

## **Scottish Child Abuse Inquiry**

Witness Statement of

**Diana MONTEITH**

1. My name is Diana Jane Monteith. Before I was married I was known as Diana Jane Lambert. My date of birth is [REDACTED] 1964. My contact details are known to the Inquiry.

### **Background**

2. I graduated with a Master of Arts (hons) in English from Aberdeen University in 1987. Subsequent to that I undertook a Postgraduate Certificate in Education (PGCE) at Durham University in 1988. My first role in teaching was with The Heathland School in Hounslow, London. I held that role between 1988 and 1989. I have had three periods of employment with Gordonstoun. My first was between 1989 and 1993. After that I worked at The British International School in Jakarta, Indonesia. I was there between 1993 and 1996. I returned to the UK and undertook a role with The Royal Grammar School in Worcester, Worcestershire in 1996. I was there until 1997. In 1998 I started my second period at Gordonstoun. That lasted until 2005. I moved to Moreton Hall, North Shropshire in 2005 and held a role there until 2006. I returned for my third and final period at Gordonstoun in 2006. Apart from one year between 2009 and 2010, when I took unpaid leave, I have been there ever since. I continue to be with the school to the present day.

## **Employment with the school**

4. I have been employed by the school on three separate occasions. My first period with the school was between September 1989 and August 1993. I was initially appointed as an English Teacher, Assistant Housemistress and assistant with sports, services and outdoor activities in September 1989 before leaving in August 1993.
5. I remember very little about the recruitment process for my first position with the school. I was invited to the school for a day, interviewed by a panel of senior staff and then stayed overnight with one of the teachers. After being appointed I do not think that I had a period of probation nor do I think I was required to be registered with the General Teaching Council for Scotland (GTCS). I'm not sure whether the GTCS even existed at that point. I am pretty sure references were required.
6. I was line managed by various different individuals throughout my first period at the school. During my time as an Assistant Housemistress I was line managed by the Housemistress. In my capacity as an English teacher I was line managed by the Head of Department. I'm not sure who line managed me in my capacity as an assistant with sports, services and outdoor activities. It could have either been the Assistant Headmaster or the Director of Activities. I am not sure about this as I don't remember.
7. I don't remember the levels of liaison, monitoring and appraisal during my first period with the school. I do remember meeting regularly, both as a department and individually, with my Head of Department. I also remember meeting regularly with the Housemistress of the house in which I was an Assistant Housemistress.
8. My second period with the school was between January 1998 and August 2005. During my second period I held two roles. Between January 1998 and July 1998 I was the resident overseer of small group Year 13 girls in an overflow house. I was also an occasional assistant in English as an additional language (EAL) and learning support

(LS). In either September 1998, or possibly January 1999, I became the Head of the English Department. I held that role until August 2005.

9. When I re-joined the school in January 1998 I was living at the school with my husband already and had just had my first child. I lived on site because my husband was the Deputy Head at that time. I don't remember the process for the roles that I received during this period. I remember the transition between roles as being initially responsible for overseeing a small group of about twelve girls who were moved into the corridor down from my flat. Then followed some part time work in EAL and LS and then I became Head of English. I was Head of English for a very short while full time. On the birth of my second child I moved to part time for a period. I imagine I had some sort of interview but I was well known at the school by then having worked there for four years and living on campus with my husband.
10. During my time as Head of English I was line managed by the Director of Curriculum. In my capacity as a tutor I was line managed by the Housemistress. I cannot remember who I was line managed by in my role as an assistant with sports, services and outdoor activities, although as a part time member of staff, I was not involved with these for much of this period of employment.
11. I simply don't remember what the levels of monitoring and appraisal were during my time as Head of Department. I think by this time there was a two yearly appraisal process by the Director of Staffing and Planning. I am unable to detail what specific training was provided. However, I did frequently attend courses relevant to my teaching, and my role - at least one a year if not more. Those courses were held in England (London or Birmingham usually) and were run by the English curriculum exam boards.
12. My third period at the school started in September 2006. I returned to the school as Sixth Form Coordinator and as an English teacher. I don't remember the recruitment process at all well. I travelled to and from Gordonstoun frequently as my husband still

worked there and I would imagine that on one of these visits I attended an interview. I held the role of Sixth Form Coordinator and English teacher until August 2009. In September 2010 I was appointed Director of Pastoral Care and Deputy Head (pastoral) (DPC). Those two roles were combined part way through my tenure. I held that role alongside continuing in my role as an English teacher. I held those positions until August 2015. In September 2015 took on the roles of Scholarship Coordinator, boarding house Tutor and assistant with sports, services and activities. I continued in my role as an English teacher alongside those roles up until August 2017. In September 2017 I was a temporary stand in Housemistress in Hopeman House. I held that role until August 2018. In September 2018 I returned to being an English teacher and assistant with sports, services and activities. I was also appointed as an academic tutor to year 11 pupils. I held those roles until August 2019. From September 2019 to the present day I have held the solely academic part time role of English teacher.

13. During my time as Head of Sixth Form I was line managed by Natasha Dangerfield who, at that time, was DPC. During my time as DPC I was line managed by the Headmasters in charge at that time. Mark Pyper was the Headmaster until I think about April 2011. Simon Reid was the Headmaster from, I think, April 2011 until the end of my time as DPC.
14. In my capacity as an English teacher I was line managed by the Head of Department. In my capacity as Scholarship Coordinator I was line managed by the Deputy Head of Curriculum. In my capacity as a tutor I was line managed by the Housemistress. When I was a Housemistress I was line managed by the Deputy Headmaster, who was also the Deputy Head of Pastoral. In my capacity as an assistant with sports, services and outdoor activities I was line managed by the Head of Service or Head of Activity in question.
15. In my current period of employment at the school, there have been comprehensive systems of monitoring and appraisal in place. That has taken a variety of forms. Most central to this has been appraisal by the Deputy Head of Staffing and Planning. That



role was passed to the Headmaster, when the position of Deputy Head Staffing and Planning was abolished.

16. My time at the school has been intermittent so I don't remember what happened when in terms of the systems and structures being put in place surrounding staff appraisal. However, I do recall that a structure was in place whilst Tony Gabb was the Deputy Head of Staffing and Planning. He retired in August 2016 and was in post for at least ten years so the structure would have been put in place at some point in that time period. Since 2016 I have been appraised by Titus Edge, who was headmaster from 2016 until 2020.
17. I can't remember if the appraisal structure run by the Deputy Head of Staffing and Planning was two, or three yearly. As far as I remember, my personal appraisal during that time included questionnaires to my classes and reports from, or for, staff I worked with. I remember that we also filled in a questionnaire ourselves. Those questionnaires were all collated by the Deputy Head of Staffing and Planning. He would then meet with me individually and write up a report which I then agreed to and signed.
18. I also undertook yearly reviews with my respective Heads of Departments, as well as being involved in a variety of trials of peer monitoring, mentoring, pairing and so on. I have always felt my line managers have been accessible and available to me, as well as monitoring my work, both formally and informally.

*Responsibilities surrounding appraising and line managing others*

19. In my capacity as DPC I was responsible for the monitoring and evaluation of each boarding house every two years. (details in 53)
20. I was also responsible for the appraisals of matrons. This involved a questionnaire to all the students in their house, to the staff attached to the boarding house and to the

matrons themselves. We then arranged a meeting at which we discussed the results of these questionnaires and wrote up a report, which we both signed.

*Roles, responsibilities and involvement with Gordonstoun's Summer School*

21. Over and above all of my roles and responsibilities with the school during term time I have, at times, been involved with Gordonstoun's Summer School. It is staffed by a mixture of Gordonstoun staff and those recruited from elsewhere. I was a Gordonstoun Summer School Housemistress and English teacher in the summers of 1990, 1991, 1992, 1993. During the summers of 2017, 2018 and 2019 I was the Gordonstoun Summer School Deputy.
22. The Gordonstoun Summer school is an International summer camp for children aged between eight and sixteen. Most of the children who attend the Summer School are students who wish to improve their English. A whole host of activities are offered alongside the main subject that the student takes. Currently the main subjects offered are English Language, English Literature, Computing and Spanish. The camp is three weeks long and includes one week at an adventure centre on the West coast as well as sailing off the west coast.

*Access to training*

23. As you can imagine, over thirty years, it is impossible for me to remember the exact detail and nature of all the training which has been provided by the school. Since registration with the GTCS all my training has been held on file with them. If anyone wanted to check that file in detail it should show what training I have undertaken.
24. In general, I would say that as a Head of Department I was given access to considerable external training from the exam boards. In my pastoral roles, I have worked my way up through Sixth Form Coordinator to DPC. The main "training" I had whilst I was the Sixth Form Coordinator for being DPC was being the right hand person

to the DPC for three years before I took on the role. However, I also regularly attended SCIS training, particularly in Child Protection. (see below)

25. During my time as DPC I regularly attended Scottish Council of Independent Schools (SCIS) child protection courses to keep my level 4 child protection training up to date. The child protection courses offered at level 1 provided basic child protection awareness. The courses moved through the levels need for teaching staff to sports coaches to boarding house staff. Level 4 is the most advanced level SCIS offers in terms of child protection courses and is targeted at those staff who are the child protection lead or director of pastoral care at a particular institution. I attended courses approximately every fifteen months whilst I was DPC. I was required by the school to maintain this level of expertise.
26. I furthermore had responsibility for ensuring that the Child Protection Co-ordinator and my pastoral staff attended courses also. From recollection, much of the training I received was provided by Dr Sue Hamilton. She was the person who wrote the SCIS Guidance. I believe she worked in Edinburgh City Council as a child protection consultant. The courses provided were full day courses at level 4. I think level 1 was a half day. The training I received included training on the legal requirements and current legislation and training on relevant scenarios based on actual cases. Furthermore, there was the opportunity to share information amongst peers about approaches in differing institutions, discuss responsibilities and referral processes and make connections with other agencies.
27. Over and above the training attended externally by staff at the school, the school had visits from Dr Hamilton and Ann Darling. They visited the school every couple of years to provide an intensive day of training. This was organised by the Child Protection Co-ordinator. That training in particular provided an equivalent of level 3 training and was suitable for boarding staff.

28. The school provided an amazing array of opportunities for Continuing Professional Development (CPD) in a vast range of topics. This included INSET at the start of each term. Some of the training was compulsory, for example at start of term INSET, and other opportunities were optional. As a general note, I would say the opportunities for training and CPD within school have grown considerably over my time at the school. This is particularly so in recent years following GTCS registration being made compulsory. As part of that a certain amount of training became mandatory. Another recent trend is for exam boards to offer their training on-line so we no longer travel to the South for this.

### **Policy**

29. I am unable to comment on how policies changed over time prior to 2010 because I wasn't in a senior role or involved in policy relating to the care, including residential care, of the children. I started to become involved in, and have responsibility for, policy when I became the DPC. During my time in that role I oversaw the wellbeing, child protection and disciplinary policies for the school in particular. I was also present on the senior committee which contributed to a whole host of policies which related to the care of children including, but not limited to, fire policies and incidents and accident policies.
30. During my period as DPC the school saw considerable development in policies in relation to the care of children. I sat on the Getting it Right for Every Child (GIRFEC) committee in Moray for the period when GIRFEC was being introduced across Scotland. Accordingly, our wellbeing and child protection policies were entirely rewritten during my tenure. These re-written policies were written by Christine Henderson, the Child Protection Coordinator, in close liaison with SCIS. I do not know who wrote the original policies: whilst I was Sixth Form Co-ordinator the Child Protection Co-ordinator was John Whittaker, when I first took over as DPC it was Carleen Broad and for most of my time as DPC/DHP it was Christine Henderson.

31. I remember that during this period we moved all our record keeping onto our own wellbeing information system. That system provided an online method of recording wellbeing and child protection concerns and was for the use of all staff. I was instrumental in developing this system alongside the Child Protection Coordinator and the Head of IT.
32. Another change following the introduction of GIRFEC was the appointment of a psychologist. The school had previously been dependent on referrals to Child and Adolescent Mental Health Services (CAMHS). Our experience of CAMHS was that referrals were too slow and patchy to help the majority of our students. The role of psychologist was a new full time role at the school. She worked to support the work of caring for children at the school.
33. Early on in my tenure as DPC we moved, after considerable lobbying from me, to a system of year leaders to support the work of the Housemaster and Housemistresses. This was a significant increase in the pastoral team. The previous system consisted of a sixth form coordinator for years twelve and thirteen and a lower school co-ordinator for years nine, ten and eleven. The changes provided the benefit of having four members of staff rather than two. They meant that staff would know the children in the lower school much better. Having more staff in these roles enabled us to run the Saturday night social events much more safely. It allowed for staff to know their year group well and to have extra time to devote to them individually and supervise events appropriately.
34. I further believe that the changes allowed staff to form a real bond with their year group and have their interests and concerns at the forefront of their minds. We found things such as inductions were better organised and run following the changes. Key points in the year, e.g. the preparation for GCSE exams for year eleven, were able to be managed in a much more focused and supportive way. The year leaders were also the first point for disciplinary issues outside the boarding house, or for issues which developed across boarding houses, and they worked hard in support of the house staff

to manage disciplinary issues. I recall that there was some resistance to the new structure because it threatened to be expensive, although in the end I believe it did not cost the school very much. I further think I recall that Mark Pyper was worried that the Housemasters and Housemistresses might feel their position was being undermined. There was perhaps some feeling about this. In the end the Housemasters and Housemistresses were very supportive when they realised it would help them.

35. I also lobbied to increase the tutor team in each boarding house so that no tutor was responsible for more than ten students.
36. Every year I had to report to the governing body with a full report of progress in the pastoral side of The School Development Plan and write our aims for the next year. The aims were drafted after considerable consultation.
37. Around the middle of my tenure, on the advice of the Care Inspectorate, we introduced a training plan for each pastoral role. This was introduced to ensure that key training was given. An instance of this was that all new Assistant Housemasters and Housemistresses were put onto a weekly rotation of training on arrival for the first eight weeks so that they covered key areas of pastoral care. This training was provided internally by pastoral staff.
38. Discipline was formalised and regulated by the school disciplinary policy (The Code of Conduct). I was not involved in its inception and have no idea how it came into being. On a yearly basis I revised The Code of Conduct after close liaison with the pastoral committees and our student committees. I introduced tighter systems of record keeping. One example of this was the introduction of Disciplinary Incident Forms. I had previously used these in my capacity as Sixth Form Coordinator but as DPC introduced them throughout the school.
39. The Disciplinary Incident Forms were detailed notes on specific disciplinary incidents.

40. We also had an online log of rustications e.g. smoking, alcohol, thefts and also, I think, any misuse of drugs. This online log allowed for a quick reference point to check whether a student had been in trouble before and what "point" they should be on. For example, a pupil could be on point 1 for alcohol the first time they were caught. If they were caught drinking illicitly again, they would move to point 2. It also provided numerical information for reporting to the Care Inspectorate and the school governors.
41. Staff recruitment was overseen by the Director of Staffing and Planning. I had a key role in interviewing any pastoral staff and ensuring that key child protection questions were asked. Child protection training was given to all new staff on arrival. Refreshers were given to all staff at least once a year during the start of year induction. Although this was not my personal responsibility, I am aware that references were taken up and the Protecting Vulnerable Groups (PVG) scheme was used.
42. When I first came into the DPC role there was not a formal way of recording complaints. I kept a record of complaints myself online. I recall that during my time as DPC this was being formalised and being centralised by the Director of Staffing and Planning.

### **Strategic planning**

43. As DPC I was part of The Principal's Standing Committee (PSC) which was the senior management committee in the school. Strategic planning was centred here. I also attended the Education Subcommittee. The Education Subcommittee was a strategic body that was led by a school governor. I don't remember specifically discussing the potential for abuse as a specific agenda item. However, we certainly did discuss such things as the safety of the school boundaries, security in general, recruitment policies, safety of children in staff cars (from the point of view of an abuser) amongst a whole host of other topics. I would say the topic of abuse was always being aired.

44. I would say that the school's whole strategic approach centred around the annual School Development Plan. This document was central to development, discussion and progress in the school from the top to the bottom. Our aims were clearly set out in the annual School Development Plan. The aims might emerge from external bodies. An example of this was the introduction of GIRFEC which featured centrally in the pastoral aims over my tenure. Other aims might emerge internally from the concerns of pastoral staff or other areas of the school. In meetings, such as Housemaster and department meetings, throughout the school aims were formulated, discussed and, hopefully, pushed forward. We would strive to achieve these aims throughout the year. At the end of each year I wrote a report to the governors on what we had achieved. That formed part of the School Development Plan published the following year.

#### **Other staff**

45. In my various roles I managed a number of different staff employed at the school. As Head of Department I managed the teachers in the department. As a Housemistress I managed matrons, tutors and Assistant Housemistresses in the house. I have also managed Year Leaders, Sixth Form Coordinators, Child Protection Coordinators (whether they be Assistant Housemaster and Housemistresses or matrons), Pastoral Secretaries, staff in the healthcare centre, security staff and the school psychologist.

#### **Recruitment of staff**

46. I have been involved in the recruitment of staff at the school. From 2010 to 2015, in my role as DPC, I was involved in the recruitment of all teaching staff, healthcare staff, security staff and matrons in the school. I was not however in charge of this. That was run by the Director of Staffing and Planning.



47. Recruitment policy was run by the Deputy Headmaster and Director of Staffing and Planning. In my time as DPC I was aware of a rigorous application of the requirement for references and PVG checks. Sometimes I would select staff for interview for key pastoral roles based on their application forms. For more senior roles, a committee of senior staff, consisting of the Head and Deputies, would select those we wished to come for interview. I believe there was rigorous checking of dates and references. At interview, amongst other questions, I asked a number of questions about child protection to check knowledge and application of policies. We did not have an agreed script for interviews. I would write myself a script beforehand. If concerns arose I might probe further through ad libbing as I was interviewing. The committee would meet again to discuss appointments and make decisions subsequent to interviews being undertaken.
48. Although I was not involved in the process of obtaining references, references were always made available to me to help with decision making. To my knowledge no member of staff was employed without references. My role did not include following up on references so I don't know whether referees were spoken to directly. However, I do recall occasions when it would be agreed at our committee discussions that the Deputy Headmaster or the Director of Staffing and Policy would phone a reference. I recall on one occasion the person who it was agreed to phone for a reference was Simon Reid. This was during his time as Headmaster. I don't think that happened as a matter of course.

### **Training of staff**

49. Between 2010 and 2015 I was involved in the training and personal development of staff. I often ran sections of school inset which was held at the beginning of most terms. At the beginning of each year, inset would include child protection refreshers for all. I was helped by the Child Protection Coordinator when providing this training. In some cases the Child Protection Coordinator ran the training herself whilst I was doing

another aspect of pastoral training. Over my time as DPC much of the pastoral training focused on the introduction of GIRFEC. I arranged other training opportunities. One example was inviting a speaker in on caring for children who have been bereaved.

50. I was involved with setting up systems for training pastoral staff in the School Development Plan. I was also responsible for approving, encouraging and advertising external CPD, in the form of Boarding School Association (BSA) courses and SCIS courses, to the staff in the school.

### **Supervision / staff appraisal / staff evaluation**

51. I was involved in the supervision, appraisal and evaluation of staff both as Head of Department and as DPC. I remember little about my role in terms of staff supervision, appraisal and evaluation during my time as Head of Department.
52. I predominantly worked with pastoral staff in my capacity as DPC. During my time in that role appraisal was run by the Deputy Head/Director of Staffing and Planning. I had some key roles in the appraisal process as part of that. These included biannual appraisals of matrons and the induction and monitoring of new matrons, Housemasters and Housemistresses and Assistant Housemasters and Housemistresses. I recall that reviews were undertaken for these members of new staff at the end of their first term and the end of their first year.
53. Another responsibility I had involvement with was the monitoring and evaluation of the boarding houses. This was undertaken bi-annually. It was a bit like a mini internal inspection. It was a huge undertaking which involved house visits, liaison with the Finance Manager, the Headmaster and the Child Protection Coordinator. Questionnaires were taken from the children in the boarding houses. Meetings were held with the Housemaster or Housemistress to gain information and to review any findings.

54. Lastly, I had responsibility for ensuring that other pastoral staff fulfilled their roles as line managers. This included Housemaster and Housemistresses to their Assistants.

### **Living arrangements**

55. Some staff members live on site and others live off site. A variety of pastoral roles require staff to live on site. Separate from that houses are sometimes rented out, or given to, new staff for a period to give them time to find their own accommodation. I lived on site for most of my career, in a variety of venues. When I was an Assistant Housemistress I lived for two years in a bungalow adjacent to the boarding house followed by another two years in a flat annexed to the boarding house. As Housemistress I lived in a flat annexed to the boarding house. For the remainder of my time, until 2015, I lived in houses and flats on the campus attached to a variety of roles. I now live in a nearby village.
56. Housemasters, Housemistresses, Assistant Housemasters and Housemistresses, matrons and cleaners all have access to the children's residential areas. Tutors have access to the children's residential areas in the evenings when the Housemasters, Housemistresses, Assistant Housemasters and Housemistresses, are present in house. Any maintenance staff member or other staff member should have requested permission for access. This was a matter about which some had to be reminded of over my time as DPC. I think in every case those reminders arose from complaints from Housemasters, Housemistresses or matrons. I do not believe we ever had a complaint from pupils or others.

## **Culture within Gordonstoun**

57. Having worked at the school over a period of more than thirty years some things have remained the same and some things that have changed enormously. Gordonstoun students are confident, open, for the most part friendly and for the most part have outstanding and “real” relationships both with their peers and the staff. I think this is because of the variety of activities we share and the community in which we live.
58. Going on expedition for the weekend with a group of students in which you are working together to achieve a goal, getting dirty, tired, hungry, rained on, bitten by midges and summiting a mountain or reaching a camp site provides an excellent level playing field. Staff and students alike often learn together on expeditions. An example of this is that I learnt to life save and all my first aid skills with the students. All of this was done at the same time as taking exams and assessments alongside them and experiencing the same pressures.
59. Under Mark Pyper, who held the role of Headmaster between the Spring Term of 1990 and Spring Term of 2011, the school developed culturally. There was an outstanding improvement in the arts, whether this was in music, drama or dance. That development contributed to a hugely supportive atmosphere in the school. In my view, the creative, non-competitive, team nature of these activities alongside the provision of a supportive and empathetic audience was pastorally highly beneficial to the school and the children.
60. Mark Pyper was pastorally very astute and “hands-on.” I believe he had been a Housemaster and very quickly made it clear that some of the “traditions” of the past, such as physical punishment of any kind, were unacceptable. Throughout his twenty two years with the school he never lost his deep interest in, and care for, the students, their families and their wellbeing. He knew every child in the school, and their parents, brothers, sisters and backgrounds. His retention of names and details was extraordinary. He was always available at supper, hovering with a cup of tea, to chat to the

children, ask how they were and they loved to talk to him. He was always accessible to them, interested in them and was knowledgeable about their lives.

61. Simon Reid, who was the Headmaster from Summer Term 2011 to I think 2016, similarly had a deep interest in pastoral care. He also came from a housemastering background. He held an intuitive and sound understanding of how young people work. He didn't have the time to become as popular as Mark Pyper, and his inability to remember names was in stark contrast. However, his knowledge and understanding of young people was sound and caring.
62. I believe through the period of the introduction of GIRFEC nationally, and in the school, there has also been a massive improvement in the systems put in place for the care of children. I believe most of the time that I have been at Gordonstoun that care has been present largely through the leadership of a Headmaster who was pastorally hands on and astute. However, GIRFEC has formalised the processes and ensured that, as far as is humanly possible, children do not slip through the care net.

*Culture of drink within the school*

63. The only "negative" culture it may be worth commenting on is what I would perceive to be the problems the school had with students drinking too much alcohol in the second half of the nineties and the noughties. Changes in alcohol policy and the introduction of breath testing has massively improved this over the past fifteen years. As Sixth Form Coordinator and DPC the change in this culture was one of my key personal missions, however unpopular these changes might have been with young people at the time.
64. I genuinely believe that many of the issues surrounding alcohol were ones prevalent in society itself. Wider societal issues concerning alcohol were well documented in the media at the time: issues such as cheap alcohol and a shift to easy access to spirits. I don't think the societal issues were helped by the fact that Gordonstoun, like almost every other boarding school of the time, had a bar at which students over sixteen were

given access to a limited amount of alcohol. This was not the issue in itself, the issue arose from the fact that ,under the guise of drinking at the bar, students could drink other illicitly obtained alcohol. Staff had no “proof” that they had supplemented the alcohol in this way.

65. From beginning my time as Sixth Form Co-ordinator, and then through into DPC onwards, we gradually limited further the amount of alcohol allowed at the bar. We moved permission to drink at the bar to those over the age of eighteen unless food was provided and closer monitoring was in place. The school stopped the opening of the bar being a weekly event. This moved much of the drinking to more formal situations and smaller house groups. The school also introduced breathalysers.

*Presence of bullying and “fagging”*

66. I genuinely believe that in any community of human beings, some of the more powerful will try to dominate the less. In a school community this may take the form of older students trying to boss the younger ones around. Having watched boarding communities for thirty years, what has become clear to me is that sometimes a group is led by strong characters for good, and weaker ones follow, and sometimes by strong characters for bad, and the weaker ones follow. Thus in any boarding house, at any given time period, you could have a powerful sixth form who may work positively with juniors or negatively with them. Positive relations might exist in one boarding house, whilst negative ones existed in another. Sometimes these environments will run concurrently.
67. To my knowledge, fagging was never allowed at Gordonstoun. It was not part of the culture. The word does not even exist in Gordonstoun jargon. However, it would not be truthful of me to say it never happened. When it did, the staff would work hard to eradicate it. I would say Mark Pyper held it in particular disgust and would write to pastoral staff at the first hint of seniors abusing their seniority in this way. An example is his particular horror of a hierarchical seating pattern in the common rooms. It was his

strongly held belief that any child should be allowed to sit anywhere, as they would in their own living room. This was an annual battle. Any hint of a senior abusing their position to ask a junior to do something for them would have been considered as bullying and dealt with appropriately. This was often to the disgust of the students involved. Educating students about why this was wrong was a constant pastoral mission.

68. There was a rumour throughout the school about Mark Pyper that he himself had been bullied at school. I only mention this in this statement to illustrate how central to his policies, emails and communications of all kinds in staff meetings it was to eradicate anything of this kind amongst young people at the school.

*Shift in culture surrounding discipline and punishment*

69. Mark Pyper was undaunted by a lot of criticism of the policies he changed and the new ideas he introduced. There were instances where those shifts were considered by some, particularly Old Gordonstounians I believe, to be too soft. An example of this was when Mark Pyper removed all physical discipline by staff. By this I mean going for runs or walks as a punishment, not corporal punishment, which never took place in my time at the school. There had been quite a tradition of disciplining students by making them walk to a particular destination. Such 'walking punishments' had been instituted by our founder, Kurt Hahn.
70. Another shift surrounded the involvement of sixth formers in disciplining more junior pupils. Mark Pyper was adamant that sixth formers should not be disciplining juniors in the house. Many of the pupils themselves disliked this and felt they should be allowed to discipline younger pupils in the house. There were also some "traditions" I believe around this, such as, I have heard, making a junior run from one house to another to report to another sixth former, as a punishment. I think the example I gave, of seating in the common rooms was illustrative of his belief that the boarding house should be a community of equals.

71. I only worked as DPC with Mark Pyper for two terms, but for the remainder of my time in that role, under Simon Reid, I would often ask myself what Mark would have done in any given situation. I was greatly influenced by working with him for twenty years.

### **Discipline and punishment**

72. It was staff members' roles to administer discipline and punishment at the school. There has never been a time during my time at the school, to my knowledge, when it was appropriate for students to discipline students.
73. As Head of Department I don't remember what was in place with regards to how discipline and punishment by staff was regulated. Throughout my time in key pastoral roles from 2006 onwards there was a clear Code of Conduct which included details of who would discipline students and how. There was a whole range of possible punishments, from detention, to house gating, to rustication. When Mark Pyper arrived at the school in 1990 any "physical" discipline was abolished. This included the traditional Hahnian punishment of being sent out for a walk. As far as I remember, it was almost immediately abolished after he arrived in the early 1990s. I don't remember any detail about what explanation was given for its abolition.
74. There is one exception to punishment and discipline being solely the remit of staff members. The colour bearers, who are essentially prefects, held and hold Sunday morning detention and were and are allowed to put students into detention. Sunday morning detention was, and continues to be called "Sunday Labour." This Sunday morning punishment often revolves around doing jobs around the school such as clearing up after dances the night before, picking up litter, or clearing gum from exam desks.



75. Where Sunday Labour is issued, colour bearers have to record all students who have to do this. These records are kept by the guardians, who are the head boy and head girl, and available to the staff in charge of the colour bearers. The Housemaster or Housemistress of the student is always informed. Any student put into Sunday Labour can, and sometimes does, appeal the decision with staff. In my time as Sixth Form Coordinator and DPC I recall that one of the key topics in the training for our new colour bearers revolved around ensuring this system was not abused. It was outlined particularly when it was and was not appropriate to give another student Sunday Labour.
76. The School Code of Conduct was, and is, the formal policy in relation to discipline and punishment. From 2006 onwards I worked on a daily basis with The Code of Conduct. It had already been in place for some time before I became Sixth Form Coordinator. I do not know who originally wrote it or when it came into being.
77. The key central code, which prefaces the main document, was written by a committee of staff and children led, if I remember rightly, by Danny Parker. I think this must have been in the early 2000s however I am not sure about this. I think I remember him as the lower school co-ordinator, but he must also have taught something. I think he also was in charge of setting up International and Spiritual Citizenship (ISC), but I may be wrong in that. All of this was before my time as Sixth Form Co-ordinator. At the time, there was a lot of talk about how to write the key central code. They ultimately came up with the format of rights and responsibilities around four main areas. I cannot remember what all those areas were but I do remember that education and environment were two of them. The four main areas were, and are, the backdrop to a detailed document of expectations. The key central code is still in place now.
78. The Code of Conduct, throughout my time as Sixth Form Coordinator and DPC was annually reviewed by the pastoral teams. This included the Housemasters, Housemistresses, Year Leaders and others. Any changes were discussed with student bodies through the year group committees. The document was reprinted every year and

posted on the house noticeboards for the students to read at any time and kept by pastoral staff. It was a document to which I made reference several times a day. I know Housemasters, Housemistresses and Year Leaders did too.

79. At the start of every year the central code of rights and responsibilities was discussed with students. Some years this was done through ISC and others through house groups. ISC was introduced by Mark Pyper as a more Gordonstoun idea than PSHE, although it also incorporated some of our PSHE. The aim of this process was that all students would sign it on joining the school. Some years this was achieved more successfully than others.
80. Throughout my time as DPC record keeping was a real focus of my tenure. When I took over that role I felt it could be simplified, streamlined and improved. As part of that we developed a Disciplinary Incident Form, which was completed by the member of staff in charge of the incident. It often included emails from staff, statements from children and transcripts of interviews. These forms were kept on the child's file. How this file was kept was also changed. We developed the wellbeing information system and everything moved online. We also kept records of smoking, alcohol, bullying, stealing and all rustications. All that information was kept by the Pastoral Secretary. It was organised by name and date so that it formed an easy reference point to whether a student had been involved in serious misdemeanours before. It also helped us to find the original Disciplinary Incident Form if needed.
81. I have already mentioned that I think I started the Disciplinary Incident Form for my own use as Sixth Form Coordinator in 2006 and then moved it to the whole school from 2010 onwards. Prior to this, I had paper files on sixth form students which enabled me to look up whether they had been disciplined for anything. I seem to recall that the main record prior to my time was the letter which was sent home to parents detailing what had happened. If there were child protection issues raised by any incident, these records were kept by the Child Protection Coordinator. That occurred throughout my time in

senior pastoral roles. I don't know if there was always a Child Protection Co-ordinator at the school.

### **Day to day running of the school**

82. I have been involved in the day to day running of the school. However, I'm not sure whether the Inquiry needs to know about all my roles. One of the roles I had during my time as Head of Department was to be involved with the academic team. The academic team was involved in the day to day running of a core subject in the curriculum and discussed the curriculum and academic day to day running of the school.
83. During my time as DPC I was on the senior management team. The senior management team was made up of four individuals, namely the Headmaster, the DPC, the Deputy Head of Curriculum (DHC) and the Deputy Head of Staffing and Planning. We met three times a week to discuss the day to day running of the school. I was also on the Principal's Standing Committee which met every week. That was a wider group which discussed issues surrounding finance, the marketing of the school, the summer school and other matters.
84. I was, and remain, confident that if any child was being abused or ill-treated, it would have come to light at or around the time it was occurring during my time as DPC. I am less confident that it would have come to light if they were being ill-treated or abused outside of the school. The students at Gordonstoun talked to each other and to the staff about anything and everything. I think the nature of our community, which is very interdependent and largely boarding, creates an atmosphere of trust and "telling" which I have not experienced in other schools. The students are amazing at ensuring that staff hear if something has happened which they know is wrong. There have always, in my time with the school, been staff who the students trust to talk to.

85. Another aspect that leaves me confident is the fact that we were with students 24/7. Staff are not just in the classroom, but also on the sports fields, in the hills, out at sea, on the shopping trips and so on. They are there when the children are producing a play or putting on a concert. There are many, many activities in which students can develop trusting relations with staff and that ensures that there are plenty of options for a staff member to be available to talk to.
86. Over and above the culture of the school there are systems which are in place which leave me confident that if any child was being abused or ill-treated, it would have come to light at or around the time it was occurring during my time as DPC. Our tutor system was strong. There was one member of staff to every ten students or less and there were regular, ideally weekly, one-to-one meetings. Every new student was told about who, more formally, was available to them in the pastoral team. This includes the Child Protection Coordinator. Posters with this information were, and are, up everywhere and renewed each year.
87. Our Housemasters and Housemistresses, at least during my time as DPC, were a very strong team of experienced staff with student wellbeing at their core. They became like a mum or dad to the children during term time. Our matrons provide a daily eye on the atmosphere in house and their motherly roles provide a lot of support.

#### *The Wellbeing Information System*

88. Gordonstoun has a wellbeing information system. That system was introduced so that any member of staff can, and is encouraged to, record even the smallest hint of a wellbeing issue. As part of that system the SHANARRI wheel is used as the guide. The SHANARRI wheel consists of the eight wellbeing indicators of GIRFEC - safe, healthy, achieving, nurtured, active, respected, responsible and included. The wellbeing information system improved our ability to pick up wellbeing issues of any sort very early on. It forms a central part of the child protection training for staff at the beginning of every year.

89. There are a number of examples where the wellbeing information system has improved our ability to pick up wellbeing issues. By way of illustration one example might be where one staff member indicates that they had spotted a child not eating in the refectory one day and another member of staff indicates that a child was falling behind in the classwork and was lethargic in lessons. Through the wellbeing information system the Housemaster or Housemistress might spot these two records and might put in place some way of keeping an eye on the child's eating habits or monitoring the child's health.
90. Another example may be where a member of staff might record that they noted that a child regularly stayed behind to the end of class until everyone left. The Housemaster or Housemistress might put that information together with other information from students in the boarding house, or observations about their behaviour, realise that the child was avoiding certain characters and be able to piece together evidence that a child was feeling unsafe in the presence of some other children. Both of the above examples are real examples where the wellbeing information system assisted the school in catering for the pastoral care of individual students.

### **Concerns about the school**

91. The only case which was raised externally, to my knowledge and as far as I remember, during my time as DPC was around the disciplinary incident which led to the request to parents to remove [REDACTED] from the school when she was found engaged in sexual intercourse with another student on a teacher's desk. This was brought to a disability tribunal by her parents as they argued that her medical and learning difficulties should have inclined the school to more leniency. I was involved in providing evidence for this tribunal.

92. Their complaints were not upheld, although there were recommendations made to the school which were immediately acted upon. There were three recommendations. I don't recall them all. The first involved a change to the Code of Conduct but I can't remember what precisely that was. The second involved a change to the practice of how our other pupils were informed about why children were rusticated or asked to leave. I don't remember what the third was.
93. In my time there were a number of parental complaints. These were either about discipline, for example when a student was rusticated or asked to leave, or the actions of the school in including police or social services in a student's case. I would find it impossible to remember the detail of all of these complaints as they happened very regularly. The school would have responded by a letter initially from the person who gave the punishment explaining further the detail of it. If the parents were not satisfied with the letter then this could be escalated.
94. In my time, there were of course, some complaints which rumbled on and were very difficult. There are two which particularly come to mind, and are more serious. The first concerned a pupil by the name of [REDACTED]. Her parents felt we had not managed her claims that she had been sexually assaulted by another boy in the school fairly. I would imagine that the Inquiry have the records of this case which are extensive.
95. The second concerns a pupil by the name of [REDACTED]. Her parents were dissatisfied that we had contacted social services about her threats to kill herself because of the way she was treated at home. This was an extremely difficult situation and again the records are extensive.
96. Many situations were also raised by students about other students. Some of the allegations made were of a very serious and criminal nature. The most serious were around sexual abuse and rape. During my time as DPC these were always discussed with police and social services. I honestly cannot estimate how many allegations were

raised by students about other students. The incidents happened many years ago and I have no access to the school, or my own, records. If I had to make a guess, I would say that during my time as DPC there were approximately five. As DPC I would have had a role in making decisions about any of these allegations, with the help of the Headmaster and the Child Protection Coordinator. We would have made decisions about which services we were reporting to together. If they were being reported externally to the school we would not investigate internally. Thinking further back to the time before being appointed DPC, the person in charge of this would have been Natasha Dangerfield. Prior to Natasha the person in charge of Pastoral Care at the school was Chris Barton.

97. If students raised concerns about other students, each case was different regarding the extent to which parents were involved. The student's wishes would always be heard in this regard and decisions based around the law and advice from external agencies. Responsibility for reporting to parents was different for different cases. Sometimes it was the Housemaster or Housemistress, sometimes the Year Leader, sometimes the DPC and sometimes the Headmaster. There was a clear scale of responsibility for this set out in the Code of Conduct.

### **Reporting of complaints / concerns**

98. The system for a child to report complaints and concerns was provided for in the Code of Conduct. The Code of Conduct includes a scale for how this could be escalated if the child wished. The system was used fairly regularly. It was mostly used for minor matters. An example of this may be a child who claimed that they had been given detention unfairly. I cannot recall this system being used for more serious and weighty matters. In my time, I believe complaints about a staff member from a student would have been recorded in the files of the person who was being complained about. It would have been dealt with in conjunction with the Director of Staffing and Planning. They would have kept the files on the staff member.

99. There was a process introduced at some juncture where boarding houses were monitored and evaluated. I don't know when that was introduced or what was in place prior to the introduction. I do know that during my time as DCP monitoring and evaluation of the boarding houses took place every two years. The questionnaires on life in the boarding houses were completed by both pupils and staff. Parents had a separate input and questionnaire (not linked to monitoring and evaluating per se). That was run by the Deputy Head Staffing and Planning.
100. The process for pupils and staff in the boarding houses was that in the first instance the Housemaster or the Housemistress was informed that the boarding house was being evaluated. Questionnaires were sent out to pupils and staff attached to the boarding house. I don't remember what was specifically asked in the questionnaires but I recall that the Housemaster or Headmistress were issued with a comprehensive one. I would collate all the questionnaires and provide feedback to the Housemaster or Housemistress. A visit to boarding house would further be undertaken by the Headmaster, the Finance Director and the DPC. After that visit a report would be drafted by the Finance Director describing what works were required in the respective boarding house.
101. I can only recall one member of the pastoral staff being complained about by children via the questionnaires from children. I remember meeting with the group of girls who raised the complaint with the Child Protection Coordinator to air their concerns. The member of staff was a female Housemistress. The complaint and concern was not that the female Housemistress had been abusive to the girls. The concerns were for the staff member rather than about her. There was a suggestion from the pupils that they suspected the female Housemistress may have had a problem with alcohol. The girls said she had also claimed to have a "relationship" with a famous actor, which was not regarded as likely to be true.



102. I believe I would have asked the Child Protection Coordinator to be there so that I had another member of staff with me. I couldn't ask the Housemistress herself to be present at the meeting as the issues were about her. I do recall that the Child Protection Coordinator was concerned for the girls in the boarding house and had talked to me about the rumours of the Housemistress's drinking so I believe she was also invested in the situation. She was also the most obvious deputy to me to be present at the meeting after the Housemistress herself. I couldn't have asked a Year Leader to attend because the complaint was a cross year group situation.
103. As a result of these complaints from the students, we did seek evidence of drinking. Despite doing some random visits and checks I never found any. Files were kept by the Pastoral Secretary on the monitoring evaluation process and outcomes. I believe this particular situation will be recorded there.

#### **Trusted adult / confidante**

104. The Child Protection Coordinator was one of the main people that was available for the children to speak to if they had any worries. The Child Protection Coordinator's, and her deputy's, phone numbers were posted throughout the school. This included their mobile phone number. In my time as DPC there was also a deputy Child Protection Coordinator whom students could contact. Their numbers were available for use at any time. Students were also frequently reminded that they could talk to any member of staff. Each student had a personal tutor with whom they met individually on a weekly basis. Many students furthermore formed trusting bonds with other house staff such as Housemasters and Housemistresses, their Assistants and the matrons. We also had a healthcare centre and information about Childline available throughout the school for those who were worried about confidentiality.
105. I was away from the school at the time when the role of the matron was introduced into the boarding houses. I think it was in the mid nineties that matrons were introduced.

The introduction of matrons in the boarding houses provided that there was someone during the day when the Housemaster or Housemistress in charge of the boarding house was either away teaching or coaching sport. They also provided a “maternal” presence in the boarding houses when the Housemistress or Housemaster was not there.

106. I can remember most of the matrons who were attached to boarding houses during my time as DPC at Gordonstoun. Unfortunately, I don't recall some of their full names. The matrons I recall are: Alison Hall (Altyre House), Paula Routledge (Bruce House), Carol (Cumming House), Wendy Swail (Duffus House), Dave McCallum (Gordonstoun House), Joanna Hargreaves (Hopeman House), Helene Lerner (Plewlands House), Fiona (Round Square), Sue Ball (Windmill House), Bev Marchi (Windmill House), Lorraine Tall (Windmill House) and Alison Hall (Windmill House). The matrons definitely improved supervision in the boarding houses during the day. Many students formed, and continue to form, very close relationships with these important members of the pastoral team.
107. In practice children raised concerns through all of the people I set out above, whether they be matrons or otherwise. Sometimes concerns were raised just through a teacher they got along with. In practice, however, when concerns were serious, students would often ask to see either the DPC or the Child Protection Coordinator.

### **Abuse**

108. During my time as the DPC we were increasingly guided by GIRFEC. Accordingly, our definition of “abuse”, whether that be sexual, emotional, physical or neglect, was the one provided by child protection guidelines external to the school.
109. Any wellbeing concern raised would have flagged the question of whether there was a child protection issue lying behind it or whether “abuse” was the cause, whether that

might have been sexual, emotional, physical, or neglect. We would be interested in anything which appeared to affect negatively the wellbeing of any child in our care and would use SHANARRI. We would always be guided by external bodies if we were at all unsure. Concerns were raised through the wellbeing information system and then were discussed on a daily basis informally by me, in my capacity as DPC, and the Child Protection Coordinator. In addition we had a more formal weekly meeting with the Headmaster as a threesome to discuss concerns of the previous week that we thought might raise concerns of "abuse." In this way we hoped to ensure that nothing and no-one fell through the net. All three of us had constant eyes on the wellbeing concerns coming in from staff, however apparently small.

110. As initial concerns might grow, we would then instigate a whole variety of ways of managing our concerns. These included finding the right person or people to talk to the child, case conferences (pulling in more relevant staff or parents), referrals to mental health teams (both inside and outside school), referrals out of school to health, police, and communication with parents as appropriate.
111. I recall that in the early stages of my time as DPC we referred students with mental health issues to the Rowan Centre in Elgin, through the GPs. When we appointed a school counsellor we referred students to her. This was done through the Housemasters and Housemistresses and often also on advice from the student's GP. Referrals either to the Rowan Centre, GPs or the school counsellor, or a combination of those, happened all the time. I recall that happening on a weekly if not a daily basis.
112. What abuse constituted was communicated to staff through our wellbeing and child protection documentation. This document had been developed by the Child Protection Coordinator working with the advice from, and documentation provided by, SCIS to implement GIRFEC. It was not only in our main policy document but also on fliers and handouts provided during regular training of all new staff and annual training and presentations were also provided for all staff.

113. During my period as the DPC, the GIRFEC policies and processes were all being written. We kept abreast of these and did make major developments, as well as tweak and change things, on a regular basis. When I first started we had a child protection policy, but whilst I was in post this became the Wellbeing and Child Protection policy. It was effectively completely re-written. This paperwork was completed by the Child Protection Coordinator using SCIS guidelines and in close discussion with me. I don't recall what the original child protection policy said about abuse having now worked with GIRFEC and the new policies for over ten years.

### **Child protection arrangements**

114. I can't recall before my time as the DPC how staff, including managerial staff, were given guidance and instruction on how children in their care at the school should be treated, cared for and protected against abuse, ill-treatment or inappropriate behaviour towards them.
115. When I took over as the DPC in 2010 the Child Protection Coordinator at the time oversaw all the guidance and instruction given to staff about how children should be cared for and protected against abuse, ill-treatment or inappropriate behaviour towards them. That continued over the time I was DPC. New staff were given this training either before or on arrival. All staff were trained and updated at least once a year at the start of year at inset. There were also additional training sessions as policies changed or were introduced. That was timetabled into staff INSET as and when needed. With the introduction of GIRFEC this aspect of pastoral care was a central feature of our INSET programme throughout my time. The Child Protection Coordinator was also very clear that this training should include managerial staff.
116. Guidance and instruction on how to handle and respond to reports of abuse or ill-treatment of children by staff, other adults, or fellow pupils was given in INSET. The guidance and instruction was given in some considerable detail. We introduced our

wellbeing information system, which was monitored daily and included the ability to flag things urgently or as child protection, but even things which were considered minor by staff might be picked up as a pattern by pastoral staff, by me, in my capacity as DPC, or the Child Protection Coordinator.

117. During my time as the DPC, our Wellbeing and Child Protection document was completely rewritten in line with GIRFEC guidance and with the help of SCIS. This work was done by the Child Protection Coordinator. All staff had, and continue to have, access to this both in paper form and online. Copies were given out at the start of every year and were available all over school. In addition there were various leaflets handed out which gave staff a shortened form of "what to do if ..."
118. No autonomy or discretion was given to staff, including managerial staff, in relation to these matters. All staff, including managerial staff, were expected to report any concerns about how children in their care at the school were treated, cared for or protected against abuse, ill treatment or inappropriate behaviour to the Child Protection Coordinator. If the concern was about the Child Protection Coordinator, there were clear guidelines about who should then be approached.
119. As outlined above, training and guidance was given in various documents to reduce the likelihood of abuse, ill-treatment, or inappropriate conduct by staff, or other adults, towards the children at the school. This included such things as not being alone with a child in a room without the door open, other staff being around, visibility and so on.
120. Another aspect was constant vigilance and discussion. Child protection was always at the forefront of the pastoral agenda. The Child Protection Coordinator attended pastoral team meetings. The meeting might include discussion surrounding significant events in the school calendar and how they might be managed. An example of this was the lead up to the Year 13 leavers ball. These discussions did not just surround the behavioural

expectations of students. The pastoral team always discussed what should be said to staff to remind them of behavioural expectations for them as well.

121. There were frequent reminders to young people about who they could talk to and all the available adults if they were concerned about anything. This also formed a significant part of our induction programmes for the children.
122. Frequent training in child protection was not just undertaken by staff internally but also by myself and the Child Protection Coordinator. This was done through SCIS. This not only kept us up to date with the movement of the GIRFEC policies but also allowed us valuable time to re-centre, refocus and discuss our own progress and development.
123. The school had very careful employment procedures so that no potential abusers slipped through into our school. This included taking references, PVG checks and child protection questions at interview. This was run by the Director of Staffing and Planning. Other things we had in place was a system where new staff were mentored by more experienced staff. Inspections were also carried out by the Care Inspectorate and we followed through on all their requirements and recommendations where it was possible to do so. This was to try to ensure that we were up to appropriate standards.
124. The whole set up of the school was centred around keeping children safe in all situations. I do believe the measures put in place were designed to keep children in our care safe, and that these measures were successful during my time as DPC. However, I don't want to sound complacent. I am well aware that had someone been really intent on abuse then it is possible they might have slipped through all of the nets that were put in place.

## **External monitoring**

125. The Care Inspectorate inspected the school frequently. During my time as DPC we were inspected at least twice. When inspectors came into the school they spoke with children in groups. I wasn't aware of individual conversations. Staff were not present when they spoke with the children. The interactions were not monitored by us. Inspectors could have kept individuals behind to chat further or chatted to other individuals around the school.
126. I recall being spoken to on a number of occasions in my capacity as DPC by inspectors. I was in charge of co-ordinating their surprise visits. The inspectors reported back to me and the Headmaster on the day they left. These discussions were held before they produced their written report.

## **Record-keeping**

127. I can't possibly remember over thirty years of record keeping generally. All my different roles mean I have been aware of very different things. When I joined the school as an English teacher in 1989 I was not really aware of how records were kept. When I was an Assistant Housemistress I think the Housemistress kept a file in her office on the girls. I don't recall having access to information about the girls, but to be honest, it was over thirty years ago. Accordingly, I'm not sure I would remember anyway.
128. After my return at the turn of the millennium, I was a Head of Department. For much of my time in that role I was part time so was not even a house tutor. During that time I was not really aware of pastoral record keeping. There were plenty of academic files kept on the department area on IT systems but I don't think the Inquiry needs to know about these.

129. I joined the pastoral staff more directly in 2007 as Sixth form Coordinator. I kept files on students myself in the school IT systems as well as paper files in my office on students with whom I had had to have dealings. These mostly consisted of letters home.
130. Looking back, before my time as DPC I don't think I would have been aware of whether children were reporting what they considered to be abuse, ill-treatment or inappropriate conduct, or not, as this wasn't part of my role.
131. During my time as DPC paper files were kept on every student. These were stored in the Headmaster's office and included such things as reports, letters home, joining info and so on. At the start of my time as DPC and prior to that, I believe that the Housemasters or Housemistresses would also have kept paper files on each student in the past. They were probably duplicates of what was in the Headmaster's office. There may also perhaps have included additional information.
132. Records relating to major breaches of discipline might have been kept by other pastoral staff such as the Sixth Form Coordinator. Although there was nothing inherently wrong with this system, and of course it was really the only option available through much of my time at the school, it did not always provide all the information one might have liked about a child to build a full picture. Most things could be found with some searching around but this was time consuming. Having said this the house system, with one Housemaster in charge of approximately fifty or sixty students, with Assistants and Tutors to help, ideally allowed for a closer view of individuals. It did however rely on excellent staff "spotting" patterns in behaviour and reporting them and acting on them rather than anything more formalised. One of my major pieces of work during my time as DPC was the introduction of the wellbeing information system and the centralisation of pastoral and other records with appropriate access for appropriate staff.
133. Throughout my time at school, as far as I am aware, the Child Protection Coordinator has kept paper records on child protection issues. If an allegation of abuse, ill-treatment



or inappropriate conduct was made either by the child or on behalf of a child in my time during my time as DPC it would have been recorded on the wellbeing information system. If the allegation was, for some reason, not appropriate to be recorded here, depending on situation, it might have been kept in staff files by the Director of Staffing and Planning, or in child protection files by the Child Protection Coordinator.

### **Investigations into abuse – personal involvement**

134. I have been involved in investigations on behalf of the school into allegations of abuse or ill-treatment of children at the school. However, I think they were all incidents surrounding children about other children. These investigations often surrounded claims of bullying but also surrounded physical or sexual assault and rape claims.
135. There are a whole host of situations in which parents complained about the discipline their children received, particularly when suspended from school, or asked to leave, but I'm not sure this is relevant here. I have detailed the most serious of these, [REDACTED] above. I do not recall any other claims that individual staff or adults had behaved inappropriately, or abused or ill-treated children in my time as DPC. I can only recall two investigation of adults and their behaviour towards children.
- [REDACTED]
136. [REDACTED] claimed that her parents were submitting her to emotional abuse. I don't remember the date the claim started but at a guess it was 2013. In the process of investigating this, with social services, the parents subsequently made a number of complaints about staff at the school and how this was handled. These complaints were not only concerning us but also about other external agencies. All of this was recorded in our wellbeing information system. I would imagine the school has provided the Inquiry with details. I do not recall any of the details, except that it was an extremely

difficult time and was on-going when I stepped down from my role as DPC, at least partially in response to the pressures that this case caused.

[REDACTED]

137. [REDACTED] alleged that a boy in school had sexually assaulted her. I am unsure of the date, but probably it was about 2012. The police were brought in to deal with the situation. The parents of both the boy and [REDACTED] wanted their child to remain at the school. We worked hard to make this possible because we had no evidence that the boy was guilty. To my knowledge the case went to the Procurator Fiscal but was not carried forward to court. The parent subsequently complained that the school had not cared for [REDACTED] sufficiently in this situation.
138. Every step we had taken had been to try to ensure the wellbeing of both students, and had been checked with police and social services along the way. We did not feel we could have acted any differently. We did not uphold their complaint. I believe the Headmaster did receive letters saying it was going to be taken up by lawyers but I don't think this ever happened.

### **Reports of abuse and civil claims**

139. I have only very peripherally been involved in the handling of reports to civil claims made against the school by former pupils concerning historical abuse. When I was DPC the person managing reports of historical abuse would sometimes come to me for advice or pick my brains about former staff and situations I might remember. In my time as DPC the person managing historical abuse was Sabine Richards. I also recall Simon Reid updating the leadership team sometimes about a key matter which might reach the press. I don't know what the school's response ultimately was or what the outcome was.

140. At one point I was asked to be the lead person talking to a lady in Australia about an assault she had endured at school. The assault had allegedly occurred at the school before my time. I don't remember the lady in Australia's name but I know that I did keep notes of our conversations and passed them on to the lead person managing historical abuse cases.

### **Police investigations / criminal proceedings**

141. I was aware that there was a police investigation into the behaviour of Andrew Keir at the school. However, I don't know what the school's response was. I did not provide a statement or evidence in connection with that.

### **Convicted abusers**

142. Andrew Keir is the only person I am aware of who worked at the school who was convicted of the abuse of a child or children at the school. Andrew Keir was on the staff when I joined in 1989. I found Andrew Keir slightly odd, but had no concerns about his behaviour with children. I was only in my second year of teaching and might not have had the appropriate radar up and running. One of my tutees was very fond of Andrew Keir. Andrew Keir was her Physics teacher. She talked very favourably about him so I had no reason think badly of him. I was not made aware of any concerns about him made by others. I don't know anything further about Andrew Keir's background or his interactions with the school.

## **Helping the Inquiry**

### *The Care Inspectorate*

143. There must be regular focused inspection. In my experience, I found the Care Inspectorate, although helpful, did not perhaps focus enough on issues to do with child protection and wellbeing. Most of their experiences were with care homes so they tended to focus on issues that were 'crossover' areas. (see below)
144. I think child protection, wellbeing and mental health are probably the key issues in any boarding school, from a pastoral point of view, but the Care Inspectorate's focus always seemed to be on (a) the fabric of our boarding houses, and (b) the dispensing of medication. Whilst these are important matters for keeping children safe, I did wonder whether we could have spent more time on other matters. That said, and to be fair, the Care Inspectorate did look at our other procedures and practices and perhaps felt that we were on top of them and so no further comment was needed.
145. I think a step forward would be to create a care inspectorate team who looked only at boarding schools and facilities in Scotland. This may mean they were perhaps more able to focus on, and check up on, more key issues for us. This may have been rectified since I stepped down.

### *The General Teaching Council for Scotland and other regulatory bodies*

146. It's really hard to know whether GTCS registration alone has had the impact or whether it has been because of other developments in education or changes in personnel. What is clear is that following GTCS registration much more in-house training has been offered in all areas across Gordonstoun. I think this may be because it allows people to meet the requirements of GTCS registration regarding hours of CPD. It is also relatively inexpensive given our geographic remoteness.

147. In all honesty, many of the processes involved in keeping GTCS registration up to date feel like a 'tick the box' exercise. Much of it causes a lot of concern and stress, as well as taking up time, for staff and management alike. That said, I do recognise the value of a professional body such as the GTCS, particularly when recruiting staff. It should be noted that for matrons and house staff the registration could instead be with the Nurses and Midwifery Council (NMC) or the Scottish Social Services Council (SSSC).

*Recruitment of staff*


148. I think there are a number of lessons that can be learned to protect children in a boarding school now and in the future. The school must be very careful when recruiting staff. PVG checks, references and interviews are all vitally important. It is also important to have the right personalities at the top in whatever way the school is organised whether this be in terms of the Headmaster, child protection staff, staff involved in pastoral care or the staff involved in recruitment. The staff members at the top must constantly push the pastoral care and child protection agenda in all directions to every adult who sets foot in the school or on the campus. Reflecting on that I think it is very difficult to think of ways to make sure this is what happens. Furthermore, there needs to be regular staff training and mentoring of new staff. This has to be regular, clear and real, relatable staff training.

*GIRFEC and the named person proposals*

149. Personally I think GIRFEC has been fantastic. Its focus on wellbeing and the potential to use this to spot child protection issues seems to me to be central to understanding how abuse can come to light. I was sorry the named person proposals did not get through the Scottish parliament as I believe this could have improved the liaison between the four key services in terms of the police, social services, health and education. That said, I think how it would have worked in practice was unclear and it still had some way to go.

*Final thoughts*

150. There have to be systems in place. These include systems for record keeping and access to those records within the law, systems for picking up on concerns, systems for reporting concerns and so on. There needs to be a culture of trusting relationships between staff and children. I believe that these can be formed. At Gordonstoun it is formed by a wide variety of activities and our pastoral structures. Other schools may develop this in a variety of ways.
151. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed..........

Dated.....18 November 2020.....