	<p>The Academy has been contacted by one former pupil who provided information on peer to peer bullying having taken place in one boarding house during the 1970s. The former pupil was encouraged to contact the police and subsequently met with the then rector to discuss his experiences.</p> <p>In addition, the same former pupil and at least one other reported inappropriate touching by one former member of staff. That took place in the school rather than in a residential setting but we include this in order to provide a complete response.</p>
ii.	What is the organisation/establishment's assessment of the extent and scale of such abuse?
	The Academy has no information on the extent and scale beyond that provided by the former pupil who took the step of making direct contact. However, the information he provided would indicate that at one boarding house in the 1970s, prefects bullied the more junior pupils. It is unclear whether housemasters were aware of this, but it was reported that housemasters had made no efforts to prevent the bullying from taking place.
iii	What is the basis of that assessment?
	Reporting from one former pupil, as set out above.

3.2 Acknowledgement of Systemic Failures

i.	Does the organisation/establishment accept that its systems failed to protect children cared for at the establishment between 1930 and 17 December 2014 from abuse?
	The Academy aimed to protect all its pupils, whether day pupils or boarders. Where any child was bullied or suffered abuse it is

	axiomatic that its systems have failed to protect that child.
ii.	What is the organisation/establishment's assessment of the extent of such systemic failures?
	We refer to 3.1 i and ii above.
iii.	What is the basis of that assessment?
	We refer to 3.1 i and ii above.
iv.	What is the organisation/establishment's explanation for such failures?
	For the reasons above the academy cannot provide a detailed explanation.

3.3 Acknowledgement of Failures/Deficiencies in Response

i.	Does the organisation/establishment accept that there were failures and/or deficiencies in its response to abuse, and allegations of abuse, of children cared for at the establishment between 1930 and 17 December 2014?
	No. The Academy has been in direct contact with one former pupil who has reported abuse. We encouraged him to approach the police with his concerns. We arranged for him to meet the then rector to discuss his experiences. We have been in ongoing contact with him.
ii.	What is the organisation/establishment's assessment of the extent of such failures in its response?
	We do not consider that there has been any such failure.
iii.	What is the basis of that assessment?
	See answer ii.
iv.	What is the organisation's explanation for such failures/deficiencies?
	See answer ii.

3.4 Changes

i	To what extent has the organisation/establishment implemented changes to its policies/procedures and practices as a result of its acknowledgment in relation to 3.1 – 3.3 above?
	The Academy has not had boarding pupils since 2007. We do not consider that we require to make changes to our response to allegations of abuse.