RESPONSE TO THE QUESTIONNAIRE ON BEHALF OF LORETTO SCHOOL LIMITED

Methodology for completion of Part A and B to the response to the Questionnaire contained in the Appendix to the Section 21 (2) (a) Notice ("the response") served on Loretto School Limited in accordance with the Inquiries Act 2005.

Loretto School Limited ("Loretto") puts the welfare and care of the children and young people who attend the school, as either boarders or day pupils, at the centre of its community. During its life the school has been a legal entity other than a limited company as explained in the response. For the sake of consistency the term "Loretto" has been used when describing the school in all its iterations.

Loretto is committed to assisting and cooperating with the Scottish Child Abuse Inquiry ("SCAI"), its aims and its investigations.

The response has been completed by Loretto to the best of its knowledge and belief following a thorough review of the records and other sources it holds as referred to below.

PART A and B

Research
In responding to the questions contained in Parts A and B of the Appendix Loretto undertook a detailed review of the following:

Records which it holds in the form of:

i. Minutes from Full Board and other Governor Committees from 1930 to date.
ii. Former staff records dating back to 1974.
iii. Current staff files.
iv. Behavioural Referral Forms for the Senior School – 2009 to date.
v. Files held electronically by Madeline Bonner, Director of Pastoral Care and Child Protection Coordinator (including Pastoral & Welfare records from previous Vicegerent and Director of Pastoral Care, Elaine Logan) relating to the Senior School.
vi. Paper files held by Madeline Bonner, including Pastoral & Welfare records from Elaine Logan, relating to the Senior School.
vii. Junior School ("Nippers") Complaints files from January 2013 to date.
viii. Nippers files relating to staff issues and pupil issues retained by Philip Meadows, Headmaster of Nippers and Child Protection Coordinator for Nippers.
ix. Staff records held by Nippers.
x. Records held electronically by Philip Meadows relating to Child Protection and behaviour issues involving pupils in Nippers.
xi. Paper files relating to the 2001 Observer Magazine Article by Don Boyd.
xii. Files from solicitors instructed by Loretto's insurers to represent the School in two civil litigation claims dating from 2004/2007 and 2009/2010.
xiii. File from solicitors instructed by Loretto's insurers to represent the school in a potential litigation at the instance of a parent of a pupil dating from 2007.
xiv. Paper file held by Loretto relating to ski-trip in 2003.
xv. Archive file – Loretto School Trustees, Correspondence and papers from 25 July 1961 to November 1968.
xvi. Archive file containing Loretto School Headmaster's reports (1939 -1976).
xvii. Archive file of Headmaster's papers (1967-1970).
xviii. Archive File – Loretto School Policy - correspondence from 1938-1961.
xix. Archive file – Loretto School Limited - correspondence from 1975-1980.

Other Sources:

i. The Loretto Register 1815-2000.
ii. Loretto 150 – an historical account of Loretto written by Frank Stewart, Old Lorettonian and Chair to the Board of Governors from 1972 to 1981.
iii. InTouch database which is a Contact management and Alumni database solution from InTouchSoftware / Powered by InTouch-Web from InTouch Software.
iv. Care Inspectorate reports held by the Care Inspectorate (formerly the Care Commission).
v. E-mails regarding Education Scotland's annual update inspection on 21 November 2016.
vi. Education Scotland reports.

Who undertook the review?
The following individuals undertook the review of the records:

i. Dr Graham Hawley, Headmaster of Loretto.
ii. Philip Meadows, Head of Nippers and Child Protection Coordinator.
iii. Steven Howard, Bursar, Loretto.
iv. Madeline Bonner, Director of Pastoral Care and the Child Protection Coordinator, Loretto.
v. Rachel Caughey, Joint Vice – Chair to the Board of Governors, Loretto.
vi. Jonathan Hewat, Director of Communication, Loretto.
vii. Dr Michael G Topping, Director of Academic Progress, Loretto (provided input into external oversight and Education Scotland inspections).
viii. Dr Jonathan Idle, Director of Teaching and Learning, Loretto (provided input into internal oversight and Education Scotland inspections).
ix. Charlotte Fleming, Clerk to the Board of Governors, Loretto.

Charlotte Fleming, whilst the Clerk to the Board of Governors, was employed to undertake the work in connection with the response in addition to and on a separate contract from the role of Clerk. Charlotte Fleming is a qualified solicitor with experience in civil litigation and employment law. She qualified in 1992 and whilst she has not held a practising certificate since August 2016, as her present role does not require this, her name remains on the Roll of Solicitors in Scotland.

Review of records confined to written/electronic records and other sources
Loretto restricted its research to those written records it holds rather than carrying out its own independent investigation and interviews.

Loretto, having taken legal advice from Senior Counsel, considers it would not be appropriate to embark on such further investigation in advance of the Inquiry hearings.

Loretto understands the Inquiry has engaged experienced staff trained to take statements from witnesses which will include evidence on sensitive and personal events. Loretto does not have the expertise to meet with witnesses and take such statements.

Board of Governors Approval
The response has been completed following the review of documents as detailed above however all members of the Board of Governors for Loretto have considered and reviewed the response and provided their approval to this in their capacity as a Governor, not a witness.

Organisation and Establishment
In its' response Loretto has designated Loretto as the Organisation.

The Establishment is the campus at Linkfield Road in Musselburgh along with the Nippers at North Esk Lodge, and Eskbank, High Street, Musselburgh. The campus houses not only the classrooms, sports hall and pitches, music school and theatre but also the various boarding houses. Full details of the boarding houses are at Part A section 1 sub-section 1 of the response.

Loretto is a company with the Governors as Directors. The campus does not have a separate legal identity – it is the place where the pupils attend academic and extra-curricular activities as well as board.

Child Care Workers
In its response, Loretto has defined Child Protection Workers as those who provide pastoral care to both boarders and day pupils in the boarding houses. This includes the residential teaching staff, the housekeeper and team, the Director of Pastoral Care, the medical centre team and the school counsellor.

June 2017

Charlotte Fleming

Part A – Background

1. Characteristics

1.1 History of the Organisation and Establishment

Past

i. When, how and why was the organisation founded?

Dr Thomas Langhorne founded the organisation, Loretto (see methodology) in 1827, at a time when there was an increased desire by parents to educate their children. At that time schools in Edinburgh were oversubscribed (both state & independent) and there was a demand for a rounded education.

ii. What part did the provision in Scotland of residential care (including foster care) for children play in the organisation's purpose, operation and activities?

Loretto was the first school in Scotland to offer boarding for children, all of whom were male. When first founded, Loretto had both day pupils and boarders. However, within two years all pupils were boarders. Loretto introduced day pupils again in around 1975.

In 1981, female boarders were admitted in the 6th Form (16 – 18 years) and by 1995 Loretto was coeducational with female boarders in all year groups.

iii. When and how did the organisation become involved in the provision of residential care (including foster care) for children in Scotland?

Loretto has not provided and does not provide foster care for children.

Residential care was ancillary to the provision of education as described in response 1.1 ii.

iv. Why did the organisation consider that it had the competence to be responsible for, and manage the care of, children in establishments?

Since 1930, Loretto has appointed a Headmaster whom the Board of Governors believe has the experience and skills to lead Loretto and ensure that the School

provided both a rounded education involving academic learning and outdoor activities as well as appropriate boarding facilities and care to the pupils who boarded. A full list of Headmasters can be found at 2.3 ii below.

v. How many establishments did the organisation run, where were they located, over what period were they in operation, and what were their names?

Loretto has one establishment which is the campus at Linkfield Road in Musselburgh along with Nippers at North Esk Lodge, and Eskbank, High Street, Musselburgh. Since Loretto opened it has had a number of boarding houses as detailed below:

- Schoolhouse, Linkfield Road, Musselburgh : 1827 – 2001(Schoolhouse still exists but as a house for day pupils rather than a boarding house)
- Linkfield House, Linkfield Road, Musselburgh : 1878 - 1964
- North Esk Lodge, North High Street, Musselburgh : 1891 – 2004
- Newfield House, New Street, Musselburgh : 1892 – 2002, 2004 - 2012
- Holm House, Millhill, Musselburgh : 1907 – present (extended 1983)
- Eskbank, New Street, Musselburgh : 1926 - 1967
- Balcarres House, Millhill, Musselburgh : 1935 – present
- Pinkie House, Linkfield Road, Musselburgh : 1953 – 1964, 1965 – present
- Hope House, Linkfield Road, Musselburgh : 1964 –present
- Seton House, Linkfield Road, Musselburgh : 1965 – present
- Eleanora Almond House, High Street, Musselburgh : 2012 – present

vi. When, how and why was each of these establishments founded?

As detailed above Loretto has one establishment. There have been a number of boarding houses within the establishment as follows;

- Schoolhouse, Linkfield Road, Musselburgh: 1827 as a boys' boarding house.
- Linkfield House, Linkfield Road, Musselburgh: 1878 as a boys' boarding house.
- North Esk Lodge, North High Street, Musselburgh: 1891 as a boys' boarding house for junior boys boarding.
- Newfield House, New Street, Musselburgh: 1892 as a boys' boarding house for junior boys boarding.
- Holm House, Millhill, Musselburgh: 1907 as a 'sick bay' (health centre) and later as a boys' boarding house.
- Eskbank, North High Street, Musselburgh: 1926 as a boys' boarding house.
- Balcarres House, Millhill, Musselburgh: 1935 as a boys' boarding house.
- Pinkie House, Linkfield Road, Musselburgh: 1953 as a boys' boarding house.
- Hope House, Linkfield Road, Musselburgh: 1964 as a boys' boarding house.

- Seton House, Linkfield Road, Musselburgh: 1965 as a boys' boarding house.
- Eleanora Almond House, High Street, Musselburgh: 2012 as a girls' boarding house.

vii. In the case of any establishment which is no longer in operation, when and why did it cease operating?

Whilst the establishment continues to exist, some of the boarding houses are no longer in existence:

- Linkfield House ceased to provide boarding accommodation in 1964 when it was sold. Two new boarding houses, Hope and Seton were built. Linkfield House boarders were moved, temporarily, into other boarding houses in 1964 then into the newly built Hope House (1964) and Seton House (1965).
- Eskbank ceased to provide boarding accommodation in 1967. There was a need for Eskbank to be used for additional classrooms (Eskbank boarders moved to North Esk Lodge and Newfield House).
- North Esk Lodge ceased to provide boarding accommodation in 2004. There was a need for North Esk Lodge to be used for additional classrooms as the number of day pupils increased.
- Newfield House ceased to provide boarding accommodation in 2012. This was due to a fall in junior boarding numbers and in 2006, Year 8 (2nd Form) boarders were moved to Seton House and Holm House.
- Schoolhouse ceased to provide boarding accommodation in 2001 due to a fall in the school roll (boarding pupils were moved to the other boarding houses).

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?

N/A

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?

N/A

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?**

N/A

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?**

N/A

Present

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

Yes

xiii. **If so, please give details.**

Loretto has a nursery service, which was outsourced to a third party provider, Bertram's Nursery Group, in 2015. This nursery is called Loretto Nursery and is situated at Newfield Road.

Schoolhouse now houses day pupils (12-18 year olds).

Linkfield House is now a private house which is not in the ownership of Loretto.

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?**

Loretto was funded by school fees paid by parents whose children attended Loretto as pupils.

Loretto does receive donations from Old Lorettonians although this is usually in response to a specific fundraising initiative for example the development of the Golf Centre.

The Lamert Trust provides for an award to be made to pupils leaving the 6th Form to assist with their further education.

Loretto does offer means tested bursaries each year to children who apply through its bursary applications process. Bursaries are usually funded by the School's fee income although there is a limited sum available through the Morrison Foundation which contributes a specific sum towards a pupil's fees on an annual basis.

Loretto also offers Art, Music, Drama Piping and Sports scholarships which provide a maximum discount of 10% off fees for successful applicants.

ii. Was the funding adequate to properly care for the children?

Loretto has been in existence since 1827 to date and, to the best of its knowledge, there has been adequate funding in place to care for the children.

iii. If not, why not?

N/A

iv. What state support did it receive?

An Assisted Places Scheme (APS) ran from 1980 until closed to new members in 1997. In 1983 there were 18 pupils on the APS with grants totaling £34,894. The pupils were awarded grants by the Government to cover fees for attending Loretto.

Present

v. If the establishment continues to provide residential care for children, how is that funded?

Loretto is funded by the school fees paid by parents whose children attend Loretto.

Loretto does receive donations from Old Lorettonians although this is usually in response to a specific fundraising initiative for example the development of the Golf Centre.
The Lamert Trust provides for an award to be made to pupils leaving the 6th Form to assist with their further education.

Loretto does offer means tested bursaries each year to children who apply through its bursary applications process. Bursaries are usually funded by the School's fee income although there is a limited sum available through the Morrison Foundation which contributes a specific sum towards a pupil's fees on an annual basis.

Loretto also offers academic scholarships and also art, music, drama, piping and sports awards which provide a maximum discount of 10% off fees for successful applicants.

vi. What state support does it receive?

Loretto does not receive state support.

1.3 Legal Status

(a) Organisation

Past

i. What was the legal status of the organisation since it was founded?

It is not clear what the legal status of the School was at its inception. A Trust was set up in 1903 and trustees were appointed to hold funds on behalf of Loretto.

Loretto gained charitable status on 7 December 1926 and has retained that status since then. Its charity number is SCO13978.

In 1930, the organisation was changed to a limited company: Loretto School Limited. A governing body, led by a Chairman, was set up which was comprised of those who had attended Loretto – Old Lorettonians. The Headmaster was the leader of the school.

In 1946, Loretto School Limited was wound up. The Trust continued having purchased all the shares in the limited company. The governing body remained in place. Some of the Governors became Trustees.

In 1976 Loretto again became a limited company, Loretto School Limited, with the Trustees becoming Directors.

Loretto's Articles of Association detail the purpose and objects of the School and the required number of Governors. All Governors were/are Directors of Loretto.

The most recent Articles of Association for Loretto are dated 3 July 2013. A copy can be provided if required.

ii. **Were there any changes in the legal status of the organisation since it was founded?**

Yes as narrated in response 1.3(a) i.

iii. **What, if any, material changes were there to the legal status of the organisation?**

See response 1.3(a) i.

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?**

Loretto did (and does) not provide foster care for children.

Boarding facilities at Loretto were part of the educational provision offered by Loretto since approximately 1829. Pupils were admitted to Loretto by their parents (or guardians) who sent their children to Loretto to be educated and this could include the pupils boarding. For many years all pupils attending Loretto were boarders.

The records considered for the purpose of completing this response as detailed in the methodology set out above do not disclose the basis upon which Loretto was enabled to become responsible for the provision of residential care. However records available show that since 1930 Loretto was inspected by the Scottish Education Department, HMIe and Education Scotland respectively as well as the Care Commission and Care Inspectorate respectively.

Loretto has been registered as an Independent School since 1957. The Education (Scotland) Act 1980 required independent schools apply to be placed on a new register of independent schools maintained by the Registrar of Independent Schools appointed by the Secretary of State for Scotland.

The Registrar will only place an Independent School on this register if it is considered to be satisfactory following an inspection by Education Scotland. Loretto is on this register.

Loretto underwent a full inspection by Education Scotland in 2012 and a follow-up meeting took place in 2013.

Loretto has been registered with the Care Inspectorate since 2005 and before that with the Care Commission. Loretto has been regularly inspected since 2002 on an announced or unannounced basis. Loretto has a Certificate of Registration from the Care Inspectorate and adheres to the terms of this and the Staffing Schedule in place from time to time.

Details of the visits from the Care Commission and Education Scotland can be found at paragraphs 1.3 (a) viii below and paragraphs 2.6 i, iii, iv and x below.

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.**

Loretto has been inspected by HM Inspector of Schools since 1930 and latterly by Education Scotland. This body is responsible to the Scottish Government and inspects the quality of the education provided by Loretto. Loretto was and is required to adhere to the legal and regulatory requirements of HM Inspector of Schools now Education Scotland.

Loretto has been inspected by the Scottish Commission for the Regulation of Care (Care Commission) and now the Care Inspectorate. Loretto has a Certificate of Registration from the Care Inspectorate and adheres to the terms of this and the Staffing Schedule in place from time to time.

Loretto also followed and continues to follow the "National Care Standards (School care accommodation services) which were first published in 2002 and revised in 2005.

Loretto also follows the guidance contained in "The National Guidance for Child Protection in Scotland" published in 2010 and updated in 2014.

Loretto as a member of the Scottish Council for Independent Schools ("SCIS"), followed and continues to follow the Guidance contained in the SCIS Child Protection Guidelines, which were first published in 1997 and are regularly updated with the most recent update having taken place in 2015.

vi. Did the organisation have a legal duty of care to each child in its care?

Loretto has a duty of care to its pupils whilst they are in the care of the School. Loretto has been inspected by the Scottish Commission for the Regulation of Care (Care Commission) and now the Care Inspectorate as well as HMIe and now Education Scotland, which ensures that schools comply with regulatory requirements of independent schools, including boarding schools, for the provision of education and care to its pupils.

Present

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

Yes.

viii. If so, please give details.

Response to 1.3a v:
Loretto continues to be inspected as follows:

The Annual HMIe Engagement meeting took place on 21 November 2016. Aileen Monaghan from Education Scotland attended and met with the current Headmaster of Loretto, Dr Graham Hawley.

At this meeting Loretto was advised of the new framework for inspections which is to look at i) how well the school is doing in Leadership of Change , Learning, Teaching and Assessment, Ensuring Wellbeing, Equality and Inclusion, Raising Attainment

and Achievement, and reporting on Curriculum pathways, ii) how the school monitors this and iii) next steps.

Loretto was asked to complete the "Self-Evaluation Form for Child Protection and Safeguarding" which was returned to Education Scotland.

The Care Inspectorate last inspected Loretto on 14 December 2016 during an unannounced inspection. The following areas inspected received the following grading:
Quality of Care and Support – 5 Very Good
Quality of environment - 5 Very Good

Staffing, Management & Leadership were not considered during this visit. However, these were considered during an unannounced visit on 15 January 2016. Both were graded at that time as 5 – Very Good.

Following the inspection on 14 December 2016 one recommendation was made as follows:
An effective system for gathering, storing and sharing information should be put in place to enhance communication about pupils and their needs across all areas of the School.

Loretto has taken steps to meet this recommendation and introduce a Pastoral Management system through its operating system. This is scheduled to be in place by September 2017.

This system is a mechanism to store information from a number of sources in one place. The information to be stored will relate to wellbeing issues involving pupils at Loretto and the information will include child protection concerns. Only certain individuals from Loretto will have access to the system and the ability to add information – at present it is anticipated that those people will be Madeline Bonner, Director of Pastoral Care and Child Protection Coordinator for Loretto Senior School, the boarding Housemasters/mistresses and their assistant Housemasters/mistresses, Head of the various years in the School, the Headmaster and his Executive Assistant. All other teaching staff will have some limited access to the system.

The Director of Pastoral Care and Child Protection Coordinator will be the only individual having access who will be able to delete information from the system if required. In addition to wellbeing information the system will have on-line Wellbeing forms which are GIRFEC approved and are used to note any wellbeing issue

involving a pupil at Loretto. The School's Child Protection form will also be available for completion on-line. The strength of this system is that all information involving a pupil will be stored in one place regardless of the author.

In addition Loretto has added a Parent Portal for parents in the Senior School. This has been designed to facilitate the accessing of core school data by parents in a user-friendly and meaningful way. Thus enhancing day-to-day communication between the school and parents and enabling greater accessibility of information. This will allow rapid access to key information about pupils by their parents including timetable, subject sets, achievements, academic reports and attendance records held by the School.

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.

N/A

1.3(b) Establishment

Past

i. Did the establishment have a special legal, statutory or other status?

The organisation has one establishment which is the campus at Linkfield Road in Musselburgh along with Nippers at North Esk Lodge, and Eskbank, High Street, Musselburgh. The establishment does not have a special legal, statutory or other status.

Loretto has a nursery service, which was outsourced to a third party provider, Bertram's Nursery Group in 2015. This nursery is called Loretto Nursery and is situated at Newfield Road, Musselburgh.

ii. If not, how was the establishment described?

The establishment is Loretto's campus which contains the classrooms, along with boarding houses and accommodation for those employed by the organisation at the campus detailed in response 1.3(b) i.

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?

Loretto was and remains responsible for managing the care of the children – the establishment is the campus being the facility where the children attend Loretto as either day pupils or boarders. The legal basis, which enables the establishment to become responsible for managing the care of both day and boarding pupils, is as detailed in response 1.3(a) iv.

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.

Loretto was and remains responsible for fulfilling any legal and/or regulatory requirements in respect of the pupils who attend the organisation as either day or boarders. The legal and/or regulatory requirements to be fulfilled by Loretto in order that the establishment can provide care to the pupils who attend Loretto are as detailed in response 1.3(a) v. and viii. above.

v. Did the establishment have a legal duty of care to each child in its care?

Loretto has the legal duty as detailed in response 1.3(a) vi.

Present

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

No

vii. If so, please give details.

N/A

1.4 Legal Responsibility

(a) Organisation

Past

i. Did the organisation have any legal responsibility for the children in its care?

Loretto was never given parental rights and responsibilities for the pupils that attended the School. The extent of its legal responsibility is narrated in response 1.3(a) iv.

ii. If so, what was the nature and extent of that legal responsibility?

Loretto owed and continues to owe a duty of care to its pupils whilst they are in the care of the School. All pupils are in the care of the School during school hours and during activities organised by Loretto, where the School is responsible for the pupils, for example sporting activities or school trips off campus.

Loretto owed and continues to owe its boarding pupils a duty of care when the pupils are boarding at Loretto during term time although not when the children are out of school on overnight leave in the care of their parents or legal guardians.
Loretto has a statutory responsibility under the Children (Scotland) Act 1995 to safeguard the pupils under its care and to promote and develop all areas of their wellbeing. Loretto has a Director of Pastoral Care who is also the School's Child Protection Coordinator ("CPC") with the Head of the Nippers being the Child Protection Coordinator for Nippers. Loretto has in place a Child Protection Policy. Training on Child Protection issues is provided on an annual basis. All staff are checked under the PVG process. Independent contractors are asked to confirm that their operatives are members of the PVG scheme.

Teachers are also considered to be "in loco parentis" when a child is in the care of Loretto and to act to the standard of a reasonably competent professional.

Loretto had and continues to have statutory duties under Health & Safety legislation and in particular Health & Safety at Work etc. Act 1974 and Management of Health & Safety at Work regulations 1999 to take reasonable care for pupils in its care.

iii. Did any other person or organisation have any legal responsibility for the children while they were in the organisation's care?

Yes

iv. If so, what was the nature and extent of that responsibility?

If pupils undertook or undertake off campus activities when the pupils remain in the care of Loretto the third party organisation also owes a duty of care to the pupils whilst they are taking part in the activity.

The third party organiser also owes a statutory duty of care to the pupils under Health & Safety legislation.

Prior to any trip organised by Loretto a risk assessment is carried out detailing the risks associated with the trip, the level of the risk and the action taken to minimise that risk.

Loretto also requires that third party organisers' employees are members of the PVG scheme, have the appropriate insurance in place and hold the appropriate qualifications and training for any activity undertaken by pupils.

v. If the organisation had no legal responsibility for children in its care, where or with whom did legal responsibility lie?

Not applicable.

Present

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

Yes.

vii. If so, please give details.

Response to ii – Loretto outsourced its catering provision to a third party provider during 2016. This provider Thomas Franks Ltd is responsible for ensuring that all its staff are members of the PVG scheme and undertake child protection training.

1.4(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?**

No the responsibility of those who cared for pupils in the boarding houses was the same as Loretto's responsibility.

ii. **If so, what was the nature of that responsibility?**

N/A

Present

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

No

iv. **If so, please give details.**

N/A

1.5 <u>Ethos</u>

(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?**

Loretto's function was to provide an all-round education. It has always placed great emphasis on each child being known individually by fellow pupils and by staff, particularly the Headmaster. The idea of a school as a family was considered achievable. The distinctive philosophy of Loretto, shaped by an early Headmaster, Dr Hely Hutchinson Almond, stressed the importance of full development of mind, body

and spirit within a community where pupils were encouraged to participate in outdoor activities and community projects.

Loretto offered (and continues) to offer a wide range of activities for all pupils each week. The activities include tuition in sport, music and the arts as well as outdoor activities and skills. Loretto offered (and continues to offer) trips off campus both on a day and a residential basis.

Further details of these activities can be provided as required.

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?**

N/A

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?**

Loretto considered the campus to be the place where the school put into practice its ethos of providing an all-round education providing pupils with access to not only academic study but also to co-curricular activities including sport, music and the arts.

The ethos at Loretto is that all children are known as individuals to staff and the Headmaster and the School strive to create an atmosphere akin to that of a family so far as it possible within a relatively small school.

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?**

Yes

v. **If so, what were the changes and when and why did they come into effect?**

Whilst Loretto continued to provide an all-round education initially this was for boys only. The history of the attendance of girls at Loretto is narrated in response 1.1 ii.
The boarding houses were and remain gender specific. Pupils might spend anything from one to three years in one boarding house, before moving to another. This system was altered in 2007 when a decision was taken to make the houses age

specific, rather than of mixed age other than in relation to Seton and Holm where there remains a mixed age group of the younger children at the School.

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?**

Yes

vii. **If so, what were the changes and when and why did they come into effect?**

Whilst Loretto continued to provide an all-round education, the advent of coeducation in 1981 changed the function of some of the boarding houses on campus. Balcarres and Holm became the girls' boarding houses. 'Housemistresses' were appointed to both houses.
The boarding houses were (and remain) gender specific. Pupils might spend anything from one to three years in one boarding house, before changing to another. This system was altered in 2007 following a decision to make the houses (other than Seton and Holm) age specific, rather than of mixed age.

Present

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

No. Loretto continues to provide an all-round education to its pupils both day and boarding. This is in keeping with its ethos to educate mind, body and spirit thus offering not only a full curriculum of academic subjects but also the opportunity for its pupils to participate in a full range of co-curricular activities, day and overnight trips and outdoor activities such as the Duke of Edinburgh Scheme.

A full list of the present academic year activities can be provided if required.

ix. **If so, please give details.**

N/A

1.5(b) Establishment

Past

i. **What services were provided at the establishment, in terms of care for children?**

Minutes books for Loretto confirm that in the 1930s onwards Loretto employed a number of matrons who helped with the care of the children who boarded.
A house system was introduced in the late 1950s. This system meant that a pupil would initially board in Schoolhouse for two years following his joining Loretto and thereafter move to another boarding house.

This system was altered in 1961 (with the advent of a new Headmaster) when it was decided that a house system would be used where boys stayed in one boarding house throughout their time at Loretto and under the supervision of a Housemaster, a House Tutor and a Matron. Dayrooms were also introduced which gave pupils somewhere to go during the school day when there was a break in lessons and study rooms were also provided.

This house system introduced in 1961 continued (with some changes to accommodate the girl boarders) until 2007 when it was decided that the boarding houses should be age specific.

At present the house system in place since around 2007 is as follows:
- Loretto's Junior boarding houses (Seton – boys and Holm- girls) accommodate pupils from the 2nd Form to the end of their 5th Form. Occasionally Loretto may have a small number of Year 7 boarders who are accommodated in the junior houses.

Balcarres accommodated 6th Form girls.

Eleanora Almond House was opened in 2012 and currently accommodates 6th Form girls. Historically it has had 5th Form girls in residence.

Sixth form boys are accommodated in Pinkie and Hope.

School House has been the house for day pupils since 2001.

Each boarding house continues to have a Housemaster in the boys' boarding houses and a Housemistress in the girls together with Assistant Housemasters/mistresses, a House Tutor and a Housekeeper. The Housekeeper also has a number of assistants who help with cleaning and laundry, although pupils boarding also had access to a laundry service.

Pupils received three meals a day and these would have been taken in the dining room by senior pupils. Those attending Nippers took their meals in the dining room there.

Loretto has a medical centre on campus which employs, a Nursing and Health Care co-ordinator as well as a full-time and part time nurse. The medical centre is linked with the Riverside Medical Centre, Inveresk Road Musselburgh. A doctor from this practice attends Loretto twice a week during term time with additional appointments being available to pupils if required. Both day and boarding pupils have access to the School's counsellor who has a consulting room on campus.

Minute books for Loretto show that Loretto has had a Child Protection Coordinator ("CPC") since 1995. Loretto has had a Director of Pastoral Care since 2015 who is also the school's CPC for the Senior School. The Head of Nippers served, and continues to serve, as the CPC for Nippers. Loretto has a Child Protection policy and liaises with the appropriate agencies (for example the police and East Lothian Council's Family Protection Unit) in the event that a child protection issue arises involving one of its pupils.

ii. Did the establishment care for children of both sexes?

No, see the response to 1.1(ii) and 1.5(b) (i) above for details.

iii. If the establishment cared for children of one sex only, what was the thinking behind that policy?

It is believed that Loretto was initially boys only because at that time it was considered that boys and girls should be educated separately. In 1827 when the School was founded it is believed that society placed less emphasis on the education of girls as compared to boys. It is believed that this view was shared by the governing body of Loretto. Social attitudes to education have changed considerably since the School was founded as have the views of Governors. Further whilst co-education was considered by the School prior to 1981 there was the view that girls and boys would be better educated separately however over time this belief changed with co-

education being introduced in 1981 initially in 6th Form only but by 1995 Loretto was fully co-educational.

iv. Were any special child care, or child protection measures, taken in the light of that policy? If so, please provide details.

It is not known if any special child care, or child protection measures were taken specifically because the school only accepted boys. However Loretto has had a nominated CPC since 1995 and a Child Protection Policy since at least 1999. This policy is updated when appropriate. Loretto provides annual Child Protection training.

v. What was the daily routine for boys/girls cared for at the establishment?

Records are not available to detail the daily routine for pupils at Loretto since 1930. It is envisaged however, that the children followed a routine in school of three meals each day, lessons in school in the morning and afternoon as well as outdoor activities and sports organised and under the supervision of Loretto.
At weekends it is envisaged that pupils took part in some academic lessons on a Saturday as well as outdoor activities and sports as organised and under the supervision of Loretto.

Since the 1950s Loretto has published a termly calendar which is distributed to all parents and pupils. This calendar includes timetables for the school day for each year group.

The calendars of more recent decades detail all the academic and co-curricular sporting fixtures, drama productions (and rehearsals for these), music productions including the pipe-band (and rehearsals for these) as well as exam timetables (both internal and external) both academic and music. These also detail the various outdoor pursuit opportunities available to pupils including the Duke of Edinburgh Award and overseas expeditions.

Copies of the calendars can be provided if required.

vi. What were the on-site activities for children cared for at the establishment?

It is not possible to detail the on-site activities undertaken by children back to the 1930s given the passage of time and records retained by Loretto. It is envisaged that children took part in sporting, music and art activities as well as academic learning.

The termly calendars referred to in response 1.5(b) v above would provide additional information and can be provided if required.

vii. What were the off-site activities for them?

It is not possible to detail the off-site activities undertaken by children back to the 1930s given the passage of time and records retained by Loretto.

Since 1968 pupils have had the opportunity to take part in the Duke of Edinburgh Award Scheme which involves expeditions off-site with either a member of staff from Loretto or a third party organisation.

In 1910, the Corps (later to become the Combined Cadet Force – "C.C.F.") was formed. The aim of Loretto's C.C.F. is to provide a disciplined youth organisation so that its members, both boys and girls, may develop the following core values: courage, discipline, respect for others, integrity, loyalty and selfless commitment.
The entire 4th Form is given an introductory year in the C.C.F. Cadets from 5th Form, Lower and Upper 6th are able to continue with C.C.F. and complete Cadet Force Instructors Courses, Leadership, and Self Reliance Training, with the opportunity to take on a senior appointment within the contingent. Cadets who continue in the Upper 6th Form assist in the instruction of all aspects of C.C.F. to the younger cadets.

From this year group, the following are chosen: The Cadet Senior Under Officer and Cadet RSM-Army Section, Head of Navy Section, Dep and Watch Leaders. Various other senior positions are appointed.

Working hand in hand with cadet training, cadets have the opportunity to complete parts of their Duke of Edinburgh training. Loretto has also introduced the Cadet Vocational Qualifications Organisation (CVQO), from which the cadets, with minimal extra work can, gain a BTEC level 2 diploma in either Music or Public Service.

There is an Army and a Navy section that meet on a Wednesday afternoon for training.

As part of the training programme there are opportunities throughout the year to participate in overnight exercises, courses and week-long adventurous training and military camps to enable cadets to put into practice what they have learnt, sometimes in the company of cadets from other schools.

Since 2009 6th form pupils have had the opportunity to take part in expeditions organised by Loretto's Borealis Society which is led by Loretto's Vicegerent. These expeditions last for 4-5 weeks and explore the northern, Boreal or arctic regions.

Whilst off-site outdoor trips have been organised by Loretto for a number of years the Outdoor Pursuits Department was established in 2009 to offer co-curricular activities to Loretto. Its focus is to give pupils an outdoor experience through a variety of activities using the weekly activity programme and a trips and expedition programme at home and abroad. Residential trips are organised although not all of these trips are compulsory for pupils.

Loretto also organises sports, music and cultural tours for its pupils which are both UK based and international.

A list of those trips organised for the academic year 2016/17 can be provided if required.

viii. **Did children work manually, either at the establishment, or externally (e.g. farming work or other labour), or both?**

No

ix. **If the establishment was run by a Catholic religious order, were any prospective members of the order who were in training permitted to care for children?**

N/A

Present

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

No

xi. **If so, please give details.**

N/A

1.6 Numbers

(a) Organisation

Past

i. **How many children did the organisation accommodate at a time and in how many establishments?**

- 1930 - 1934: 6 boarding houses (Schoolhouse, Eskbank, Linkfield House, North Esk Lodge, Newfield House, Holm House).
- 1935 – 1952: 7 boarding houses (Schoolhouse, Eskbank, Linkfield House, North Esk Lodge, Newfield House, Holm House, Balcarres House).
- 1953 - 1963: 8 boarding houses (Schoolhouse, Eskbank, Linkfield House, North Esk Lodge, Newfield House, Holm House, Balcarres House, Pinkie House).
- 1964 - 9 boarding houses (Schoolhouse, Eskbank, Linkfield (only part of 1964) North Esk Lodge, Newfield House, Holm House, Balcarres House, Pinkie House (only part of 1964), Hope House).
- 1965 - 1967: 9 boarding houses (Schoolhouse, Eskbank (1965, 1966 and only part of 1967), North Esk Lodge, Newfield House, Holm House, Balcarres House, Hope House, Seton House (only part of 1965), Pinkie House).
- 1968 – 2001: 8 boarding houses (Schoolhouse (only part of 2001), North Esk Lodge, Newfield House, Holm House, Balcarres House, Hope House, Seton House, Pinkie House).
- 2002 - 2003: 7 boarding houses (North Esk Lodge, Newfield House (only part of 2002), Holm House, Balcarres House, Hope House, Seton House, Pinkie House).
- 2004 – 2012 : 7 boarding houses (Newfield House (only part of 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011 and only part of 2012), Holm House, Balcarres House, Hope House, Seton House, Pinkie House, Eleanora Almond House (only part of 2012).
- 2013 – December 2014: 6 boarding houses (Holm House, Balcarres House, Hope House, Seton House, Pinkie House, Eleanora Almond House).

Loretto does not retain accurate records confirming the number of boarders and in which boarding house they stayed for the period from 1930 until 2009. However, the following information has been provided by In Touch (as referred to in the methodology) as follows:

Between 1935 and 2001 Schoolhouse accommodated 37 - 86 pupils each year.
Between 1935 and 2005 Seton House accommodated 47 - 83 pupils each year.
Between 1995 and 2005 Holm House accommodated 8 - 75 pupils each year. This house was extended in 1983.
Between 1995 and 2005 Balcarres accommodated 10 - 81 pupils each year.
Between 1965 and 2005 Pinkie House accommodated 43 - 86 pupils each year.
Between 1965 and 2005 Hope House accommodated 44 - 85 pupils each year.
Between 1935 and 2005 Seton House accommodated 47-83 pupils each year.
Between 1981 and 1997 Trafalgar Lodge accommodated 20 - 64 pupils each year.
Information is not held for Linkfield House, North Esk Lodge and Newfield House (the latter two being Nippers boarding houses).
Since 2009 Loretto has included a breakdown of boarders to Companies House in its annual accounts. This does not, however, include a breakdown into boarding houses.

Numbers of Boarders at Loretto:
2009 – (Senior: 232, Junior: 10) 242 (start of Autumn Term 2009)
2010 – (Senior: 256, Junior: 11) 267 (for year ended 31 August 2010)
2011 – (Senior 274, Junior: 12) 286 (for year ended 31 August 2011)
2012 – (Senior: 247, Junior: 3) 250 (for year ended 31 August 2012)
2013 – (Senior: 255, Junior: 2) 257 (for year ended 31 August 2013)
2014 – (Senior: 254, Junior: 1) 256 (for year ending 31 August 2014)

ii. **Please provide details of any material changes in numbers of children, or numbers of establishments, and the reasons for those changes?**

Balcarres House was opened in 1935. It is believed that this was due to an increase in pupil numbers.

Pinkie House was bought and occupied by boarders in 1953. It is believed this was due to an increase in pupil numbers.

Linkfield House was sold by the school in 1964 when two new boarding houses were built – Hope House and Seton House.

Schoolhouse was closed in 2001 due to declining numbers. It remains the house for use by day pupils.

Newfield House was closed in 2002 due to declining boarding numbers.

Newfield House was reopened in 2004 when the dormitories in North Esk Lodge were required for classrooms.

Newfield House was closed in 2012 due to declining numbers of younger boarders.

Eleanora Almond House was opened as a girls' boarding house in 2012 due to an increase in older girl boarders.

iii. How many children in total were accommodated by the organisation?

Loretto does not hold accurate records of the numbers of pupils accommodated until 2009. The Loretto Register however is a record of pupils attending the School since it was founded in 1827 although given the passage of time and the reliance on records since that time this register is not an exhaustive record of all those who attended the School although it is believed to be a good record of numbers since 1930. The Loretto Register indicates that since 1930 approximately 5550 children have attended the School although not all children have attended both Nippers and the Senior School. Further some children may have attended for a relatively short period as all pupils who attend for one term or more are considered to be Old Lorettonians and are allocated a number on their departure.

Since 2009 accurate records of boarding pupils were kept and these figures are detailed at 1.6(a) (i) above.

iv. What numbers (if any) were placed in foster care by the organisation?

None

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?

The main service provided by Loretto was education for both day and boarding pupils. The number of boarders has changed over the years since 1930. Loretto has never provided foster care for children.

Present

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

Yes

vii. If so, please give details.

With reference to response 1.6(a) i:
Numbers accommodated by Loretto;
2015 – (Senior: 252, Junior: 7) 259 (for year ending 31 August 2015)
2016 - (Senior: 249, Junior: 2) 251(for year ending 31 August 2016)
6th February 2017 – (Senior: 237, Junior: 2) 239

1.6(b) Establishment

Past

i. How many children did the establishment accommodate at a time?

The available information is set out in the second half of response 1.6(a) i.

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

Yes, please see the information contained in response 1.6(a) ii.

iii. How many children in total were cared for at the establishment?

Loretto does not hold accurate records of the numbers of pupils accommodated until 2009. The Loretto Register however is a record of pupils attending the School since it was founded in 1827 although given the passage of time and the reliance on records since 1827 this register is not an exhaustive record of all those who attended the School although it is believed to be a good record of numbers since 1930. All pupils who attend Loretto for one term or more are considered to be Old Lorettonians and are allocated a number on their departure.

The Loretto Register indicates that since 1930 approximately 5550 children have attended the School although not all children have attended both Nippers and the Senior School and some children may have attended for a relatively short period.

Since 2009 accurate records of boarding pupils were kept and these figures are detailed at 1.6(a) (i) above.

iv. What accommodation was provided for the children?

Accommodation was provided by way of dormitories and study bedrooms.

v. How many children occupied a bedroom/dormitory/house?

Loretto does not hold records detailing the number of children per bedroom/dormitory in previous years. Bedrooms/dormitories now accommodate from one to five children.

Present

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

Yes

vii. If so, please give details.

Question 1.6(b) i.
Number of Boarders at Loretto:
2015 – (Senior: 252, Junior: 7) 259 (for year ending 31 August 2015)
2016 - (Senior: 249, Junior: 2) 251 (for year ending 31 August 2016)
As at 6 February 2017 – (Senior: 237, Junior/; 2) 239

Question 1.6(b) iii.
Loretto is registered with the Care Inspectorate to provide boarding accommodation to a maximum of 289 children at any one time as follows: -
A maximum of 114 children may be accommodated in Balcarres House and Holm House.
A maximum of 52 children may be accommodated in Hope House.
A maximum of 39 children may be accommodated in Pinkie House.
A maximum of 69 children may be accommodated in Seton House.
A maximum of 15 children may be accommodated in Eleanora Almond House.

Number of Boarders at Loretto:
2015 – (Senior: 252, Junior: 7) 259 (for year ending 31 August 2015)

2016 - (Senior: 249, Junior: 2) 251 (for year ending 31 August 2016)
As at 6 February 2017 – (Senior: 237, Junior; 2) 239

Bedrooms/dormitories accommodate from one to five children.

1.7 Children's Background/Experience

Past

i. **Did the children admitted to the establishment generally have a shared background and/or shared experiences?**

The children who attended Loretto did not generally have a shared background and/or shared experiences.

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 who attended Loretto were admitted to Loretto as a whole. They attended the various classrooms and other learning areas on the campus and were assigned to a boarding house. The house system was (and remains) a focal point of a pupil's life at Loretto. Each pupil has access to a year group common room, a locker space and social areas within the house. It is managed by a group of specialist staff who are responsible for the day to day running of the house. A Housemaster/mistress has responsibility for their pastoral welfare and the organisation of the house.

iii. **If children were admitted into the care of the organisation, did the organisation decide which establishment they would be admitted into?**

Yes. Children were allocated to a boarding house (and, as from 2001, Schoolhouse, if the child was a day pupil).

Loretto determined the boarding house to which children were assigned. If a boarding house was oversubscribed and the demand exceeded the number of bed spaces then the pupils' opinions were considered when finalising the list of pupils for that house. For example a questionnaire may now be given to the pupils although this may not have been the practice in the 1930s or later.

iv. Who placed children with the organisation?

Children were placed in Loretto by their parents or legal guardians.

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?

Loretto did not receive any children from the Children's Hearing system.

vi. If not, how generally did children come to be admitted into the care of the organisation?

The parents or legal guardians of the children would approach Loretto and request that the children attend the School. The parents may have visited the School to inform their decision or they may have received a recommendation from other parents or family.

vii. Was there a gender or other admission policy or practice operated by the organisation or any establishment run by it?

Loretto was a school for boys only until 1981, when girls were admitted to the 6th Form.

Loretto has had a written admissions procedure in place since at least 2001. This procedure has been amended since its introduction.

Applications to Nippers require i) the applicant/parent/legal guardian complete a Registration Form ii) reports and reference from the applicant's current school iii) an offer being sent to the applicant iv) confirmation of entry when parents are asked to complete an acceptance form and pay a deposit to confirm their child's place.

Applications to the Senior School follow a similar process subject to a requirement to sit an assessment. If the application is to join Upper 6th Form the place will be conditional upon the applicant achieving necessary grades in GCSE, IGSE, Standard Grade or equivalent.

Loretto offered and continues to offer bursaries and scholarships which are considered by way of an applications procedure.

A full copy of Loretto's Admissions and Awards Procedure can be provided if required.

viii. What was the policy/procedure and practice regarding admission of siblings?

Loretto does not have a record of an admissions policy/procedure in place regarding the admission of siblings.

ix. How long did children typically remain in the care of the organisation?

Children who attended Loretto may have completed their entire school education at Loretto. The length of time a child attended Loretto was primarily a decision for the parents or legal guardians.

x. Were children moved between different establishments run by the organisation?

The pupils remained in the one establishment being the campus although Loretto has both junior and senior boarding houses in operation.

xi. If so, in what circumstances?

With the introduction of girls to 6th Form in 1981, boarding houses for girls were established. Children were allocated to a boarding house and could move between them during their time at Loretto.

Boarding houses also accommodated boys of different ages.

Schoolhouse (the day house introduced in 2001) is a coeducation house however the other boarding accommodation is organised by gender and age.

Loretto's Junior boarding houses (Seton – boys and Holm- girls) accommodate pupils from the 2nd Form to the end of their 5th Form. Occasionally Loretto may have a small number of Year 7 boarders who are accommodated in the junior houses.

Balcarres accommodated 6th Form girls. Eleanora Almond House was opened in 2012 and currently accommodates 6th Form girls however it has in the past had 5th Form girls in residence. 6th form boys' are accommodated in Pinkie and Hope.

In or around 2007 the house system referred to in response 1.5(b) i. above was introduced. Initially 3rd, 4th and 5th Form boys were to board in Hope House, Upper & Lower 6th in Seton with all day boys in Pinkie. For the girls 3rd to 5th Form were to be accommodated in Holm House, 6th Form in Balcarres. Senior Day girls were to be in Schoolhouse and Junior in Trafalgar Lodge.

Over the years, changes have been made as follows; Pinkie was established as the boarding House for Upper 6th Form boys, Hope for 5th and 6th Form boys and Seton for boys from the younger forms including boarders from Nippers.

Balcarres continues to accommodate 6th Form girls & Holm generally accommodates 2nd to 5th Form girls. Eleanora Almond opened in 2012 due to an increase in girl boarders and the age of the girls boarding in this house is dependent on the age range of girl boarders throughout the school.

Children would have moved from one of Loretto's boarding houses at Nippers to one of the Senior Houses when they moved to the Senior School. There may also have been provision for them to move between houses in the Senior School.

xii. Generally did children typically stay in one, or more than one, establishment?

The children stayed in the one establishment being the campus. Children may have stayed in more than one boarding house on the campus depending on whether they attended both Nippers and the Senior School and also if they move between houses in the Senior School which since 2007 they will do as detailed in response 1.7 xi. above.

xiii. What provision was made for contact between siblings while siblings were at the establishment?

The records held by Loretto do not detail what provision was made for contact between siblings. However at present there are no restrictions on siblings visiting each other in boarding houses subject to the restrictions placed on children not to visit other boarding houses at specified hours during the day such as during evening prep or between the hours of 7.30pm-9pm. There is nothing in the records examined to suggest that similar arrangements did not prevail in the past. Where possible siblings are accommodated in the same house.

xiv. What provision was made for contact between children and their parents and wider family while children were at the establishment?

Contact would have been appropriate in light of the social norms of the time and the technology available. Between 1930 and 2014 parental and social norms about contact with boarding pupils have changed considerably. What may have been acceptable practice in the 1930's would now appear inappropriate given the ease of communication via social media, mobile phones and current social norms.

It is envisaged that, prior to the age of widespread use of mobile phones and social media, children would see their parents during the holidays and, if requested by the parents, at times outwith the holidays. During the 1980s (and since then) for example it was common practice for parents (particularly local parents) of pupils in Nippers to attend sporting and other school events. Parents could also attend Chapel Service. Nippers pupils who boarded could spend time with their parents, away from the School campus, after the Service or on designated days, named Exeat Days which were arranged during term time.

Currently, children may contact their parents or family members by phone, social media, video messaging services, and visits. Overnight leave, which was introduced in February 1993, takes place on 5 occasions during the academic year. Pupils may depart from school at 3.30pm on Friday afternoon and boarders must return by 8.30pm on the following Sunday evening. Flexi boarding was introduced in 2001 and this allows pupils to board at the School part of the week and then at home for the remainder of the week.

Parents may also request a special leave for their child to attend a family event or an extended holiday. This is common practice at Loretto. Parents may also request to take their child out of school for a weekend or they may visit them informally in the boarding house. There is a high degree of flexibility with this arrangement and special leave applies to day pupils.

xv. What provision was made for information sharing/updates about the children to their parents?

Parents now receive regular school reports in digital form where these were previously provided to parents in written form. It is believed that in the past parents would have received written reports and could have contacted Loretto to discuss their children depending on the technology available at the time. The level of

communication between Loretto and parents has greatly changed over the last 10 years due to advances in technology.

xvi. What provision was made for information sharing/updates about parents to their children?

Most pupils would have had open contact with their parents given the educational context of them being at Loretto. Parents would have been able to visit their children at school during term time. Holidays were extensive and would have allowed for pupils to travel home within both the UK and the rest of the world.

xvii. What provision was made for the celebration of children's birthdays, Christmas and other special occasions?

This would have been at the discretion of the staff in charge of individual boarding houses. Social norms of the time may have influenced this.

xviii. 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?

Children are placed in Loretto as a matter of choice – usually at the request of a child's parents. Pupils may have been asked to leave Loretto on account of their behaviour or removed at the request of their parents.

Any decision to review a child's attendance at Loretto whether for academic, behavioural or other reasons would usually have involved a discussion between parents, the pupil, the Headmaster at Loretto (as well at the Head of Nippers if the pupil was at Nippers) and teaching staff at Loretto.

xix. When children left the care of the establishment, what was the process for discharge?

If children leave at the end of their education there would not be a formal process for discharge. If a child were leaving to attend another school there would usually have been a discussion among Loretto, the parents and pupil.

xx. What support was offered to children when they left the care of the establishment?

When children left Loretto they would leave with their parents or legal guardian.

Whilst no record has been kept of the support offered to pupils when they left Loretto at the end of their education or prior to this it is envisaged that Loretto would have provided pupils with such assistance as was appropriate for a school. A significant number of pupils go on for further education and assistance is provided in identifying appropriate institutions and completing the relevant forms. Assistance is also given to identify appropriate jobs if pupils are looking to enter the work place following their education at Loretto.

The Lamert Trust Fund provides for an award to be made to pupils leaving 6th Form to assist with their further education. The awards are made following applications from Old Lorettonians which applications are considered and granted by the Trustees.

xxi. What information was sought by the organisation and/or establishment about what children leaving its care planned to go on to do?

Loretto was aware of where pupils had applied for higher education courses and would have had knowledge of their destinations. Loretto has formally tracked the destinations of all 6th Form leavers since 2009.

xxii. Was such information retained and updated?

Leaver destinations were detailed to some extent in Headmasters' reports retained by Loretto. These reports were not updated but were a record of leaver destinations at the time the report was prepared. Leaver destinations are detailed in the Loretto Register up until 2000.

The Lorettonian Society kept and keeps records of pupils including leaver destinations for social purposes. This society organised and continues to organise regular re-unions for Old Lorettonians. The Society was started in 1947.

xxiii. What was provided in terms of after-care for children/young people once they left the establishment?

The Lamert fund provides some funding for Old Lorettonians to support them with third level education. Occasionally pupils may seek advice regarding UCAS applications after they have left Loretto. This is always provided.

Present

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

Yes

xxv. If so, please give details.

Loretto has added a Parent Portal for parents in the Senior School. This has been designed to facilitate the accessing of core school data by parents in a user-friendly and meaningful way. Thus enhancing day-to-day communication between the school and parents and enabling greater accessibility of information. This will allow rapid access to key information about pupils by their parents including timetable, subject sets, achievements, academic reports and attendance records held by the School.

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?

It is not possible to confirm from the information available the number of people employed who had some responsibility for residential care of those pupils boarding at Loretto since 1930 until December 2014 albeit some information is available.

Records reviewed as detailed in the methodology statement suggest that in the summer term 1933 there were 174 boys boarding in the Senior School and 48 in Nippers. It is noted in the Board Minutes of that time that there were 7 matrons at Loretto who had some responsibility for residential care services to those pupils boarding on the campus. In 1944 there were 9 maids in North Esk Lodge boarding house, 9 maids in Schoolhouse boarding house and 3 outhouse maids who had some responsibility for pastoral care.

It is noted in the Board Minutes in 1965 that there were 7 Matrons, 6 resident maids, 41 fulltime daily maids and 20 part-time daily maids. In addition to this boarding houses would have had a residential Housemaster.

Records reviewed as detailed in the methodology statement confirmed that a house system was introduced in the late 1950s. This system meant that a pupil would initially board in Schoolhouse for two years following his joining Loretto and thereafter move to another boarding house. It is envisaged that each boarding house at that time would have had a Housemaster and a matron who helped with the care of the children who boarded.

In 1961 a new house system was introduced with a proposal for 60 boys per boarding house plus accommodation for a Housemaster, House Tutor and a Matron. It is therefore envisaged that until that time each boarding house did have a Housemaster and maids who carried out domestic duties in the various boarding houses.

This house system introduced in 1961 continued (with some changes to accommodate the girl boarders) until 2007 when it was decided that the boarding houses should be more age specific. By then Loretto was fully co-educational. Girl boarders were accepted in 1981 and they were assigned their own boarding house.

In 2008 care arrangements altered in that a housekeeper was introduced into each boarding house and there were no longer matrons. The Housekeeper was assisted by two assistants who also carried out domestic duties.

The house system has been in place since around 2007 is as follows:

- Loretto's Junior boarding houses (Seton – boys and Holm - girls) accommodate pupils from the 2nd Form to the end of their 5th Form. Occasionally Loretto may have a small number of Year 7 boarders who are accommodated in the junior houses.
- Balcarres House accommodates 6th Form girls.
- Eleanora Almond House was opened in 2012 and currently accommodates 6th Form girls. It has previously accommodated 5th Form girls.
- 6th form boys are accommodated in Pinkie and Hope Houses.
- Schoolhouse has been the house for day pupils since 2001.

Loretto has a total of 6 boarding houses accommodating male and female boarders as follows (summer 2014):

Seton House	68 boys
Pinkie House	33 boys
Hope House	42 boys
Balcarres House	46 girls
Holm House	56 girls
Eleanora Almond House	12 girls
Total boarders	257

Each boarding house continues to have a Housemaster in the boys' boarding houses and a Housemistress in the girls' house plus an Assistant Housemaster or Housemistress, a House Tutor and a Housekeeper. The Housekeeper also has two assistants who help with cleaning and laundry. The exception is Eleanora Almond House, which has a Housemistress, a residential housekeeper and a residential tutor for up to 15 pupils.

Loretto has a medical centre on campus which employs a Nursing and Health Care co-ordinator plus a full-time and a part-time nurse. The medical centre is linked with the Riverside Medical Centre, Inveresk Road Musselburgh. A doctor from this practice attends Loretto twice a week during term time with additional appointments being available to pupils if required. Both day and boarding pupils have access to the School's counsellor, who has a consulting room on campus.

Minute books for Loretto confirm that Loretto had a Child Protection Coordinator ("CPC") from at least 1995. From autumn term 2007 until end of the summer term 2009 Loretto had an Assistant Head, Pastoral Co-ordinator responsible for overseeing pastoral care. From the autumn term 2009 until the spring term 2013 the title changed to that of Director of Inspection, Compliance and Child Protection although the incumbent did not change. From summer term 2013 until summer term 2014 the incumbent assumed the position of Acting Head, Loretto following the departure of the Headmaster, but retained responsibility for pastoral care.

ii. How many people were employed by the organisation at any one time who had some responsibility for residential care services for children?

It is not possible from the information available to Loretto to confirm the number of people employed at any one time who had some responsibility for residential care services for children. However, in 1961 a house system was introduced with a proposal for 60 boys per boarding house plus accommodation for a Housemaster, House Tutor and a Matron.

This system continued until around 2007 when age specific boarding houses were introduced. By then Loretto was fully coeducational and each boarding house continued to have a Housemaster in the boys' boarding houses and a Housemistress in the girls' house plus an Assistant Housemaster/mistress, a House Tutor and a Housekeeper. The Housekeeper also had two assistants who helped with cleaning and laundry. The exception is Eleanora Almond House, which has a Housemistress, a residential housekeeper and a residential tutor for 15 pupils.

It is envisaged that during the 1960s each house had at least three people employed by Loretto who had some responsibility for residential care of the children at Loretto. This number has increased over time with the introduction of Assistant Housemasters/mistress and House Assistants to between 5 and 13 individuals per boarding house along with the housekeeping team. The number of House Assistants depends on the number of boarders and the other school commitments of the Housemasters/mistresses and the House Assistants.

In addition to the residential staff Loretto has a visiting tutor or house assistant on duty in each house from 6.30pm to 10.30pm. There are a total of 65 staff who have some responsibility for residential care services for children.

In academic year 2009/2010 the School employed the following number of staff:

Teachers 104
Administration, catering, cleaning & clerical staff 102
Grounds & estates staff 22

The teaching staff are employed in the following departments:
Art
Business Studies (Accounting & Economics)
Chaplaincy
Classics
Computer Studies
Drama & Expressive Arts
English
English as a Second Language
Geography
History & Politics
Learning Support
Maths
Modern Foreign Languages (French, Spanish, Mandarin, German, Italian)
Music
Science (physics, biology, chemistry)
Sport (PE academics, hockey, rugby, lacrosse, cricket, golf, and fives)

iii. **What experience/qualifications did such staff have?**

It is not possible from the information available to Loretto to detail what experience/qualifications staff had since the 1930s to date. Housemasters/mistresses and House Tutors were already employed by Loretto to teach in either Nippers or the Senior School. These individuals would have had teaching experience commensurate with their time in the teaching profession. The Matrons would come from various backgrounds.

Since 2002 Loretto has carried out Enhanced Disclosure checks with Disclosure Scotland and since 2011 the Protection of Vulnerable Groups Scheme. Enhanced Disclosure or PVG Scheme membership is insisted upon for all staff prior to employment at Loretto School. This includes Governors serving on the Board, visiting music teachers and coaching staff.

The teaching and support staff who have some responsibility for pastoral care are all Scottish Social Services Council (SSSC) registered and are required to achieve the appropriate qualifications within 3 years of registering. They undertake SVQ in Social Services (Children and Young People) a SCQF Level 7.

Teaching staff are required to hold professional teaching qualifications.

Residential teaching staff have teaching qualifications and experience which allows them to undertake a role in a boarding house. The majority are recruited internally and applicants undergo a selection interview prior to their being appointed to a role within a boarding house. Residential support staff are recruited internally and are interviewed and selected in exactly the same way as the teaching staff. The Headmaster and the individual responsible for Child Protection at the School make the final decision on who is appointed.

All individuals employed by Loretto to undertake a role within one of its boarding houses, whether as part of the residential teaching team or as a Housekeeper (or within the housekeeping team), are provided with Child Protection training.

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?**

Loretto is not a religious order.

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

N/A

Present

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

Yes

vii. **If so, please give details.**

From August 2014 until July 2015 a Deputy Head (Pastoral) was appointed with overall responsibility for child protection.

Since August 2015 Loretto has had a Director of Pastoral Care, who is also the School's CPC. Loretto has a Child Protection policy and liaises with the appropriate agencies (for example the police and East Lothian Family Protection Unit) in the event that a child protection issue arises involving any of its pupils, day or boarder.

The Assistant Housemistress position at Balcarres House has been vacant since April 2017. This post is to be filled in August 2017 by an external candidate.

In academic year 2015/2016 the School employed the following number of staff:
Teachers 113
Administration, catering, cleaning & clerical staff 107
Grounds & estates staff 19

1.8(b) Establishment

Past

i. **How many persons were employed in some capacity at the establishment?**

Loretto is the organisation which employs those who work at the establishment which is the campus. The same number of employees employed by the organisation are employed at the establishment.

According to the Board Minute book in 1965 there were 131 staff employed in some capacity at the campus.

In academic year 2009/2010 the School employed the following number of staff:
Teachers 104
Administration, catering, cleaning & clerical staff 102
Grounds & estates staff 22

In academic year 2013/14 the number of employees were 110, 102 and 19 respectively.

Teaching staff were employed in the following departments:
Art
Business Studies (Accounting & Economics)
Chaplaincy
Classics & Latin
Computer Studies
Drama & Expressive Arts
English
English as a Second Language
Geography
History & Politics
Learning Support
Maths
Modern Foreign Languages (French, Spanish, Mandarin, German, Italian)
Music
Science (physics, biology, chemistry)
Sport (PE academics, hockey, rugby, lacrosse, cricket, golf, fives, badminton, basketball)

ii. **How many of those persons had the opportunity of unaccompanied access to a child, or children, cared for at the establishment?**

It is likely that teachers and matrons may have had unaccompanied access to a child or children.

Currently, the opportunity exists for one to one tuition in our sports and music departments. Visiting music teachers provide private lessons to individuals during timetabled lessons. In order to minimise pastoral issues, the music room doors have glass panels in them.

The sports department staff ensure the door, where appropriate, remains open whenever they are in the position of coaching individual pupils.

The house staff will have occasion to meet with a pupil in private such as when the subject is of a personal nature or when encountering a pupil in passing.

The staff employed in the medical centre may have had private consultations with pupils to discuss medical issues.

To ensure appropriate safeguarding of pupils each member of staff is a member of the Protecting Vulnerable Groups scheme through Disclosure Scotland, Child Protection training is provided and all are provided with a copy of the Loretto Code of Conduct: Guidance on Interaction with Pupils and are asked to sign to confirm that they understand the terms of the Policy.

iii. **How many were involved in the provision of care to children accommodated at the establishment (child care workers)?**

It is envisaged that during the 1960s each house had at least three people employed by Loretto who had some responsibility for residential care of the children at Loretto.

In 1965 the 7 matrons/caterers plus residential house staff and visiting house assistants would have been involved in the provision of care to children. Taking into account two staff per house plus visiting house tutors and assistant this is believed to have been in the order of 30 members of staff.

This number has increased over time. Assistant Housemasters/mistresses and House Assistants have been introduced to between 5 and 13 individuals per boarding house along with the housekeeping team. The number of House Assistants depends on the number of boarders and the other school commitments of the Housemasters, Housemistresses and House Assistants. Eleanora Almond House has a Housemistress, a residential housekeeper and a residential tutor for up to 15 pupils.

In addition to the residential staff there is at least one visiting tutor or house assistant on duty in each house from 6.30pm to 10.30pm. There are at present a total of 65 staff who have some responsibility for residential care services for children.

Included in this number are the School Nurses, School Counsellor and Director of Pastoral Care.

iv. What experience and/or qualifications, if any, did the child care workers require to have?

It is not possible from the information available to Loretto to detail what experience/qualifications staff had since the 1930s to date. Housemasters, Housemistresses and House Tutors were already employed by Loretto to teach in either Nippers or the Senior School. These individuals would have had teaching experience commensurate with their time in the teaching profession. The Matrons would come from various backgrounds.

Since 2002 Loretto has carried out Enhanced Disclosure checks with Disclosure Scotland and since 2011 the Protection of Vulnerable Groups scheme. Enhanced Disclosure or PVG scheme membership is insisted upon for all staff prior to employment at Loretto School. This includes Governors serving on the Board, visiting music teachers and coaching staff.

Staff recruited to Loretto (including all residential staff) require to provide two references which are checked by Loretto by telephone to ensure authenticity. Candidates require to be checked under the PVG scheme before they are appointed and are asked to complete a pre-employment questionnaire and confirm they are willing to undergo a medical assessment if requested. A medical assessment is only requested if a response within the questionnaire highlights the need to obtain this.

The teaching and support staff who have some responsibility for pastoral care are all Scottish Social Services Council (SSSC) registered and are required to achieve the appropriate qualifications within 3 years of registering. They undertake SVQ in Social Services (Children and Young People) at SCQF Level 7.

Teaching staff are required to hold professional teaching qualifications. Staff are expected to attend relevant Continual Professional Development courses throughout their careers.

Residential teaching staff also have teaching qualifications and experience which allows them to undertake a role in a boarding house. The majority are recruited internally and applicants undergo a selection interview prior to their being appointed to a role within a boarding house.

All individuals employed by Loretto to undertake a role within one of its boarding houses, whether as part of the residential teaching team or as a Housekeeper (or within the housekeeping team), are provided with Child Protection training.

The person responsible for Child Protection until 2015 was a qualified counsellor as well as having teaching qualifications. Madeline Bonner is at present the CPC and details of her qualifications can be found at paragraph 1.8 (b) ix below.

v. What was the child care worker/child numbers ratio?

The 1965 Board Minutes show that there were 287 pupils at Loretto and a total of 38 teachers, matrons and residential maids giving a care worker/child numbers ratio of 1:7.5 at that point.

In 2007 age specific boarding houses were introduced (except in for Seton and Holm). By then Loretto was fully co-educational. Each boarding house continues to have a Housemaster in the boys' boarding houses and a Housemistress in the girls' plus an Assistant Housemaster/mistress, a House Tutor and a Housekeeper. The Housekeeper also had two assistants who helped with cleaning and laundry. The exception is Eleanora Almond House, which has a Housemistress, a residential housekeeper and a residential tutor for 15 pupils. Each boarding house has a House Tutor assigned to it

Loretto has is registered with the Care Inspectorate as detailed in 1.3 (a) iv above and complies and continues to comply with the Staffing Schedule in place from time to time.

There are between 5 and 13 individuals working in each boarding house along with the housekeeping team. The number of House Assistants depends on the number of boarders and the other school commitments of the Housemasters/mistresses and the House Assistants. Eleanora Almond House has a Housemistress, a residential housekeeper and a residential tutor for 15 pupils.

In addition to the residential staff Loretto has a visiting tutor or house assistant on duty in each house from 6.30pm to 10.30pm. There are a total of 65 staff who have some responsibility for residential care services for children including the School Nurses, School Counsellor and Director of Pastoral Care.

With 257 boarders in 2014 this equates to a care worker to child number ratio of 1:4.

vi. What was the gender balance of the child care workers?

According to the 1965 Minute book Loretto employed 24 male and 14 female child care workers. The gender balance at this time would have leaned towards males in teaching and boarding house positions until female pupils joined the School in 1981. When girls joined the School their boarding houses employed female residential teaching staff along with female housekeeping teams.

Through the generations the gender balance has moved towards a female bias in the girls boarding houses and there is now a relatively even mix of gender in the other boarding houses:

Balcarres House (females) 12 female staff; 0 male staff
Holm House (females) 14 female staff; 1 male staff
Eleanora Almond House (females) 3 female staff; 2 male staff
Hope House (males) 7 female staff; 4 male staff
Pinkie House (males) 3 female staff; 5 male staff
Seton House (males); 6 female staff; 6 male staff

In addition, Loretto's Director of Pastoral Care, School Counsellor and 2 School Nurses are female.

In the Senior School the gender balance was fairly even with 45 female and 47 male members of the teaching staff. The gender balance of pupils in the Senior School was reasonably even with 195 girls and 218 boys (both day and boarding pupils).

vii. Was any attempt made to employ child care workers in looking after children of the same sex as those workers?

It is not possible to confirm this definitively but in 1965 there were 287 boy boarders and the majority of child care workers were male.

The gender balance at this time would have leaned towards males in teaching and boarding house positions until girls joined Loretto in 1981. Residential staff would be mainly male. When girls joined the School their boarding houses employed female residential teaching staff along with female housekeeping teams.

Loretto has moved away from the bias towards male child care workers in boarding houses as is noted from the number of male and female employees working in the boarding houses. In the female boarding houses Loretto seeks to employ a residential

Housemistress and in the male boarding houses a residential Housemaster. In the two larger girls boarding houses Loretto has hitherto only employed residential female members of staff. In Eleanora Almond Loretto employs two female residential members of staff and one male.

In the boys boarding houses it is not unusual for there to be a combination of male and female residential staff members.

Present

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

Yes.

ix. If so, please give details.

Loretto currently employs 214 staff (82 male and 132 female) and have 241 male and female boarding pupils plus 338 day pupils.

The 6 boarding houses accommodate male and female boarders as follows (Summer term 2017):

Seton House	57 boys
Pinkie House	30 boys
Hope House	47 boys
Balcarres House	59 girls
Holm House	37 girls
Eleanora Almond House	11 girls
Total boarders	241

In addition to the residential staff, Loretto has a visiting tutor or house assistant on duty in each house from 6.30pm to 10.30pm. There are a total of 65 staff who have some responsibility for residential care services for children including the School Nurses, School Counsellor and Director of Pastoral Care.

With 241 boarders in 2017 this equates to a care worker to child number ratio of 1:3.7.

The Director of Pastoral was appointed in 2015. Aside from her teaching qualifications, the Director of Pastoral Care attended the following relevant CPD courses since 2015:

2015/2016

- SCIS Named Person Training 7th October 2015, Edinburgh.
- SCIS Child Protection Co-Ordinator Training 5th November 2015, Edinburgh.
- WCBS Training 10/11/2015 Edinburgh.
- SCIS Information Governance and GIRFEC Training, 16th November 2015, Edinburgh.
- SCIS Children and Young Persons Act- Sharing Practice Conference, 20th January 2016 Edinburgh
- HMC Spring Conference- British Library London. 28th April 2016.
- Independent Schools Masterclass- The Kings fund London- 'Nurturing quality whilst preserving mental health'. 23 May 2016.

2016/2017

- SCIS Child Protection Training-Loretto School 25th August 2016.
- East Lothian Council-28 October 2016. Supporting parents with Parental Alcohol and Drug misuse.
- BSA Leading the Boarding Team- Edinburgh 9th November 2016.
- SCIS Managing Child Protection- 13 January 2017, Edinburgh. Dr Sue Hamilton.
- BSA Annual conference for Deputy Heads and Heads of Boarding. 25-27 January 2017. Bristol.
- WCBS Pastoral Management Training, 7th March 2017, Hamilton College, Glasgow.
- AS Tracking Practitioners Training Day- 16th March 2017, Fettes College, Edinburgh.

2. Organisational Structure and Oversight

2.1 Governance

Past

i. What were the governance arrangements within the organisation?

There was a Board of Governors, which was considered the governing body made up of those who had attended Loretto – Old Lorettonians- or those with a strong connection to Loretto.

Over time, the composition of the Board has changed in that there are now female Governors (and have been since 1999) and Governors who are not OLs.

At present, and, it is believed since 1930, the Board comprised a Chairman, Vice-Chair(s), Governors, and a Clerk. The Chairman of the Lorettonian Society (which

was founded in 1947) is appointed a Governor during his or her tenure. The Headmaster, Headmaster of the Nippers and Bursar are ex-officio members of the Board.

In order to scrutinise and support the School and its aims, members of the Board are organised into sub-committees. Governors are appointed to sub-committees according to their knowledge, skills and experience. It is believed that this has been the process followed since 1930 although there is not a record held of the skills and experience of all Governors appointed to the Board. A typical sub-committee will be chaired by a Governor and comprise further governors and relevant members of school staff. The governing body traditionally set high level direction in conjunction with the Headmaster whilst exercising appropriate oversight and scrutiny at the operational level.

This governance model is broadly analogous with the distinction between executive (paid employees) and non-executive (trustees).

In selecting Governors, consideration was given to the skills and experience of potential appointees in the key areas of education, child protection, finance, marketing and property.

The governing body's composition and committee structure has changed during the period from 1930 to 17 December 2014. It is not possible to narrate all the changes given the extent of the records held by Loretto. However, the records and publications reviewed for the purposes of completing this section have identified the following key information about the Loretto Board of Governors and its committee structure:

Minute books confirmed that during the 1930s Governors met for a monthly Executive Committee meeting and Full Board meetings were held each academic term.

In the minutes for 1939, it is noted that in addition to the Governors Committee (being the full board) three sub-committees were formed: House, General Purposes and Finance.

In 1946, Loretto School Limited was wound up and the Trust continued having purchased all the shares in the limited company. The Board of Governors remained along with the Headmaster. Some of the Governors became trustees with those who did not taking the opportunity to retire from the Board.

In 1946 the main body of Governors being the Full Board met termly (three times a year). The executive function, which dealt with the day-to-day administration, was delegated to the Management Committee, which was advised by three sub-committees each with their own remit and convener from the governing body. The General Purposes committee dealt with buildings, grounds, and outdoor staff. The House committee dealt with food, furnishings and domestic staff and the Finance committee with financial matters such as insurance, superannuation and investments.

The Management Committee was to meet monthly to hear reports from these three sub-committees.

Certain matters were specifically reserved for the governing body as a whole including the appointment or dismissal of the Headmaster, matters of general education policy, alterations in masters' (teaching staff) salaries and School fees, property transactions and the approval of the Annual Accounts.

A retirement age for Governors of 70 was introduced although no Governor over the age of 65 could sit on the Management Committee, which meant that the Chair had to retire at the age of 65, as he was the convener of the Management Committee.

In 1976 Loretto again became a limited company, Loretto School Limited and the Trustees became Directors. The Governors resigned as Trustees and became directors of Loretto. The purpose and remit of the governing body remained (and remains) unchanged in that it was to provide strategic oversight and scrutinise decisions made by the Headmaster and his senior management team.

The minutes for the year 1987 -1991 note that there was a Nippers' Committee), which met once each academic term. The minute books also refer to there being a Finance Committee, which met between three and five times each academic year, a Management Committee which met three times a year and a Full Board which also met each academic term. This structure remained in a similar form until 2008 when a new committee structure was discussed as follows:

Full Board – to meet three time a year.
Sub-committees being:
General Purpose, Finance, Development, Marketing & Administration, Education, Estates & Facilities, Strategy, Nominations, Health and Safety and Audit.

Whilst it is believed this structure was not introduced in its entirety the following structure ensued with the Full Board meeting three times a year along with sub-

committees in Education (and between 2010 and in around 2014 a sub-committee for both Senior School and Nippers), General Purposes and Finance and Revenue which met between four and five times each academic year.

In 2009 a Nominations Committee was formed with the remit to put in place a consistent process for the appointment of new Governors.

In September 2012, it was agreed that four Full Board meeting should take place each academic year as it was considered that the gap between the June Board meeting and the December Board meeting was too long. A further Board meeting was fixed in September when the Full Board could consider matters such as recent public examination results and Loretto's accounting year, which closes on 31 August.

Sub-committees of Strategy, Co-curricular, Health and Safety and Infrastructure were introduced in 2014 along with a separate Pastoral & Welfare Committee with specific responsibility for the pastoral care of both day and boarding pupils.

ii. How were the members of the governing body selected?

In 1930 Governors required to have undertaken at least some of their education at Loretto or to have had a special interest in the School. There were at least 25 Governors on the Board. This number was subsequently restricted to 25 and the present Articles of Association dated 3 July 2013 confirm that the maximum number of Governors at any one time is 25 and the minimum 10.

Over the period from 1930 until 2009 the composition of the Board has changed – the Governors are a mix of Old Lorettonians and those who have not attended the School and there are both male and female Governors. Further Governors include both parents and non-parents and those with no connection to Loretto. There is reference in the minute books to Governors making recommendations to the Board of suitable candidates. However, no specific appointment process was described.

A Nominations Committee was formerly introduced in 2009 to ensure a consistent approach was taken to the appointment of new Governors. The Nominations Committee's Terms of Reference stated that this committee should comprise the Chair to the Board, two further Governors and the Clerk to the Board. These Governors between them should have knowledge of the current parent body and Old Lorettonian community. The Nominations Committee was charged with meeting once each school term, maintaining a pool of potential Governors, identifying the skills

required on the governing body, where there were gaps in these skills and potential candidates to fill these gaps.

Prior to the Spring Full Board a list of potential names would be circulated to the Full Board for consideration and following a discussion at the Full Board an appointment would be made. Prior to this the Chair would have met with potential candidates to discuss the role and gain an acceptance in principle, from the candidate that they would like to join the Board as a Governor.

The terms of reference for this Committee changed slightly in 2013 when it was decided that the Vice-Chair should sit on the committee along with the Chair and another Governor. A pool of names continued to be used with the same procedure for appointment. The terms of reference stated that Governors were appointed for a 5 year term, renewable for a further 5 years if both the Governor and Board were agreeable.

Specific skills sets (similar to those detailed when the Committee was formed in 2009) were then included being Education, Child Protection, Finance, Marketing, Law, Property Development/Management, Faith, Armed Forces, Music/drama/art.

The proposed principles for composition of the Full Board were that there would be between 12-15 Governors, 5-year term renewable for five years. A geographical spread and a balance of male/female, parent/non-parent, OL/non OL.

Once a new Governor is selected, the Clerk is responsible for obtaining the relevant information, which allows the PVG check to be completed, and the new Governor registered as a Director of Loretto once they are formally appointed at the next Full Board meeting.

New Governors attend Loretto for an Induction meeting with the Chair, the Headmaster and the Bursar. They are also given a tour of the school campus.

Selection of the new Chair

Previously the current Chairman (incumbent) was responsible for the selection of the succeeding chair (candidate). The incumbent would normally select a candidate from the current Board and establish the candidate's acceptability to other Board members by a series of bilateral conversations. The process would invariably be decided by consent between the parties; incumbent, candidate and Board. This process was changed in 2016 as detailed below.

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?

Whilst the Governors are not involved in the provision of child care services for the pupils at Loretto all Governors are PVG checked. Governors are expected to undertake child protection training. Governors who have experience in child protection are asked to sit on the Pastoral and Welfare Committee for example Dr Shona Gillies is a General Practitioner with experience in child protection and pastoral issues. Dr Gillies has been a member of this Committee since its inception in 2014.

iv. Did the members receive remuneration?

Members of the Board of Governors at Loretto do not and have never received remuneration. The matter is tabled periodically at Board Meetings but the consensus is that only expenses are paid for travel and any other reasonable costs incurred.

v. What was the nature of the accountability and oversight regime between the organisation's governing body and the establishment?

The governing body's role is to have oversight and scrutiny of Loretto not the establishment, as this is the physical place where the pupils attend academic lessons and extracurricular activities. The governing body remains responsible for determining the aims and strategy for the School and does not become involved in the management of the School. It sets and reviews the policies, plans and procedures of the School and has an oversight of the School's finances to ensure that the School has proper control of these.

The Full Board initially met three times a year and now four times a year to discuss the progress of the aims and strategy of Loretto. The Full Board also received a Headmaster's report at these Full Board meetings along with reports from the existing sub-committees. More recently, Loretto has a record of written Terms of Reference for all its sub-committees.

Certain matters were (and remain) specifically reserved for the governing body as a whole including the appointment or dismissal of the Headmaster and Bursar, matters of general education policy, alterations in teaching staff salaries and School fees, property transactions and the approval of the Annual Accounts.

The Chair to the Board of Governor's is the Headmaster's line manager and is responsible for managing the Headmaster's performance with the assistance of the members of the Board of Governors.

vi. What visits were made by the governing body to the establishment?

The minute books considered as detailed in the methodology indicate that Governors' meetings took place at the Loretto campus. The visits made by the Governors would have been to attend Board meetings and sub-committee meetings. Governors would also be involved in disciplinary panels if required. Whilst there is not a specific record of attendance by Governors at school events in the past, it is envisaged that Governors would have attended formal events including Chapel Services, prize-givings, sporting fixtures and theatre and dance performances.

Both the Senior School and Nippers have visitor books which require to be completed by visitors to the School. It is believed that these books have been in place since around 2003.

Loretto expects Governors to attend and support events throughout the school year.

Each boarding house has a House Governor who is expected to visit the boarding house for pre-arranged visits to meet the Housemaster and Housekeeper.

As part of a new Governor's induction, he/she attends Loretto and is given a guided tour of the Senior and Nippers by current pupils.

During such a tour Governors have the opportunity to observe class teachers delivering lessons.

Since September 2013, the Chair to the Education Committee visits Nippers each academic term to consider the complaints book, which is kept at Nippers. This book records all complaints made about Nippers and provides details of the complaint, action taken in response to this and the outcome along with relevant dates. The Chair to the Education Committee also audits the complaints made to the Senior School.

Chairs to the various sub-committees of the governing body meet with the Headmaster on an ad hoc but prearranged basis to discuss issues which may have arisen in the Committee of which they are Chair.

The Chair to the Board will also meet with the Headmaster in the same way to discuss relevant school issues.

Parent governors will also visit the establishment in their capacity as parents.

vii. What was the purpose of such visits?

The purpose of these visits would be routine governance if the Governors were attending a committee meeting or meeting with the Headmaster or a Housemaster. Attendance at sporting and other fixtures would provide support to the participants along with representation of the governing body. It would also allow parents and staff the opportunity to meet the Governors.

viii. How frequently did these happen?

The frequency of these visits would depend on a number of factors including whether the Governors were able to attend a meeting, how many committees a Governor sat on and if the Governor was a House Governor. Sporting fixtures take place at least twice a week and theatre and other performances once a term. Potentially a Governor could visit the School once a month.

A visitor book is kept in both the Senior School and Nippers. All visitors including Governors are expected to sign in and out when they attend either the Senior School or Nippers.

ix. Were children interviewed, or spoken to, by members of the governing body during such visits?

In the records considered for the purposes of responding to this questionnaire as detailed in the methodology there is no reference to members of the governing body interviewing children.

Loretto Governors do not interview pupils either as part of any entrance process or as part of any administrative or disciplinary process.

Governors may speak to pupils when on campus in the course of normal school routine when on site, observing classes, watching sports matches, attending school events (plays, concerts, Chapel etc.) or when parent Governors wish to make contact with their own children.

However steps are taken to ensure pupils actively contribute their views with regard to improvements required. This is achieved via a Pupils Council in Nippers where representatives of each year group are members of the Council. The Council meets twice a term. In the Senior School this is also achieved through a Pupil Council in each Boarding House (this includes Schoolhouse) which meet twice a term and a whole school Pupil Council which meets once a term. In addition there is a Food Committee which seeks feedback directly from pupils. Also the incumbent Head Boy or Head Girl have been asked to attend Governors' Committee meetings to provide an insight into school life from a pupil's point of view but they are not interviewed as part of this process.

x. **If so, were establishment staff present while children were interviewed or spoken to?**

It is not possible to confirm, for the period from 1930 until 17 December 2014 whether staff were present when Governors spoke to pupils. On occasions that Governors observe classes, teaching staff are always present. The purpose of the observation was as much to do with observing the teacher's performance as with the broader aim of connecting with the School.

xi. **Were reports of such visits made and discussed by the governing body?**

It is not possible to confirm what reports were made of visits between 1930 and December 2014 however it is envisaged that Governors could submit a report on their class observations to the Education Committee. Visits maybe discussed at the relevant sub-committee or Full Board.

There are no records of such reports in the documents reviewed as per the methodology however a visitor book is kept in both the Senior School and Nippers. All visitors including Governors are expected to sign in and out when they attend either the Senior School or Nippers.

xii. **Did visits result in changes to the organisation's policy, procedure and/or practice? If so, please give examples.**

The records reviewed for the purposes of completing this response do not detail specific changes to Loretto's policy, procedure and/or practice following visits to Loretto by a Governor. In general, the purpose of the visits is for Governance or support and representation rather than to instigate policy change. It is envisaged that

if a Governor did consider that a change in the School should be considered following a visit that this would be discussed at the relevant committee.

In 2013 a visit by the Chair of the Education Committee did result in a change to procedure in that the Chair requested Nippers put in place a central record of all parent and pupil complaints. Whilst complaints were recorded at Nippers a central record was introduced to ensure that all such complaints were kept in one place with a record of the complaint, action taken and outcome along with relevant dates.

Present

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

Yes. The selection and aims of the Full Board remain as detailed in response 2.1 (i) above. However a brief resume of the present governing body may be of assistance:

At present, the Board of Governors comprises 14 Governors who sit as a Full Board four times each academic year. The Headmaster, the Head of Nippers and the School Bursar also attend the Full Board meetings.

The Chair is Brigadier Simon J.M. Graham and there are two Vice – Chairs Rachel Caughey and Keith Dobson.

Simon Graham is set to step down as Chair with effect from July 2017. His successor Peter McCutcheon was selected and appointed through the process detailed in xiv below.

The Board's core committees are Education, Pastoral & Welfare and Co-Curricular. There are four enabling Committees being Health & Safety, Finance and Revenue, Infrastructure and Communications and three further committees being Strategy, Remuneration and Nominations.

Each Boarding House has a House Governor and there is an HR Governor and a Safe Guarding Governor.

The Headmaster, Headmaster of Nippers, Bursar and members of the Senior Management Team and other members of staff also sit on the various committees.

The Board of Governors remains responsible for determining the aims and strategy for the School and does not become involved in the management of the School. It sets and reviews the policies, plans and procedures of the School and has an oversight of the School's finances to ensure that the School has proper control of these.

xiv. If so, please give details.

2.1(i) The governance arrangements within the organisation?

Since 17 December 2014 there have been changes to the Committee structure put in place by the Board of Governors. These changes are as follows:

The Nippers and Senior School Education Sub-committees conjoined in 2015.

The Board has introduced two specific roles undertaken by Governors being the Safe Guarding Governor and HR Governor. There are terms of reference for these roles.

The membership of the governing body has changed since December 2014 with Governors stepping down due to various reasons including work commitments and their having served five years on the Board.

The present Committee Structure is as follows:

Full Board - all Governors

Core Committees – Education, Co-curricular and Pastoral and Welfare

Enabling Committees – Health & Safety, Finance & Revenue, Infrastructure and Marketing & Communications.

Other Committees – Strategy, Remuneration and Nominations.

There are seven House Governors – one for each boarding house.

Other Governors – Safeguarding Governor
HR Governor

The Committee structure and membership can be found of Loretto's website.

A copy of this can be provided if required together with the Terms of Reference for each Committee.

The Chair does not sit on the Core and Enabling Committees and each Committee has its own Chair. No Governor chairs more than one committee. The rationale for this is to ensure that the governing body may not be influenced by personal prejudices or strong personalities.

The governing body has introduced a central register of training events attended by Governors updated when a Governor attends training, which is relevant to their role as a Governor.

Whilst Loretto keeps a register of visitors to Loretto, the Board of Governors has a central register of meetings/events attended by Governors. This has to be updated by a Governor when he/she attends an event either at Loretto or externally in his/her capacity as a Governor

2.1 (ii) How were members of the governing body selected?

In June 2017 the present Chair to the Board of Governors, Brigadier Simon J.M. Graham will step down. In advance of this the Board of Governors agreed a selection process for the new Chair.

The purpose of the new process was to allow the Board to consider applications for this role from out with the governing body itself.

The process started with a communication to parents, staff and Old Lorettonians advising that applications for the role were invited. The role was advertised on the Loretto website and the website for the Lorettonian Society.

Applicants for the role sent their applications and curriculum vitae to the Clerk to the Board. A panel comprising the Chair and four other individuals as agreed to by the Board considered the applications. This panel made a recommendation for the new Chair to the Full Board, which sat in March 2017. This recommendation was accepted and the new Chair will take up the appointment in July 2017.

2.1 (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?

The governing body seeks to ensure that its members have relevant experience on the Board. The Pastoral and Welfare Committee currently has as a member a GP

with a strong understanding of child welfare and protection issues together with members who have pastoral experience. Training on child welfare and protection is provided to the Board with training last given on 14 January 2017. Governors also have access to on-line training via the website for the Scottish Council of Independent Schools and The Association of Governing Bodies of Independent Schools. The experience on the Board has been strengthened by the addition on 23 June 2017 of Rebecca Everett. Rebecca Everett became the Chair of the Pastoral and Welfare Committee following the retirement of the previous Chair. Ms. Everett has worked as a Care Commission inspector and manager and at present she is a Care Consultant advising private, voluntary and charitable care services on their statutory obligations and how to meet (and exceed) these.

2.2 Culture

Past

i. What was the nature of the culture within the organisation?

Loretto has always had an emphasis on educating the whole child in mind, body and spirit. Thus there has been a balance of academic work and in the early years especially a strong culture of outdoor sport. There was an emphasis on the effort displayed by pupils in their academic and other activities at School rather than solely achievement.

Pupils since 1930 have had the opportunity to take part in a wide range of sports including, rugby, hockey, cricket, athletics, swimming, and fives. Lacrosse has been played following girls arriving in the 6th Form in 1981.

In addition to sport (both competitive and non-competitive) pupils have had the opportunity to take part in outside activities. In the 1930s this involved activities such as cycling and walking.

Since 1968 pupils have had the opportunity to take part in the Duke of Edinburgh Award Scheme which involves expeditions off-site with either members of staff from Loretto or a third party organisation.

In 1910, the Corps (later to become the Combined Cadet Force – CCF) was formed. The aim of Loretto's C.C.F. is to provide a disciplined youth organisation so that its members, both boys and girls, may develop the following core values: courage, discipline, respect for others, integrity, loyalty and selfless commitment.

Loretto's culture has always been that its pupils are ready to be active and take part in not only academic studies but also outdoor activities. The uniform at Loretto reflects this and since before the1930s pupils were not required to wear ties but rather have open shirts. This practice continues at present.

Loretto has always encouraged academic achievement. The Loretto 150 indicates that when David Forbes Macintosh became Headmaster in 1945 he was keen to put more emphasis on this area to ensure pupils were able to take up the opportunity of further education and attending university. There is reference to parents also wanting their children to go onto further education when they left Loretto.

Whilst the emphasis on educating mind, body and spirit remains at Loretto some practices have changed or stopped often due to changes in social norms and outside influences. Further whilst the care of its pupils has always been of paramount importance at Loretto, steps were taken since 1930 to ensure its pupils received advice and support in areas where social awareness was increasing. For example in Minute books for the 1970 it was noted that the Headmaster recommended Loretto join the Prevention of Drug Awareness.

Changes in social attitudes have also had a bearing on practices which in turn can effect culture. Corporal punishment came to the fore as a practice which should be outlawed by specific legislation during the early 1980s. Legislation outlawing corporal punishment in all state schools in the United Kingdom came into effect in 1987. Corporal punishment was outlawed in independent schools in England in 1998, in Scotland in 2000 and in Northern Ireland in 2003.

Minute books for Loretto confirm that the meting out of discipline by older boys was stopped in 1976. Teachers in Loretto Senior School were permitted to deliver corporal punishment to pupils until 1982 when the use of this practice was restricted to the Headmaster and Housemasters. In Nippers the use of corporal punishment was restricted to the Headmaster and Housemasters in 1988.

The practice of younger pupils being asked to run errands for older pupils commonly known as "fagging " ended in 1995.

In 1995 Duncan Wylie, Director of Personal, Social and Health Education became the CPC although there had been a Child Protection Policy in place since at least 1999.

Whilst Loretto remains a boarding school and was exclusively a boarding school from 1930 until 1976 the culture changed with the decision to admit day pupils and then flexi boarders in 2001. This in part reflects the change in demand from parents: fewer families are willing to send their children away to board at a young age and as children move through the school increasingly many wish to board in their sixth form years. With families often having two working parents a flexible arrangement where pupils spend some time at school and some time with their families at home, flexi boarding is an attractive arrangement.

ii. Was that culture reflected in the organisation's policies, procedures and/or practice in relation the provision of residential care services for children?

Yes. The timetable with academic lessons in the morning and plenty of sport in the afternoon reflected the culture.

iii. How can that be demonstrated?

Formal policies no longer exist but accounts from Loretto 150 and school magazines reflect this culture.

The Minute books reflect that the pupils took art, carried out various outdoor activities and sports and also detail academic achievements.

iv. Did the running of establishments reflect the organisation's culture, policies and procedures?

Yes. Staff were appointed who would teach academic subjects but were also able to offer co-curricular activities.

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?

N/A

vi. When and why did any changes in the culture of the organisation come about?

At Loretto there is still an emphasis on the holistic education of children. Academic work is perhaps a greater focus but sport, music, drama and art remain an important

element of children's experiences. The introduction of co-education will have changed the culture somewhat and each Headmaster will have been characterised by a different priority in part through personal interest and in part by the challenges of the times.

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?

It is envisaged that with a change of Headmaster there may have been a change in culture although the emphasis has remained on a holistic approach to education at Loretto. For example David Forbes Mackintosh believed there should be a greater emphasis on academic work.

Since 1930 there have been ten Headmasters at Loretto Senior School.

Co-education was introduced at 6th Form in 1981 with Loretto being fully co-educational by 1995. This will have affected the culture at Loretto but not the emphasis on a holistic education for all pupils

The emphasis at Loretto has always been to provide a holistic education for all pupils and one that is appropriate for the times.

viii. Were there any changes in culture that were driven by abuse, or alleged abuse, of children cared for at the establishment?

Corporal punishment was at one time considered to be a legitimate punishment by society however during the early 1980s commentaries on the subject gave a view that this was not a practice which had a place in schools when dealing with children. This change in social attitudes, it is believed, would have had an effect on the culture within the School. Also the meting out of discipline by older pupils to younger pupils was stopped in Loretto in 1976. In 1982 Loretto Senior School and in 1988 Nippers restricted the use of corporal punishment to the respective Headmaster and Housemasters whereas prior to this all teachers were permitted to deliver it.
Allegations of abuse at Loretto as provided in the records detailed in the methodology were not frequent. The records considered do not refer to a change in culture which was driven by abuse or allegations of abuse.

ix. If so, when did they occur and how did they manifest themselves?

Given the response to viii above this question is not applicable.

x. Were any changes in culture driven by any external influences or factors and if so what were those influences or factors?

It is envisaged that change in culture may have been driven by external influences or factors. For example there was a reduction in the number of boarders especially in Nippers as parents chose to keep their children at home and educate them at day schools. This change in parental attitudes may have increased the popularity of flexi boarding were pupils board three nights during the week at Loretto and the rest of the week they attend on a daily basis from home. In the 1980s corporal punishment was becoming an unacceptable practice in society and this was reflected in the legislation which outlawed this in the state and independent sector. The minute books note that whilst corporal punishment was used in Loretto Senior School in 1982 and in Nippers by 1988 it was only administered by the respective Headmaster or Housemasters. It is believed this reflected the attitude within the School that such practices should not be used by all teachers but only in circumstances determined by the Headmaster and Housemasters.

Present

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

No

xii. If so, please give details.

N/A

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?

Allegations of abuse at Loretto as provided in the records detailed in the methodology were not frequent. The records considered do not refer to a change in culture which was driven purely by abuse or allegations of abuse. Loretto does

improve or adopt new policies to ensure that its provision of care for children remains at the highest level.

2.3 Leadership

Past

i. How was the establishment managed and led?

Loretto is the organisation whilst the establishment is the campus where the pupils attend for academic and other activities. There is no difference in the management and leadership of Loretto and the campus.

Since 1930 the Headmaster has had overall responsibility for the leadership and management of Loretto with assistance from a senior management team.

The Headmaster of Nippers is line-managed by the Headmaster. Overall responsibility for the leadership and management of Nippers rests with the Headmaster.
The Headmaster is accountable to the Board of Governors which provides strategic oversight and scrutiny.

This manner of leadership has been in place since the 1930s and continues today.

It is envisaged that in the past the Senior Management Team (SMT) comprised senior members of staff. The SMT in December 2014 consisted of the Vicegerent (Deputy Head), Head of Nippers, Bursar, Director of Teaching and Learning, Director of Academic Progress, Director of Pastoral Care, Senior Tutor, Director of Admissions and Director of Communications, Director of Development, Director of Studies (Nippers) and Head of Early Years (Nippers).

The Headmaster and Bursar are managed by the Chair to the Board of Governors.

The Headmaster manages the Vicegerent, Headmaster of Nippers, Director of Communications, Director of Admissions and Director of Pastoral Care.

Whilst the Head has overall responsibility for all staff at Loretto he delegates management and appraisals as follows:

The Vicegerent manages the Director of Teaching and Learning and Director of Academic Progress who in turn manage the Heads of Departments in the Senior School where the latter then manage staff within their own department.

The Head of Nippers manages the teaching staff at Nippers.

The Director of Pastoral Care is responsible for the management and appraisal of all pastoral staff in the pastoral elements of their role (rather than the academic elements of their role).

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.

List of Headmasters since 1930:

James R. C. Greenlees, D.S.O, M.A., M.D., CH.B.	1926-1945
David Forbes Mackintosh, M.A., A.M.	1945-1960
Robert B. R. Lockhart, M.A.	1960-1976
David Bruce McMurray, M.A.	1976-1984
Rev.Norman W. Drummond, M.A, B.D.	1984-1995
Keith J. Budge M.A., Cert. Ed	1995-2000
Richard Selley Cert in Ed (Acting Headmaster)	2000
Michael B Mavor, M.A	2000-2008
Peter Hogan, B.Com, B.Com, PGSE, M.A in Education	2008-2013
Elaine Logan (Acting Head)	2013-2014
Dr Graham Hawley, B.Sc., Ph.D	2014 - present

iii. What was the oversight and supervision arrangements by senior management within the establishment?

The oversight and supervision arrangements by senior management were the same for the campus as Loretto.

iv. What were the oversight arrangements by the organisation, including visits by or on behalf of the organisation?

The oversight arrangement by the Governors are detailed at section 2.1 vi as follows: The minute books which have been considered as detailed in the methodology indicate that Governors' meetings took place at the Loretto campus. The visits made by the Governors would have been to attend Board meetings and sub-committee

meetings. Governors would also be involved in disciplinary panels if required and may have been present at the school at other times. Whilst there is not a specific record of attendance by Governors at school events in the past, it is envisaged that Governors would have attended formal events including Chapel Service, prize-givings, sporting fixtures and theatre and dance performances.

Both the Senior School and Nippers have visitor books which require to be completed by visitors to the School. It is believed that these books have been in existence since around 2003.

Loretto expects Governors to attend and support events throughout the school year.

Each boarding house has a House Governor who is expected to visit the boarding house for pre-arranged visits to meet the Housemaster/mistress and Housekeeper.

As part of a new Governor's induction, he/she attends Loretto and is given a guided tour of the Senior School and Nippers by current pupils. During such a tour Governors have the opportunity to observe class teachers delivering lessons.

Since September 2013, the Chair to the Education Committee visits Nippers each academic term to consider the complaints book, which is kept at Nippers. This book records all complaints made about Nippers and provides details of the complaint, action taken in response to this and the outcome along with relevant dates. The Chair to the Education Committee also audits the complaints made to the Senior School.

Chairs of the various sub-committees of the governing body meet with the Headmaster on an ad hoc but prearranged basis to discuss issues which may have arisen in the Committee of which they are Chair.

The Chair to the Board will also meet with the Headmaster in the same way to discuss relevant school issues.

Governors who are also parents of current pupils will also visit the establishment in their capacity as parents.

The Headmaster has always lived on campus as have many of the teaching staff since 1930. It is envisaged that the Headmaster regularly visited classrooms and attended sports fixtures, both at the Senior School and Nippers, as he does now as part of this role as Headmaster. At Loretto all children are known as individuals to

staff and the Headmaster who aims to know each child by name. The School strives to create an atmosphere akin to that of a family in so far as it possible within a relatively small school.

Present

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

The leadership of Loretto has not changed since 1930 in that there has always been a Board of Governors (or Trustees) and a Headmaster accountable to the Board.

vi. If so, please give details

N/A

2.4 Structure

Past

i. What was the structure of the organisation?

It is not possible, from the records reviewed, to provide details of the structure of Loretto since 1930 to the extent that this details the various academic and other departments in the School.

Since 1930, however, the Headmaster has been the leader of the school. The day to day running has been delegated to the Headmaster by the Board of Governors. The governing body traditionally set high-level direction in conjunction with the Headmaster whilst exercising appropriate oversight and scrutiny at the operational level.

The Headmaster was and continues to be supported by his teaching staff and it is envisaged that, as is at present the practice, the Headmaster had a team of senior teaching staff to whom he delegated responsibilities for example each academic department would have had a head to oversee the teaching practice within each one.

More recently, Loretto's SMT comprised the Vicegerent (Deputy Head), the Bursar, Director of Teaching & Learning, Director of Academic Progress, Director of Pastoral

Care (the Child Protection Officer), Director of Admissions, Director of Communications, Head of Nippers, Senior Tutor, Director of Studies (Nippers), Headmaster of Early Years (Nippers) and Director of Development

The Headmaster of Nippers was (and is) responsible for the day-to-day running of Nippers. The Headmaster retained (and retains) overall responsibility for Nippers.

The Bursar line managed support staff teams including the estates team, catering and the finance team.

Housemasters and housemistresses were appointed to manage boarding houses and were supported by a matron and maids until 2008 when care arrangements altered in that a housekeeper was introduced into each boarding house and there were no longer matrons. Since 2015 pastoral staff have been line managed by the Director of Pastoral Care.

An organisational structure of Loretto can be provided if required.

ii. **What was the structure of the establishment?**

The structure of the establishment, being the school campus as defined in the methodology, is the same as for the organisation, which is Loretto.

The Headmaster had, and has, overall responsibility and oversight of the campus and the boarding houses on campus. The Headmaster delegated responsibility for the actual teaching to his teaching staff including specialist sports coaches.

Housemasters and housemistresses were appointed to manage boarding houses and were supported by a matron and maids. Since 2015 the Director of Pastoral Care has managed the pastoral staff.

It is understood that the residential staff teams within the boarding houses changed depending on numbers of children and other events for example during the second world war the Loretto 150 book describes how the pupils undertook domestic duties in the absence of staff who were at that time involved in the war effort.

Present

iii. With reference to the present position, is the answer to the above question different?

No. The structure within Loretto remains the same with the governing body delegating responsibility for the day-to-day running of the School to the Headmaster whilst retaining legal responsibility for the School. The governing body continues to operate at a strategic level offering scrutiny and guidance at that level to the Headmaster.

The Headmaster has a SMT, which comprises:
Vicegerent
Director of Teaching and Learning
Director of Academic Progress
Director of Pastoral Welfare
Director of Pastoral Care
Director of Admissions
Director of Communications
Head of Sixth Form
Head of Nippers
Bursar

The Headmaster has overall responsibility and oversight of Nippers although he delegates the day-to-day running of this to the Headmaster of Nippers.

Loretto has a number of different departments as follows:
Art
Business Studies (Accounting & Economics)
Chaplaincy
Classics & Latin
Computer Studies
Drama & Expressive Arts
English
English as a Second Language
Geography
History & Politics
Learning Support
Maths
Modern Foreign Languages (French, Spanish, Mandarin, German, Italian)

Music
Science (physics, biology, chemistry)
Sport (PE academics, hockey, rugby, lacrosse, cricket, golf, fives, badminton, basketball)

Each department has a Head of Department who is responsible for the running of their department and is accountable to the Headmaster.

Each Boarding House (including Schoolhouse) has a Housemaster/mistress, House Assistants and House Tutor along with a housekeeper who has assistants to help with domestic duties.

iv. If so, please give details.

N/A

2.5 Hierarchy and Control

Past

i. What was the hierarchy within the organisation?

It is not possible to narrate the exact hierarchy of the organisation since 1930 to December 2014 given the passage of time and the records available.

The broad hierarchy since 1930 started with the Board of Governors which was the governing body which provided strategic oversight and scrutiny to Loretto.

The governing body delegated responsibility for the day-to-day running of the organisation to the Headmaster. The Headmaster was accountable to the governing body. Nippers had a headmaster who had delegated responsibility for the day-to-day running of Nippers and was accountable to the Headmaster.

Academic lessons were the responsibility of the teachers although the hierarchy within the academic staff during the entire period from 1930 is not known.

It is believed that overtime a senior management team was created with delegated responsibility from the Headmaster for certain areas of the curriculum and staff at Loretto.

The SMT in December 2014 consisted of the Vicegerent (Deputy Head), Head of Nippers, Bursar, Director of Teaching and Learning, Director of Academic Progress, Director of Pastoral Care, Head of Sixth Form, Director of Admissions and Director of Communications.

The Bursar line managed support staff teams including the estates team, catering and the finance team.

Housemasters and housemistresses were appointed to manage boarding houses and were supported by a matron and maids until 2008 when care arrangements altered in that a housekeeper was introduced into each boarding house and there were no longer matrons. Pastoral staff were managed by the Headmaster and then the Deputy Head until 2015 when their line management moved to the Director of Pastoral Care.

ii. What was the structure of responsibility within the organisation?

The Board of Governors was the governing body with responsibility for providing strategic oversight and scrutiny to Loretto.

The governing body delegated responsibility for the day-to-day running of the organisation to the Headmaster. The Headmaster was accountable to the governing body. Nippers had a Headmaster who had delegated responsibility for the day-to-day running of Nippers and was accountable to the Headmaster.

Teachers were responsible for the lessons delivered in the curriculum and for games/sport. Housemasters and housemistresses were responsible for the pastoral care of the children in their boarding houses.

The SMT in December 2014 consisted of the Vicegerent (Deputy Head), Head of Nippers, Bursar, Director of Teaching and Learning, Director of Academic Progress, Director of Pastoral Care, Head of Sixth Form, Director of Admissions and Director of Communications.

The Bursar line managed support staff teams including the estates team, catering and the finance team.

Housemasters and housemistresses were appointed to manage boarding houses and were supported by a matron and maids until 2008 when care arrangements altered in that a housekeeper was introduced into each boarding house and there

were no longer matrons. Pastoral staff were managed by the Headmaster and then the Deputy Head until 2015 when their line management moved to the Director of Pastoral Care.

iii. What were the lines of accountability?

The Headmaster was accountable to the Board of Governors.

The Head of Nippers was accountable to the Headmaster.

The teaching staff in Nippers were accountable to the Head of Nippers.

It is understood that teaching staff in the Senior School were either directly accountable to the Headmaster or Head of Departments.

In December 2014 the SMT consisted of the Vicegerent (Deputy Head), Head of Nippers, Bursar, Director of Teaching and Learning, Director of Academic Progress, Director of Pastoral Care, Head of Sixth Form, Director of Admissions and Director of Communications.

The Vicegerent reported into the Headmaster as did the Director of Pastoral Care and the Director of Communications.

The Director of Studies and Director of Teaching and Learning reported into the Vicegerent.

The Heads of Department reported into either the Director of Studies or Director of Teaching and Learning.

The teaching staff reported into their Head of Department

The Bursar line managed support staff teams including the estates team, catering, admissions and the finance team.

Housemasters and housemistresses were appointed to manage boarding houses and were supported by a matron and maids until 2008 when care arrangements altered in that a housekeeper was introduced into each boarding house and there were no longer matrons. Pastoral staff were managed by the Headmaster and then the Deputy Head until 2015 when their line management moved to the Director of Pastoral Care.

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?

The Headmaster was accountable to the Board of Governors.

The Head of Nippers was accountable to the Headmaster.
The teaching staff in Nippers were accountable to the Head of the Nippers.

It is envisaged that teaching staff in the Senior School were either directly accountable to the Headmaster or Head of Departments.

In December 2014 the SMT consisted of the Vicegerent (Deputy Head), Head of Nippers, Bursar, Director of Teaching and Learning, Director of Academic Progress, Director of Pastoral Care, Head of Sixth Form, Director of Admissions and Director of Communications.

The Vicegerent reported into the Headmaster as did the Director of Pastoral Care and the Director of Communications.

The Director of Studies and Director of Teaching and Learning reported into the Vicegerent.

The Heads of Department reported into either the Director of Studies or Director of Teaching and Learning.

The teaching staff reported into their Head of Department

The Bursar line managed support staff teams including the estates team, catering, admissions and the finance team.

Housemasters and housemistresses were appointed to manage boarding houses and were supported by a matron and maids until 2008 when care arrangements altered in that a housekeeper was introduced into each boarding house and there were no longer matrons. Pastoral staff were managed by the Headmaster and then the Deputy Head until 2015 when their line management moved to the Director of Pastoral Care.

v. **What were the reporting arrangements between the establishment and the organisation?**

The establishment is the campus as detailed in the methodology. The reporting arrangements for both the organisation and the establishment are the same.

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?**

The Board of Governors was the governing body with responsibility for providing strategic oversight and scrutiny to Loretto.
The governing body delegated responsibility for the day-to-day running of the organisation to the Headmaster. The Headmaster was accountable to the governing body. Nippers had a Headmaster who had delegated responsibility for the day-to-day running of Nippers and was accountable to the Headmaster. Teachers were responsible for the lessons delivered in the curriculum and for games/sport. Housemasters and housemistresses were responsible for the pastoral care of the children in their boarding houses.

The SMT in December 2014 consisted of the Vicegerent (Deputy Head), Head of Nippers, Bursar, Director of Teaching and Learning, Director of Academic Progress, Director of Pastoral Care, Head of Sixth Form, Director of Admissions and Director of Communications.

The Bursar line managed support staff teams including the estates team, catering and the finance team.

Housemasters and housemistresses were appointed to manage boarding houses and were supported by a matron and maids until 2008 when care arrangements altered in that a housekeeper was introduced into each boarding house and there were no longer matrons. Pastoral staff were managed by the Headmaster and then the Deputy Head until 2015 when their line management moved to the Director of Pastoral Care.

vii. To whom were childcare workers within the establishment directly responsible?

It is not possible to confirm who had direct responsibility for child care workers since 1930 although it is envisaged that the Headmaster was directly responsible.

The child care workers as defined in the methodology are the direct responsibility of the Director of Pastoral Care since 2015 who in turn reports into the Headmaster.
In Nippers the Headmaster is the CPC and he reports directly to the Headmaster.

viii. Who, within the organisation, took decisions on matters of policy, procedure and/or practice in relation to the establishment?

The Board of Governors as the governing body has responsibility for providing strategic oversight and scrutiny to Loretto and its approval is required for certain decisions for example an increase in staff pay and appointment of the Bursar.
The governing body delegated responsibility for the day-to-day running of the organisation to the Headmaster.

The Headmaster is therefore responsible for deciding on matters of policy, procedure and/or practice in conjunction with his senior management team and teaching staff subject to the scrutiny of the Board of Governors.

The governing body is responsible for ensuring that the School implements these policies, procedures and practices that it along with the Headmaster have agreed should be implemented by the School.

Some policies, e.g. Child Protection, Health and Safety have specific Governor sub committees to ensure the school is discharging its statutory duties correctly and ensuring the school is ready for external inspection. Other policies relating to the smooth day to day running of the school are delegated to the Headmaster and he will generally involve the SMT to get a broad and balanced view on policy formulation.

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?

The Board of Governors as the governing body has responsibility for providing strategic oversight and scrutiny to Loretto and its approval is required for certain decisions for example an increase in staff pay and appointment of the Bursar.

The governing body delegated responsibility for the day-to-day running of the organisation to the Headmaster.

The Headmaster is therefore responsible for deciding on matters of policy, procedure and/or practice in conjunction with his senior management team and teaching staff subject to the scrutiny of the Board of Governors.

The governing body is responsible for ensuring that the School implements these policies, procedures and practices that it, along with the Headmaster, have agreed should be implemented by the School. The Committees of the governing body have responsibility for monitoring compliance with policies.

Present

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

Yes

xi. **If so, please give details.**

The Headmaster delegates management of pastoral care to a Director of Pastoral Care, but the responsibility remains with the Headmaster. Each pupil in addition has a tutor who is a teacher who sees their group of tutees (typically around a dozen pupils) each day for registration. The Tutor reports to a Head of Year who in turn report to the Senior Tutor.

2.6 <u>External Oversight</u>

Past

i. **What were the arrangements for external oversight of the organisation and the establishment?**

The two main bodies which now provide external oversight to Loretto are Education Scotland and the Care Inspectorate.

Education Scotland ("ES") was formed in 2011 following the merger of Her Majesty's Inspectorate of Education and Teaching and Learning in Scotland. Prior to ES undertaking school inspections these were carried out by HMIe. HMIe originally

inspected boarding schools not only in respect of their academic and co-curricular provision but also their boarding facilities. Inspections for the latter then moved to the remit of the Care Commission in 2002.

HMIe and Education Scotland

Whilst Loretto does not hold copies of all reports previously prepared by the Scottish Education Department, the records considered for the purpose of completing this response as detailed in the methodology confirm that Loretto was inspected by the Scottish Education Department in 1937.

Loretto was further inspected in 1953 when the minutes state that the school received a "very good report".

Loretto has been registered as an independent school since 1957.

It is believed that Loretto continued to be inspected by the Scottish Education Department through until the Education (Scotland) Act 1980 required independent schools apply to be placed on a new register of independent schools maintained by the Registrar of Independent Schools appointed by the Secretary of State for Scotland. The Registrar will only place an Independent School on this register if it is considered to be satisfactory following an inspection by Education Scotland. Loretto is on this register.

Education Scotland ("ES") carried out a full inspection of Loretto in 2012 and a follow-up meeting took place in 2013.

Loretto was also inspected in April 2014 following which it received a very good report from ES as referred to in (iv) below.

Care Inspectorate (formerly Care Commission)

The Care Inspectorate (formerly Care Commission) was set up in 2002 with a statutory role to regulate and inspect care services in Scotland to ensure that organisations offering these services met the required standards.

Since the Care Inspectorate took over the inspection of care offered to children at boarding schools Loretto has been subject to announced and unannounced visits. When inspecting Loretto the Care Inspectorate has cognisance of four quality themes being Care and Support, the Environment, Staffing and finally Leadership.

The Minute book for Loretto notes that in June 1999 Loretto underwent a Care & Welfare inspection with the report following this stating "Pastoral Care of pupils is very good".

ii. Who visited the organisation and/or the establishment in an official or statutory capacity and for what purpose?

HMIe/Education Scotland

It is believed that since the 1930s representatives from the Scottish Education Department, HMIe and more recently ES visited Loretto to carry out its inspections. Loretto does not hold copies of all these reports although reference is made to inspections in the minute books for the various Committees of the governing body.

David Gregory was the HM Inspector who led the inspection in April 2014.

ES carries out an annual engagement meeting and in November 2015 and 2016 Aileen McGregor, lead inspector to Loretto, visited Loretto to carry out this annual update meeting. Details of these meetings are contained below in response to x.

Care Inspectorate

Ian Lamb is Loretto's Care Inspectorate contact who leads inspections visits to Loretto.

Loretto also contacts Ian Lamb should it have any child protection issues it wishes to discuss with the Care Inspectorate.

iii. How often did this occur?

HMIe/Education Scotland

Records held by Loretto do not accurately detail how many visits have taken place each year since 1930 however, there is reference to inspections taking place in the 1930s and 1950s. Loretto was placed on the new Register for Independent Schools when this was introduced through the Education (S) Act 1980.

Full Inspections by ES should take place every seven years. A full inspection with ES took place at Loretto in 2012 with a follow up in 2013 and then in April 2014.

ES carry out an Annual HMIe engagement visit to Loretto and records reviewed indicate that these have taken place each November since at least 2015.

Care Inspectorate

The Care Inspectorate, which is interested in the quality of the boarding facilities and care at Loretto attend each year either on an unannounced or announced basis.

Loretto has been inspected by the Care Inspectorate each year since 2002. Inspection reports from October 2006 to December 2016 are available on the Care Inspectorate website.

Loretto was last inspected during an unannounced inspection on 14 December 2016.

iv. What did these visits involve in practice?

HMIe/Education Scotland

ES is interested in not only the quality of education in the Senior School at Loretto but also the nursery and Nippers. The inspections are announced and can involve a whole school inspection.

Loretto was inspected by ES in April 2014 as part of its quality improvement and professional engagement visits. Following this visit Loretto received a very good report from ES.

The HM Inspector who completed the report, David Gregory noted in the "Parental Letter for Loretto School, dated 6 May 2014, which is published on ES's website that "In all lessons observed in the senior school the quality of learning and teaching was of an extremely high standard. Almost all young people enjoy their learning, are highly motivated and respond very well to the high expectations demanded of them in classes. Young people are friendly, courteous, articulate, hardworking and committed to the Lorettonian vision and values of "developing mind, body and spirit for the modern world". Children and young people are exceptionally well supported in their learning beyond the normal school timetable through helpful workshop sessions, individual tutorials with staff and through their daily prep sessions. Children and young people are appreciative of the efforts of staff to support them. Children's transition from Nippers into the senior school is well planned and effective. Primary staff work very effectively with their secondary colleagues to ensure children continue to make smooth progress in their learning. Children enjoy a range of opportunities to understand how the senior school operates and those that have been through the programme think it helped them to settle in well. Children would like more information on the programme of transition activities at the start of Year 7. Overall, the curriculum is broad and balanced and staff should continue to develop it to reflect the capabilities and attributes needed for life and work in the 21st century."

In the section headed "What happens next?" David Gregory stated:
"We are confident the school has the necessary arrangements and procedures in place to ensure continued improvement in the quality of education provided. The school and board of governors will inform parents about the school's progress as part of its arrangements for reporting to parents on the progress of the school. During the visit, we identified an aspect of innovative practice, which we would like to explore further in order to share the practice with others. As a result we will work with the school and board of governors in order to record and share more widely the innovative practice."

It is not clear from the records what visits involved when these were conducted decades prior to the above time. However the minutes around the time of the 1937 inspection by the Scottish Education Department states, "in all respects the school is exceptionally fortunate in being well staffed, and in being organised in classes which permits pupils receiving individual attention. The atmosphere of the school is a pleasant one".

Care Inspectorate

The Care Inspectorate, set up in 2002, inspects the boarding facilities and care for those pupils who board at Loretto – this does include the catering, which is also used by day pupils, and the Medical Centre accessed by day and boarding pupils. The inspection considers four quality themes being Care and Support, the Environment, Staffing and finally Leadership.

Quality grades are decided on a six-point scale:
Grade 6- Excellent
Grade 5 – Very Good
Grade 4- Good
Grade 3 - Adequate
Grade 2 – Weak
Grade 1 – Unsatisfactory

Loretto has been inspected by the Care Inspectorate since 2002. Details of the inspections and grades received since October 2006 are available to the public on the Care Inspectorate website and can be provided if required.

When the Care Inspectorate inspects, its representatives usually visit the dining room in the Senior School and all the Boarding Houses. The inspectors speak to pupils and staff including members of the housekeeping teams in the Boarding Houses, the

Bursar, members of the estates team who maintain the grounds and buildings on campus and the Medical Centre staff.

Each January, Loretto completes an annual return to the Care Inspectorate detailing the number of staff it employs, both teaching and support along with confirmation of required qualifications with regulatory organisations including the SSSC and Nursing and Midwifery Council.

If the visit is announced Loretto requires to complete a Self –Assessment document in advance of the inspection.

v. What involvement did local authorities have with the organisation and/or the establishment in respect of residential care services for children?

The records reviewed for the purposes of completing this response as detailed in the methodology do not disclose that any local authority was involved in the provision of residential care services for children. Loretto is an independent school.

The Care Inspectorate and ES provide external oversight.

Loretto works with East Lothian Council, if a child protection issue arises involving a pupil resident at the School.

Loretto's CPC, Madeline Bonner is the usual contact between Loretto Senior School and the local authority.

Philip Meadows as Head of and CPC for Nippers is the usual contact between Nippers and the local authority

Loretto will, if necessary, also contact the Police. Loretto would also notify the Care Inspectorate if a child protection issue arose involving one of its residential pupils.

vi. What involvement did local authorities have with the organisation and the establishment in respect of the children at the establishment?

Loretto is an independent school and the local authority, East Lothian Council, is not involved in the education it provides to its pupils. The Care Inspectorate and ES provide external oversight. The School's interaction with the Council and the Police in respect of all pupils operates in a similar way to that narrated in v above.

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?**

This question is not applicable as Loretto is not run by a Catholic religious order.

viii. **What was the nature and extent of any pastoral care provided to the establishment, if it was run by a religious order?**

This question is not applicable as Loretto is not run by a religious order.

Present

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

The information regarding external oversight is the same however; Education Scotland and the Care Inspectorate have inspected Loretto since 17 December 2014.

x. **If so, please give details.**

Education Scotland

Since 17 December 2014 ES has carried out its Annual HMI Engagement visits on 18 November 2015 and on 21 November 2016.

In November 2015 Aileen Monaghan visited Loretto and met with the Headmaster and Senior Management team. Issues discussed included Pastoral and Welfare provision for pupils, and recruitment of staff along with the curriculum offered by Loretto to its pupils and the exams taken by pupils in Upper Sixth Form.

In November 2016 Aileen Monaghan met with the Headmaster. The areas considered focused on developments taking place in the curriculum, leadership and governance arrangements: standards of attainment and arrangements for safeguarding. Loretto was asked to and did complete an "Inspection self-evaluation form for child-protection and safeguarding" which was returned to ES.

Following this annual update Loretto was asked to provide the following:

1. Standards and Quality Report – ES was provided with a copy of the Headmaster's report to Governors along with the Governors Report which appears in Loretto's audited accounts.
2. An update on two children who had left Loretto – ES was advised that both children were back at Loretto's Senior School. Neither had been on the Child Protection register for some time. Both children were monitored closely by staff and there were no outstanding pastoral issues concerning either child.
3. PREVENT & Female Genital Mutilation policy – ES was provided with a copy of Loretto's policy and advised that this is available to all staff and pupils online, in the boarding houses and commons rooms. National Guidelines on PREVENT are available to all staff who are aware of the practice and that any concerns should be raised through Loretto's Child Protection Policy.
4. Equality and Equity Policy – a copy was provided along with confirmation that this is in the Loretto Employment Manual.
5. Child Protection Policy and Loretto Handbook – both were provided to ES.

Care Inspectorate

Since 17 December 2014 the Care Inspectorate has inspected Loretto on three occasions being 18 March 2015, 15 January 2016 and 14 December 2016. All three visits were unannounced. During the first two visits the inspectors considered all four quality themes and at both these, were graded as 5 –Very Good for all but "Environment" which was graded as 4-Good.

The unannounced visit in December 2016 assessed "Care and Support "and "Environment" when both were graded as 5-Very Good.

Copies of the reports prepared following these visits can be found on the Care Inspectorate's website.

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?

In light of the Inquiry's definition of abuse Loretto accepts that some children cared for were abused during the period under consideration.

ii. What is the organisation/establishment's assessment of the extent and scale of such abuse?

In the 84 year period under consideration, our best estimate of the number of pupils who have attended Loretto is around 5500. There have been hundreds of teachers and ancillary staff employed during that period. From the documentation now available and having applied the methodology previously referred to, Loretto have identified some instances of abuse throughout that period. As far as Loretto is concerned, even one incident of abuse is one too many.

Whilst the specific numbers falls to be set out in the response to Part D, some broad clarification at this stage might be helpful.

On or after 2001, a number of former male pupils of the school made allegations that Mr Guy Ray-Hills (now deceased), subjected them to serious sexual abuse. Mr Guy Ray-Hills was a French teacher employed at Nippers between 1951 & 1967. In August 2001, when the allegations were first made by a former pupil, Loretto wrote to former pupils who attended the school between 1951 and 1967 inviting any who wished to make a complaint to do so. In addition, Loretto cooperated with the police at that time and passed on the allegations to the police where requested to do so. Criminal proceedings were later initiated against Mr Ray-Hills.

In 2017, Loretto was made aware of a further allegation that an unnamed teacher at Nippers abused a male pupil there on 1 occasion during the period from 1947to 1950.

Loretto is also aware of a number of alleged incidents of non-sexual physical abuse by staff which falls within the Inquiry's definition of abuse.

Loretto is aware of a number of allegations of both sexual and physical abuse by pupils of other pupils.

iii. **What is the basis of that assessment?**

The review of records i. - xix. referred to in the methodology.

3.2 <u>Acknowledgement of Systemic Failures</u>

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?**

Loretto believes that it is of the utmost importance to protect the children in its care and it needs to ensure that there are appropriate systems in place, that these are followed and their effectiveness reviewed on a regular basis. Any recommendations following from the Inquiry will be welcomed. Indeed, the process of considering the matters raised by the Inquiry has highlighted further improvements Loretto can make.

It has been a challenge in the absence of full records, to determine the extent to which systemic failures may have led to abuse. That said, it is accepted that there have been failures in systems in some respect.

ii. **What is the organisation/establishment's assessment of the extent of such systemic failures?**

In light of the lack of availability of detailed records back to 1930, Loretto is unable to determine with any degree of certainty the extent to which systemic failures led or contributed to abuse. Again, this is not something about which Loretto is in any way complacent.

The further back in time the allegations, the more difficult it is to identify what the systems in place were and whether there is any nexus between this and abuse.

iii. **What is the basis of that assessment?**

The basis of the assessment flows from the approach set out in the methodology section at the start of this response. Records relating to systems are not

comprehensive and have not been easy to locate. From 1999 onwards Loretto's records are more complete and in particular, child protection systems are clearly set out and have been highly effective for the following reasons:

- Pupils knew (and felt able) to make a complaint to their teacher or house master;
- The recipient of the complaint knew of the requirement to pass complaints to the Loretto's management team;
- Any complaint was either resolved by Loretto internally or, where appropriate, the matter was referred to the Police and/or the local Council's social work department.

iv. What is the organisation/establishment's explanation for such failures?

It has been a challenge in the absence of full records, to determine the extent to which systemic failures may have led to abuse. Loretto is unable to provide a specific explanation for this without speculating.

3.3 <u>Acknowledgement of Failures/Deficiencies in Response</u>

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?

From an analysis of the sources referred to in the methodology, it is not possible to say what the position is in relation to more historic matters. Loretto accepts that there appear to be some situations where there may have been a failure or deficiency to respond to allegations of abuse.

ii. What is the organisation/establishment's assessment of the extent of such failures in its response?

As stated in i. there are difficulties in seeking to assess the level of any such failures for more historical matters. In preparing this response in early 2017, historical allegations came to light that a male prefect is alleged to have sexually abused an unknown male pupil. It is alleged that the School did not handle the allegations as it should, and in particular did not report this matter to the Police at the time. This could amount to a failure in the School's response.

iii. **What is the basis of that assessment?**

In 2017, the Headmaster contacted the wider school community advising of the school's support for and involvement with the Inquiry. The allegation was made in response to that communication.

iv. **What is the organisation's explanation for such failures/deficiencies?**
It has been a challenge in the absence of full records, to provide a full explanation and we are unable to do so on the information currently available to the school.

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?**

Whilst Loretto regularly reviews its policies, procedures and practices, to ensure that it provides the best care for its pupils both boarding and day, the process of preparing the response to the Inquiry's questionnaire has been informative and has led to further analysis of the current approach. By way of explanation, Loretto has in place a Child Protection Policy and related policies/procedures as well as a Director of Pastoral Care and a team of qualified staff who are involved in the care of both its boarding and day pupils.

The key elements of its policies and procedures include a Code of Conduct for teachers. There is also a Code of Conduct for pupils and a School Anti – Bullying policy available to all pupils.

In order to ensure pupil pastoral and welfare information is more readily accessible, Loretto is introducing a Pastoral Management system which will store this information securely on its own electronic operating system. The Director of Pastoral Welfare plans to pilot this system in September 2017 in the Senior School.

The review of documents as detailed in the methodology provided Loretto with further opportunity to consider its policies/procedures and practices and the following matters were identified:

1. A clearer policy management process should be put in place.

It is proposed to put in place an HR role to review and put in place a rolling review process with clear lines of responsibility for the review of policies.

2. Records Management Policy: clear guidelines as to where and how long information is retained.

It is proposed to put in place an HR role to review and put in place a Records Management Policy.

3. A formal audit should take place to ensure Loretto is meeting its regulatory obligations.

It is proposed that an external audit will take place every second year and will be signed off by the Headmaster and Director of Pastoral Care.

4. Audit of induction process and audit of staff to ensure Child Protection Training is undertaken and updated when necessary and records are maintained to show that staff understand the Code of Conduct.

It is proposed that a central register of these requirements will be maintained and updated by the Director of Pastoral Care. An audit of the above should be undertaken annually. The position should be audited for each new member of staff when recruited.

5. A review of child protection training for teachers who are not at present GTCS registered to consider if further training is required.

It is proposed that a review of training takes place with any gap identified and relevant training provided. The responsibility for this is to rest with the Director of Pastoral Care although training may be provided by external consultant.

6. Audit of HR Records: Audit what Loretto is keeping in personnel files and tie this in with the Records Management Policy.

Proposed solution – responsibility would rest with the HR role

These issues were discussed at the Pastoral and Welfare Committee meeting on 16 May 2017 which was attended by Dr Shona Gillies, Governor, Sarah Lang, Governor, Dr Graham Hawley, Headmaster, Madeline Bonner, Director of Pastoral and Welfare, Elaine Burgess, Head of Early Years, Nippers.

Rebecca Everett also attended the meeting at the request of the Committee. She joined the governing body in June 2017. Ms. Everett has experience in the regulation of care and has worked in this area for City of Edinburgh Council and the Care Inspectorate. Loretto has, in asking Ms. Everett to join the Board sought to strengthen its already experienced Pastoral and Welfare Committee.

Once introduced, these matters will be reviewed by the Pastoral and Welfare Committee on a regular basis. This Committee will seek to constantly improve systems and processes and welcomes the Inquiry's recommendations in due course.