

GORDONSTOUN RESPONSE TO SCAI 29 APRIL 2017**Part A – Background****1. Characteristics****1.1 History of the Organisation and Establishment****PAST**

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

Gordonstoun School was founded in 1934 as a boarding school for boys aged 13 to 18. Its founder was Kurt Hahn, who had previously founded Salem School in Germany. He left Germany after being imprisoned for speaking out against the Nazi movement. On being freed, Kurt Hahn moved to Scotland to continue as an educator, choosing Moray because he loved this part of Scotland and because he had friends here. The legal entity was British Salem Schools Limited, which changed its name to Gordonstoun Schools Limited.

Kurt Hahn founded Salem school and subsequently Gordonstoun School because he had formulated a unique educational ethos which he was intent on delivering. His goal was to use challenge, adventure and service, as a means by which to develop individuals with a clear sense of self within the broader context of their social responsibility. Hahn saw education as needing to be all-round, to stretch beyond the confines of the classroom; he wanted his students to discover as much as possible about themselves and to learn in an international and socially mixed context, in order to give them the best possible basis from which to venture out into the world.

- 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?*

The school was founded as a residential school because the founder believed in the virtues of boarding education as a way of providing lasting benefits to young people. Operations reflected the fact that the children were resident during term time, so there were boarding houses with staff to look after them. The spiritual needs of all faiths were catered for. The development needs of the children were always considered in a broader context than just the classroom, and were delivered through the additional pursuits of outdoor education, sail training, projects, and service to the local community.

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

As above - from its inception in 1934.

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

The Founder, Kurt Hahn, founded Salem School, in Germany, in 1920. He remained there as Headmaster until 1933, giving him several years' experience of running a boarding school.

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Some experienced schoolmasters followed him to Scotland from Salem, and the team of staff expanded thereafter.

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

Gordonstoun Schools Limited, from 1934 until 1999, ran one establishment, named Gordonstoun School. From 1934 to date it has been on the same site, located 6 miles from Elgin in Moray. In June 1940, because of World War II, the school was evacuated to Plas Dinam in Wales until April 1945, when the boys returned to Gordonstoun which had, in the meantime, been sequestered by the army.

In August 1999, Gordonstoun Schools Limited took responsibility for the management of Aberlour House Limited, which had operated Aberlour House preparatory school in the village of Aberlour, Banffshire since 1947.

In March 2002, Gordonstoun Schools Limited acquired North Foreland Lodge Limited which ran a girls' day school at Sherfield-on-Lodden, Hampshire. North Foreland Lodge closed in the Summer of 2003, was sold in January 2004, and subsequently reopened under new ownership.

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

Gordonstoun

Gordonstoun School was founded at its current location in 1934 as a boarding school, by educationalist Kurt Hahn.

Aberlour House 1999-2004

Aberlour House was founded by Kurt Hahn in the village of Aberlour, with the intention of providing education for boys and/or girls aged 8-12 in the north of Scotland. It was incorporated as a company limited by guarantee and not having a share capital in 1947, with its principal object in its Memorandum (incorporated on August 19 1947) being *“To promote education in all its branches and for that purpose to establish, equip, maintain, manage and develop a school or schools for boys and/or girls and in general to carry on the business of a school for boys and/or girls and to supply a sound education to pupils attending the school or schools and to encourage an interest in music, the arts, nature study and current affairs; and generally to provide, fit and equip classrooms, gymnasias, workshops, playing fields and other accommodation and conveniences for pupils, staff and other persons”*¹.

The school was constituted as a charity, with the appropriate prohibitions on distribution of profits and remuneration of directors. Aberlour House was a long-standing member of the Independent Association of Prep Schools and a separate institution from Gordonstoun until the 1999/2000 school year, when the boards of the two companies became the same. It was at this point that Aberlour House Ltd became a subsidiary of Gordonstoun Schools Ltd. The merger of the boards was a precursor to the closure of Aberlour House in Aberlour in June 2004. A new junior school, which retained the name of Aberlour House, was opened on the Gordonstoun campus in September 2004. From that point on the junior school was fully integrated within Gordonstoun. Aberlour House Limited was dissolved as a company in February 2014.

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As agreed in the letter from the SCAI on February 16 2017 we are undertaking to answer for Aberlour House from the period of time at which the school boards merged – from August 1999. Referred to hereafter as Aberlour 1999-2004.

North Foreland Lodge

North Foreland Lodge was an independent boarding school for girls in England, originally established at North Foreland in Kent. Displaced by the Second World War, in 1947 it settled at Sherfield Manor, Sherfield on Loddon, Hampshire, until its closure in 2003.

Because North Foreland Lodge was an English school, we understand this does not fall within the terms of reference of the Inquiry.

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

Aberlour House 1999-2004 stopped operating as an independent prep school in 2004 having struggled financially for the preceding decade.

In 2004, North Foreland Lodge was sold to a group of schools called Gems Education who converted it into a new co-educational day school called Sherfield School.

- 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?*

Through its operation as a boarding school, the organisation is still involved in the provision of residential care in Scotland.

- 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?*

The organisation was not founded as a religious order by members of a particular faith or church.

- 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?*

Because the organisation was not founded as a religious order, this is not applicable

- 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?*

Because the establishment was not run by members of a religious order, this is not applicable.

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

Yes.

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

Since 2016, Aberlour House 1999-2004 has been renamed The Gordonstoun Junior School, although the actual boarding accommodation/house is still informally referred to as Aberlour House.

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?*

The day-to-day running of the School (pastoral, academic and administrative) has always been funded by the school fees charged to parents. Since its foundation in 1934, the school has educated students from a wide diversity of backgrounds and upbringings, because it has always been an aim of the school to enable access to its unique education. It has achieved this through a combination of fundraising and by reinvesting surplus in an educational bursary programme that benefits over a third of its pupils.

This level of support stems from Gordonstoun's core ethos and from the days of its founder Kurt Hahn, who believed it imperative that those who could not pay could still have the opportunity to come to the School. One of the main aims was to create as diverse a community as possible. In the School's early history, those parents who could afford the School fees were encouraged to contribute towards the fees of those who could not afford them.

Over the years, there has been considerable investment in upgrading and developing buildings on the School campus. Fundraising campaigns have taken place for different building projects throughout the School's history. Examples include the building or refurbishing of boarding houses, science labs, theatre, dance studio, sports centre, services centre and School Chapel.

Aberlour House 1999-2004 was also funded through the school fees paid by parents.

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

Yes

- iii. *If not, why not?*

Not applicable

*Gordonstoun response to SCAI – 28 April 2017*iv. *What state support did it receive?*

None, although parents could apply to the Government-run Assisted Places Scheme which ran from 1980-1997, for help paying school fees.

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

The day-to-day running of the School (pastoral, academic and administrative) continues to be funded by school fees charged to parents. 37% of students have fee reductions, of varying levels up to 100% of the fees, established by means-testing, except in the case of scholarships, which are not means-tested. Over 15% of fee income is used to fund scholarships and bursaries at the School, while large scale capital projects continue to be funded by specific fundraising campaigns.

vi. *What state support does it receive?*

Gordonstoun receives payments under the Renewable Heat Incentive for using fuel from a renewable heat source (biomass).

1.3 Legal Status**(a) Organisation****PAST**i. *What was the legal status of the organisation since it was founded?*

The organisation was founded as a private limited company. Its shares are held by current governors on a non-beneficial basis.

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

No, other than to become a registered charity as noted below.

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

In 1952 Gordonstoun achieved Charitable status: Scottish charity number SC037867.

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?*

The organisation was founded as a private limited company, with shares held by current governors on a non-beneficial basis.

The Memorandum and Articles of Association (incorporated on 14 May 1934) for the organisation includes, amongst the company's objects clauses, the following: *"To provide at Gordonstoun, Elgin, in the county of Moray and at such other schools in Great Britain and Northern Ireland as may from time to time be determined, education in all its branches".*ⁱⁱ

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The advancement of education is a charitable purpose, and the company was constituted to operate as a charity. Dividends to shareholders and any form of remuneration to directors is not permitted. Charitable status was reaffirmed by the Office of the Scottish Charity Regulator using its powers under the Charities and Trustee Investment (Scotland) Act 2005 following a review which commenced in 2007 and completed in 2008.

As of 1957, Gordonstoun was registered with the Registrar of Independent Schools in Scotland. It was also registered as a charity in 1952 and with the Care Inspectorate in 2011.

The organisation also enters into a contract with the parents or guardians of children (The Parental Contract) to authorise the School to become responsible for the provision of their children's schooling and residential care.

Gordonstoun has sought to ensure that it has complied with any relevant legislation regarding the provision of residential care for children in Scotland in force at the time. The legal basis authorising or enabling organisations to become responsible for providing residential care for children in Scotland has developed considerably since Gordonstoun was founded in 1934, and this response does not include an exhaustive explanation of that legal basis. A key legal basis, authorising and enabling Gordonstoun to be responsible for the provision of residential care to children, is the school's compliance with the requirement to register as an Independent School with the Registrar of Independent Schools in Scotland. These requirements were first introduced under the Education (Scotland) Act 1945 followed by the Education (Scotland) Act 1946 and the Registration of Independent Schools (Scotland) Regulations 1957. This requirement has developed over time and remains part of the Education (Scotland) Act 1980 which was amended by the School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004.

To provide a school care accommodation service (through boarding), Gordonstoun is also registered with the Care Inspectorate in accordance with the Public Services Reform (Scotland) Act 2010.

Aberlour House 1999-2004

Aberlour House was incorporated as a company limited by guarantee and not having a share capital in 1947, with its principal object in its Memorandum being *"To promote education in all its branches and for that purpose to establish, equip, maintain, manage and develop a school or schools for boys and/or girls and in general to carry on the business of a school for boys and/or girls and to supply a sound education to pupils attending the school or schools and to encourage an interest in music, the arts, nature study and current affairs; and generally to provide, fit and equip classrooms, gymnasias, workshops, playing fields and other accommodation and conveniences for pupils, staff and other persons"*.ⁱⁱⁱ

The school was constituted as a charity, with the appropriate prohibitions on distribution of profits and remuneration of directors.

Aberlour House was a long-standing member of the Independent Association of Prep Schools and a separate institution from Gordonstoun until the 1999/2000 school year, when the boards of the two companies became the same. It was at this point that Aberlour House Ltd became a subsidiary of Gordonstoun Schools Ltd. The merger of the boards was a precursor to the closure of Aberlour House in Aberlour in June 2004. A new junior school, which retained the

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name of Aberlour House until 2016 (when it was renamed The Gordonstoun Junior School), was opened on the Gordonstoun campus in September 2004. From that point on the school was full integrated within Gordonstoun. Aberlour House Limited was dissolved as a company in February 2014.

- 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.*

Along with obligations laid out in Gordonstoun's Memorandum and Articles of Association – and the aforementioned Parental Contract which continues to state the school's obligations with regard to the care of the children placed there – Gordonstoun was required to meet and fulfil various legal and regulatory requirements, because the establishment was a boarding school and therefore obliged to comply with both statutory and common law legal requirements as they developed over time. This response does not provide an exhaustive explanation of the framework.

Some relevant legislation includes:-

- The Child and Young Persons (Scotland) Act – 1932 & 1937
- The Children Act (1948) in Scotland
- Education (Scotland) Act 1945, 1946 and 1962
- United Nations' adoption of the Declaration of the Rights of the Child (1959)
- The Children and Young Person Act 1963
- UN Convention on the Rights of the Child (UNCRC) 1989
- Education (Scotland) Act 1980
- The Children (Scotland) Act 1995
- Police Act 1997
- Standard in Scotland's Schools Act 2000
- Regulation of Care (Scotland) Act 2001
- The Protection of Children (Scotland) Act 2003
- School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004
- Protection of Vulnerable Groups (Scotland) Act 2007
- Public Services Reform (Scotland) Act 2010
- Equality Act 2010
- Children and Young People (Scotland) Act 2014

As noted above, Gordonstoun has been required by legislation to register as an Independent School and as such has been required to fulfil certain legal and regulatory requirements in respect of children in its care. This includes the requirements of the Education (Scotland) Act 1980 and the Public Services Reform (Scotland) Act 2010 and therefore being subject to the oversight and regulation of Education Scotland and the Care Inspectorate.

Since 1978, Gordonstoun has also been a member of SCIS (Scottish Council of Independent Schools).

Up to and including the 1990s, the Scottish Office, as it then was, provided SCIS schools with detailed guidance on, among other issues, the checking of members of staff (schools were advised to use List 99). Gordonstoun was committed to following this guidance.

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The need for guidance was re-enforced by the 1996 Cullen Report of the Public Inquiry into the shootings in Dunblane Primary School; and the 1997 Kent Review of Safeguards for Children Living Away from Home, commissioned in the wake of allegations of child abuse in children's homes and foster care in North Wales.

The SCIS Child Protection Guidelines, written with Professor Kathleen Marshall and first published in 1997, were last updated in 2015 but are under constant revision.

Since 1952 Gordonstoun has retained Charitable Status and consequently must fulfil the statutory and legal requirements of the Scottish Charity Register under the Charities and Trustee Investment (Scotland) Act 2005.

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

Yes. The organisation has always had a legal duty of care to children in its care under common law and legislation, as well as through the parental contract.

These legal duties of care have developed over time since the organisation was established in 1934. A key duty of care of the organisation is set out in the Education (Scotland) Act 1980, as amended, which requires the organisation to adequately safeguard and promote the welfare of pupils attending the school. Another example is the requirement on the organisation to employ staff in accordance with the Protection of Vulnerable Groups (Scotland) Act 2007.

As the organisation provides a school care accommodation service under the Public Services Reform (Scotland) Act 2010, Gordonstoun is also subject to the oversight of the Care Inspectorate to ensure that the safety and wellbeing of the children is protected and enhanced.

PRESENT

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

The legal framework in which Gordonstoun operates has developed over time, with the current position developing under the terms of the Children and Young People (Scotland) Act 2014.

viii. If so, please give details

Since 17 December 2014, certain provisions of the Children and Young People (Scotland) Act 2014 have come into force, others have still not. Of particular relevance to the School's legal duties to children in the School's care are the provisions in relation to Named Persons and Child Plans.

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.

The organisation is not a Scottish local authority.

*Gordonstoun response to SCAI – 28 April 2017***(b) Establishment****PAST**

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

Gordonstoun Schools Limited was and is the legal entity, incorporated, as per the company's Memorandum and Articles of Association, on May 14 1934.

Gordonstoun achieved charitable status in 1952.

Aberlour House 1999-2004

In 1947 Aberlour House Limited was incorporated as a private limited company. It was an IAPS (The Independent Association of Preparatory Schools) member. Aberlour House achieved charitable status in 1952.

- ii. *If not, how was the establishment described?*

The establishment was and is described as "Gordonstoun School"

Aberlour House 1999-2004

The establishment was described as "Aberlour House"

- 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?*

The establishment was founded as a limited company, with shares held by current governors on a non-beneficial basis. As 1.3a iv, Gordonstoun's Memorandum and Articles of Association (incorporated on 14 May 1934) includes, amongst the company's objects clauses, the following: *"To provide at Gordonstoun, Elgin, in the county of Moray and at such other schools in Great Britain and Northern Ireland as may from time to time be determined, education in all its branches"*. Other objects stated in this document include one to *'employ and train teachers, tutors, lecturers, counsellors, advisers and others to provide for the delivery and holding of classes, lectures, exhibitions, conferences and meetings calculated to advance the cause of education'*

Gordonstoun also enters a contract with the parents or guardians of children (The Parental Contract) to authorise the School to become responsible for the provision of their children's schooling and residential care. In this contract, the school undertakes to *'exercise reasonable skill and care in respect of (a child's) education and welfare.'*^{iv}

Gordonstoun has sought to ensure that it has complied with any relevant legislation regarding the provision of residential care for children in Scotland in force at the time. The legal basis authorising or enabling establishments to become responsible for providing residential care for children in Scotland has developed considerably since Gordonstoun was founded in 1934 and this response does not include an exhaustive explanation. A key legal basis, authorising and enabling Gordonstoun to be responsible for the provision of residential care to children, is the school's compliance with the requirement to register as an Independent School with the Registrar of Independent Schools in Scotland. These requirements were first introduced under the Education (Scotland) Act 1945 followed by the Education (Scotland) Act 1946 and the

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Registration of Independent Schools (Scotland) Regulations 1957. This requirement has developed over time and remains part of the Education (Scotland) Act 1980 which was amended by the School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004.

In order to provide a school care accommodation service (through boarding), Gordonstoun is also registered with the Care Inspectorate in accordance with the Public Services Reform (Scotland) Act 2010.

Aberlour House 1999-2004

Aberlour House was incorporated as a company limited by guarantee and not having a share capital in 1947, with its principal object in its Memorandum being *“To promote education in all its branches and for that purpose to establish, equip, maintain, manage and develop a school or schools for boys and/or girls and in general to carry on the business of a school for boys and/or girls and to supply a sound education to pupils attending the school or schools and to encourage an interest in music, the arts, nature study and current affairs; and generally to provide, fit and equip classrooms, gymnasia, workshops, playing fields and other accommodation and conveniences for pupils, staff and other persons”*.^v

The school was constituted as a charity, with the appropriate prohibitions on distribution of profits and remuneration of directors.

Aberlour House was a long-standing member of the Independent Association of Prep Schools and also sought to ensure that it complied with any relevant legislation regarding the provision of residential care for children in Scotland in force at the time.

- 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.*

Along with obligations laid out in Gordonstoun’s Memorandum and Articles of Association – and the aforementioned Parental Contract which continues to state the school’s obligations with regard to the care of the children placed there – Gordonstoun was required to meet and fulfil legal and regulatory requirements because the establishment was a boarding school. Some of the relevant legislation is set out in 1.3(a)(v).

Gordonstoun has been required to maintain its registration with the Registrar of Independent Schools, Scotland in accordance with the Education (Scotland) Act 1945, 1946 and 1962, including the Registration of Independent Schools (Scotland) Regulations, 1957. This is still a requirement under the Education (Scotland) Act 1980, as amended by the School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004. The 1957 Regulations were replaced by the Registration of Independent Schools (Scotland) Regulations 2005.

Gordonstoun has also fulfilled requirements to register in relation to the provision of boarding accommodation, this includes registration with the Care Inspectorate under the Public Service Reform (Scotland) Act 2010.

Since 1978, Gordonstoun has been a member of SCIS (Scottish Council of Independent Schools).

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Up to and including the 1990s, the Scottish Office, as it then was, provided SCIS schools with detailed guidance on, among other issues, the checking of members of staff (Schools were advised to use List 99). Gordonstoun was committed to following this guidance.

The need for guidance was re-enforced by the 1996 Cullen Report of the Public Inquiry into the shootings in Dunblane Primary School; and the 1997 Kent Review of Safeguards for Children Living Away from Home, commissioned in the wake of allegations of child abuse in children's homes and foster care in North Wales.

The SCIS Child Protection Guidelines, written with Professor Kathleen Marshall and first published in 1997, were last updated in 2015 but are under constant revision.

Since 1952 Gordonstoun has retained Charitable Status and consequently has to fulfil the statutory and legal requirements of the Scottish Charity Register.

School Inspections

Post World War II (1945) Gordonstoun has been subject to school inspections, with mention of the first inspection made by the Scottish Education Department in Governors' Minutes in 1946. It is inspected by the HME (or, from 2011 Education Scotland) and by the Care Inspectorate (formerly the Care Commission) and is required to satisfy the standards set by both of these bodies.

We have records of there being inspections in:

1938
1946
1955

And we retain inspection documentation for, or records of:

1997	HME inspection
2002	HME inspection
2004	HME inspection
2006	Care Commission & HME Inspection
2007-8	Care Inspectorate Inspections
2009	HME inspection & Care inspectorate inspection
2011	Care Inspectorate inspection
2011	Care Inspectorate inspection
2013	Care Inspectorate inspection

Since 1946, when the Registrar of Independent Schools was founded, Gordonstoun has been required to maintain its registration with them. It is inspected by HME, and by the Care Inspectorate and is required to satisfy the standards set by all of these bodies. Although it is our understanding that the school has been regularly inspected throughout its history, we do not have records of any inspections between 1955-1997, beyond anecdotal. We have sought help from SCIS and Education Scotland in locating records of these.

Curricular and Other Inspections

The wide-ranging nature of the Gordonstoun curriculum means that the School is regularly subject to independent and external inspection from a range of bodies: fire safety in boarding

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houses by annual audits by Scottish Fire & Rescue Service; outdoor education by Adventure Activities Licensing Authority; sailing by RYA-approved experts; and student care and wellbeing by the Care Inspectorate.

Aberlour House 1999-2004

As a boarding school, Aberlour House was required to answer to the same legislation. Aberlour House was inspected by HMIe in 2001.

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

Yes. The establishment (as per the organisation at 1.3(a) vi above) has had a legal duty of care to children in its care under common law and legislation, as well as through the Parental Contract.

These legal duties of care have developed over time since the school was established in 1934. A key duty of care of the establishment is set out in the Education (Scotland) Act 1980, as amended, which requires Gordonstoun to adequately safeguard and promote the welfare of pupils attending the school. Another example is the requirement of the organisation to employ staff in accordance with the Protection of Vulnerable Groups (Scotland) Act 2007.

As Gordonstoun provides a school care accommodation service under the Public Services Reform (Scotland) Act 2010, Gordonstoun is also subject to the oversight of the Care Inspectorate to ensure that the safety and wellbeing of the children is protected and enhanced.

Aberlour House 1999-2004 was subject to the same common law and legislation.

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.*

Following a successful legal challenge in the UK Supreme Court, parts of the Children and Young People (Scotland) Act 2014 are still under review, having had an original compliance date of July 2016. However, Gordonstoun is up to date with all current guidance, based on that act, and in response to Government documentation, guidelines and suggestions which are under constant review.

Gordonstoun maintains regular contact with the SCIS and the GIRFEC Team to ensure that this remains the case. The Care Inspectorate reported, after visiting Gordonstoun for an unannounced inspection in January 2015, that the school '*provides extremely good opportunities for students to achieve their potential in a stimulating and caring environment,*'^{vi} and that '*the school have embraced the Getting it Right for Every Child (GIRFEC) Agenda and have implemented comprehensive procedures to ensure that all students get the support they need.*'^{vii}

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In March 2016 the school's Principal attained membership of HMC after a successful accreditation inspection and report which stated that the Pastoral management in the school is 'outstanding' and found the school to be '*hugely successful both in aspiration and in delivery of the desire for every pupil to appreciate the true value of the meaning of 'Plus Est En Vous'*'.^{viii}

1.4 Legal Responsibility**(a) Organisation****PAST**

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

Yes

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

The organisation and establishment provided a home for children during term time and as such could be expected to provide some of the care that would have been provided to children in their own homes by parents. This included meeting their material needs in terms of accommodation and food and other important needs including security, welfare, encouragement of their personal development, and their education. The extent of the organisation's legal responsibility was outlined by the terms of the organisation's contract with the parents/ guardian of the child and also the law applicable to the organisation (both at common law and under statute). Some examples of legislation which include legal responsibility towards children in the organisation's care are set out below:

- The Children and Young Persons (Scotland) Act 1937 includes duties of those caring for children, such as making it an offence to (or cause or procure) assault, ill-treatment, neglect, abandonment or expose children (under 16) to unnecessary suffering or injury to health
- The Health & Safety at Work Act 1974 makes it a legal responsibility for the organisation to provide a safe working environment, which extends to children's safety
- Under the Education (Scotland) Act 1980, as amended by the School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004, the organisation must register as an independent school. This updated previous legislation from 1945, 1946 and 1962. The organisation as a registered independent school has legal responsibilities towards children in its care, including to adequately safeguard and promote their welfare.
- The Children (Scotland) Act 1995 incorporated the key principles of the United Nations Convention on the Rights of the Child into Scots law
- The Protection of Children (Scotland) Act 2003 which was then repealed by the Protection of Vulnerable Groups (Scotland) Act 2007, requires that the organisation fulfil certain requirements in employing staff with the aim of protecting children and young people in the School's care

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- Public Services Reform (Scotland) Act 2010, which updates previous legislation and required the School to be subject to the oversight of the Care Inspectorate in providing school care accommodation services
- Children and Young People (Scotland) Act 2014, which aims to put the Scottish Government's GIRFEC policy and guidance into law, including provisions regarding named persons and child care plans.

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

The organisation shared legal responsibility for the children with the children's parents or guardians; those who had chosen to place them in the organisation's care for the purposes of receiving an education based on Kurt Hahn's uniquely broad educational ethos.

During the periods of time in which members of the Royal Family were educated at Gordonstoun – including His Royal Highness, The Prince of Wales, His Royal Highness, the Duke of York, His Royal Highness, the Earl of Wessex – their care was also overseen by a detail of the Royal Protection Command.

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

The precise nature and extent of parents and guardians' legal responsibility for their children has developed over time. The key legislation in terms of parental rights and responsibilities are the Children and Young Persons (Scotland) Act 1937 and the Children (Scotland) Act 1995.

The Parental Contract also outlines both the school's obligations towards the children in their care - and the parent's obligations also - and stipulates clearly in section 17 that the contract is governed by Scots Law.

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?*

No

vii. *If so, please give details.*

Not applicable

(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?*

Yes

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

As qualified teachers, each individual member of the teaching staff had – and have - a duty of care to pupils, and an obligation to protect their health, safety and welfare. This legal responsibility derives from the common-law duty of care, the statutory duty of care, and the duty arising from their contract of employment. Their common-law duty of care requires that they apply their professional judgement, training and experience in a reasonable manner to promote the best interests of students in their care. Their statutory duty of care is their responsibility to safeguard and promote the welfare of children, per the Children Scotland Act (1995). This is also a requirement of their now requisite membership of the General Teaching Council for Scotland.

The contract of employment continues to oblige them to submit to the school's rules and regulations, and outlines the School's right to suspend or summarily dismiss in cases of misconduct, professional incompetence or negligence^{ix}. These contracts have become more comprehensive and sophisticated in recent years.

PRESENT

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

Yes

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

Since 2015, as part of their contract of employment, all staff members have been required to sign a Code of Conduct. This is based on SCIS Guidelines and explicitly outlines their responsibility to and for the children in their care.

1.5 Ethos**(a) Organisation****PAST**

- i. *What did the organisation see as its function, ethos and/or mission in terms of the residential care service it provided for children?*

The organisation saw – and sees – its function to realise the unique educational ethos of its founder, Kurt Hahn: “I regard it as the foremost task of education to insure the survival of

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these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial and above all, compassion” Kurt Hahn

By the time Kurt Hahn founded Gordonstoun, he had formulated an educational ethos with a view to realising these goals; one that used challenge, adventure and service as a means to develop individuals with a clear sense of self within the broader context of their social responsibility. Academic studies were *‘the most important of Gordonstoun’s activities’^x* but the hope was that all of the other activities encompassed within Hahn’s ethos were *‘regarded as an essential part of the training of the mind.’^{xi}*

Challenge and adventure underpinned Hahn’s commitment to seamanship and outdoor education as part of Gordonstoun’s wide curriculum. Students were impelled to new experiences with the intention of opening their minds to their own potential. They were also obliged to take part in service to the community – both in and beyond the school. Hahn believed the creation of the School’s services (of which the Fire Service and the Coastguards were the first, established in 1935) to be *‘the most important contribution, so far, that Gordonstoun has made to the training of the young’^{xii}*. In school, service was a part of a student’s daily life, to encourage awareness of their own well-being, the well-being of others and of the school as a whole. They worked alongside gardeners and builders on the upkeep of the estate, and fulfilled individual ‘duties of service’^{xiii} to the community which grew in responsibility as they moved up the school. By the mid 1960’s this work had taken the form of minor domestic duties like clearing dining rooms and keeping dormitories and boarding houses tidy.

These duties and commitments were self-regulated. Hahn developed the ‘Trust System’ as a mechanism for realising his ethos, a system where the boys were expected to bear witness to, and take responsibility for, their own behaviour. They were expected to monitor their own progress in their individual Training Plans, recording both successes and failures in the fulfilment of their daily duties. Students were expected to carry out any punishments through walking various assigned distances, in silence and without supervision. This was intended to provide them with an opportunity to quietly reflect on what had happened, and on their behaviour. The fulfilment of the walks was a matter of honour. Students might be asked to walk to Elgin and back, for a larger infraction of the rules, or more often to the nearby beach and back. Students were also trusted to keep an honest record of their own academic progress. Hahn created a rank system (whilst he believed the playing of sport was important, he considered that ‘Colours’ – given in conventional Public Schools for sporting endeavours – should be awarded for achievement on a broader spectrum) – and Gordonstoun’s ‘Colour Bearers’ were senior pupils who were elected by their peers for being selfless, honest and upstanding. Demotion from rank was a major penalty. Corporal punishment was a last resort, used rarely and only in relation to dishonesty and bullying^{xiv}.

Hahn placed huge importance on good health and physical fitness - including the benefits of a morning run (except in winter months^{xv}) and a hot and cold shower to start the day - and he was passionate about social diversity within the school community. He actively encouraged the intake of students from the broadest possible social spectrum, with a mix of ability and social background – *‘For the school’s history between a quarter and a fifth of Gordonstoun’s parents have voluntarily paid more than they need so that others can pay less’^{xvi}* Hahn also believed in the importance of Internationalism – believing that this cross section of students should be multi-national as well as UK based, to create an environment where students could

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discover and extend themselves, developing as responsible, full rounded and compassionate human beings.

Kurt Hahn's educational ethos - which is effectively summed up in the school's motto which came in to use in 1951 – *Plus Est En Vous – There is more in you* - has spread to a broader global community. He was the founding father of:

- The Outward Bound movement – an organisation which now, on its 75th anniversary reports to have *helped over 1 million young people to unlock their full potential through our unique approach to learning and adventure in the wild*, <https://www.outwardbound.org.uk/>
- The Duke of Edinburgh's Awards, the '*world's leading youth achievement award*' which, over the last 75 years, and through volunteering, physical activities, life skills and expeditions, has also transformed the lives of millions of young people from all walks of life. www.dofe.org
- Round Square, an organisation of 160 independent schools in forty countries worldwide which share a belief in a holistic education based on the six ideals of service, leadership, adventure, internationalism, environmentalism and democracy. <https://www.roundsquare.org>

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?*

The establishment was not run by a Catholic religious order

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?*

The establishment's function was to deliver a broad educational curriculum both inside and outside the classroom, based on Hahn's unique educational ethos.

Aberlour House 1999-2004

Aberlour House followed the same ethos because it was founded on the same principles.

iv. *Were there changes over time in terms of what the organisation saw as its function, ethos and/or mission in terms of the residential care service it provided for children?*

The ethos of the organisation endures. Delivery of that ethos has changed over time owing to shifts and change in the culture of the school and the societal times in general, which is dealt with more fully with 2.2.

This was also true of Aberlour House 1999-2004.

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

Although this is answered more fully in 2.2, the ethos remains the same, if its practical delivery has inevitably changed. These practical changes came into effect during the tenure of

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different headmasters, in line with their own vision for the realisation of Hahn's unique educational ethos, and in line with the social mores and expectations of the times as Gordonstoun developed and grew. Some of these changes include the cessation of corporal punishment in any circumstances (by law for state schools in 1986 and for independent schools in Scotland in 1998), the revision of Hahn's rank/Colour Bearer system, and the development of his Trust System into something less 'self-governing' and more conventionally overseen by staff.

Aberlour House 1999-2004

As with Gordonstoun, the ethos endured.

- 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?*

No

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

Not applicable

PRESENT

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

No

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

Not applicable

(b) Establishment**PAST**

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

Boarding Houses

From the outset, as Gordonstoun was established as a boarding school, so the primary services provided for the children were places in which to live – board and lodging.

The school is set on a 150-acre woodland campus, three miles from the coast in Moray. Gordonstoun House is at the centre of this campus, the construction of which developed over the 16th, 17th and 18th centuries, and – with Duffus House, which lay just outside the boundary of the Gordonstoun estate – represents the original boarding houses for the school.

Over the years, as the school roll grew, the system of boarding houses developed and other buildings have been constructed on the campus. These buildings all have their own names,

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and are short walks from each other and from the school's other facilities. Each were run by a Housemaster and, latterly when girls joined Gordonstoun in 1972, a Housemistress.

The development of these buildings – the boarding houses – was as follows^{xvii}:

- 1933 Gordonstoun and Duffus House were in use as the schools' boarding houses. The roll between 1934-1938 went from 13-128
- 1938 Cumming House was constructed at Gordonstoun. At this point the school accommodated 128 students.
- 1939 By this time, Gordonstoun, Round Square, Duffus and Cumming were all in use as accommodation. And then, as previously stated, the school 'de-camped' to Wales for the duration of the war, returning in 1945. In this time, the school roll grew from 131-171.
- 1945 Hopeman Lodge in Hopeman was acquired and became a boarding house. This accommodated 35 students.
- 1948 Dunkinty, in Elgin became a boarding which accommodated a maximum of 36 students
- 1949 Laverock Bank in Lossiemouth became a boarding house, accommodating a maximum of 30 students
- 1951 Altyre House in Forres was opened as a boarding house and replaced Dunkinty & Laverock Bank.

This house, although always part of Gordonstoun, enjoyed a certain amount of autonomy as it was 12 miles from school. This was part of Hahn's intention at the time which was to spread the influence of the school as far as possible into the community^{xviii}. Altyre House was itself comprised of four houses – Dunbar House, Bruce House, Comyn House & Moray – each of which accommodated between 30-40 students. House numbers are laid out more fully at 1.6 b (i). The School's financial controller at the time – Mr FR Chew -was appointed HM of Dunbar House. Chew went on to be joint Headmaster of the school on Hahn's retirement and oversaw Altyre throughout that time, until it closed in 1959, and the boys moved to accommodation on the main campus.

- 1957 Windmill Lodge was constructed on the Gordonstoun estate.
- 1960 Altyre – Altyre House's namesake on the Gordonstoun estate – and Bruce House

Both of these buildings were extended in 1977 to provide additional study space for 30 boys^{xix}. Based on the numbers available, this was improvement of services, rather than an expansion.

At this point, accommodation in these houses stood at an average of 60 children per boarding house.

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- 1970 Hopeman House was built on the grounds and for a while in 1972 it housed both boys and girls before being used solely for the accommodation of girls. The design of the building – which has two distinct ‘sides’ - made it very easy to keep both sexes separate. Hopeman accommodates 60 children.
- 1973 Windmill Lodge was converted to a girls’ house with numbers starting at 55 and rising to 60 by 1975
- 1976 Gordonstoun House was used as a junior boys’ house (for 13 year olds) with a roll of 25 boys, which rose to 30 in 1979
- 1983 Gordonstoun House opened as Sixth form girls’ house with a roll of 32.
- 1987 Refurbishment of Round Square to provide more bedsit accommodation with a roll of 54 boys.
- 1987 Plewlands was opened for girls with accommodation for 60 boarders.
- 1990 A new Bruce House was built on campus and the old Bruce House was converted into the Drama centre
- 1990 Gordonstoun House was opened for Junior Girls with accommodation for 25
- 1990s Cumming was refurbished with a roll of 50.
- 1996 Gordonstoun House was closed as a Junior Girls’ House.
- 2000 Altyre was closed for refurbishment
- 2001 Gordonstoun House opened for Junior boys.
- 2002 Altyre reopened as a mixed sixth form boarding house.
- 2007 Altyre converted to a sixth form boys’ boarding house.
- 2004 Junior School was opened on campus
- 2016 Altyre was closed as a sixth form boys’ boarding house.
- 2017 Duffus House was closed in its former location and the boys were moved to new accommodation on the site of the original Bruce house (which had been, in the interim, converted into the Drama Centre).^{xx}

*Gordonstoun response to SCAI – 28 April 2017*Educational Facilities

Alongside the boarding accommodation, as a school, Gordonstoun also provided facilities for the delivery of its unique educational ethos. The timeline for the development of these are:

- 1936 The first Watchers Tower was constructed for use by the new Coastguards' service. The third one was opened in 1955 and is still in use for training today
- 1957 Biology & Chemistry block.
- 1966 The Chapel, St Christopher's, was constructed, as was the Services Centre which provided a base for the Rescue Services on the Ground floor and a performance space on the first floor.
- 1967 The Physics laboratories and the swimming pool and sports centre were constructed.
- 1970 The Medical Centre, four other classrooms and the girls' changing room at the sports centre were constructed.
- 1973 The Maths Block was constructed, with the Arts Centre and the Technology centre
- 1975 A new refectory was opened to accommodate the whole school at mealtimes – they had previously eaten in either Gordonstoun House or Duffus. (This building was refurbished in 1991.)
- 1976 Gordonstoun House was refurbished to provide a room for concerts and dances (the South room was originally Kurt Hahn's office), a coffee bar and sixth form area, a pupil's kitchen and party room, with the top floor converted to a boarding house for 25-30 boys
- 1991 New Laundry and Linen Room was built behind the refectory.
- 2011 The Sports Centre was expanded, refurbished and developed^{xxi}.

Medical and Wellbeing Services

The importance of both physical and spiritual wellbeing is at the heart of Kurt Hahn's unique, educational ethos. This is borne out by his requirement that all the children in the school take care of their own personal hygiene (showering and tooth brushing are both listed on the early Training Plans as twice daily needs which had to be met) and exercise regularly (also stipulated on the Training Plans^{xxii}). Kurt Hahn was an advocate of quiet contemplation, seeing it as an important part of any busy day. His awareness of the need to consider the physical and spiritual wellbeing of the children in the school's care puts him ahead of his time as an innovative educationalist when concerns about the physical and emotional health of school children is currently so much a part of the national education and social agenda.

Since the foundation of Gordonstoun, there have been matrons at the school – overseeing the children's physical and emotional wellbeing. They have primarily worked in the medical centres at Gordonstoun, originally house in Gordonstoun House and more recently in a standalone building on the school's campus.

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In 1997 matrons were employed to work in each of the boarding houses in addition to the medical staff in the medical centre. The house matrons dealt with minor medical ailments as a parent might. More serious medical matters were referred to the medical centre which was staffed by qualified medical professionals. The school's proximity to Elgin means that Gordonstoun also has easy access to the hospital there, and arrangements are made for any appointments which might be necessary either there, or in the bigger hospitals in Inverness or Aberdeen.

A Laundry service was also provided to the students. Girls had access to their own laundry facilities – washing machines & dryers in the boarding houses – a service that was extended to all the boarding houses in the late 90's, although the majority of students make use of the school's laundry service.

Since 1991 there has been a school shop on site, from which students can purchase school uniform, toiletries, items required for expeditions and outdoor education, and cards, etc. These items can be charged to their school bill.

There was – and is – a linen room for help with the maintenance of school uniform, the naming of school uniform etc. This was run for 37 years (from 1938-1975) by one Matron, who oversaw the boys mending requirements when they visited her at break. This Matron was joined by seven fellow seamstresses who darned socks, turned shirt collars and repaired trousers. The majority of the sewing undertaken in the current linen room involves the application of thousands of name tapes.

Care for the moral and emotional wellbeing of the children continues to develop at Gordonstoun. Formally supplied by the pastoral care team, which has developed from the 30's from a Housemaster, through the sixties to the arrival of house tutors and assistant House Masters, to matrons in the 90's, it is a shared school responsibility.

In 1995, the post of Director of Student welfare was introduced. This title has since changed to the post of Director of Pastoral Care and most recently Deputy Head, Pastoral Care. The introduction of the post marked the beginning of a more formal service for childcare at Gordonstoun, with responsibility for an overview of pastoral care beyond the work in the boarding houses, and to provide a dedicated line manager for boarding house staff.

The 'Wellbeing Information Sharing System' was established in 2013. A sector-leading step-change in record-keeping about student wellbeing, it is a bespoke, sophisticated online system for centralised tracking of pastoral care, including the recording, management and consequences of any problems within the student body. Every incident which raises any concern – either reported to any staff member or witnessed by any staff member – and which might affect the health and happiness of a child is recorded. The system thus maintains comprehensive electronic records of those reports and their consequences. The 'Wellbeing Information Sharing System' allows varying levels of access for specific members of staff, from widely shared information for all relevant staff to very restricted access, as in the case of child protection issues, to a very small group. *'The system was used very positively to record and access significant information, and hugely enhanced the ease of recording information and sharing across the school'*^{xxiii}

The 'Wellbeing Information Sharing System' is overseen by the school's Wellbeing and Child Protection Co-ordinator. Previous records of wellbeing issues were recorded on paper,

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and are available comprehensively from 1997. Disciplinary incident forms and records of action, including incidents of bullying, were also kept separately from that time to the present. These are now included in the ‘Wellbeing Information Sharing System’

Food Services

When the school was first founded, food was provided to the boys at Gordonstoun in dining rooms in Gordonstoun House and Duffus. In 1954 a Head Housekeeper in charge of Catering and Housekeeping was employed, and she stayed at school until 1979. Her successor stayed until 2004 and her recollection on arriving at the school was that *‘the school ethos that a healthy mind needed a healthy body was thoroughly understood and pursued with some vigour.’*^{xxiv} In 2014, Gordonstoun received a Healthy Living Award (a national award for the food service sector in Scotland – www.healthylivingaward.co.uk) having fulfilled exacting criteria to confirm that students are offered a wide range of healthy choices in their daily meals.

Spiritual Services

The Chapel provides a venue for spiritual contemplation, with a daily service attended by the whole school. The school has always had a chaplain, whether ordained or not, who is someone students are encouraged to talk to, should they need to. Whilst Gordonstoun is Christian, our student body has always included those of other faiths – or no faith – and we strive to meet everyone’s spiritual needs.

The Michael Kirk is the original chapel for the Gordonstoun estate and is set apart from the school by the ‘silent walk’ – a walk which, since the school’s foundation, children have been encouraged to use for silent contemplation and peace, something that Kurt Hahn saw as an essential element of everyday life. Consequently, the Michael Kirk has always played an integral part in the school’s spiritual life, as a place of real retreat from what has always been a busy school day. This kirk is also used for small boarding house services at the beginning and end of each school year and at Christmas.

Aberlour House 1999-2004

Aberlour House provided residential care to children, with boarding accommodation provided on opposite sides of the building for boys and girls. They lived in dormitories with a maximum of eight beds. They were fed in the dining room, food was prepared onsite. They had access to a library, a computer room, a large sports hall/theatre, a music school and a well-equipped and staffed medical centre. Their clothes and bed sheets were laundered for them. They had use of payphones, and – latterly – email for communication with their parents.

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

In 1972 Gordonstoun became co-educational. From 1934 until that time the school had only educated boys.

Aberlour House 1999-2004 was co-educational.

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

Until the 70's single sex education at boarding schools was the norm across the United Kingdom. Gordonstoun was one of the first public schools to offer co-education.

Aberlour House 1999-2004 was co-educational.

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

There are no records available to us from the 1970's when the school became co-educational. However, Mr Kempe, Headmaster at that time, did '*repeat that staff are to inform Housemasters and the Housemistress when they see a boy/girl relationship develop or individual acts of familiarity between the sexes. This is not for disciplinary reasons but for information for those who have responsibility for pastoral care*^{xxv} so consideration was at least made in this regard.

Housemasters' meetings minutes^{xxvi} between 1968 – 1974 reveal that concern for the welfare and protection of the children at the school was regularly discussed (for example, about how boys and girls spend any free time in the evenings) and inappropriate sexual behaviour was not countenanced.

Gordonstoun was also guided by and answerable to the previously listed legislation with regard to child protection, in the period before its own more formalised child protection measures were put in place in 1995. At this point, the school appointed its first Child Protection Officer and the first Director of Student Welfare. Both posts included a detailed remit for student welfare. Child Protection Policy and Procedures for the school have been papered from that time, developing in line with further government guidelines, suggestions and legislation. A Code of Conduct was also put in place, in which appropriate and expected behaviour was outlined for pupils in relation to each other, staff in relation to each other - and to pupils.

Aberlour House 1999-2004

Aberlour House has Child Protection handbooks from 2000 and 2002 which state the Child Protection measures that applied at this time.

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

Kurt Hahn saw personal cleanliness as important and the boys were expected to shower twice a day, first with a hot then with a cold shower. Then there was a short morning run near the boys'/girls' boarding houses. This run comprised part of Hahn's commitment to health and wellbeing for the children in his care. This was abolished in 1990.

The timetable under Mr Chew (who was joint Headmaster from 1953 – 1959 with Mr Brereton, and thereafter Headmaster of the school until 1967) was as follows:

7.00	A short run round the garden followed by wash and cold shower
8.15	Breakfast
8.55	Morning Prayers

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- 9.10 Classwork began – Five 40 minute periods one of which was a training break (running, jumping, assault course etc)
- 1.20 Lunch
- 2.30 Afternoon activities – 3 days a week games or seamanship or practical work on the estate. One afternoon a week spent on services, and one afternoon given to projects.
- 4.00 Warm wash and cold shower followed by tea and two classes or tutorial periods
- 6.20 Supper followed by Prep
- 9.15 Bedtime
- 9.30 Lights Out.^{xxvii}

Over the next years, the daily timetable at Gordonstoun has continued to evolve as it seeks to deliver the school's broad curriculum.

By 2014 there were different daily timetables for each year group but the overall shape of the day was as follows:

Time	Year 9	Year 10	Year 11	Year 12	Year 13
8.15-8.40	CHAPEL				
8.40-9.40	LESSON ONE				
9.45-10.45	LESSON TWO				
10.45-11.10	BREAK				
11.10-12.10	LESSON THREE				
12.15-1.15	LUNCH		LESSON FOUR		
1.15-2.15	LESSON FIVE		LUNCH		
2.20-2.45	Lesson 6 on Mon & Weds – then Sport, ISC, Outdoor Ed, free time depending on day	Lesson 6 on Mon & Thurs – then sport, service rotations, activities depending on day	Lesson 6 on Tues & Fri – then sport, activities, services depending on the day.	Lesson 6 on Tues & Fri – then sport, activities, services, depending on the day.	Lesson 6 on Tues & Fri then sport, activities & services depending on the day.
2.45-3.15					
3.15-3.30					
3.30-4.00					
4.00-4.30					
4.30-5.30	SUPPER – finished by 6.10pm		SUPPER FROM 610pm.		
5.30-6.50	PREP				
6.55-8.30	OPTIONAL ACTIVITIES Students not in organised activities stay in their houses.				
8.30-9.00	CLOSE TIME		CLOSE TIME unless attending Senior Activity	Students may visit other houses or attend activities.	
9.30	CLOSE TIME				
10.00	CLOSE TIME				

Aberlour House 1999-2004

At Aberlour House in this time period, the day ran:

- Rising at 7.20am, followed by morning run, breakfast then assembly
- Two 35 minute classes were followed by a 15-minute break
- Then three 35 minute classes before lunch at 12.45
- Lunch was followed by Games (on Monday, Tuesday, Thursday and Friday, with projects included in place of late afternoon classes on Wednesdays)
- Then showers, break and three more classes from 3.30pm to 5.25pm when there was either a 9th lesson or choir
- Day pupils left at 6pm
- Supper was at 6.10pm followed by senior prep from or a junior programme with music practice etc.
- Seniors had free time from 7.20pm and bedtimes were staggered thereafter from 7.30 for years 3,4 & 5 to 8.30 for seniors

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- At the weekend, there were morning classes on Saturday followed by lunch and then organised activities or games fixtures
- On Sunday, the children rose at 8.20, there was no morning run and the day was filled with activities and free time until 5pm when the children showered, ate, went to choir practice and attended an evening service at the school. ^{xxviii}

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

As a school, the primary on-site activity was the provision of a broad curriculum for delivery of education. Classrooms were a short walk from the various boarding houses – the development of which is listed at i above.

During the period between 1934-1960's there were various onsite activities which are no longer available to the children cared for at the school. In the 1930's the school kept horses, bloodhounds and pigs, and students were allowed to bring their own pets to school.

School works:

Part of the school's 'working week' – from the school's foundation until the 60's - also included work on the school grounds, with the gardeners and groundsmen, as part of the educational ethos of service to the wider community. This was particularly marked when the school returned to Gordonstoun after the war and the estate and buildings had been badly damaged.

Activities, Projects & Music:

Other activities included Design and Technology, the playing of musical instruments and performing in ensembles and choirs, Gordonstoun has had a Pipe Band since 1954. There was a well-provisioned art department, and there were opportunities to do activities in the evenings which included debating, public speaking, chess clubs or swimming. These activities are all still available, and the options have expanded with the development of the school's facilities. More recently it has also been possible to undertake strength and conditioning in the gym, indoor climbing, table tennis, netball, squash and indoor cricket.

Sports Facilities:

There have been formal sports facilities on the Gordonstoun Campus since 1967, allowing the children access to organised sport in the gym, squash courts or swimming pool. There are tennis courts, cricket pitches, rugby and football pitches and a 400-metre running track. In 1994, the astroturf was built, to provide an all season playing surface for hockey in the winter and tennis in the Summer. The redeveloped Sports Centre was opened in 2011 with the indoor climbing wall facility, much expanded and developed training rooms; and refurbished squash Courts, changing rooms and a state-of-the-art playing area. At the same time, all-weather courts were opened for the use of the Junior School students. Since 2000 children have also been able to play golf on site, and to do target shooting.

Library:

There has always been a library in Round Square – re-modelled in 1966 - providing access to books and quiet in which to enjoy them.

School Services:

Service to the community is central to the ethos of Gordonstoun, and has always comprised a part of all of the children's daily life at school. Senior students (from aged 16 up) have the

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opportunity to join one of the schools' currently nine services, and the training for these takes place on campus. There have also been, since the foundation of the school:

Year	Service
1935	Coastguards
1936	The Blood Hound Service
1942	The Fire Service
1951	Mountain Rescue
1951	Army Cadet Force Scout Troup
1958	Combined Cadet Force (from the ACF & Scouts)
1961	Surf Life Saving
1960's	Community Service
1963	Ski Patrol (as part of MR)
1969	Conservation Service
1975	ATC took over from CCF.
1982	Canoe Life Guards
1984	Special Boat Service
1985	Photography
And since 1985:	Nordic Ski Patrol
	Marine Training and rescue
	Peer Mentors
	Performing Arts Technical Support
	Pool Life Guards
	Combined Outdoor Service.

(the school services in bold are still operating)

Many of these activities also take place off-site. Training in the 'water' services utilise the pool or the lake but also involved afternoons spent on the beaches of Lossiemouth or Hopeman, or at Hopeman Harbour.

Members of the Mountain Rescue Service were trained in specific mountain skills including climbing techniques, understanding the weather, and developing the ability to navigate in all conditions. Proximity to the Scottish Highlands allows Gordonstoun students the chance to experience a range of conditions in the hills. Their main involvement as a rescue service was involvement in large-scale and protracted rescue situations, when Grampian Police or the Cairngorm Rescue Team have called on extra numbers to help look for missing people.

The Fire Service has been called out as auxiliary support to Scottish fire fighters since its inception, and from 1948-1973 was under the control of the North Eastern Fire Brigade. In 1972, the school's unit was called out to ten incidents; in 1986 call-outs numbered 107 as they worked in tandem with the fire station in Lossiemouth. By 1975 Gordonstoun was deploying the first female fire fighters in the country, and the school was called out to incidents which included chimney fires, car fires, road traffic accidents, farm fires, kitchen fires and garage fires all over Moray. In 2011, they were called out on four 'shouts' in one day – to a fire in a nearby caravan park, to an overturned tractor in Kinloss, to a major warehouse fire in Elgin, and to a fire in Forres.

The Coastguards watched the coast from the Watchers Tower on the nearby coast at Covesea during periods of bad weather. This could take place over a period of days, with members of the service 'on call'. If they were called at night they were excused morning classes. They manned a radio and were in communication with the Coastguard and any passing ships, under

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the supervision, in training, by the local Sector Officer – and later Sector Manager – of HM Coastguards.

The Rescue Team remains active, forming part of the Moray Sector, and working closely with local teams to provide a Search and Rescue capability for the area. Students in the Service are trained in First Aid, leading to certification; VHF radio usage; and navigation skills. Once trained, the students are on a call-out rotation in case of coastal emergencies

Dance and Drama:

Kurt Hahn was keenly interested in Shakespeare and Drama, so the staging of Drama productions has always been an on-site activity at Gordonstoun. Historically there was an annual Shakespeare production and an annual nativity play. At first the productions were staged outside on constructed stages, latterly they were performed in the Services Centre or the Chapel, and most recently in Ogstoun Theatre which was opened in 2005. Dance became part of the school's exam curriculum and broader curriculum in 1994.

Boarding Houses:

Mixed common rooms have been available in the Boarding Houses since the inclusion of girls in 1972, allowing the children to socialise in their free time. The houses also have their own entertainments, which have included, since the 1970's televisions, pool tables and table tennis tables.

Aberlour House 1999-2004

At Aberlour House there was a large Sports Hall which allowed the playing of sports like hockey, tennis and netball indoors all year round. With a stage at one end and rigging for lighting, it also provided a performance space and a room in which the whole school could congregate for assemblies and dances like ceilidhs and discos. The building also housed a music department and the school had an art department and a computer room. Outdoors the children had access to a large woodland estate, with rugby, football and hockey playing fields, and tennis courts. They could also choose to do activities such as judo, karate, dancing or riding.

The Gordonstoun International Summer School:

Since 1976, Gordonstoun has run a Summer School (now known as GISS). The school's aims in instigating the course are made clear by the then Headmaster, Mr Kempe: *'to extend our facilities to overseas students and by doing so perhaps to encourage some schools overseas to examine the value of this kind of education'*^{xxxix} This course was created from the same foundation of Kurt Hahn's educational ethos – to educate through challenge, adventure and internationalism – and his desire to make that ethos available to as many people as possible. The Gordonstoun Summer School's policies and procedures have developed in line with Gordonstoun's, and staff are selected and trained accordingly. The children are accommodated in the same boarding accommodation with a similar pastoral structure within those houses: they are cared for also by the staff in the medical centre and catered for in the refectory. The staff for the course are selected by the Summer School's Director and all are PVG members. Each department for the Summer School has a fully qualified Head of Department, and their staff assistants are usually graduates or undergraduates, many of whom have themselves been students at Gordonstoun School. Indeed, the current Director of the Summer School is herself a former staff member of the Summer School and a former pupil of Gordonstoun. The Gordonstoun International Summer School wholeheartedly subscribes to the Gordonstoun motto – *Plus Est En Vous* – There is more in you... Since 1990, as the

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Summer School has expanded, it has run two three week courses in the same period of time, running concurrently. This allows more children to enjoy the experience.

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

Seamanship and sailing has always been an integral part of education at Gordonstoun and in 1934 the boys helped to build the school's first two boats for sail training. Each boarding house spent one afternoon a week at Hopeman harbour learning the rudiments of sailing, and the school acquired two cutters in 1935 & 1936. Any students who showed a particular interest in sailing could join one of the School's first 'services' – the Sea Cadets – and had the opportunity to spend the Summer holidays on 'cruises' in the school boats. Over the years, Gordonstoun owned a series of boats which included, in 1938, a 73-foot schooner, the Maisie Graham which was renamed the Prince Louis. Gordonstoun ran a Nautical Course at school, which ran for 25 years – until 1967 - and was a two-year vocational course which prepared boys to become officers in the Merchant Navy. In 1969 Gordonstoun acquired Sea Spirit and from then on, different year groups spent a week sailing her between April and October until she was replaced by the school's current Sail Training vessel Ocean Spirit in 1998. 'Cruises' as they were known, were undertaken by students in 4th Form (Year 10) and 6B (Year 12) These Sail Training Voyages were staffed by a Captain and a Bo'sun, with a crew of up to 16 children.

Expeditions and Outdoor Education have also always been integral to Hahn's educational ethos – he believed they could 'greatly contribute towards building strength of character' and they were, and still are, undertaken to varying degrees of challenge by every year group. Expeditions generally involve walking and camping in the Scottish Highlands – in the Cairngorms or on the West Coast - often carrying a full backpack. They might be part of the educational curriculum – with expeditions to compliment academic work in examination subjects like Geology or Geography. Or they might be more social House expeditions or Form expeditions.

Alongside the goals of providing opportunities for learning through adventure and challenge, Gordonstoun's expeditions have also always provided an opportunity for children to learn and develop both leadership skills and the ability to work as member of a team. In Hahn's words '*No boy should be compelled into opinions, but it is criminal negligence not to impel him into experience,*^{xxx}' and members of the teaching staff have often been experienced mountaineers (both Headmasters Mr Chew and Mr Kempe included). In the early days it was not unusual for children to be dropped off at one location – after due preparation in the skills required – for collection at a later time, on a later day, in a different place. This allowed students to work together, testing themselves in, and experience the freedom of, the Scottish hills. Students could also make their own plans for expeditions and, once these plans had been checked and approved by a member of staff, set off – allowing enterprise, independence and the opportunity to develop and show initiative and teamwork.

In the 1980's this freedom was marshalled by a more structured outdoor education programme which required more formal training from staff, and in the 1990's a Sail Training and Outdoor Education Co-ordinator was appointed to oversee both programmes. This role has since been split so that two staff members – one for Sail Training and one for Outdoor Education - ensure that Gordonstoun can continue to offer exciting and exacting outdoor educational challenges across the board for its students, whilst complying with health and safety regulations and requirements.

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Where experience, expertise, enthusiasm and good sense were sufficient qualification for the staff who accompanied expeditions in the school's early days, the requirement for qualifications has become more stringent, and since 2008 all members of the Outdoor Education department must be experienced in delivering outdoor and adventurous activities in an educational establishment, outdoor education centre or outdoor education organisation, with essential qualifications as Mountain Training Mountain Leaders, First Aid and a minimum of two further leadership, instructional or coaching awards. They would also, ideally, have a degree in an Outdoor Education or related area and DofE Award Accreditation.

Gordonstoun is currently the only Independent School in Scotland to hold an Adventure Activities Licencing Authority License, which it has held since January 2014. This Licence provides assurances about the safety of the activity providers who have been granted one. From time to time, the Outdoor Education Department employs associates to help deliver their programme, and they are fully inducted into the department's policies and procedures, are expected to have a knowledge and understanding of the ethos of the school, must have an up to date Disclosure Scotland Check, and produce original copies of their qualifications, supported by two professional references.

Weather – and snow conditions - permitting, students have the opportunity to go skiing or snowboarding on Sundays during the Spring term.

International Service Projects:

The Thailand Water Project is the longest standing of Gordonstoun's International Service Projects: since 1986 selected students have travelled to Thailand to work with local communities improving their fresh water supplies. International Service Projects are also run in Ethiopia, Romania and Sinai.

International Exchanges:

From the school's foundation, as part of the realisation of Hahn's educational ethos, Gordonstoun has offered international exchanges to its students. Originally these were to Salem and other schools in Germany and France, for boys after O-Levels. But since the 70's and 80's Gordonstoun has offered international exchanges to a wider range of countries, through the school's membership of Round Square – the worldwide association of schools founded on Hahn's ideals. These include to schools in Australia, New Zealand, Canada and America, South Africa, Denmark and Morocco.

Sports, Drama, Music and Dance tours:

Members of sports teams and squads also tour Britain and other part of the world playing sport, as do musical ensemble, drama productions and dance companies.

School Services off-site:

As mentioned above, the services have played a part in off-site activities, with members of the Community Service going out into the community to visit old people's homes and schools on Wednesday afternoons; members of the Fire Service going on call out to local fires; and the Coastguards manning the Watchers Tower on the cliffs beyond school during heavy storms.

Gordonstoun's proximity to long stretches of beach on the Moray Coastline, at both Hopeman and Lossiemouth, enhances training for the rescue services and also provides a location for

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social activities – picnics, barbecues – with the opportunity more recently to body board, surf or paddle board.

Gordonstoun’s Conservation Service has also, historically, taken part in community projects locally, including the creation of the Winding Walks in Fochabers and the maintenance of the Moray Coastal Path.

Aberlour House 1999-2004

Aberlour House used the swimming pool at Speyside High and, through its own commitment to the Hahnian educational ethos, the school ran an active outdoor education programme, sending children on expeditions into the hills nearby and further afield. These expeditions could also include kayaking, rock climbing and abseiling. They undertook competitive sports fixtures with other prep schools – travelling to them by bus, or playing host to them – playing cricket, rounders, rugby, tennis, hockey and cross country. When the weather allowed, they had the opportunity to go skiing once a week in the Spring term. Aberlour House also hosted the Aberlour House Junior Highland games, every summer – an annual gathering of local schools and those from further afield^{xxx1}.

The Gordonstoun International Summer School:

Over the last forty years, the programme offered by the Summer School has evolved. Currently the children spend three days in an Outdoor Centre outwith the school, and with whom the school has a multiyear contract. The Outdoor Centre is AALA accredited and owned by North Lanarkshire Council. GISS staff join them on site to manage and oversee all aspects of the children’s wellbeing and pastoral care.

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

In the early days, because service to the community has always played an integral part in Gordonstoun’s ethos, there was an element of manual work to the boys’ weekly routine. Their obligation was to the wider community, but also to their own community - so they helped maintain the school estate and worked alongside teachers as well as groundsmen– helping to lay the first playing fields and worked on the restoration of the class rooms and boarding house of Round Square. They were also required to fulfil practical duties around the school – like clearing up after meals and keeping various parts of their boarding houses clean, emptying waste paper baskets etc. Children are still expected to keep their personal space tidy and to clear their own places after meals. They take part in a small amount of cleaning and tidying in the boarding houses, as they might do in their own homes.

“In order that those many and varied interests should protect and sustain the vitality and self-confidence of our children we must demand that the boys feel it as important for the purpose of the school to build for it, to paint for it, to sing for it, to organise for it, to economise for it, as it is to win a Balliol scholarship or play at Lords” Kurt Hahn^{xxxii}

They were also obliged to manage the animals they kept – so when the school included riding facilities, the boys had to muck out the horses, and when they kept bloodhounds they had to manage the dogs also, likewise when the Biology Department kept a zoo of small animals these required care and attention. Practical work – mentioned as ‘School Works’ above – was also a separate activity during the formative years of the school. It was timetabled as one of the activities undertaken twice weekly between 2.30 and 4.30^{xxxiii}

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999-2004

Children in Aberlour house were expected to fulfil small domestic chores like clearing their table after mealtimes, and to make their own beds.

- 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?*

The establishment was not run by a Catholic religious order

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.*

Manual work is now only part of the school's weekly routine in as much as students are still expected to help keep their boarding houses tidy, and there is still a rota of students who help tidy up the refectory after break – all of which continues to reflect Hahn's ethos. And as part of the curriculum, every junior student studies ISC (International Spiritual Citizenship) and this can involve going out into the community to help with gardening, beach cleaning, litter picking etc.

1.6 Numbers**(a) Organisation****PAST**

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

The numbers accommodated at Gordonstoun by the organisation in each academic year are as follows (we do not have any numbers from 1954-1961 inclusive):

1934	13	1954		1974	429	1994	455
1935	44	1955		1975	432	1995	420
1936	83	1956		1976	445	1996	448
1937	119	1957		1977	452	1997	445
1938	116	1958		1978	462	1998	421
1939	131	1959	141*	1979	458	1999	410
1940	132	1960	140*	1980	460	2000	407
1941	94	1961		1981	454	2001	409
1942	117	1962	404	1982	455	2002	446
1943	139	1963	398	1983	451	2003	454
1944	164	1964	392	1984	459	2004	519
1945	171	1965	388	1985	470	2005	538
1946		1966	389	1986	472	2006	584

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1947	196	1967	389	1987	456	2007	596
1948	214	1968	391	1988	479	2008	602
1949	253	1969	405	1989	497	2009	599
1950	264	1970	403	1990	475	2010	591
1951	278	1971	415	1991	473	2011	594
1952		1972	418	1992	466	2012	595
1953		1973	421	1993	473	2013	594
						2014	593

* We only have numbers for one of the school's boarding houses – Altyre House in Forres – for these two years.

Aberlour House 1999-2004

These numbers are from retained form lists, and are not comprehensive.

Year	Term	Boarders	Day pupils	Total
1999	Autumn			
2000	Spring			
	Summer			
	Autumn	58	26	84
2001	Spring			
	Summer	65	19	84
	Autumn	63	25	88
2002	Spring	61	26	87
	Summer			
	Autumn	58	30	88
2003	Spring			
	Summer	64	30	94
	Autumn			
2004	Spring			
	Summer	39	23	62
	Autumn			

Gordonstoun International Summer School numbers are as follows – with some confusion around actual numbers for 1978 and 1979:

Year	Course I	Course II	Total
1976	23		
1977	43		
1978	55 or 67		
1979	56, or 67		
1980	62		
1981	66		
1982	105		
1983	111		
1984	141		
1985	175		
1986	163		
1987	180		
1988	180		

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1989	170		
1990	166	65	230
1991	186	64	250
1992	184	62	246
1993	146	78	224
1994	140	95	235
1995	175	90	265
1996	176	73	249
1997	156	87	243
1998	161	85	246
1999	175	98	273
2000	170	74	244
2001	161	83	244
2002	201	90	291
2003	190	76	266
2004	193	78	271
2005	184	99	283
2006	201	97	298
2007	201	101	302
2008	210	110	320
2009	213	115	328
2010	209	122	331
2011	228	124	352
2012	183	109	292
2013	196	102	298
2014	182	103	285

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

Any changes in numbers of children at Gordonstoun have been defined by the popularity of the school with parents. The increase in numbers in 2004 coincides with the opening of the Junior School at Gordonstoun.

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

Between 1934 and 1958 a total of 1343 children were accommodated at Gordonstoun.

Between 1959-1960 there were 141 and 140 boys at Altyre House, one of the school's boarding houses, respectively. Unfortunately, we do not have a record of how many boys were otherwise resident at Gordonstoun in these two years.

Thereafter – between 1961 – 2003 - there has been an annual average of 428 children at Gordonstoun.

It is difficult to give a total number accommodated as each student stayed for, generally, five years – so the most accurate figure we can provide is an annual one (as per the chart in 1.6.a.i).

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999-2004 – as above:

(Numbers from Form Lists – not comprehensive)

Year	Term	Boarders	Day pupils	Total
1999	Autumn			
2000	Spring			
	Summer			
	Autumn	58	26	84
2001	Spring			
	Summer	65	19	84
	Autumn	63	25	88
2002	Spring	61	26	87
	Summer			
	Autumn	58	30	88
2003	Spring			
	Summer	64	30	94
	Autumn			
2004	Spring			
	Summer	39	23	62
	Autumn			

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

Not applicable. No children were placed in foster care by Gordonstoun.

- 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 the organisation was the provision of a broad curriculum based on Kurt Hahn's unique educational ethos, with boarding accommodation.

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.*

The numbers for 2014-2017, which include Aberlour House, now renamed the Gordonstoun Junior School are as follows:

2014	593
2015	566
2016	567
2017	531

The current number of attendees at the Gordonstoun International Summer School stands at 280 over two three-week courses which run concurrently in July.

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(b) Establishment**PAST***i. How many children did the establishment accommodate at a time?*

These numbers are for the Autumn term of each academic year, where numbers are available. They represent both boarders and day pupils. A more comprehensive spreadsheet has been compiled by the School archivist with a termly breakdown and is available. The houses are represented by letters:

A – Altyre D - Duffus P - Plewlands
 B – Bruce G – Gordonstoun House R – Round Square
 C – Cumming H – Hopeman

Year	Boarding House								
	A	B	C	D	G	H	P	R	W
1947			32	46	48			51	
1948			34	43	46			59	
1949			41	44	44			60	
1950			44	39	39			49	
1951			49	43	44			49	
1952									
1953									
1954									
1955									
1956									
1957			55	45	42			52	18
1958									
1959									
1960									
1961									
1962	67	61	62	52				60	67
1963	65	62	62	50				60	65
1964	64	61	61	50				59	64
1965	64	64	59	50				57	63
1966	62	63	56	50				62	63
1967	61	60	61	47				63	65
1968	61	61	67	49				66	68
1969	61	62	61	49				67	68
1970	57	60	57	48		61*		59	61
1971	60	60	59	48		61*		56	60
1972	62	59	63	48		29/30*		60	64
1973	62	61	65	48		64		61	63
1974	61	62	63	52		34/32*		62	57
1975	59	60	63	51	24	47/15*		60	62
1976	60	62	63	51	31	59		59	60
1977	58	60	61	52	37	68		61	59
1978	61	61	61	52	30	62		63	64
1979	60	63	62	50	30	73		62	66

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1980	60	62	61	50	29	68		57	68
1981	60	61	61	50	31	66		62	71
1982	56	56	57	47	23	65		62	66
1983	60	63	62	50	29	62		66	58
1984	60	62	61	53	33	66		61	66
1985	59	63	60	53	41	71		62	72
1986	60	59	59	52	41	72		61	74
1987	50	55	53	48	50	67		56	61
1988	50	57	57	50		71	66	57	66
1989	54	57	56	52		67	71	57	62
1990	51	55	53	50		62	67	54	59
1991	51	56	51	52	25	65	64	54	56
1992	48	55	52	48	26	61	68	58	58
1993	53	54	48	44	20	65	67	56	61
1994	52	54	47	48	25	57	65	59	56
1995	47	54	52	44	25	53	45	56	45
1996	51	56	52	48	17	59	64	57	59
1997	49	59	49	49	19	60	66	54	64
1998	48	57	44	50		56	59	50	55
1999	35	58	48	53		57	59	46	55
2000	11	63	51	51		53	64	54	55
2001		64	52	52		56	61	53	57
2002	38	66	51	56		54	60	54	55
2003	37	66	54	57	12	54	61	54	60
2004	36	64	56	55	12	50	60	57	58
2005	26	62	54	52	11	53	63	51	63
2006	39	66	58	57	22	57	62	59	33
2007	40	64	57	54	21	58	65	58	65
2008	40	65	60	56	23	53	65	62	62
2009	38	64	55	55	22	58	73	61	62
2010	36	62	60	57	21	56	62	63	61
2011	37	60	60	58	22	64	75	67	65
2012	33	59	59	47	19	64	72	54	65
2013	30	65	57	53	20	67	71	60	69
2014	34	71	60	57	19	59	69	61	67

* are numbers of boys in Hopeman, when it was briefly a boys house before becoming mixed and then a girls' house.

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Numbers – where possible – for boarding houses that no longer exist at Gordonstoun:

Year	House (numbers for Altyre in Forres are totals)			
	ALTYRE, FORRES	DUNKINTY	LAVEROCK BANK	HOPEMAN LODGE
1948		30		33
1949		32		32
1950		37	30	27
1951	After D & LB were closed: 99	36	29	
1952	111			
1953	111			
1954	124			
1955	126			
1956	126			
1957	125			34
1958	134			
1959	142			
1960	139			
1971				
1962				45
1963				34
1964				33
1965				31
1966				33
1967				32
1968				32
1969				30

The numbers for Aberlour House, as part of Gordonstoun, since 2004 have been:

YEAR		YEAR	
2004	61	2010	113
2005	82	2011	98
2006	106	2012	106
2007	114	2013	90
2008	111	2014	84
2009	112		

Aberlour House 1999-2004

Aberlour House was able to accommodate a maximum number of 78 boarders but accommodated fewer than that in the years between 1999-2004 – per the chart above in iii – in the years before the school closed.

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

This shifted and changed depending on the demand for boarding school provision by parents.

*Gordonstoun response to SCAI – 28 April 2017*iii. *How many children in total were cared for at the establishment?*

The number of children cared for at the establishment, annually, were:

1934	13	1954		1974	429	1994	455
1935	44	1955		1975	432	1995	420
1936	83	1956		1976	445	1996	448
1937	119	1957		1977	452	1997	445
1938	116	1958		1978	462	1998	421
1939	131	1959	141*	1979	458	1999	410
1940	132	1960	140*	1980	460	2000	407
1941	94	1961		1981	454	2001	409
1942	117	1962	404	1982	455	2002	446
1943	139	1963	398	1983	451	2003	454
1944	164	1964	392	1984	459	2004	519
1945	171	1965	388	1985	470	2005	538
1946		1966	389	1986	472	2006	584
1947	196	1967	389	1987	456	2007	596
1948	214	1968	391	1988	479	2008	602
1949	253	1969	405	1989	497	2009	599
1950	264	1970	403	1990	475	2010	591
1951	278	1971	415	1991	473	2011	594
1952		1972	418	1992	466	2012	595
1953		1973	421	1993	473	2013	594
						2014	593

Between 1934 and 1958 a total number of 1343 children were accommodated at Gordonstoun. We know this as we have a list of former pupils from that time. It is not possible to quantify who was in which specific year, and when each left, which is why a total number is difficult to quantify. These numbers include both day pupils and boarders.

Aberlour House 1999-2004

For the same reason, at Aberlour House, we can only give annual attendance numbers in so far as we have them:

Year	Term	Boarders	Day pupils	Total
1999	Autumn			
2000	Spring			
	Summer			
	Autumn	58	26	84
2001	Spring			
	Summer	65	19	84
	Autumn	63	25	88
2002	Spring	61	26	87
	Summer			
	Autumn	58	30	88
2003	Spring			
	Summer	64	30	94
	Autumn			
2004	Spring			
	Summer	39	23	62
	Autumn			

*Gordonstoun response to SCAI – 28 April 2017*iv. *What accommodation was provided for the children?*

The accommodation at the establishment varied between the boarding houses – details of which are listed above at 1.5 (b) i – each providing a bed, somewhere to study, bathrooms, toilets, and areas in which to socialise, including mixed common rooms after the arrival of the girls at the school in 1972. Until this time there was very little socialising between members of different houses. It was from the arrival of girls that this changed.

Aberlour House:

The children at Aberlour House were provided with a bed, with drawers underneath to store their possessions. They also had a bedside table, and shared space in wardrobes. The boys slept in bunk beds^{xxxiv}. Per the HMI report 2001, it was suggested that children should have lockable spaces and in the 2002 response to this report, these had been provided.

How many children occupied a bedroom/dormitory/house?

In the boys' boarding houses the maximum number of boys per dormitory from the 1980's – by recollection of former House Masters – was 8-10.

In Round Square in the 1950's there were large dormitories which housed twelve boys each.

It is an assumption that this is the maximum number of boys in any dormitory in any of the boarding houses at any time.

The house numbers are as stated in 1.6 b (i)

Girls' dormitories in Windmill did not house more than 6, and likewise in Plewlands.

Aberlour House 1999-2004

Through the recollection of a former matron, the maximum numbers of boys in large dormitories was 8/10. The girls' dormitories were smaller – perhaps 8. The children were also accommodated in smaller rooms for 2-4.

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

Yes

vi. *If so, please give details.*

The accommodation offered in the boarding houses currently is as follows:

Gordonstoun Junior School (formerly Aberlour House):

- 3 Girls dorms with 5 beds (with desks underneath them)
- 1 Girls dorm with 6 beds (with desks underneath them)
- 1 bathroom for girls including 5 toilets, 7 shower cubicles & 8 sinks.
- 4 boys' dorms containing 5 beds
- 2 boys' forms containing 7 beds.
- 1 boys' bathroom with 7 toilet cubicles, 4 shower cubicles & 9 sinks

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- 1 boys' toilet with 4 toilets, 2 urinals, 6 cubicles & 7 sinks.

Altyre

- 7 double rooms
- 36 single rooms
- House captain's room with ensuite shower & toilet.

A 6th Form boarding house which closed in the Summer of 2016

Bruce: Is now comprised of

- 45 single rooms (with bed, desk, wardrobe)
 - 2 x 2 bed dorms with a desk for a dayboy
 - 3 x 3 bed dorms with 2 desks for dayboy
 - 6 x study rooms (with desk and chair) for day pupils and boarders
 - House captains room (bedroom, sitting room, Kitchen & bathroom)
 - 1 x double study room
- Two large bathrooms with 5 showers, 1 bath, 3 toilets and 2 urinals each, also with drying areas and lockers.
 - Two small bathrooms with 2 toilets & 2 urinals each.

Cumming is now comprised of

- 14 double rooms, housing 28 boys.
- 1 triple room, housing 3 boys
- 20 single rooms housing 20 boys – one of these is for the House Captain and has a toilet and a shower.
- 2 single studies and 5 double studies for 12 day students.
- Cumming has 11 showers, one bath and 9 toilets.
- And a Mixed Common Room for socialising, watching television – with a pool table and table tennis table for leisure.

Duffus: (until January 2017)

- A year 9 dorm with 9 bunk beds in it.
- 10 x single rooms
- 1 x 4 bunk bed dorm
- 1 x 3 bunk bed dorm.
- 1 x 6 bunk bed dorm
- 1 x 4 bed dorm
- 3 rooms for day boys.
- A mixed common room.
- Rooms for the House Captain & the Captain of Juniors.
- TV room
- Toilets with 4 cubicles & 4 urinals
- Shower room with 6 showers & 2 baths.

Duffus: (from January 2017)

- 2 dormitories with four beds each
- 5 rooms with two beds each

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- 2 rooms which are ensuite for single occupancy
- 2 rooms for double occupancy by day boys
- 1 room for triple occupancy by day boys
- 1 TV room which could also be converted to a room for the accommodation of 4 day boys if necessary.
- 36 single bedsits
- 4 shower rooms with toilets.

Gordonstoun:

- Has 13 rooms – comprising five single rooms and 8 doubles.
- This is accommodation for 21 sixth form students.
- There are 5 showers, one bath and five toilets.

Hopeman:

- Single rooms for 53 students
- 1 bedsit for Deputy House Captain
- 1 bedsit with bathroom & kitchen for House Captain
- Four shower rooms with 3 showers, 6 sinks & 4 toilets
- 2 study rooms – both with 1 bed, one with 4 desks, one with 5 for day pupils.
- 1 x drying room
- 1 x mixed common room

Plewlands is now comprised of:

- 39 single rooms
- 8 dormitories for a maximum of 3 – 4 beds
- 4 shower rooms with a total of 15 showers
- 7 toilet rooms with a total of 18 toilets
- 2 study rooms
- 2 storage rooms
- 1 House tuck shop
- 1 x laundry room
- 2 large drying rooms.
- 1 large mixed common room

Round Square is now comprised of:

- 34 bedsits for single use
- 7 rooms for double occupancy
- 2 rooms with accommodation for 3 boarders and 1 and 2 day pupils respectively.
- 1 room for 3 day boys.
- Round Square has 14 showers and 7 toilets.

Windmill

- Year 9s are in dormitories of 3, with a bed & a desk for all including day pupils
- Year 10 share rooms of double occupancy
- Year 11, 12 and 13 have their own rooms^{xxxv}.

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The Boarding House numbers have been and currently stand at:

A – Altyre D - Duffus P - Plewlands
 B – Bruce G – Gordonstoun House R – Round Square
 C – Cumming H – Hopeman

Year	Boarding House								
	A	B	C	D	G	H	P	R	W
2015	28	65	59	51	16	61	62	59	62
2016	29	68	56	52	17	51	64	52	60
2017		65	52	54	15	50	61	52	60

Numbers in the Junior School have been, and currently stand at:

2015 103
 2016 98
 2017 103

Since January 2017, Gordonstoun has welcomed children aged 6-7 to a new Year 2 in the Junior School. None of the children in the year group are currently boarders.

The numbers for Gordonstoun International Summer School are as follows:

YEAR	Course 1	Course 2	Total:
2015	146	98	244
2016	160	96	256

1.7 Children's Background/Experience

PAST

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

Children were admitted to Gordonstoun for their education and came from Scotland, elsewhere in the UK, and overseas. The school's ethos was always to educate children from a broad social background, with the provision of bursaries and scholarships where possible (for instance the William Wood scholarship for children of local Fishing families, and there are various discounts for children of armed forces personnel). In Hahn's time, there was a procedure whereby some parents paid more in order for other parents to pay less. The school has also always worked hard to maintain as broad a spectrum of students as possible, so it has always educated children from all over the world and from different social and economic backgrounds. All went back to parental or family homes in the holidays, all parents sharing a commitment to Kurt Hahn's unique educational ethos by sending their children to study at Gordonstoun. This would also be true for Aberlour House 1999-2004

Because one important element of Hahn's ethos has always been a commitment to internationalism at Gordonstoun, the school has always welcomed students from overseas, and has strived to help with accommodation for those students immediately outwith term times, depending on their travel arrangements and requirements. In 2002, the school formalised its Guardianship scheme to help the parents of those children keep them safe,

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supported and happy, and to comply with new guidelines and regulations. All international students at the school must have a Guardian who is resident in the UK for the duration of their career at the school. This guardian can be parentally appointed, parents can elect one from one of the Guardianship Agencies in the UK or the school can appoint a Guardian on a parent's behalf through the school's scheme.

Under the school scheme, Gordonstoun undertakes a series of checks on – and interviews with – any prospective Guardian, including a PVG check. The Guardian is then expected to be in regular contact with their charge, and a point of support and security whenever required. They are also expected to provide a place to spend Leave-out (exeat) weekends and half terms, and, if possible, to attend any plays, performances, fixtures or parent/teacher meetings in agreement with the child's parents.

- ii. *Were children admitted into the care of the organisation as a whole, or were they admitted into the care of a particular establishment?*

Children were admitted to Gordonstoun School for education from the ages of 13-18.

Aberlour House from 1999-2004 Children aged 8-12 were admitted to Aberlour House before the school moved to the grounds of – and became part of – Gordonstoun in 2004.

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

Children were admitted to Gordonstoun if they were between the ages of 13-18.

From 1999/2004, children were admitted to Aberlour House if they were between the ages of 8-12

- iv. *Who placed children with the organisation?*

Parents were responsible for placing children at Gordonstoun (and Aberlour House)

- 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?*

To our knowledge, the organisation/establishment did not receive children mainly from the Children's Hearing system.

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

Children were admitted to Gordonstoun through entrance exams, sitting Common Entrance, through successful interview (in the early days, Hahn placed more emphasis on the interview than anything else – and the interview remains the most valuable means of assessing a prospective student today) and consideration of references from previous schools.

This would also be true for Aberlour House 1999-2004.

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

Until 1972, Gordonstoun only educated boys. From 1972, onwards the school became co-educational. The endeavour from that time forward has been to achieve a working balance of boys and girls. The roll currently stands at 60% boys and 40% girls. This has been fairly standard since the late 70's.

Aberlour House 1999-2004 was co-educational.

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

Siblings have always been welcomed to Gordonstoun and a discount was automatically offered to parents on their enrolment. This discount ended in 2005 and has, since then, only been available after means-testing, consistent with the school's charitable objectives. It varied at times between a discount on a third child and a discount on a second and third child. Currently it could be given on both, subject to means-testing.

Aberlour House 1999-2004

Siblings were welcome to join the school at their parent's discretion. A formal automatic discount was not offered, but parents could discuss this with the bursar and decisions were made on an individual basis^{xxxvi}.

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

Gordonstoun offered five years of education – from 13-18, although parents were free to remove their children at any point.

Aberlour House 1999-2004

Aberlour House offered five years of education – from 8 – 12. Since January 2017 the Gordonstoun Junior School has offered education for children aged 6-12 with the provision of a new Year 2.

Since the amalgamation of the schools, children can now be educated at Gordonstoun from 6-18.

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

Parents had the choice to move their children from Aberlour House 1999-2000 to Gordonstoun at the age of 13, or to send them to a different senior school.

- xi. *If so, in what circumstances?*

Children would make the move from Aberlour House 1999-2000 to Gordonstoun on the wishes of their parents and if they passed the selection criteria for Gordonstoun.

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

From 2000, children typically move from the Junior School (formerly Aberlour House) to Gordonstoun, unless they chose to continue their education elsewhere.

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

Same sex siblings were generally placed in the same boarding houses, unless their parents requested otherwise. Siblings of the opposite sex were not restricted in their contact with each other in any way beyond the general timetable of the day, for instance they could speak before chapel, at meal times and break, or at appropriate times in the Boarding Houses' mixed common rooms.

Aberlour House 1999-2004

Aberlour House was a small school, ss siblings were able to make contact regularly during the course of the day, constrained only by the demands of their respective time tables.

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

It is difficult to account reliably for the early days. A former pupil in 1956 reports contact being 'one or two telephone calls and several letters per term as was common to all residents'^{xxxvii},

A staff member who joined in 1974 and remained at the school until 2014 recalls that children could always request to make phone calls to their parents, particularly overseas students on arrival back at school. And from soon after that point there were phone boxes in each of the boarding houses.

Post was delivered to the House master/mistresses daily and then put out for distribution at break.

Provision of internet access at Gordonstoun:

Year:	Development:
1994	Modem 9600 Baud, supervised single-user access in the IT centre.
1996	Gordonstoun domain first registered (gordonstoun.org.uk)
1997	ISDN 128Kbps networked internet access through wired workstations only.
	Students have network access to the World Wide Web
	The Gordonstoun Website went online (www.gordonstoun.org.uk) – this to provide information and updates on all aspects of life at Gordonstoun for parents, students, prospective parents, members of the wider Gordonstoun community and any interested parties.
	It contains a secure section for parents only.
	School wide phone upgrade provides more extensions, including two student phones per house.
2001	Staff have access to school email
2004	WiFi introduced into the Junior School for school devices
	Internet access through both wired and wireless school devices
	Junior School students have school email accounts.
2005	Senior School students have school email accounts.
2006	WiFi installed around the school for all devices (partial BYOD – web access only)
	Dedicated Internet Access (leased Line) at 10Mbps installed
	Time restrictions on access to social media.
2009	Dedicated Internet Access upgraded to 20Mbps.

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2011	Skype Accessible through network
2013	Dedicated Internet Access upgraded to two circuits, each at 100Mbps
	Full BYOD service for mobile services introduced
	Time restrictions on access to social media removed.
2014	Campus geofencing for YikYak

Ever since the introduction of web access at Gordonstoun, this access has been appropriately filtered, but facilitates easy contact between students and their friends and family.

Aberlour House 1999-2004

At Aberlour House children could write letters to their parents at any time, give them, sealed in an envelope, to a member of staff and they would be stamped and posted. Likewise, letters to any extended family or friends. These letters were not read.

On Sunday evenings, there was ‘letter writing’ which was a partly academic exercise to teach children how to write letters, and to work on their presentation and use of language. These letters were read by whichever member of staff was on duty to check these things.

There were phone boxes in the house which children had free access to in the evenings. As mobile phones were becoming the norm, children were allowed to bring mobile phones to school although they were held by staff for safe keeping and allowed use of only at certain times of the day^{xxxviii}. Latterly email was possible from the school’s computer room.

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

As the people who have chosen – and are paying for – their child’s attendance at the school, parents were always welcome to make contact with the school whenever they wished to. Formal school reports have always been supplied termly. In more recent times these have become bi-termly. Parent teacher meetings were traditionally held in the Summer, but are now termly.

Every academic year since 1934, the school has published ‘The Gordonstoun Record’ – a magazine which outlines the highlights of the year in every area of the school, with articles illustrated by photographs by both staff and students and which always includes a piece by the Headmaster. Since 1997 there has been a Gordonstoun School website which supplies general school news, and has specific pages pertinent to each year group and their activities and life in the wider Gordonstoun community as a whole. The website has a ‘parent’s portal’ which allows parents secure access to a host of key information. This can be accessed from any location around the world that has internet access, providing important accessibility for parents that are overseas and in different time zones.

Overall, with the development of modern communications, contact with parents has become even easier, with cheaper travel, email and mobile phones.

Aberlour House 1999-2004

“There is an open-door policy as far as parents are concerned. There are official parent/teacher meetings on the year-group basis and there are many occasions during the course of a term when parents may talk to those teachers who work directly with their children, for instance, at Leave-out Weekends, at matches and at other official school

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functions. Parents are encouraged to attend the Sunday Services. All Staff are at the end of a telephone if required.^{xxxix} ”

Since 2004, the Sunday Service has been moved to Friday evening, an event to which parents, friends and family are invited. Post 2004, a weekly newsletter was posted to the Gordonstoun School website, to which all parents have access and since 2014 a weekly update is emailed to all parents on a Friday evening with news of the week gone by, and important dates for the week approaching.

Children throughout the school are also encouraged to write a ‘blog’ online as part of the Student Development Scheme (SDS) – this is an opportunity to record their endeavours and achievements. It is overseen by their tutors and can be read and commented on by parents. It is a means of communication, but also provides a ‘portfolio of achievements’, and can make a useful, informal record of a career at Gordonstoun when children get to school-leaving age. In the process, a firm record is created of their achievements and their feelings about them, throughout their career at school.

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

Parents could make direct contact with their children via post or phone at both establishments, and later by email or mobile phone.

School email addresses were supplied in 2005 through a robust school network, so that contact was no longer subject to the vagaries of phone reception and weaknesses in mobile signal in the area.

There is a half term in every school term, and there are leave-out weekends in the Autumn and Summer terms. At these times school finishes at lunchtime on a Friday, giving students a chance to spend from that time onwards with their family – or friends - returning to school on the Sunday evening. This provides an opportunity for UK and European-based students to travel home, and often parents from further afield take the opportunity to visit the school and take their children out to stay somewhere locally for the weekend.

Aberlour House 1999-2004

Children were allowed to make phone calls to their parents in the evenings during free time, either by mobile – which was otherwise held for safe keeping by staff – or through the two school phoneboxes. They could receive mail and, latterly, email. Aberlour House pupils also enjoyed leave out weekends and half terms, when it was possible for parents to take them out of school. There were many opportunities during the course of term for parents to visit – attending fixtures, productions, performances, or Sunday evening services.

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

Christmas itself always occurs during the school holidays. However, under Kurt Hahn one of the two big drama productions of the year was a nativity, something which was reintroduced with the arrival of the Junior School in 2004. Otherwise the school has always marked Christmas with a Carol Service, and Christmas celebrations within the boarding houses.

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From conversations with former House Masters and House Mistresses, birthdays were celebrated in the boarding house with a social event, attended by both pupils and staff members – with cake, biscuits, sandwiches, tea, soft drinks, pizza or similar - known colloquially as a ‘brew’, whenever possible. They always used best endeavours to accommodate a visit from parents, and food or cakes sent or delivered from home.

Aberlour House 1999-2004

At Aberlour House, term time birthdays – or birthdays which fell during the first or last week of the holiday – were marked with at supper time which involved nine guests (to fill a table in the dining room) and party food which might be either hot (sausages, chips and bean), cold (filled rolls, crisps etc) – at the discretion of the birthday boy or girl – a fizzy drink and cake.

Christmas was celebrated with an annual carol concert in the village of Aberlour, along with a Christmas meal and the carol concert was followed by an end of term disco at school^{x1}

- 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 continued to reside at Gordonstoun for the length of their education there and for as long as their parents wished them to. This would usually run until the completion of A Levels in order that they might then go on to University. This assuming they behaved appropriately, were happy to stay, and met the expectations of their teachers, their parents, and themselves in terms of their education.

The process of review of this would be conducted through school reports, meetings with teachers and house staff on open days etc and direct communications between those teachers, house staff or the headmaster with parents and/or guardians as necessary.

Aberlour House 1999-2004

Likewise, children resided at Aberlour for the length of their education which would generally run to completion of Common Entrance (at the end of Year 8) in order that they could go on to a secondary school of their choice. This assuming they behaved appropriately, were happy to stay, and met the expectations of their teachers, their parents, and themselves in terms of their education.

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

A parent can remove their child from Gordonstoun at any time, but without a term’s notice they are expected to pay fees until the end of it, unless there are unusual circumstances such as bereavement or sudden, unexpected change of personal circumstances. In exceptional circumstances of misconduct, the school could ask for a child to leave. The process for this is set out in the Parental Contract.

Aberlour House 1999-2004

The process for discharge would have been the same at Aberlour House.

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

The Gordonstoun Association, an organisation founded in 1947, has always sought to maintain, promote and strengthen links with former students (or OGs) from the time that they

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leave school. All former students automatically become members of the GA on leaving school. Through this they receive regular updates about the school and invitations to attend social events both at the school and worldwide, within the global GA community. There is an annual Gordonstoun Association Day at school which provides an opportunity for former students to visit the school. Here they enjoy a specially prepared schedule of events (which might include a display by one of the services, a dance performance or a concert) a service in the chapel, the chance to walk around the campus, to meet fellow 'OG's' and former staff members, to hear about developments at the school, and to attend a convivial evening meal in the refectory. These events are always well-attended and the depth of affection felt for the school in these former students is marked. In school the GA is represented by the GA Coordinator who is a full-time member of the teaching staff, and who acts as the liaison officer between the school and this alumni body. The GA also strives to provide help to former students through networking at these events, and the Association's facebook page is an informal forum for requests made and advice given.

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

Gordonstoun supports all its students as they make decisions about their plans after school, through their applications to Universities in the UK (through UCAS) or overseas, for any other further education establishments, to enter the armed forces, or the workplace more generally. A 'Destination spreadsheet' is created to keep track of these plans, to enable further support to be given after leaving should it be required. Students are urged to supply this information if they are taking a gap year, but it is not compulsory.

For children leaving Gordonstoun's care before the end of their education – children who are changing schools – Gordonstoun communicates with the school they are moving to, to make sure all pertinent information and records are passed on.

Aberlour House 1999-2004

A majority of students from Aberlour House go on to study at Gordonstoun. Otherwise, through a process of supplying references, accommodating interviews for future schools, and discussing onward plans for children with their parents, Aberlour House tends to know the plans of the children leaving its care.

- xxii. Was such information retained and updated?*

These records stand from 2010, and are updated as new information comes in. The Gordonstoun Association has a database of all members which is retained electronically. Members are invited to update their information at any time.

Aberlour House 1999-2004 – this information was not retained nor updated.

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

No after-care was provided after students left Gordonstoun or Aberlour House 1999-2004, although the school is always happy to provide references for any student who might require one after a gap year or a change of direction.

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

Yes

xxv. *If so, please give details.*

The Gordonstoun Association is now run on an ‘opt out’ basis, and every student leaving the school automatically becomes a member unless they choose not to.

In January 2016 Gordonstoun appointed CELCIS (Centre for Excellence for Looked After Children in Scotland) to carry out a consultation with alumni who may have had negative experiences during their time at the School. The objective of this consultation is to identify ways of improving support for any former student who feels they were harmed during their time at Gordonstoun, with a focus on future support. The following letter, from CELCIS with a message from the Chairman of the Board of Governors at Gordonstoun, was sent to alumni who had contacted us about their experiences:

Consultation on Gordonstoun’s Response to Former Students Affected by Abuse and Other Negative Experiences

Following on from evidence of non-recent abuse at Gordonstoun and at Aberlour House, the School has made a commitment to help and support any former students who have been affected by these issues and other negative experiences.

It was considered important to involve former students affected, in order to gain their views on what form this help and support might take. To this end, Gordonstoun has engaged us – Prof Andrew Kendrick and Ms Moyra Hawthorn – to undertake this consultation with former students. We are academics at the Centre of Excellence for Looked After Children in Scotland (CELCIS) and Strathclyde University, and we have extensive experience of working with survivors of historic abuse and organisations where such abuse has been perpetrated.

The consultation will involve interviews with a group of 10 to 12 former students affected by these issues and will draw on feedback we have already received from former students. We will draft a proposal based on this information. We aim to complete this consultation by June 2016 and further details of what is involved can be found in the attached information sheet.

Gordonstoun has made the following statement in support of this work:

“Gordonstoun is committed to helping any former student who may have suffered abuse or other negative experiences during their time at school. Any case is extremely upsetting and we want to put in place practical measures to provide support to those who want it.

We consider it important that those who have been affected are involved in shaping what this support looks like, so we have appointed CELCIS to run a consultation with a group of former students.

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Child protection is something we take extremely seriously at the school today. Making sure our students are happy, healthy and safe is at the heart of everything that we do. Gordonstoun is committed to ensuring that our child protection policy and practice is as robust and effective as possible. We are further developing policy and practice to take account of the latest legislation (Children and Young People’s Act (Scotland) 2014), regulation and best practice.”

Dr Eve Poole, Chair of the Board of Governors

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?*

For the purposes of these questions we have made the following assumptions – that reference to ‘people’ with some responsibility for residential care services for children (as above) will refer to Gordonstoun’s teaching staff. And that future references to ‘child care workers’ will refer to the school’s pastoral staff – the staff who run the boarding houses meaning the house master or mistress; the assistant house masters or mistresses; the house matrons; the house tutors; and – latterly – the pastoral care team. This comprises a Deputy Head, Pastoral Care (formerly Director of Pastoral Care) & a Wellbeing and Child Protection Coordinator, both of whom are supported clerically by an administrator and by Year Group Leaders, teachers who look after the interests and concerns of each specific year within the school.

Where records allow, the numbers of teaching staff – including the Headmaster – have been:

1934	10	1954		1974	50	1994	88
1935	18	1955		1975	48	1995	91
1936	23	1956		1976	49	1996	88
1937	23	1957		1977	49	1997	101
1938	26	1958		1978	50	1998	98
1939		1959		1979	52	1999	102
1940		1960		1980	51	2000	105
1941		1961		1981	54	2001	98
1942		1962	43	1982	57	2002	106
1943		1963	43	1983	60	2003	103
1944		1964	43	1984	62	2004	104
1945	22	1965	43	1985	65	2005	113
1946		1966	42	1986	71	2006	120
1947		1967	39	1987	73	2007	111
1948		1968	41	1988	78	2008	105
1949		1969	42	1989	88	2009	105
1950		1970	40	1990	80	2010	114
1951		1971	42	1991	86	2011	108
1952		1972	47	1992	81	2012	104
1953		1973	49	1993	84	2013	108
						2014	107

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999-2004

In the Staff Handbook for 2000 for the Academic Year 2000 – 2001, along with joint heads, there were 10 full time members of teaching staff and 15 part time teaching staff including two providing learning support and 7 peripatetic music teachers.

In the Academic Year for 2002 – 2003 there were 14 full time members of teaching staff, along with the Headmaster and 9 peripatetic music teachers.

From a Teaching timetable from 2003, there were 13 teachers at Aberlour House.

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

As quantified above in i.

Aberlour House:

Based on the two figures in section i above, there seems to have been around 14 full time members of teaching staff at Aberlour at this time. Some of whom also fulfilled pastoral roles (considered further as ‘childcare workers’ below).

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

Staff were employed by Headmasters, so it might be best to answer this question separately under each:

<i>Kurt Hahn</i>	<i>1934-1953</i>	<i>School founder and renowned educationalist</i>
<i>Henry Brereton</i>	<i>1953-1959</i>	<i>Joint Headmaster with FRG Chew</i>

When the school was founded, Kurt Hahn had free rein to staff it as he saw fit, as long as he operated within an agreed budget^{xlii}. Key staff members who joined in 1934 included Mr Bobby Chew from Hahn’s previous school at Salem in Germany. A married couple, who were originally employed as estate manager and house keeper, became teachers because they both had degrees. ‘*He is said to have appointed worthwhile characters to serve as examples to his boys*^{xliii}’ and Henry Brereton came from Abinger Hill in 1935. Chew and Brereton were longstanding members of staff at Gordonstoun, and Chew and Brereton succeeded Hahn as Headmasters. On staffing, Brereton said: ‘*In the selection of staff great diversity is aimed at, particularly do we try to include men who did not become school masters until middle life. The schoolmaster must rub shoulders with the man of affairs, the colonel with the artist, the Englishman with the German, the Presbyterian chaplain with a partner from the Church of England, the classical scholar with the explorer. The friction and tension which such a mixed society engenders keeps the community vital and healthy*^{xliiii}’.

FRG Chew *1959-1967*

It is possible to glean, from staff lists, that all the staff employed between these years were educated to at least primary degree level, apart from the Heads of Technical subjects which included Woodwork, Electronics & Metalwork.

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In 1964, a Staff member responsible for Expeditions is listed with no evidence of qualifications. Likewise, one for teaching English. Both remained in post for two years.

JWR Kempe 1968-1978

All teaching staff were qualified to primary degree level.

Michael Mavor 1979-1990

By 1979 a significant number of staff at Gordonstoun had been in post since the 1960's. All staff were qualified to at least primary degree level. Governor's Board Minutes in 1981 include a copy of the 'Particulars of Terms of Employment' – Given pursuant to the Employment Protection Consolidation Act of 1978, as amended – a simple and standardised employment contract.

Mark Pyper 1990-2011

By Mr Pyper's recollection, early in his tenure, the concept of 'Safer Recruiting' was being introduced per Government guidelines, and the school kept pace with all these requirements. The school was thorough in asking for references, taking up references, interviewing all candidates, and checking their names against List 99 – in line with RIS guidelines - to ensure that there was no known reason not to employ. All contractual work was done by the Bursar's office until 1999, using a contracts template. Formal job descriptions with person specifications and more comprehensive contracts came in when Mr Pyper appointed the school's first Director of Staffing and Planning. A Human Resources manager was employed 2002 to work with the Finance Director on all non-teaching staff. The HR manager was available to give advice where necessary on staff hiring. From this time onwards, all teachers were expected to have a formal teaching qualification.

Simon Reid 2011 – 2017

The Human Resources Manager became more fundamentally involved in teacher recruitment under Mr Reid and, building on previous good practice, all appointments are made after an applicant has completed the school's application form. CVs are only accepted in support of an application. In the application form the candidate signs a declaration that the information they are providing is true. There is a disclaimer which states that if this is found not to be the case, they face dismissal. If the application is of interest, the candidate is invited to interview. And following a successful interview the job is offered on the following conditions:

That the candidate has:

- Satisfactory clearance through the Disclosure Scotland PVG scheme
- The right to live and work in the UK (following visa/passport checks and UK Visa and Immigration guidance)
- Has supplied two satisfactory employment references
- Has satisfied an occupational health check.

The candidate must then complete a two term probationary period if they are teaching staff, and a six month employment period if they are support staff. This can be extended if necessary if improvement is needed, but this probationary period also presents an opportunity to terminate employment if necessary. Both attendance and performance are monitored in this time.

All the school's recruitment and selection procedures include the use and provision of:

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- Detailed job descriptions and person specifications for any post, which are updated as necessary
- Application forms which are specifically designed to obtain as much legitimate information as possible about the candidate, conforming with the Equality Act
- The fulfilment of Identity checks and the verification of documents – all candidates must bring original, specific documents to interview: a passport or other photographic evidence of identity, proof of current address, and all education and professional qualifications.

References: Candidates are asked to provide two employment referees on the applications form. Any gaps in employment are scrutinised carefully and the giving and receiving of references is controlled through the school's staffing/HR office; by the Financial Director for non-teaching appointments, and the Headmaster for teaching appointments. If a verbal reference is taken by telephone from a current or past employer, a record must be kept of that conversation by those responsible for making the appointment.

Criminal record checks: Any candidate who lives overseas must provide evidence of a clear criminal record from the appropriate authority in the country/countries in which they have resided. The exchange of conviction information with other European countries and non-EU countries provides challenges in this, as many countries have different justice systems and policies on retaining conviction information, and there are further significant challenges in translating and interpreting any information that might be provided. However, all checks must be in place prior to the candidate starting employment and an employee should not be in school at any time without the appropriate clearance.

Qualifications and Registration: All teaching staff are required to have a degree and/or a PGCE or teaching qualification.

Since the school's foundation, all teachers should be educated to at least primary degree level in their specialist subject.

Teaching staff are now registered with the General Teaching Council for Scotland (GTCS).

All staff in a pastoral role who are not qualified teachers (tutor, matron, Housemaster/Housemistress, Assistant House Master/Mistress; Sports Coach, Musician in Residence, Health Care staff, Junior School Assistants) must register with the Scottish Social Services Council and maintain the conditions for their registration. This is usually a recognised degree or an SVQ – at least Level 3 in Health and Social Care or equivalent child/adolescent qualification. One member of staff is a registered nurse, and she would be expected to retain her registration with the Nursing and Midwifery Council (NMC).

All employees are members of the Disclosure Scotland PVG scheme.

At the other end of the employment relationship, if an employee leaves to go on to another post, Gordonstoun has to notify the PVG scheme, as the school is no longer an interested party.

If an employee is dismissed for gross misconduct we have a duty to refer and notify the appropriate regulatory body, either the GTCS, SSSC, NMC and the PVG scheme.

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As an employer, Gordonstoun is responsible for safe recruitment practice, including checking identity, references, background and verifying documentation prior to appointment. To this end, all of the school's policies and procedures are updated on a regular basis, in line with legislation and applied alongside the Disclosure Scotland PVG (Protecting Vulnerable Groups) scheme, ensuring best practice is in place to safeguard and protect children and vulnerable adults.

Aberlour House 1999-2004

Per available staff lists from this time, all teaching staff at Aberlour House were qualified, at least to primary degree level.

- 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?*

The organisation is not a religious order.

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

Because the organisation is not a religious order, this question is not applicable.

PRESENT

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

No

If so, please give details.

Not applicable

(b) Establishment**PAST**

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

In 1934, in Hahn's first School Prospectus, he stated that 'Lady Smith-Cumming ran the household and that there were four character-training instructors and five academic members of staff.' The character training staff took charge of seamanship, climbing, athletics, gardening and craft work – but they did academic teaching as well^{xliv}.

The number of people employed in some capacity at the establishment grew with the school roll. However, precise numbers are only available from 2004 and are as follows:

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Year	Teaching*	Teaching Support**	Catering & Domestic	Maintenance & Grounds	Admin.	TOTAL***
2004	97	39	85	12	16	249
2005	109	44	84	13	20	270
2006	111	43	86	14	20	274
2007	113	46	90	15	19	283
2008	118	51	96	15	20	300
2009	122	54	95	16	19	306
2010	125	49	94	15	19	302
2011	128	48	93	15	17	301
2012	125	55	95	14	17	306
2013	128	53	98	14	17	310
2014	126	54	96	13	17	306

* Including all instructional staff, AHMS, sailing staff & music instructors

** Including Matrons, Medical staff, IT Services, Transport, Deputies' secretaries, Resources, Lab Technicians, Security, Travel, Archivist, Headmaster's secretary, Higher Education Secretary.

*** These totals include Aberlour House which typically has 12-14 teachers, 4 teaching support and 1 admin.

Aberlour House 1999-2002:

Alongside the teaching staff there were (as listed in 2002 Aberlour House Staff handbook)

1 x Housemistress
 2 x Matrons
 1 x School Doctor
 1 x School Nurse
 2 x Laundry Room/Sewing room
 4 x Student Helpers
 1 x HM's PA
 1 x Administrative Assistant
 1 x Catering Supervisor
 1 x Janitor
 2 x Estates Manager
 1 x Vehicle Service Manager

TOTAL: 18

Therefore, as listed 14 teachers, 9 peripatetic music teachers, 18 non-teaching staff and the Headmaster – 41 people employed in some capacity. There will have also been people working in the kitchen and presumably help with the grounds.

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

Because of the nature of the school community, the size of the campus which sees all members of that community walking to and from classes, houses, chapel, facilities and the refectory (as the campus developed and expanded) all teaching staff and house staff would have had the opportunity of unaccompanied access to a child or children cared for at Gordonstoun. This would have been true of all persons employed.

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999-2004:

The same can be said for Aberlour House, so the Aberlour House Staff Guidance of the school's Child Protection Procedures & Guidance August 2000, p.11 stipulates "*The simplest advice would be to try, so far as possible, to avoid being alone with a child or young person. This may prove difficult, especially in a boarding situation where it might be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult. Where one-to-one contact does happen, it should be arranged sensibly with others, where possible, within earshot or vision.*"

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

Per our definition in 1.8 (a) i, this answer regards House Masters/Mistresses, Assistant House Masters/Mistresses, tutors and matrons

We have records for each boarding house from 1962. From 1997, the number of childcare workers at the establishment has been consistent.

Altyre House

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1962-68	Housemaster	1982-1983	House Master 2 x Assistant House master 2 x House Tutor
1969	House Master 5 x House Tutor	1983-1984	House Master 2 x Assistant House Master 3 x House Tutor
1969-71	House Master Assistant House master 2 x House Tutor	1984-1985	House Master 2 x Assistant House Master 4 x House Tutor
1972-75	House Master Assistant House Master (name not recorded) 3 x House Tutor	1985-1986	House Master 2 x Assistant House Master 3 x House Tutor
1975-76	House Master Assistant House master 2 x House Tutor	1987-1991	House Master 2 x Assistant House Master 4 x House Tutor
1977-1978	House Master Assistant House master 4 x House Tutor	1991- 1997	House Master Assistant House Master 5 x House tutors
1978-1981	House Master Assistant House Master 3 x House Tutor		

*Gordonstoun response to SCAI – 28 April 2017*Bruce House:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1962-1969	Housemaster	1978-1980	House Master Assistant Housemaster 3 x House Tutor
1969	Housemaster 6 x House Tutors	1980-1982	House Master Assistant Housemaster 4 x House Tutor
1970	Housemaster Assistant Housemaster 1 x House Tutor	1982-1985	House Master 2 x Assistant Housemaster 3 x House Tutor
1971-1973	Housemaster Assistant Housemaster 2 x House Tutor	1986-1991	Housemaster 2 x Assistant Housemaster 4 x House Tutor
1973-1976	House Master Assistant Housemaster 3 x House Tutor	1991-1997	Housemaster Assistant Housemaster 5 x House Tutor Of whom one at any time was female
1977	Housemaster Assistant Housemaster 2 x House Tutor		

Cumming:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1939-1969	Housemaster	1972-1982	Housemaster Assistant Housemaster 3 x House Tutors of whom one was female between 1972-1976
1969	Housemaster 6 x House Tutors	1982-1983	Housemaster Assistant Housemaster 4 x House Tutors
1970	Housemaster Assistant Housemaster 2 x House tutor	1983-1989	Housemaster 2 x Assistant Housemaster 3 x House Tutors
1971-1972	Housemaster Assistant Housemaster 2 x House Tutor of whom one was female	1990-1996	Housemaster 2 x Assistant Housemasters 5 x House Tutors

*Gordonstoun response to SCAI – 28 April 2017*Duffus:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1939-1969	Housemaster	1977-1980	Housemaster Assistant Housemaster 3 x House Tutor
1969	Housemaster 4 x House Tutors	1980-1983	Housemaster Assistant Housemaster 4 x House Tutor
1970	Housemaster Assistant Housemaster 1 x House Tutor	1983-1985	Housemaster 2 x Assistant Housemaster 3 x House Tutor
1971-1972	Housemaster Assistant Housemaster 2 x House Tutor	1986	Housemaster Assistant Housemaster 4 x House Tutor
1973	Housemaster Assistant Housemaster 3 x House Tutor, one of whom was female	1987	Housemaster 2 x Assistant Housemaster 3 x House Tutor
1974	Housemaster Assistant Housemaster 4 x House Tutor	1988	Housemaster 2 x Assistant Housemaster 4 x House Tutor one of whom was female
1974-1976	Housemaster Assistant Housemaster 2 x House Tutor	1989-1996	Housemaster Assistant Housemaster 5 x House Tutor one of which was female,

Gordonstoun House:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1975	Housemaster	1984-1986	Housemistress Assistant Housemistress 2 x House Tutors
1976 - 77	Housemaster 3 x House Tutors, two of whom were female	1986	Housemistress Assistant Housemistress 4 x House tutors
1978-79	Housemaster 3 x House Tutors, at least one of whom was female.	1989-1996	Housemistress Assistant Housemistress 1 x House Tutor
1979-1984	Housemaster/mistress (from '84) Assistant Housemaster/mistress (from '84) 1 x House Tutor		

*Gordonstoun response to SCAI – 28 April 2017*Hopeman House:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1972-1973	Housemistress Assistant Housemistress 2 x House Tutors of whom one was male	1981-1985	Housemistress 2 x Assistant Housemistress 4 x House tutors of whom 3 were male
1973-1974	Housemistress Assistant Housemistress 4 x House Tutors of whom 2 were male	1985-1987	Housemistress 2 x Assistant Housemistress 5 x House Tutors of whom 2 were male.
1974-1975	Housemistress Assistant Housemistress 2 x House tutors both of whom were male.	1986-1991	Housemistress 2 x Assistant Housemistresses 5 House tutors of whom 2 were generally male
1975-1977	Housemistress 2 x Assistant Housemistress 2 x House tutors of whom 1 was male.	1991-1996	Housemistress Assistant Housemistress 5 x House Tutors of whom no more than 2 were male.
1978-1981	Housemistress 2 x Assistant Housemistress 3 x House tutor of whom 1 was male		

Plewlands House:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1987	Housemistress 2 x Assistant Housemistress 3 x House Tutors	1993	Housemistress 1 x Assistant Housemistress 6 x House tutors of whom 1 was male
1988-1991	Housemistress 2 x Assistant Housemistress 3 x House Tutors	1994-1996	Housemistress 1 x Assistant Housemistress 5 x House tutors
1991-1993	Housemistress 1 x Assistant Housemistress 5 x House tutors of whom 1 was male		

Round Square:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1948-1969	Housemaster	1980-1982	Housemaster Assistant Housemaster 4 x House Tutors
1969	Housemaster 9 x House Tutors	1982-1986	Housemaster 2 x Assistant Housemasters 3 x House Tutors
1970-1975	Housemaster Assistant Housemaster 2 x House Tutors	1987-1990	Housemaster 2 x Assistant Housemasters 4 x House Tutors
1975-1980	Housemaster Assistant Housemaster 3 x House Tutors	1990-1995	Housemaster Assistant Housemasters 5 x House Tutors.

*Gordonstoun response to SCAI – 28 April 2017*Windmill:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
1952-1969	Housemaster	1980-1981	Housemistress 2 x Assistant Housemistresses 2 x House tutors.
1969	Housemaster 6 x House tutor	1981-1982	Housemistress Assistant Housemistress 3 x House tutors of whom 1 was male.
1970-1972	Housemaster Assistant Housemaster 2 x House tutors (1 of whom was female 1971-1972)	1983-1984	Housemistress 2 x Assistant Housemistress 3 x House tutors of whom 1 was male.
1972-1974	Housemaster Assistant Housemaster 3 x House tutors	1985-1990	Housemistress 2 x Assistant Housemistress 4 x House tutors of whom 1 was male
1974-1975	Housemistress 2 x Assistant Housemistresses 3 x House Tutors of whom 2 were male.	1990	Housemistress 2 x Assistant Housemistress 6 x House tutors of whom a maximum of 2 were male
1975-1979	Housemistress 2 x Assistant Housemistresses 2 x House tutors.	1990-1996	Housemistress Assistant Housemistress 6 x House tutors of whom a maximum of 2 were male
1979-1980	Housemistress 2 x Assistant Housemistresses 3 x House tutors.		

The Junior School:

YEAR	CHILDCARE GIVERS	YEAR	CHILDCARE GIVERS
2004-2005	Headmaster Resident Matron 1 teacher overnight one night per week	2007-20011	Head of Junior School Head of Pastoral Care (Boarding) 2 Junior School Assistants 2 x Matrons
2005-2007	Head of Junior School Resident Matron 2 x Junior School Assistants 1 teacher overnight one night per week	2011- Present	Head of Junior School Head of Boarding Head of Junior School's spouse Female JSA Male JSA 2 x Matrons

From 1991, there has also been a Head of the Lower School and a Head of 6th form.

From 1995, there has also been a Director of Student Welfare/Pastoral Care and a Child Protection Officer.

From 2014, the Head of the Lower School and Head of 6th Form were replaced with Year Group leaders.

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999 - 2004

Using the above definition of ‘child care workers’ – the pastoral staff at Aberlour House were comprised of:

- Housemistress (and Child Protection Co-ordinator^{xlv})
- the House Tutor/s
- School Doctor,
- School Nurse
- two matrons
- student helpers.

The number of student helpers – gap year university students - seems to have varied. There were two house tutors in 2000 and one in 2002. But the number of ‘child care workers’ at Aberlour House yearly would have been between 8-10.

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

House Masters & Mistresses

Gordonstoun’s first official ‘Housekeeper’ joined the staff in that role in 1934 (alongside her husband who was hired as the estate manager). As she also had a PhD in History, she soon became Gordonstoun’s history teacher. The early Housemasters were teachers at Gordonstoun, many of whom travelled from Salem with Kurt Hahn at the foundation of the school, and two of whom went on to be Headmasters (Mr Chew and Mr Brereton). From that time onwards, Housemasters and Housemistresses were either recruited because they had experience in the same role at their previous school, were ready to be promoted from an Assistant HM role at their previous school, or were perceived as having the skills required if they were already in employment at Gordonstoun.

There have always been weekly HM’s meetings, allowing HM’s to communicate, advise and share their experiences. In the 1990’s, each new HM or AHM was given a mentor for the first year of their job – a member of staff experienced in the role they were assuming, to provide insight, support and guidance. This role lasted formally for a year. Each AHM was appraised by their Housemaster, and each Housemaster was appraised by the Director of Pastoral Care for the first year before moving into the general staff appraisal system under the Director of Staffing and Planning.

Assistant House Masters/Mistresses: per the charts above, were introduced in 1970 under the Headmastership of Mr Kempe. In 1979, under Michael Mavor, the expectation was that any single/unmarried member of staff would become an AHM. The assumption was that they would stay in post for 3 years. All staff were allocated tutees. All AHMs held primary degrees and, since 1995, they have been required to register with the Scottish Social Services Council (SSSC) and undertake any record relevant inset as required.

Tutors: Tutors are qualified teachers. From their introduction in 1969, many of the house tutors had fulfilled pastoral roles in the school during their careers, and had often been either an HM or an AHM, so were qualified by experience in a child care role in the school.

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Matrons: Matrons have to be registered with SSC or NMC or other professional body recognised by SSC, with an SVQ 3 in Healthy and Social Care or equivalent – or be working towards a qualification. They need to have experience of working with children.

Director of Pastoral Care: The Directors of Pastoral Care at Gordonstoun have all been long standing and very experienced members of the school staff – with experience working in, or overseeing, boarding houses as HM's, AHM's and tutors. They undergo regular training in Child Protection, Health and Safety and have attended training in specific areas which include:

- Sexual Offences and the Law
- The Children and Young People (Scotland) Act 2014
- Keeping Children Safe Online
- Information Governance & GIRFEC
- Named Person Practitioner Training,
- Dyslexia: Practical
- Eating issues
- Alcohol and Drugs
- Bereavement Counselling Training^{xlvi}

Aberlour House:

In June 2001, the HMI Inspection report states '*Most House staff had been appointed within the last 12 months and some had limited experience of residential care. The House master and house mistress were responsible for overseeing the day-to-day care and welfare of the boarders. There was a matron for the girls' dormitories and a recently appointed matron for the boys' dormitories had not yet take up post. Two gap year students provided extensive support to the permanent staff. All staff had undergone security checks before appointment either by the school or by the employing agency*^{xlvii},

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

It is possible to supply this ratio based on the information we have and the following assumptions and provisions:

- From 1962, the houses are recorded as having been overseen by a single Housemaster, so the ratio has not been calculated for that time. The numbers in each house have been previously stated.
- In 1969 house tutors were introduced, and in 1970 Assistant Housemasters.
- The school has always accommodated a few day pupils and these children are not differentiated in the house or school numbers as their pastoral care is a priority for the time they spend on the grounds. That said, they go home at night so many of their pastoral needs can be met by their parents.
- The school doctor and qualified medical staff who work in the medical centre are not included in this ratio.

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- In 1995, the Director of Student Wellbeing – subsequently Pastoral Care – was appointed along with the first Child Protection officer. These two child care workers have not been factored into the ratio, which has concentrated on house staff. But they should be taken into consideration.
- The School Chaplain should also be taken into consideration as a member of the Pastoral team at Gordonstoun. Alongside responsibility for the spiritual life of the school, the Chaplain works with the Deputy Head, Pastoral, the Head of the Junior School and the school's Clinical Psychologist to support their delivery of pastoral care to the school community.

A – Altyre D - Duffus P - Plewlands
 B – Bruce G – Gordonstoun House R – Round Square
 C – Cumming H – Hopeman

Year	Boarding House								
	A	B	C	D	G	H	P	R	W
1969	1:15	1:9	1:9	1:10				1:7	1:10
1970	1:14	1:20	1:14	1:12				1:15	1:15
1971	1:15	1:15	1:15	1:12				1:14	1:15
1972	1:13	1:15	1:16	1:12		1:7		1:15	1:16
1973	1:13	1:15	1:13	1:8		1:16		1:15	1:10
1974	1:12	1:12	1:13	1:9		1:9		1:15	1:9
1975	1:15	1:13	1:13	1:13	1:24	1:12		1:15	1:10
1976	1:15	1:12	1:13	1:13	1:8	1:12		1:10	1:12
1977	1:10	1:15	1:12	1:10	1:9	1:13		1:10	1:12
1978	1:10	1:12	1:12	1:10	1:8	1:10		1:10	1:13
1979	1:12	1:11	1:12	1:10	1:8	1:12		1:10	1:11
1980	1:12	1:12	1:12	1:10	1:10	1:11		1:10	1:11
1981	1:12	1:10	1:12	1:8	1:3	1:9		1:10	1:14
1982	1:11	1:9	1:9	1:8	1:8	1:9		1:10	1:13
1983	1:12	1:10	1:10	1:8	1:10	1:9		1:11	1:12
1984	1:10	1:10	1:10	1:9	1:8	1:9		1:10	1:11
1985	1:8	1:10	1:10	1:9	1:10	1:10		1:10	1:10
1986	1:8	1:8	1:10	1:9	1:12	1:9		1:10	1:10
1987	1:7	1:8	1:9	1:8		1:8		1:8	1:9
1988	1:7	1:8	1:9	1:7		1:9	1:11	1:8	1:9
1989	1:8	1:8	1:9	1:7	1:6	1:8	1:12	1:8	1:9
1990	1:7	1:8	1:7	1:7	1:6	1:8	1:11	1:8	1:8
1991	1:7	1:8	1:6	1:7	1:5	1:8	1:11	1:7	1:8
1992	1:7	1:8	1:6	1:7	1:6	1:9	1:9	1:7	1:7
1993	1:7	1:8	1:6	1:6	1:6	1:8	1:8	1:7	1:8
1994	52	1:8	1:6	1:7	1:4	1:8	1:7	1:7	1:7
1995	47	1:8	1:6	1:6	1:6	1:8	1:6	1:7	1:6
1996	51	1:8	1:7	1:7	1:4	1:8	1:9	1:7	1:7

*Gordonstoun response to SCAI – 28 April 2017*Numbers from 1997:

Using averages for the boarding houses from 1969-1996 inclusive, and an average number of 'child care workers' (with the addition of matrons) in that time per house, the ratio of child care workers to children in the establishment would be:

BOARDING HOUSE	HOUSE NUMBERS	CHILDCAREWORKERS	RATIO:
Altyre	57	7	1:8
Bruce	59	7	1:8
Cumming	58	7	1:8
Duffus	50	7	1:7
Gordonstoun House	28	5	1:6
Hopeman	61	8	1:8
Plewlands	64	8	1:8
Round Square	59	7	1:8
Windmill	62	7	1:9

For Aberlour, the Junior School at Gordonstoun, childcare workers are quantified as the staff overseeing the boarding accommodation, although they are also supported by the Pastoral staff at Gordonstoun: the Director of Pastoral Care and the Child Protection and Wellbeing officer and the staff in the medical centre.

Because a significant number of children on the school roll at Aberlour are day pupils (number in brackets) and therefore go home at night, two ratio numbers are supplied. The first for boarders and the second, because pastoral care is a priority for day pupils in their time at school, is for the combined number of boarders & day pupils. It is also worth noting that a percentage of the boarders are weekly boarders and therefore go home at the weekend (from Friday to Sunday evening).

YEAR	ROLL	CHILDCARE WORKERS	RATIO	YEAR	ROLL	CHILDCARE WORKERS	RATIO
2004	61(25)	3	1:12 Boarders 1:20 Both	2009	112(56)	6	1:9 Boarders 1:18 Both
2005	82(39)	3	1:14 Boarders 1:27 Both	2010	113 (61)	6	1:9 Boarders 1:18 Both
2006	103(50)	5	1:10 Boarders 1:20 Both	2011	98 (54)	6	1:7 Boarders 1:16 Both
2007	114(69)	5	1:9 Boarders 1:23 Both	2012	106 (56)	7	1:7 Boarders 1:15 Both
2008	111(65)	6	1:8 Boarders 1:19 Both	2013	90 (55)	7	1:6 Boarders 1:13 Both
				2014	84 (52)	7	1:5 Boarders 1:12 Both

Aberlour House 1999-2004

In 2002, with a school roll of 88 and 11 staff listed as having pastoral roles, the child care worker/child numbers ration would have been 1:8.

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

Housemasters and Mistresses ran male and female houses respectively. The AHMs were also the same gender as their charges. Matrons were female although Gordonstoun House – as a senior boys' boarding house – has had a male matron since September 2013. Tutors could be

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of either gender, but the balance was weighed towards men working with boys and women with girls.

Aberlour House 1999-2004

At Aberlour House in 2000 there were 9 pastoral staff of whom 4 were male and 5 were female. In 2002, there were 10 pastoral staff of whom 3 were male and 7 were female.

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

Please see the answer vi.

Aberlour House 1999-2004

There were male and female house master and housemistresses to oversee the wellbeing of the children. The matrons were all female.

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.*

As the awareness of the mental health challenges posed to young people grows societally, both nationally and globally, and with Gordonstoun's commitment to best practice in the provision of pastoral care to and oversight of its students' wellbeing, the school has employed a fulltime Clinical Psychologist as part of its pastoral team. The School Counselling Service has been established to promote and enhance psychological well-being amongst the children and staff at Gordonstoun. It is designed to provide psychological assessment, support and therapy in the school setting to members of the school community.

All teaching and non-teaching staff – not just those defined above as 'childcare workers' – undergo regular Child Protection training because *Procedures and guidance cannot in themselves protect children: a competent, skilled and confident workforce can. All staff at Gordonstoun are trained and required to recognise wellbeing and child protection concerns and risk, to respond promptly and decisively to support a child or young person, to record information carefully and to share and report concerns immediately and appropriately. Children and young people have the right to be cared for, protected from harm and abuse, and to grow and develop in a safe environment in which their rights are respected and their needs met. Our systems and pastoral practice at Gordonstoun are focused upon realising the principles of GIRFEC through timely, proactive intervention to support children and through the provision of a nurturing, protective environment for every child or young person in our care.*^{xlviii}

Under the Children and Young People (Scotland) Act 2014, ultimate responsibility for the wellbeing of children and young people at Gordonstoun lies with the Named Person. At Gordonstoun this service is absorbed into the pastoral care responsibilities placed upon the Head of the Junior School for children in Years 2-8 and the Deputy Head Pastoral Care for

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young people in Years 9-13. These senior members of staff manage the pastoral teams to ensure all activities, academic and social programmes, outdoor learning, service opportunities and challenges are coordinated to ensure the best outcomes for each individual child or young person.

All staff have received ‘Health and Wellbeing’ training, which included their responsibilities in relation to GIRFEC, health and wellbeing within the Curriculum for Excellence and knowledge of various best practice documents^{xlix}.

2. Organisational Structure and Oversight

2.1 Governance

PAST

i. What were the governance arrangements within the organisation?

During the early years of the school ‘there was an unusually large and very distinguished body of ‘Governors’ - that is what they were called, though a small committee carried the financial responsibility and constituted what would normally be considered the Governing Body or Board. Later the original Governors became known as the Council; they have always had an advisory capacity and met formally once a year. The original Governors were really sponsors of the unknown foreign headmaster but almost every one of them made some valuable contribution to the development of the school.’^l

This Council oversaw and considered the needs of the school and then made their reports. The tasks of this group were stated in 1946 as being ‘*propaganda on behalf of the school, the raising of funds, the expenditure of funds and, lastly, the general administration of the school and framing policy*’^{li},

The decision that all board meetings should take place at Gordonstoun was made in 1975. The Gordonstoun Council was disbanded in 1978 on Mr Kempe’s retirement^{lii}. As the board developed, a Finance Committee was formed which is in existence today. The Committees since 2015 have included:

- The Board Executive
- Education Committee
- Finance & Estates Committee
- Development Committee

Each Committee meets at least termly, working with the relevant members of staff and senior management of the school. Remuneration and Nominations Committees also convene as required, and governor task groups are formed for particular projects.

Although the organisation has always had an active and committed Board of Governors, which oversaw the original expansion and development of the school, the introduction of girls, and the general development of the estate and facilities, led in 2005 to the production of the school’s first Board Governance Policy, which outlines the objectives and responsibilities of the school’s Board. This involves the Board ‘*accepting responsibility for directing the*

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affairs of the organisation, ensuring it is solvent, well-run, and delivering the results for which it was set up.^{liii} Since that time, all Governors must have seen and agreed this policy.

Over the years, the shape of the Board has changed, but under these guidelines, it seeks to limit the number of Governors to 20, with balanced interests and experience, and with equal members of male and female Governors. There have been female Governors on the board since the school's foundation. Board members are expected to hold their seat for a minimum of five years. Governors must provide identity details to enable an 'enhanced disclosure' check to be carried out by Disclosure Scotland. Governors who are not deemed to be fulfilling their obligations to the school and its governance are asked to resign.

Aberlour House 1999-2000:

The Council of Aberlour House answered to the Gordonstoun Board of Governors and met termly to review work of the school^{liv}. The Chairman of the Council was also Vice-chair of the Gordonstoun Board, and had previously been Chairman of the Aberlour House Board. The Council was established with all the members of that board when the school was taken over by Gordonstoun in 1999/2000.

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

At the foundation of Gordonstoun, Governors joined the Board to show their support for Kurt Hahn and his educational ethos and intentions. The early Board was comprised of significant political and social figures, and it is reasonable to assume that places were given to those who had offered financial support to the new school. From discussion with a former Chairman (who served on a board at either Aberlour or Gordonstoun for 22 years and retired as Chairman of the Gordonstoun Board in 2015):

Both the Council and the Gordonstoun Board would generally contain a parent of a current pupil at the school. As there were longstanding specialist subcommittees – including Finance & Estates, Education or, more recently, Development – members were selected for their fields of expertise. The boards would also usually include a senior member of staff from another school to provide support for the Head, and to offer a wider perspective where necessary. When a vacancy on the board arose, the Chair would run a 'long list' of potential appointees looking for suggestions from fellow board members and the Headmaster. 'Subtle due diligence' then took place – asking people who knew the potential appointee about their suitability – before a formal meeting which was followed by a letter of appointment^{lv}.

Since the production of the School's Governance Policy Document in 2002, *'the Board has sought to maintain a balance of interests, experience and aptitudes to match its charitable aims and activities. Governors are individuals of proven worth in their own field. They are recruited through the School's network of contacts and will normally have been selected from a list of persons who are eligible, skilled, experienced and available to attend meetings and to devote time to work for this particular educational charity. There is no minimum or maximum tenure but it is envisaged that each Governor will serve for at least five years, subject to satisfactory performance. There is no preferred retirement age for Governors. Each is given a tailored induction into their responsibilities, as appropriate to their prior experience and knowledge. One-third of the number of Governors must retire by rotation each year and, if eligible, stand for reappointment.^{lvi}*

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999-2004

The Chair of the Aberlour Council was Deputy Chair of the Gordonstoun Board. The members of the Council had previously been members of the Aberlour House Board of Governors. Their selection had been as previously stated by the former Chairman.

- 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?*

Although themselves highly qualified in their own areas of expertise, members of the Board of Governors were not required to have any qualifications or training in relation of the provision of residential care services for children.

- iv. *Did the members receive remuneration?*

No

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

The organisation's governing body was the body to which the establishment reported, in order that it could – as stated in 1945 – fulfil its responsibility for '*directing the affairs of the (school) ensuring it is solvent, well-run, and delivering the results for which it was set up.*' Reports were made by the Headmaster to the Board in advance of Board meetings, and this continues to be the case.

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

Governors' meetings were held termly. In the school's early days these meetings often took place in London; since 1975 they have taken place at Gordonstoun.

- vii. *What was the purpose of such visits?*

Visits to the establishment were made by the governing body in order that they could attend Governor's Board meetings. They allowed reports to be made to the Board by the Senior Management of the school without disrupting school life and the delivery of their responsibilities therein. They also allowed Governors sight of life at Gordonstoun, and the opportunity to attend chapel services, visit lessons, give talks, and attend social functions.

- viii. *How frequently did these happen?*

By the time the Board was meeting at Gordonstoun, meetings of the full Board took place termly - three times a year - with sub-committee meetings at other times during the year.

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

Children were not interviewed by members of the governing body but, from the 1990s, senior pupils were invited to attend some dinners and social engagements held at the end of the day on which the Board met, to allow informal contact and discussion. Governors also took the

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opportunity to attend any events taking place at school at the time – Sunday morning chapel or a production or concert – and those who lived locally were able to attend events at the school during the course of the year, should they wish to.

Aberlour House 1999-2004

Because Council meetings took place at Aberlour House, the Council members could speak to children informally, but they were not interviewed.

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

Because there would have been the chance for informal or passing conversation at these times, establishment staff were not always present when children were spoken to.

Aberlour House 1999-2004

Because council members might see children in passing, establishment staff were not always present when children were spoken to.

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

Such visits were made as part of a Board meeting at school which would take place over a couple of days, so they were not discussed in a formal context, but would be discussed conversationally.

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

Because visits allowed the Governors sight of the school at work, it is possible that they could result in changes in the organisation's policy, procedure and/or practice, because what they saw and heard through informal conversations might have influenced their sense of how the school was run and running. It is not possible to provide examples in practice.

PRESENT

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

Yes

- xiv. *If so, please give details.*

Governors have received child protection training from the school's Wellbeing and Child Protection coordinator, and refresher training provided by the GIRFEC Child Protection Consultant. Members of the current Board of Governors also recently attended a joint staff/governor child protection day.

2.2 Culture

PAST

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

Whilst the organisation was, essentially, the Board of Governors, whose brief has always been, fundamentally, to support the Headmaster in the delivery of education to the children in the establishment, to answer this as fully as possible it is best to consider the culture within the organisation in terms of the culture of the school under each Headmaster. Specifically, as explained and illustrated by the Inquiry itself:

- *Whether the culture was strict, liberal or somewhere in between (with illustrations)*
- *The approach to discipline*
- *The compatibility of the ethos with the culture – example given: the ethos may have been one of ‘Christian’ valued of kindness respect and so on, whereas the prevailing culture may have been one where the children were treated harshly^{lvii}*

Kurt Hahn	1934-1953	School founder and educationalist
Henry Brereton	1953-1959	Joint Headmaster with FRG Chew
FRG Chew	1959-1967	

Under Kurt Hahn the culture of the organisation was very much one of enterprise and ambition, underpinned by a spirit of ‘make do and mend’. Hahn was dedicated to the realisation of his educational ethos, but the school had to be physically established first, and it came together piecemeal with the support of governors as well as parents and students. Hahn and his staff were educational pioneers at this time; creating a new environment based on clear principles for the education of young people.

Overall the culture seems to have been optimistic, with students playing an active part in the development of the school and the application of Hahn’s educational ethos. The Trust System completely underpinned the delivery of that ethos. This was Hahn’s belief, which was maintained under both of his successors, that children would learn responsibility, compassion and understanding, and would develop fully as individuals, if they were trusted to fulfil daily duties and any walking punishments (which children were expected to fulfil in contemplative silence) without being checked up on, as a matter of good conscience. From the records and anecdotally it appears that corporal punishment was only used in extremis, and only until prohibited by law. There was also ‘Penalty Drill’ (PD), which involved running around a lawn on the campus for periods of time. The general sense from former pupils in the early days was that, compared to other boarding schools at this time, Gordonstoun was far less punishing and hierarchical amongst the students, which led to significantly fewer challenges socially - *‘the punishment walks seemed so sensible after the corporal beating I had experienced before (at a previous school) with gym shoe and tawse^{lviii}’*

The standard boarding school practice of ‘fagging’ – where juniors had to fulfil menial duties on behalf of seniors, did not exist at Gordonstoun; instead peers nominated their own Colour Bearers (prefects), and each boy had his own individual ‘Training Plan’ on which he was trusted to record the successes and failures of his own day.

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All children were expected to do a wide range of activities, regardless of either interest or ability, to develop their sense of themselves, and to open their minds to broader experiences. Time spent in the hills and on the sea helped to develop character and self-awareness, allowing both freedom and challenge, which current childcare guidelines and practice no longer accommodate.

It seems a fair assumption that, given both Chew and Brereton's long working relationship with Hahn, and the part they must have played in working with him on the foundation of the school and its daily running in the first formative decades, that the culture under their stewardship, following Hahn's, most purely represented the unique educational ethos of the school^{lix}.

JWR Kempe 1968-1978

On the basis that Mr Kempe introduced a number of Tutors into the boarding houses soon after taking the post of Headmaster at Gordonstoun, it seems reasonable to assume that one of his primary concerns was to address academic delivery at Gordonstoun and that this will have represented a change in culture and emphasis at the school. In his report to the Gordonstoun Council at the end of his tenure, Kempe is clear that the 'change in times' required Gordonstoun to 'raise standards' although it was his belief that 'the principles and ideals of the school have been maintained'.

Although Kempe had taught maths at Gordonstoun previously, he had gone on to be Headmaster at two other schools before returning to Gordonstoun in 1968. By then, by the recollection of a former staff member, he was more 'old school,' and sought to combine Gordonstoun's unique ethos with a more established and conventional boarding school culture. By this time Boarding Houses were run very much by their individual Housemasters and Housemistresses. This was perhaps by necessity as the school grew, but it allowed an autonomy in the houses which, in some cases, created a culture which was at odds with the school's Hahnian ethos. In those cases, it seems that a harsher and more conventional boarding school culture was allowed to develop. That said, Kempe was explicitly anti-corporal punishment – *I am opposed to this, though I think it might be unwise to say that we have abolished it. Housemasters should ask me if they wish to beat a boy and I hope that this will be very seldom. I cannot see that it has ever reformed a boy^{lx}*. He was also of the belief at this time that Penalty Drill '*should only be used for the most serious of offences, other less serious offences should be dealt with in house^{lxi}*'. Both of which speak to Kempe's own discomfort with physical punishment and, more significantly, to the power he divested to the Housemasters and Housemistresses.

Kempe also mentions the drop in numbers of boarders nationally in the UK, and the decline in secondary school numbers generally in his report to the Governors. This was at a time when Gordonstoun was expanding exponentially, and becoming co-educational. He was under pressure to keep the school current, desirable and true to its ethos.

In a letter to parents in 1977 he mentions some problems with 'dishonesty' and 'unauthorised borrowing' amongst the students:

'A show of hands in Chapel this term brought home to boys and girls the extent of the problem. Another show of hands revealed not only that no one approved but also that most boys and girls were not prepared to do anything about the culprits if their names were known.

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This is all part of the well-known conflict between young people's loyalties and their commitment to upholding the standards of the community.^{lxii}

This is a clear illustration of one of the cultural challenges in not just boarding schools but probably any school at this time, the fear – in teenagers - of 'telling', of betraying their peer group and risking getting other people into trouble. This is a broadly recognised societal challenge which stretches beyond the confines of any school, and existed at Gordonstoun despite the school's explicit foundation on the principles of trust and honesty.

It is also important to note that from this point, because all funds or sources of funding were directed towards the new building programme in Kempe's time – to keep the school's overall facilities developing - very little was done to the existing buildings and boarding houses, so that the accommodation in which the children lived – although adequate – was not much improved between their construction and the mid 1990's^{lxiii}.

The Boarding House Culture:

With the development of the Boarding Houses at Gordonstoun, as referenced above, a particular culture developed which is discernible through the tenure of both Mr Kempe and his successor Mr Mavor, so it is worth quantifying here. Per his own statements above, Mr Kempe made all but the most serious cases of discipline in the school a matter for Housemasters. From this it is assumed for present purposes that this was to enhance the sense of autonomy within the boarding houses, and it made their running a matter for the individual master in charge. This sense of autonomy led to the possibility of too much leeway for some pupils within those houses to behave inappropriately towards others. This meant that there were times when individual boarding houses were not necessarily overseen in a way which was consistent with the ethos of the school.

Although every staff member interviewed has been clear that no headmaster at Gordonstoun has ever tolerated bullying when brought to his attention, and that punishment (rustication or expulsion) was immediate, our review indicates that there were episodes in the school's history where bullying did take place, within particular boarding houses and at particular times.

Michael Mavor 1979-1990

The general perception of Mr Mavor's primary goal as Headmaster at Gordonstoun was to raise the school's academic standards, and it was in this period that the school's culture seems to have been most at odds with its ethos. The Trust system was never formally disbanded, but it faded out of use under Mr Mavor, who also briefly dismantled the Colour Bearer system. This led to unrest amongst both pupils and staff, so it was re-established, but along more conventional boarding school 'prefect' lines. Colour Bearers were no longer voted in by their peer group, and there was much more staff involvement in such promotion. The hierarchy between seniors and juniors, familiar in boarding schools across the United Kingdom, but not much present at Gordonstoun in the early years, was evident at this time.

Per the statement above, the running of the boarding houses at Gordonstoun remained with individual Housemasters and Housemistresses. Each house had its own perceived identity, which brought a sense of house pride and house loyalty. Although there were clear school rules, there were no standardised sanctions for misdemeanours, so Housemasters and Housemistresses could be idiosyncratic in their approach to dealing with the children in their care. The children were largely 'self-governing'. The seniors in the boarding houses were in

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charge of the juniors, and a conventional boarding school dynamic developed, of senior dominance over juniors. This was a dynamic which brought Gordonstoun in line with other boarding schools but at odds with its ethos. It was exacerbated by the standard teenage – and boarding school - ‘conspiracy of silence’ – where students didn’t ‘tell’ if there were problems in the peer group. Consequently, we know of instances where some of the internal running of the school was not always in line with the standard set as a whole.

Sanctions remained true to the ethos of the school – penalty drill and walking punishments – with rare use of corporal punishment, which had stopped completely by then, in compliance with national legislation. Emphasis with regards to school rules was on conventional problems like smoking, drinking or taking drugs but, in the words of Mr Mavor’s successor:

Gordonstoun in 1990 had a wide and very sound curriculum, both academically and in other activities. This was delivered by high calibre, well-qualified members of staff who worked happily and productively. There were highly satisfactory levels of achievement and general levels of contentedness among many of the pupils. However, the whole and increasingly important areas of pastoral care and wellbeing seem to have been somewhat left behind^{lxiv}.

Mark Pyper *1990-2011*

Mark Pyper formally disbanded the Training Plan and stopped the application of all physical punishments (PD and the walks). Because these were some of the primary tools for the delivery of Hahn’s educational ethos, these changes went down badly with both staff and students. But he worked hard to create a culture in Gordonstoun which more fully reflected the importance placed by Hahn on compassion and the development of the well-rounded individual, with seniors as leaders to be respected and aspired to, not merely obeyed. Here it is worth noting that changes which seemed to threaten the school’s founding principles in any way were inevitably met with resistance from both staff and pupils loyal to the school’s founding ethos and principles.

Undaunted, Mr Pyper restructured the senior management of the school, expanded the pastoral care roles within the boarding houses, and introduced new roles of responsibility to ensure the wellbeing of each individual year group within the school. He introduced the first proper appraisal system, ensuring that staff received the support and direction they required; matrons were introduced to the boarding houses; and the pastoral care team, which oversaw the wellbeing of the school as a whole, was established.

The overall culture at Gordonstoun changed markedly at this time, with emphasis explicitly placed on the safety and wellbeing of the children in the establishment’s care. This was driven by improvements in accommodation in the boarding houses and in the establishment of standardised school-wide sanctions. It facilitated the ongoing development of a ‘telling’ culture within school – one in which students are encouraged to share any concerns they might have about themselves or any of their peers with one of a number of trusted adults. Therefore, although some of Hahn’s own tools for the delivery of his ethos were set aside, the ethos itself was more completely reflected in the school’s culture^{lxv}.

Simon Reid *2011 – 2017*

From Mr Reid:

My predecessor had established a zero-tolerance policy on bullying, which was evident in the robust use of the school’s Code of Conduct. This was a good document which gave students a right to be involved in the construction of the disciplinary culture of the school, and which

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was demonstrably fair. The nature of Gordonstoun is in its focus on accepting and caring about others. This starts with the school mission and permeates the way in which staff and students are encouraged to manage day-to-day life. This was true when I became Principal in April 2011 and it is even more so the focus now.

Part of the culture in the school which I inherited was one that accepted very considerable diversity in academic ability, national background and religion. The stated commitment to openness was (and still is) centred on the direction this was given in the daily chapel service (assembly) and the guidance given through the Housemasters/mistresses. They were (and are) a vital part of the school's delivery of its mission of tolerance and openness^{lxvi}.

Aberlour House 1999-2004

At the time that Gordonstoun Schools Ltd became responsible for Aberlour House, there was a new Headmaster in post – Neil Gardner. The hope had been that he might be able to reverse the trend for falling numbers at the school (two of Aberlour's prep school competitors in the area – Blairmore and Rannoch – had both been forced to close because of insufficient numbers). But times had changed and there was no demand for a prep school at that time in that place. Every effort had been made to retain the 'family' culture established at Aberlour by its Headmaster, Sir Toby Coghill (1964-1989) - who was an old boy of Gordonstoun and who fully endorsed the Hahnian educational ethos - whilst keeping education and the provision of residential care to children at Aberlour House up to date and current, but it proved impossible to run a viable school at Aberlour.

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

The organisation's policies, procedures and/or practice in relation to the provision of residential care services for children were always underpinned by adherence to and application of relevant laws, legislation and guidelines. These include, as far as applicable to the organisation, the following:

- The Child and Young Persons (Scotland) Act – 1932 & 1937
- The Children Act (1948) in Scotland
- Education (Scotland) Act 1945, 1946 and 1962
- United Nations' adoption of the Declaration of the Rights of the Child (1959)
- The Children and Young Person Act 1963
- UN Convention on the Rights of the Child (UNCRC) 1989
- Education (Scotland) Act 1980
- The Children (Scotland) Act 1995
- Police Act 1997
- Standard in Scotland's Schools Act 2000
- Regulation of Care (Scotland) Act 2001
- The Protection of Children (Scotland) Act 2003
- School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004
- Protection of Vulnerable Groups (Scotland) Act 2007
- Public Services Reform (Scotland) Act 2010
- Equality Act 2010
- Children and Young People (Scotland) Act 2014

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Because the culture of the establishment was effectively the ‘putting of Hahn’s educational ethos into practice,’ Hahnian values have always permeated the organisation’s policies, procedures and/or practice in relation to the provision of residential care services for children. This has developed organically over time, for instance with the introduction of House Tutors in 1969. In 1970, Assistant Housemasters were introduced, to support the Housemasters in their role as pastoral care givers, a role that was further developed and formalised in 1990. 1995 saw the introduction of a formalised and papered Child Protection Policy, the appointment of a Director of Pastoral Care (subsequently Deputy Head, Pastoral Care), and the appointment of the Child Protection Officer (the Child Protection Coordinator from 2011, and now the Wellbeing and Child Protection Coordinator). In 1997, Matrons were introduced to boarding houses.

Aberlour House 1999-2004

The culture of the school was reflected in its policies and practice in that they allowed and accommodated a broad curriculum which strove to deliver on the school’s Hahnian educational ethos. Changing times and a lack of need for boarding provision of that kind in that place made this ultimately impractical.

iii. How can that be demonstrated?

The change in culture was reflected in the change of school policies, procedures and/or practice of each Headmaster. This can be most clearly demonstrated in the tenure of Mark Pyper – whose priority as a Headmaster lay in the development of pastoral care for the children at Gordonstoun, and which coincided with changes in national guidance and legislation with regard to the provision of residential care services for children and the rights of children generally. The most seminal of these was the publication and application of the Convention of Rights for the Child in 1989. More recently, the Getting It Right for Every Child (GIRFEC) charter of 2004 has informed all aspects of pastoral care development at Gordonstoun.

With the introduction of comprehensive, written pastoral records in 1997 and the subsequent development of the school’s electronic ‘Wellbeing’ system (a bespoke, sophisticated online system for centralised tracking of pastoral care, including the recording, management and consequences of any problems within the student body) in the present this culture change can now be clearly evidenced. Further to this, staff are now more comprehensively educated and trained to be observant of the children in their care, and to have a broader cultural understanding of mental health issues affecting teenagers.

Aberlour House 1999-2004 responded to the same legislation, and held the same desire for best practice in the protection and care of children at the school in this time.

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

The organisation’s policies and procedures were constantly developing in line with national guidelines and legislation, and were also informed by the consequences of the changes in the organisation’s culture under the stewardship of different headmasters – as mentioned above.

There were times, through those changes, where some boarding houses within the establishment were not always overseen in a way which was consistent with the ethos of the

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school. This allowed leeway for some individual children within those houses to behave inappropriately towards others at various times.

The running of Aberlour House 1999-2004 seems to have been broadly in line with the organisation's cultures, policies and procedures at the time.

- 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?*

Part D will outline specific examples of incidents which illustrate when particular boarding houses were not run in accordance with the school's ethos. Incidents of bullying resulted in either rustication or expulsion when they came to light.

There has been a consistent and fluid development of Child Protection and wellbeing policies and procedures within the school since 1997 when Mark Pyper undertook to create a culture in Gordonstoun which more fully reflected the importance placed by Hahn on compassion and the development of the well-rounded individual.

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

Changes in the culture of the organisation came about through national legislative changes, application of resulting guidelines, and through the priorities of the various Headmasters through the history of the school. These changes were also informed by broader societal mores and expectations.

From the school's foundation to the end of the 1960's – when the school was run either by Hahn himself or subsequently by two of his long-standing colleagues and early staff members – the culture of the school remained, reportedly, largely consistent with its ethos. There was a culture of optimism and trust. The headmasters could seem aloof to the children as they managed the growth and development of the school, but staff generally came and stayed, themselves committed to the unique ethos they were delivering.

As the school grew and more boarding houses were established, they developed their own cultural autonomy within the wider school. The arrival of Mr Kempe in 1969 who, although a former teacher at Gordonstoun, had fulfilled two headships elsewhere before returning to the school, changed the culture as he applied a more conventional boarding school dynamic to an unconventional boarding school. This was probably by necessity as the school grew rapidly, and was at a time when he perceived that attitude of children to have changed - and that they had become more 'questioning'^{lxvii}

The culture of the organisation changed further under Mr Kempe's successor, Michael Mavor, whose major preoccupation, in simple terms, was the school's academic standing.

And it changed thereafter under Mr Pyper, whose primary concern lay in the pastoral care, both emotionally, morally and practically, of the children and in the delivery of Hahn's educational ethos in that context.

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With regard to sexual behaviour between pupils, and because of the nature of this Inquiry, it is worth noting here that the management of sexual behaviour in teens and preteens is a long standing challenge for all co-educational establishments. It is a marked one in co-educational boarding schools, and has therefore been an ongoing challenge at Gordonstoun since 1972. There have always been clear expectations outlined in the school rules regarding acceptable behaviour in this regard. Gordonstoun is also keen to help children develop a healthy, age-appropriate and respectful attitude towards sexual behaviour and sexuality. However, there have been incidents of inappropriate sexual behaviour between students at various times, and these have resulted in rustication and expulsion as appropriate when they have come to light.

Aberlour House 1999-2000

The culture of the establishment was consistent with the formalisation of childcare procedures and staffing handbooks in line with national legislation and guidelines of the time.

- 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?*

The arrival of different Headmasters inevitably led to changes in culture. Changes in culture from 1990 were particularly driven by internal influences, incidents and experiences within Gordonstoun. Mr Pyper made changes to the children's living and learning accommodation, to the structure of sanctions and childcare within the school, and to the senior management of the school, in order to create a more caring and supporting culture for both pupils and staff.

These changes included the introduction of more formalised pastoral roles at Gordonstoun:

- 1990: The role of Assistant Housemasters and Assistant Housemistresses was expanded and developed.
- 1991: A Senior Mistress was appointed to represent the female issues of the school. This role existed for 5 years.
- The positions of Head of 6th form and Head of Lower School were introduced to enrich the lives of children in those age groups and to ensure commonality across the school in disciplinary matters.
- 1993: A full time security officer was appointed to help keep the campus safe from any possible external intrusion and to play a supportive role in organisational and disciplinary matters at school.
- 1994: A complete staff appraisal system was launched with more inservice training, to ensure that the staff received the support and guidance needed. This system was further refined in 1998 and is subject to regular revision.
- 1995: the first senior management team was introduced – becoming fully executive in 1999. This introduced the posts of Director of Staffing and Planning, Director of Curriculum and Director of Student welfare (which subsequently became Director of Pastoral Care and then Deputy Head, Pastoral Care) – to whom the Housemasters and Housemistresses reported directly.
- 1995: The first Child Protection Officer was appointed with a detailed remit for student welfare.
- 1997: Matrons were introduced to the houses.
- 1998: The Child Protection Officer undertook a consultation on all rewards and punishments at Gordonstoun to better define staff and student responsibilities.

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- 1998: The role of tutors in the houses was expanded to ensure even better supervision within the boarding houses and of tutees.
- 1998: Changes within the culture of the school combined at this time with changes in best practice nationally and Government advice to establish and consolidate Child Protection Policies and Procedures, so that Child Protection Training became an integral part of staff training on induction and on an annual basis thereafter.
- 2011: This Child Protection Training was extended from covering teaching staff only to include every member of staff working on the campus.
- 2013: the Wellbeing system was introduced – a bespoke, sophisticated online system for centralised tracking of pastoral care, including the recording, management and consequences of any problems within the student body.
- 2013: A full time Clinical Psychologist was appointed to work with the students and staff at Gordonstoun.

Aberlour House 1999-2000

The culture of the establishment was consistent with the formalisation of childcare procedures and staffing handbooks in line with national legislation and guidelines of the time.

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

As far as we are able to tell, no specific changes to culture were driven by abuse, or alleged abuse of children cared for at the establishment. Mr Pyper felt that the pastoral care of the school he came to had been ‘left behind’^{lxviii}, and that some behaviour of pupils towards other pupils had disintegrated unacceptably, and he made changes to the culture of the school accordingly. This resulted in a change in how punishments were meted out, how staff were supported in their work with children, and a broad-reaching and overall cultural change at the establishment.

Aberlour House 1999-2004

The culture of the establishment was consistent with the formalisation of childcare procedures and staffing handbooks in line with national legislation and guidelines of the time.

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

See viii above

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

Changes in culture were informed by the legal requirements and resulting guidelines for the care of children. Undernoted is a selection of legislation which demonstrates how the legal framework has developed over time:

- The Child and Young Persons (Scotland) Act – 1932 & 1937
- The Children Act (1948) in Scotland
- Education (Scotland) Act 1945, 1946 and 1962
- United Nations’ adoption of the Declaration of the Rights of the Child (1959)
- The Children and Young Person Act 1963

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- UN Convention on the Rights of the Child (UNCRC) 1989
- Education (Scotland) Act 1980
- The Children (Scotland) Act 1995
- Police Act 1997
- Standard in Scotland's Schools Act 2000
- Regulation of Care (Scotland) Act 2001
- The Protection of Children (Scotland) Act 2003
- School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004
- Protection of Vulnerable Groups (Scotland) Act 2007
- Public Services Reform (Scotland) Act 2010
- Equality Act 2010
- Children and Young People (Scotland) Act 2014

The development in and influence of social media – and the internet generally - on children's lives also represents an external influence which has informed the change of culture at school, as it has had a huge social impact on this generation and their emotional and psychological well-being. The pressures it inflicts on students and the dangers it can represent are regularly discussed and reviewed, with care taken to limit access where necessary and to help children to use devices responsibly.

Commitment to the school's underlying, holistic ethos remains the same. Changes to the culture, as the delivery of that ethos, occur fluidly as the times change and with developments in legislation, guidelines and best practice.

Gordonstoun also regularly surveys both the children in its care, the staff, and parents. Information from these surveys helps to inform changes and developments in the school's culture and practice. They also provide another means by which parents can give feedback on their hopes for and expectations of the school.

The availability of support and help from the local child protection authority has also helped inform changes in culture at the school. This advice and guidance has been invaluable, as has been the help of the police in instances when this has been needed, either informally or formally, to support children who have involved themselves in unacceptable behaviour.

Aberlour House 1999-2004

The culture of the establishment was consistent with the formalisation of childcare procedures and staffing handbooks in line with national legislation and guidelines of the time.

PRESENT

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

Yes

- xii. If so, please give details.*

Because National legislation and guidelines regarding the appropriate care for children is fluid and changes all the time, Gordonstoun is committed to remaining up

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to date in its child protection procedures in line with these changes, so these are constantly subject to change and development.

Since 2014, Gordonstoun has employed a full-time Clinical Psychologist to fulfil the needs of the student body as a broader understanding of mental health issues amongst children of this age is appreciated globally.

- 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?*

Mark Pyper believed, when he arrived at Gordonstoun in 1990, that there were improvements which could be made regarding some behaviour of pupils towards other pupils. He also believed that the House staff needed additional support in order to improve their care of those children. This was, in part, the basis for a larger scale review which took place at Gordonstoun in the 1990's, which underpins current policy, procedure and practice, in relation to the provision of residential care services for children, including safeguarding and child protection.

This culture of openness involved reaching out to experts in the field: working with the NESPC (North East Scotland Child Protection Committee) and more recently the Joint Child Protection Unit in Elgin, who provide the Wellbeing and Child Protection Coordinator with regular consultations and advice from child protection experts in social work, health and the police. Advice is also sought from the child protection experts and consultants employed at SCIS. This has informed responses to all of the more serious and challenging child protection concerns at Gordonstoun since 2000, and reflects a change in culture which encourages transparency and best practices.

Child protection has remained a huge priority under the tenure of Simon Reid, with a commitment to achieving and maintaining best practice for the wellbeing of children cared for at Gordonstoun.

Aberlour 1999-2004

The policies, procedures and practices of Aberlour were informed by a desire to fulfil national guidelines and legislative requirements, not by abuse or alleged abuse of children in its care at this time.

2.3 Leadership

PAST

- i. How was the establishment managed and led?*

The Headmaster led the school overseen by the Governing body and with the support of what have always been remarkably dedicated and committed teaching, pastoral and support staff.

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999-2004

The Headmaster led the school, overseen by the Council which in turn answered to the Gordonstoun Board of Governors. The Headmaster was supported by his teaching and pastoral staff.

- 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.*

Kurt Hahn *1934-1953* *School founder and educationalist*

- Mr Hahn did not have formal academic qualifications, but he had previously been headmaster of Salem school in Germany which he also founded.

Henry Brereton *1953-1959* *Joint Headmaster with FRG Chew*

- MA. Mr Brereton taught for eight years before joining the staff at Gordonstoun in 1935, first as a House Master and then as Director of Studies in 1936^{lxix}.

FRG Chew *1959-1967*

- MA, Cantab. Mr Chew had taught maths at Salem, under Hahn and moved to Gordonstoun with him. He had been a Lt Col in the Seaforth Highlanders.

JWR Kempe *1968-1978*

- MA. Cambridge. Mr Kempe was a maths teacher at Gordonstoun before leaving to take up a Headmastership at a new school in Hyderabad, after which he became Headmaster of Corby Grammar School in Northamptonshire before returning to Gordonstoun as Headmaster.

Michael Mavor *1979-1990*

- MA, Cambridge, PGCE. Mr Mavor was formerly Director of Studies at Tonbridge School.

Mark Pyper *1990-2011*

- BA, London. Mr Pyper was formerly Housemaster and Deputy Head of Pastoral Care at Sevenoaks.

Simon Reid *2011 – 2017*

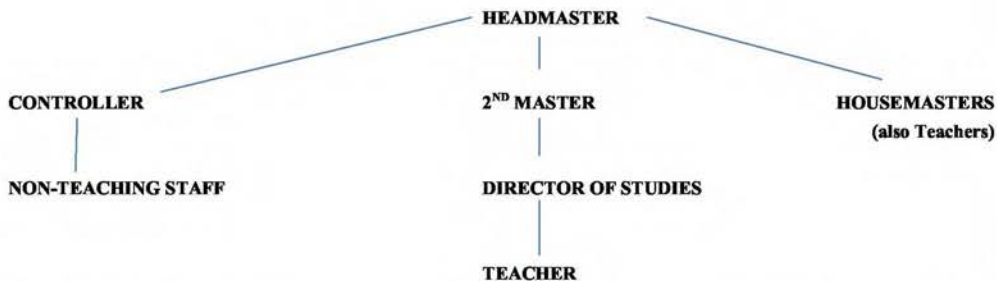
- BA. Formerly Deputy Head at Worksop College, having previously been a House Master at both Stowe & Christ's Hospital School.

*Gordonstoun response to SCAI – 28 April 2017*Aberlour House 1999-2004

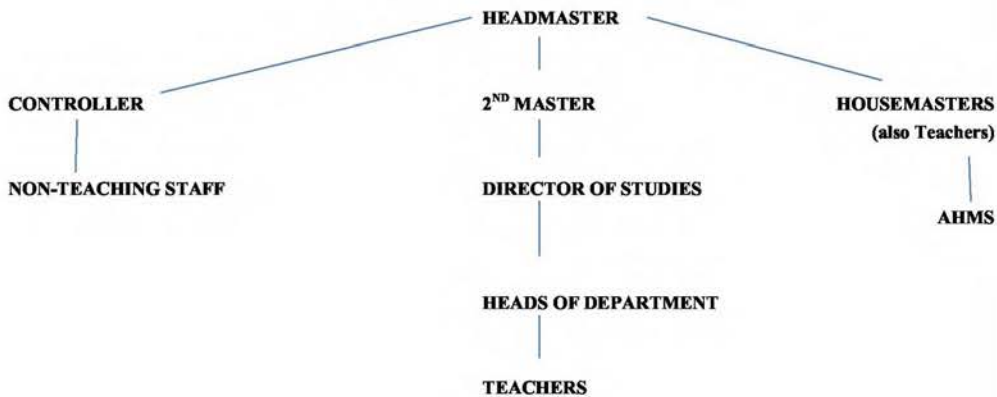
Neil Gardner was a BA with a CertEd from Durham. He was headmaster of Aberlour House from January 2000, having previously been Headmaster at Ardvreck School in Crieff. Previously the post was held, from 1990 to 2000 by John Caithness (MA) – this is the post from which he retired.

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

Under Hahn/ Brereton/Chew/Kempe and Mavor the oversight and supervision arrangements by senior management within the establishment were similar:



Until 1980 When Mr Mavor introduced Heads of Department (first listed as such in the school staff lists for parents in 1991):



There is discussion in the 1982 Governors' Board Minutes of the Headmaster's proposal to create a Senior Master and A Senior Mistress at this time, but this is not reflected in the school staff lists for parents. It was certainly put into practice under Mark Pyper.

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The above structure remained when Mr Pyper took up the post, until 1993-1994 when a Senior Management Team was put in place:

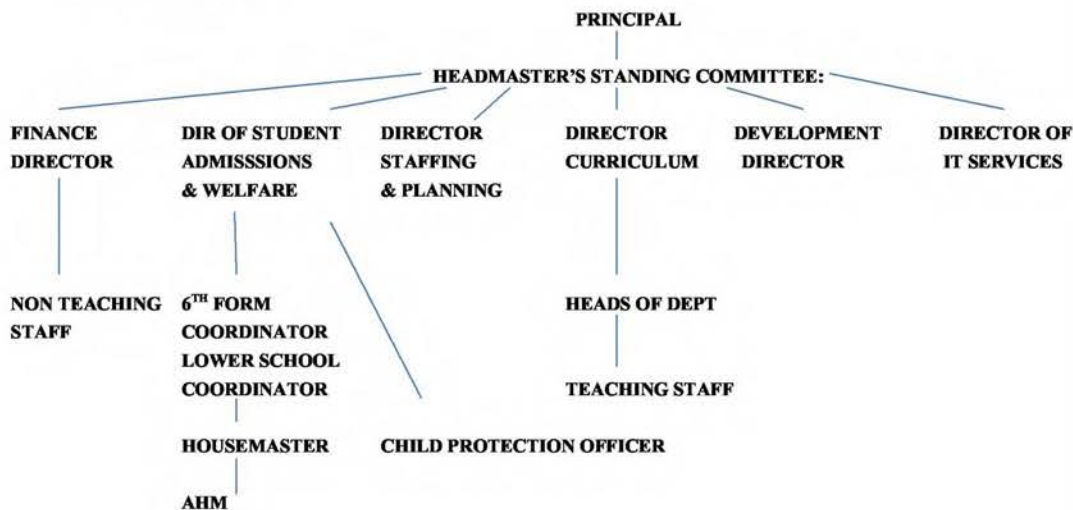


With further refinement in 1996-1997:



Although the roles of Head of Sixth Form and Head of Lower School are listed, they are not included, at this point, as being part of the Head's Standing Committee.

In 1999/2000:



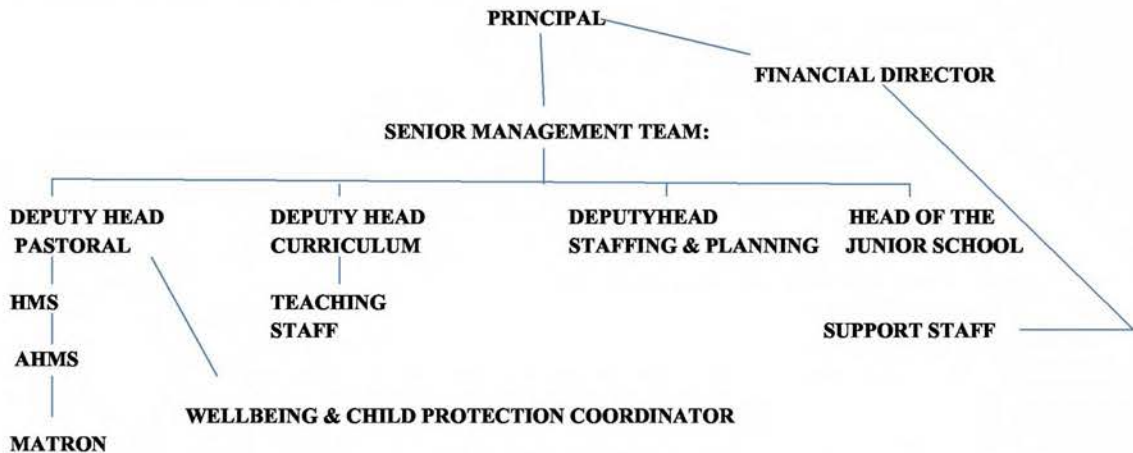
Gordonstoun response to SCAI – 28 April 2017

From 2014 6th form coordinator and Lower School co-ordinator were changed to year group leaders/

A system of formally appraising and supporting staff in career development was instituted in 1995 with the introduction of the Standing Committee.

From 2004 the Head of the Junior School joined the Headmaster's standing committee.

Under Mr Reid the structure was as follows:



The Director of the Gordonstoun International Summer School is also a member of the school's senior management team.

Aberlour House 1999-2004

The Headmaster oversaw the teachers and the pastoral staff at Aberlour House.

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

The Headmaster reported to the Board of Governors. From 1975, the Board held their termly board meetings at Gordonstoun.

Aberlour House 1999-2004

The Headmaster reported to Aberlour House Council which visited the school for its termly board meetings and then reported to the Gordonstoun Board.

PRESENT

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

No

vi. *If so, please give details*

Not applicable

2.4 Structure

PAST

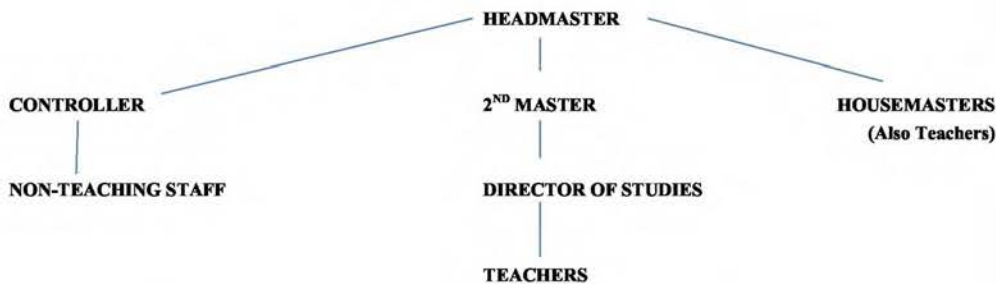
i. *What was the structure of the organisation?*

The organisation (the Limited Company) and the establishment (the School) are only distinct in that the organisation has governors (company directors) who were non-executives. The day to day management of the establishment was delegated to headmasters and School staff (as answered previously at 1 vi a). The Bursar or Financial Controller has worked for the Establishment on behalf of the Governors.

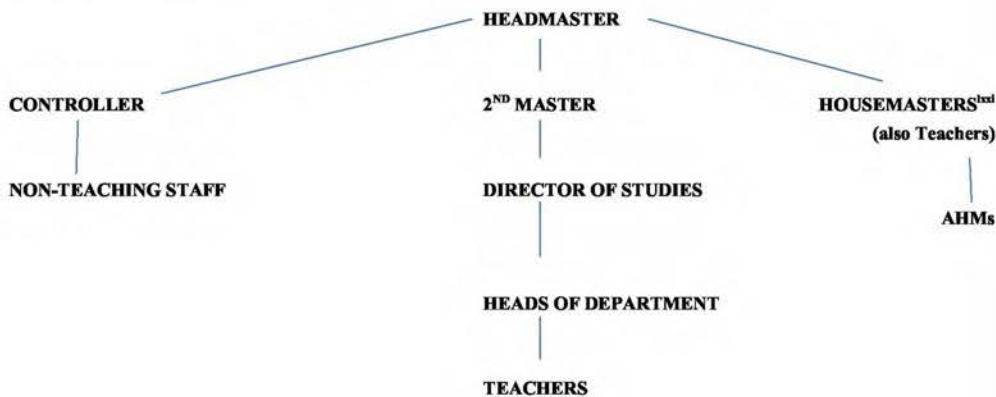
ii. *What was the structure of the establishment?*

As above at 2.3 iii, the structure of the establishment was the same as the supervision arrangements by senior management within the establishment:

Under Hahn/ Brereton/Chew/Kempe and Mavor the structure of the establishment was broadly similar. With the Financial Controller/Bursar and Headmaster both answering to the Board of Governors.



Until 1980 When Mr Mavor introduced Heads of Department^{lxx}



Gordonstoun response to SCAI – 28 April 2017

The above structure remained when Mr Pyper took up the post, until 1993-1994 when a Senior Management Team was put in place:

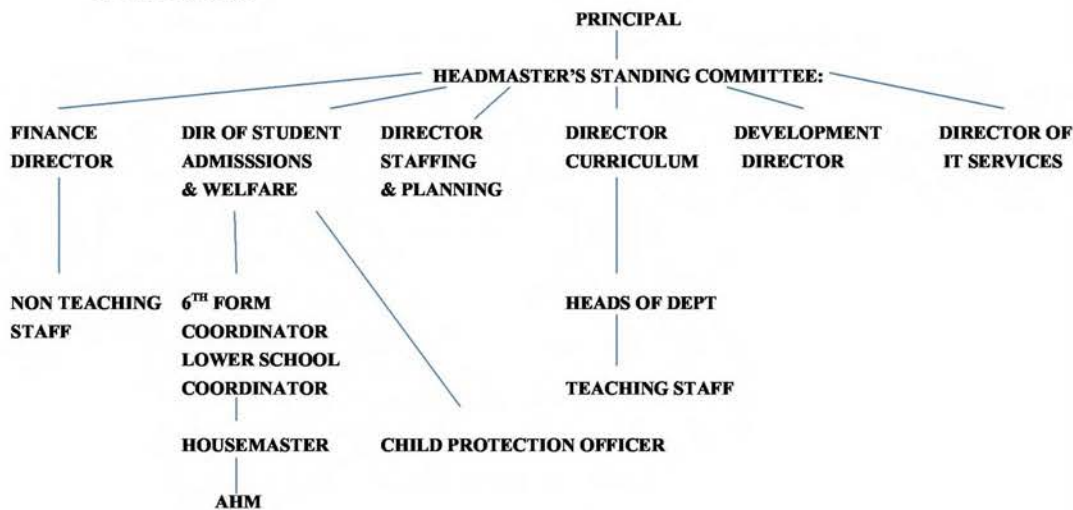


With further refinement in 1996-1997:



Although the roles of Head of Sixth Form and Head of Lower School are listed, they are not included, at this point, as being part of the Head's Standing Committee.

In 1999/2000:



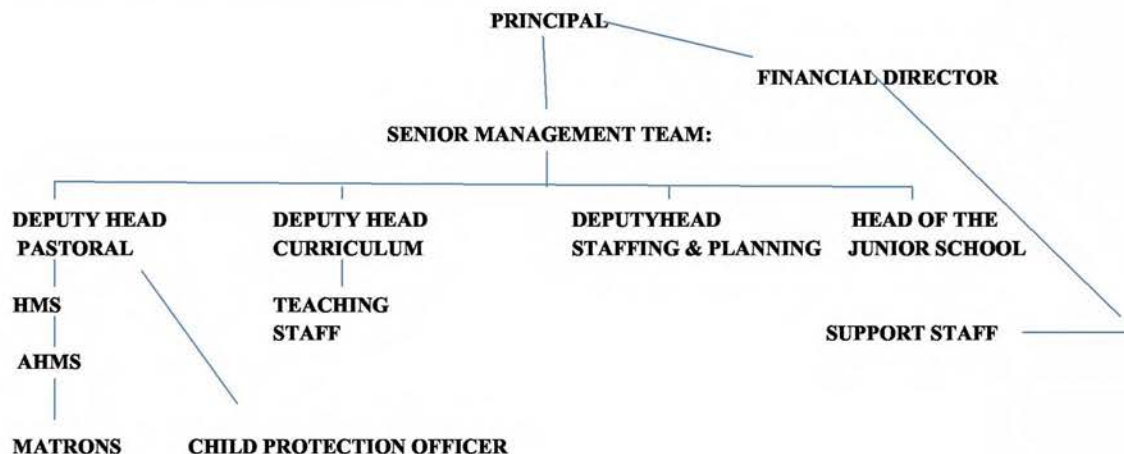
Gordonstoun response to SCAI – 28 April 2017

From 2014 6th form coordinator and Lower School co-ordinator were changed to year group leaders/

A system of formally appraising and supporting staff in career development was instituted in 1995 with the introduction of the Standing Committee.

From 2004 the Head of the Junior School joined the Headmaster's standing committee.

Under Mr Reid the structure has been as follows:



The Director of the Gordonstoun International Summer School is also a member of the school's senior management team.

Aberlour House

From January 2000, when Neil Gardner became Head Master of Aberlour House his wife joined him as Headmistress and they were the Joint Heads of the school. They had a Deputy Head and then the full-time teaching staff, and pastoral staff (including a housemaster and housemistress), part time teaching staff, non-teaching staff and the peripatetic music teachers. The structure for pastoral care was that members of staff would refer or defer to either the Housemaster or Mistress/House tutors, the Deputy Head, or the school doctor or school nurse. They in return referred or deferred to the joint Heads^{lxxii}.

PRESENT

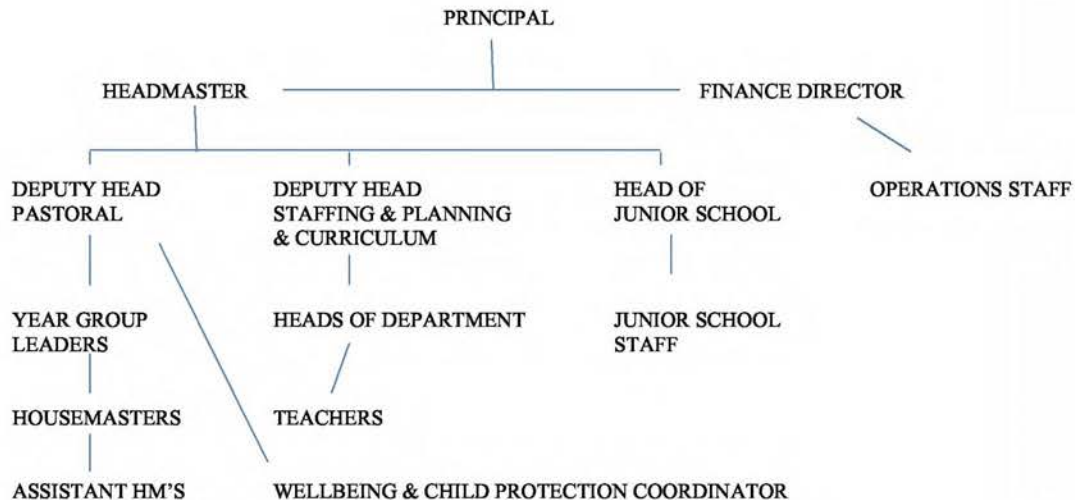
iii. *With reference to the present position, is the answer to the above question different?*

Yes

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iv. *If so, please give details.*

On April 10 2017 a new structure was introduced. Lisa Kerr took up the position of Principal of Gordonstoun with Titus Edge as Headmaster.



The Director of the Gordonstoun International Summer School also reports to the Principal.

2.5 Hierarchy and Control

PAST

i. *What was the hierarchy within the organisation?*

The organisation (the Limited Company) and the establishment (the School) are only distinct in that the organisation continues to have governors (company directors) who are non-executives. The day-to-day management of the establishment remains delegated to Headmasters and School staff (as answered previously at 1vi a). Although, through the years since the founding of the school, a council and various other committees have been formed (e.g., Finance and Estates and the Development Committee), these have consistently had to present to and answer to the Board of Governors. There has always been a Chairman of that Board. Although this person has steered the Board, he has not been any more responsible than his fellow governors for decisions made.

Aberlour House 1999-2004

The Aberlour House Council was chaired by the deputy chair of the Gordonstoun Board. Although he steered the board, he was not any more responsible than his fellow governors for decisions made.

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

The structure of responsibility is that responsibility continues to lie with the Board of Governors.

*Gordonstoun response to SCAI – 28 April 2017**iii. What were the lines of accountability?*

The staff were ultimately accountable to the Headmaster, and the Headmaster was accountable to the Board of Governors. For the day-to-day running of the school academically, in the broader curriculum, or within the boarding houses, there are various lines of command and communication.

An AHM would report to an HM. If the issue could not be resolved at that level, from 1999, the HM would report to the Lower School co-ordinator (responsible for years 9-11 as they are known now) or the 6th Form co-ordinator. Or more recently - from 2014 - the Heads of Year Groups. If the issue could not be resolved at that level, they might refer to the Headmaster. More recently, referral would be made to the Director of Pastoral Care and thereafter to the Headmaster.

The Child Protection role was established as being as independent as possible within the school's structure, to provide someone to whom children could go if they felt they were not being treated fairly, or if they required particular confidentiality. The other dimension to this role is a responsibility to report to any appropriate external authority independently of the school in the event that this became necessary. The Child Protection officer/coordinator was therefore empowered to consult with and inform the Headmaster that a particular matter needed to be reported, and to report externally directly as appropriate in compliance with the relevant laws. In less extreme circumstances, this role works alongside and reports to the Deputy Head, Pastoral Care.

These lines of accountability are reflected in answers at 2.4.ii

Aberlour House 1999-2004

All staff were accountable to the Headmaster.

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 Board of Governors had organisational responsibility for those who managed the establishment on a day-to-day basis.

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

The establishment reported to the organisation at termly meetings of the Board of Governors.

Aberlour House 1999-2004

The establishment reported to the Aberlour House Council, which then reported to the organisation in the form of the Gordonstoun Board of Governors. The Aberlour House Council was chaired by the Deputy Chair of the Gordonstoun Board.

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- 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 Headmaster had managerial responsibility and was in overall charge of those employed there.

This was also true at Aberlour House 1999 - 2004.

- vii. *To whom were child care workers within the establishment directly responsible?*

The child care workers – staff who worked in the boarding houses as previously defined – were ultimately responsible to the Headmaster. However their line of reporting would be to Matron/Tutor/AHM to HM. The HM reported to the Headmaster; then, from the point that the post was created, to the Director of Pastoral Care, who reports directly to the Headmaster.

As mentioned in iii above, the Wellbeing and Child Protection Co-ordinator works with and reports to the Deputy Head, Pastoral Care, while also being empowered to report directly to the appropriate outside bodies should the need arise.

Aberlour House 1999-2004

The child care workers were directly responsible to, in the first instance, the Housemaster or Housemistress, and then 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 took these decisions, informed by establishment staff, and by legislation and Government guidelines.

- 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 was ultimately responsible for the implementation of, and compliance with, the organisation's policies, procedures and practices at the establishment. The Headmaster, the senior staff, the senior management team and all the staff below them were responsible for this implementation, in the fulfilment of their teaching and pastoral roles.

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.*

2.6 External Oversight

PAST

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

School Inspections

Post World War II (1945) Gordonstoun has been subject to school inspections, with mention of the first inspection made by the Scottish Education Department in Governors' Minutes in 1946. It is inspected by the HIME (or, from 2011 Education Scotland) and by the Care Inspectorate (formerly the Care Commission) and is required to satisfy the standards set by both of these bodies.

We have records of there being inspections in:

1938
1946
1955

We hold inspection documentation for, or records of:

1997	HMIe inspection
2002	HMIe inspection
2004	HMIe inspection
2006	Care Commission & HMIe Inspection
2007-8	Care Inspectorate Inspections
2009	HMIe inspection & Care inspectorate inspection
2011	Care Inspectorate inspection
2011	Care Inspectorate inspection
2013	Care Inspectorate inspection

Since 1946, when the Registrar of Independent Schools was founded, Gordonstoun has been required to maintain its registration with them. It is inspected by HMIe, and by the Care Inspectorate and is required to satisfy the standards set by all of these bodies. Although it is our understanding that the school has been regularly inspected throughout its history, we do not have records of any inspections between 1955-1997, beyond anecdotal. We have sought help from SCIS and Education Scotland in locating records of these.

Charity Regulation

Since 1952 Gordonstoun has retained Charitable Status and consequently has to fulfil the statutory and legal requirements of the Scottish Charity Register. In 2007, Gordonstoun was one of the first independent schools in Scotland to be inspected by OSCAR, the Scottish Charity Regulator. The review found that Gordonstoun met the charity test.

Curricular & Other Inspections

The wide-ranging nature of the Gordonstoun curriculum means that the School is regularly subject to independent and external inspection from a range of bodies: fire safety in boarding houses by annual audits by Scottish Fire & Rescue Service; outdoor education by Adventure

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Activities Licensing Authority; sailing by RYA-approved experts; and student care and wellbeing by the Care Inspectorate.

Aberlour House 1999-2004

As a boarding school, Aberlour House was required to answer to the same legislation. Aberlour House was inspected by HMIE in 2001.

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

Inspectors visited the establishment in order to carry out various inspections.

- iii. *How often did this occur?*

Inspections for which we have records have taken place as stated in Part i above. While it is our understanding that Gordonstoun has been regularly inspected throughout its history, we do not have the records for inspections between 1955-1997. In March 2017, we sought help from SCIS and Education Scotland in locating these, and we await their response.

Aberlour House 1999-2004

Aberlour House was inspected by HMIE in 2001.

- iv. *What did these visits involve in practice?*

Depending on the inspection, they involved interviews with senior members of staff and visits to the school, or – for the more comprehensive inspections – a full audit of procedure with an in-depth visit to the school.

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

We do not have any historical records which indicate any involvement with local authorities, and it is therefore difficult to state what involvement local authorities had with Gordonstoun in respect of residential care services for children before the more completely developed pastoral and child protection regime of the late 90's. From that time onwards, as a school in Moray, Gordonstoun had regional access to the support and oversight of The North East of Scotland Child Protection Committee (NESCPC) which covered the three local authority areas of Aberdeen City, Aberdeenshire and Moray. This organisation has a responsibility to develop and implement inter-agency child protection strategy, and has helped the school with training and the dissemination of information relating to the protection of children. More locally, Gordonstoun works with the Joint Child Protection Unit for Moray (now renamed the Public Protection Unit) – which provides access to the local health authorities, the police and social work as required. This access and help has been available to the school in the same way as it is to all other care and education providers in the area.

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

Gordonstoun has both sought advice from and reported to the local authorities' social work departments and to the police with regard to child protection incidents as and when necessary.

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When educating looked-after children, or children in kinship care, Gordonstoun has also liaised with the local authorities as appropriate.

- 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?*

The establishment was 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?*

The establishment was not run by a religious order.

PRESENT

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

Yes

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

In March 2016 the school's Principal attained membership of HMC after a successful accreditation inspection. The HMC report found pastoral management in the school 'outstanding' and found the school to be 'hugely successful both in aspiration and in delivery of the desire for every pupil to appreciate the true value of the meaning of 'Plus Est En Vous',^{lxxiii}

*Gordonstoun response to SCAI – 28 April 2017***Endnotes**

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- ⁱ Memorandum and Articles of Association, Gordonstoun Schools, Limited, Incorporated 14 May 1934. p.1, clause 3 a.
- ⁱⁱ As above.
- ⁱⁱⁱ Memorandum and Articles of Association, Aberlour House, Limited, Incorporated 19 August 1947
- ^{iv} Gordonstoun Parental Contract (current), clause 8.b.
- ^v Memorandum and Articles of Association, Aberlour House, Limited, Incorporated 19 August 1947
- ^{vi} Care Inspectorate Report, January 2015, p.3
- ^{vii} Care Inspectorate Report, January 2015, p.4
- ^{viii} HMC Accreditation and Inspection Report, March 2016
- ^{ix} Archived 'Particulars of Terms of Employment' Given pursuant to the Employment Protection Consolidation Act 1978 as amended. Clauses 1 and 2.
- ^x For information - Henry Brereton was Hahn's colleague from 1935 – and his eventual successor - *Gordonstoun* by H L Brereton, pub 1949, p.48
- ^{xi} *Gordonstoun*, by H L Brereton, pub 1949, p.49
- ^{xii} *Gordonstoun* by H L Brereton, pub 1949, p.39
- ^{xiii} *Gordonstoun* by H L Brereton, pub 1949, p.19
- ^{xiv} As above.
- ^{xv} Housemaster's meeting minutes November 22 1972
- ^{xvi} *Kurt Hahn: A Life Span in Education & Politics* by H Rohrs & H Tunstall-Behrens, pub 1966, pg 46 – By Henry Brereton.
- ^{xvii} The school archivist has extrapolated out numbers where possible, from various sources – The Gordonstoun School Record and various school lists which have been kept comprehensively since the '60's. Therefore, accommodation totals in the earlier days are based on overall numbers in attendance at the school. This is more specific as and when possible.
- ^{xviii} HM report 1935, referred to in *Gordonstoun, an Enduring Vision*, pub. 2011, p.69.
- ^{xix} Info from Report to Members of the Gordonstoun Council, September 1978 by outgoing Headmaster Mr Kempe.
- ^{xx} Information on the history of the boarding houses from *Gordonstoun: An Enduring Vision* & with numbers from School Archives
- ^{xxi} Information from a Report to Members of the Gordonstoun Council, September 1978 by outgoing Headmaster Mr Kempe & *Gordonstoun: Ancient Estate & Modern School* by Henry Brereton, pub, 1968 and the school archives
- ^{xxii} Archived School training plan, from 1968.
- ^{xxiii} Care Inspectorate inspection report, January 2015, p.16
- ^{xxiv} *Gordonstoun: An Enduring Vision*, pub 2011, p.87
- ^{xxv} Minutes of Housemasters' Meeting – 31 August 1972
- ^{xxvi} Housemasters Meetings minutes from 1968-1974

Gordonstoun response to SCAI – 28 April 2017

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- xxvii *Gordonstoun*, by FRG Chew – essentially a prospectus – pub 1963, p.9
- xxviii Archived Aberlour House list of the timing for the bells which were rung at the start and finish of all activities.
- xxix *Gordonstoun: An Enduring Vision*, pub 2011 p.117
- xxx quoted in *Gordonstoun: An Enduring Vision*, pub 2011, p.20
- xxxi Information from the schools’ weekly newsletters – Dec 2003 (archived)
- xxxii *Gordonstoun*, by Henry Brereton, pub 1949, p 48
- xxxiii ref. the Gordonstoun Records of late 50’s
- xxxiv by recollection from former staff members & former matron – currently working in the Gordonstoun Junior School
- xxxv Information on boarding houses supplied by current matrons.
- xxxvi discussion with Bryan Williams, Chair of the Aberlour Board, subsequent head of the Aberlour Council, Vice Chair and Chair of the Gordonstoun Board of Governors.
- xxxvii *The Scottish Review*, 24.2.17 Allan Shiach ‘The extraordinary inside story of life at Gordonstoun’
- xxxviii Aberlour House Guide for Parents of Boarders, p. 13 and Guide for Parents of Day Pupils, p.12 circa 2000
- xxxix Aberlour House Staff Handbook 2000 & 2002, p. 30.
- xi Aberlour House newsletter, December 2003
- xli As referenced in early board minutes.
- xlii *Gordonstoun, Pioneers & Pioneering* by Mary Byatt pub 2014, p 12
- xliii *Gordonstoun*, by H L Brereton, pub 1949, p.10
- xliv *Gordonstoun Pioneers & Pioneering* by Mary Byatt, Pub 2014, p 12)
- xlv per Aberlour House Staff Handbook 2000 & 2002
- xlvi Staff training reports for individual current and former Pastoral staff members
- xlvii HMI inspection of Aberlour House, June 2001, p 5.
- xlviii Wellbeing And Child Protection at Gordonstoun, Essential Information publication
- xlx Care Inspectorate’s Care Service Inspection Report, January 2015, p.17
- ¹ *Gordonstoun, Ancient Estate & Modern School* by Henry Brereton, pub 1968, p.197
- ⁱⁱ *Gordonstoun: An Enduring Vision*, pub 2011, p.198 – from school records/archives
- ⁱⁱⁱ Mr Kempe’s Report to Members of the Gordonstoun Council 1978, school archives.
- ^{liii} Gordonstoun School’s Board Governance Policy, first issued 2005.
- ^{liv} HMI inspection, June 2001, p9

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- ^{lv} From discussion with Bryan Williams Chair of the Aberlour Board, subsequent head of the Aberlour Council, Vice Chair and Chair of the Gordonstoun Board of Governors on 15.3.2017
- ^{lvi} From Hugh Brown, current Financial Director, Gordonstoun
- ^{lvii} from email in response to enquiry, from solicitors@childabuseinquiry 8.3.2017
- ^{lviii} former pupil quoted in *Gordonstoun: An Enduring Vision*, pub 2011, p.29).
- ^{lix} Sources include Henry Brereton's publication 'Gordonstoun' pub. 1949, *Gordonstoun: An Enduring Vision*, pub. 2011, the anecdotal evidence therein from former pupils – and *Gordonstoun: Pioneers and Pioneering*, pub. 2014)
- ^{lx} Housemaster's meeting minutes 1968.
- ^{lxi} As above.
- ^{lxii} Letter to Parents, by Mr Kempe, March 1977
- ^{lxiii} Sources have been listed within the text where possible, and are primarily Mr Kempe's own papers – his report to the Board on his retirement, a letter to parents in 1977 and minutes from a Housemaster's meeting during his tenure . These are combined with anecdotal information supplied by staff members from that time.
- ^{lxiv} From an email in regarding this inquiry, 16.3.17
- ^{lxv} Email correspondence from Mark Pyper, 16/17.3.17
- ^{lxvi} Email from then Principal of Gordonstoun School, Simon Reid, 20.3.17
- ^{lxvii} Mr Kempe's report to Members of the Gordonstoun Council, September 1978
- ^{lxviii} Email correspondence from Mark Pyper, 16/17.3.17
- ^{lix} *Gordonstoun, Pioneers & Pioneering* 1934-1940 by Mary Byatt. p.88
- ^{lxx} Heads of Department first listed as such in the school staff list supplied to parents in 1981
- ^{lxxi} There is discussion in the 1982 Governors' Board Minutes of the Headmasters proposal to create a Senior Master and a Senior Mistress at this time, but this is not reflected in the school 'bookie' – but was certainly put into practice under Mark Pyper
- ^{lxxii} Aberlour House Staff handbook 2000 p.15 & 2002 p.16
- ^{lxxii} HMC Accreditation and Inspection Report, March 2016

Staff interviewed for the completion of this documentIn person (in alphabetical order by surname, with posts held at the school)

Barton, Chris	Staff member, AHM, Housemaster, Deputy Head, Pastoral Care, Director of Admissions <i>September 1984 – January 2017</i>
Brown, Hugh	Finance Director <i>September 2004 – current</i>
Brown, Steve	Housemaster, Boarding Co-ordinator, Teacher of Business Studies, Gordonstoun Association Co-ordinator, Tutor, Acting Head of Business Studies. <i>September 1 1994 - current</i>

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Devey, Richard	Head of PE, AHM, Acting HM, Housemaster, Staff Development Co-ordinator, Sixth Form Co-ordinator, Campaign Co-ordinator, Director of Pastoral Care/Deputy Head, Pastoral <i>September – 1992 – Current</i>
Gabb, Tony	Teacher of Maths and Physics, AHM, Master in charge of Expeditions, Housemaster, Director of Staffing and Planning/Deputy Head, Staffing and Planning. <i>September 1982 – June 2016</i>
Henderson, Christine	English Teacher, Teacher of R.E, Acting Head of English, Assistant Director of ISC, Child Protection co-ordinator/Wellbeing and Child Protection Co-ordinator. <i>September 2000 – current</i>
Hurlstone, Joan	Human Resources Manager <i>July 2002 - current</i>
Lyll, Andrew	██████████ Housemaster, Assistant Gordonstoun Association co-ordinator, Development co-ordinator, Admissions co-ordinator, PE teacher <i>September 2006 – current</i>
McVean, Robert	Science teacher, Tutor, Director of Studies, Head of Aberlour House/The Gordonstoun Junior School <i>September 2000 - current</i>
Morton, Suzy	Part time Games coach, Tutor, Teacher of Learning Support, AHM, PE teacher, Housemistress, Sixth Form Co-ordinator, Head of Sixth Form <i>September 1997 – Current</i>
Park, Ibrahim	Outdoor Education Co-ordinator <i>September 2008 – Current</i>
Piper, Rhona	Matron at Aberlour House, teacher at Aberlour House & the Gordonstoun Junior School September 2001-2004, 2008-2014, September 2016 – current.
Prendergast, Peter	Head of Outdoor Education, Teacher of ICT, English Teacher, Curriculum Leader, current Deputy Head of the Gordonstoun Junior School. <i>September 2001 - current</i>
Souter, Georgina	Teacher, Housemistress, Senior Housemistress, Head of Community Service <i>September 1975 – June 2013</i>

Via email and in person

Bryan Williams	Former Chair of the Gordonstoun Board of Governors, Chair of the Aberlour Council and Former Chair of the Aberlour House Board of Governors.
Simon Reid	Outgoing Principal of Gordonstoun.
Mark Pyper	Former Principal of Gordonstoun

Additional information

All current matrons

Various alumni from the school who could talk about the headships of Mr FR Chew, Mr Kempe and Mr Mavor

School Archives

Documents in the school's archives, which have not been referred to specifically, but which have also been consulted:

- Papers of the Advisory Council (1947-1978)
- Board Minutes (1938-1983)
- Major John Downton Archive (1947-1982)
- Gordonstoun Record (1936-2016)
- Gordonstoun School – papers and documents covering the foundation and first four years (1934-1938)
- Gordonstoun School – documents relating to academic subjects and the general administration of the school (1939-2009)
- Headmasters' letters to parents
- Papers of former Chair of Governors, Iain Tennant (1951-1979)
- Council members (general correspondence)
- The Gordonstoun Register of Old Boys 1934-1958

Along with a general examination of papers of past governors and staff, as available.

Staff and Student files

Relevant staff and student files were also examined. We do not have staff files for any member of staff who left the school prior to 1990. Gordonstoun has retained student files from the 1930s onwards. However, up until the 2000s, these files – on the whole – only contain a record of the student's admissions paperwork, public exam results, and a final school report.