

## **Scottish Child Abuse Inquiry**

Witness Statement of

**Elaine SELLEY**

1. My name is Elaine Selley. My date of birth is [REDACTED] 1961. My contact details are known to the Inquiry.

### **Background**

2. From 1979 until 1982 I studied at Edinburgh University where I gained my Masters of Arts Degree in English Literature. From 1983 for a year I attended Moray House College of Education and was successful in obtaining a PGCE (Post Graduate Certificate in Education) one year secondary teaching course (Merit). From 1991 until 1993 I studied at Moray House College of Education and Heriot Watt and obtained my PGC (Post Graduate Certificate) in Counselling. From 1994-1996 I studied at Northern College and obtained my PGC in Professional Development (Guidance and Pupil Support).
3. The first teaching position I took was at Viewforth High School, Kirkcaldy. I remained at that school from 1984 until 1987.
4. From 1987 I moved to Dollar Academy where I had multiple positions at the school. I was a boarding house tutor until 1990 and throughout my time at Dollar an English, Drama and PSHE (Personal, Social, Health and Education) Teacher. From 1990 until 1993 I was Housemistress. After this role I was Head of Form 2 until 1994. From then until 2001 I was Principle Teacher of Guidance, Reception Year Head Junior 2 and Form 1. From 1996 until 2001 I was the Organiser and Co-ordinator of Form 1 PSHE Development Work.
5. From 2001 until 2015 I was employed at Loretto School in multiple positions during that period.

6. After leaving Loretto I worked at Glenalmond College where I was Warden (Head Teacher) I remained in that position until 2019, although I did have a period of compassionate leave leading up until I left.
7. Also from the time I left Loretto I had a number of Governor positions. From 2015 until the present day I was a Governor on Cargilfield Prep School Board – Full board and Chair of Education and Welfare Committee. From 2016 until present I was a Governor on Scottish Council for Independent Schools Board : Full board and Finance and General Purposes Committee. From 2019 until the present I was made a Governor on the General Teaching Council for Scotland Board – Full board and Education Committee.

### **Employment with Loretto**

8. I began working at Loretto on 2001 as Housemistress and teaching English, Drama and PHSE and remained in that role until 2006. From 2006 I was made Assistant Head with responsibility for Pastoral Care – Day Pupil Coordinator and was in this role for a year. In 2007 I was Assistant Head Teacher with responsibility for Pastoral Care, Child Protection Coordinator and Director of PSHE and I carried out this role for two years. From 2009 until 2012 I was made Director of Compliance, Inspections, Child Protection and PSHE. For the next year I was Assistant Vicegerent and from 2013 until 2014 I was Acting Head. In September 2014 until May 2015 I was Pastoral Deputy Head of the school. During my time at Loretto from 2006 until 2015 I was an Independent Schools Representative on the East and Midlothian Child Protection Committee.
9. Prior to me starting at Loretto I submitted a full CV and letter. This was later followed by two days of interviews for the position of Housemistress. I met with all the SMT (Senior Management Team), House staff, Child Protection Coordinator as well as some of the pupils. My certificates were checked and that I was GTCS (General Teaching Council for Scotland) registered. I know that the Head of Dollar Academy was contacted for a reference before I was offered the job, as he told me this. One of the reasons I decided to apply for the job as Housemistress at Loretto was my awareness of their good policies on Child Protection and Welfare. The culture of

inclusion and openness was impressive for that time in boarding schools. I had been aware of their excellent pilot Care and Welfare Inspection Report. This was a 'Care and Welfare Inspection' and from my memory was executed in 1997. It was one of the first inspections of this type carried out in Scotland. I was impressed by what was said within the report relating to Loretto's Pastoral system. I read this report while going through the recruitment process at Loretto in 2001.

10. I was fully supported in my Housemistress role by the Headmaster and senior colleagues. I felt supported in the posts I held by Michael Mavor, but on <sup>QSF</sup> arrival I had a difficult 3 years professionally. I was line managed throughout my time at Loretto by the <sup>SNR</sup> Only in the time of <sup>QSF</sup> when he was <sup>SNR</sup> was I lined managed by the Vicegerent, Nigel Bidgood. I felt supported in the posts that I held.
11. Until 2008 the Headmaster was part of the House Staff meetings. I took over the responsibility for all the House Staff on the Head's retirement in 2008. I was appraised every two years on a formal basis, throughout my time at the school from 2008 – 2015. Before that I had regular meetings with the Headmaster to discuss my performance.
12. My in service training at Loretto included training in my role managing Pastoral Care. I also attended English and Drama courses most years throughout my time at Loretto. From the early days in my career I trained in Child Protection. I attended some of the first courses run by Dr Sue Hamilton in the 1990's. I also attended Child Protection Courses run by SCIS (Scottish Council of Independent Schools) each year in my time at Loretto. As a senior manager I was trained at level 4 in this area. I also attended seminars run by East Lothian Child Protection in my role on that Child Protection Committee.
13. The list of other training included SCIS School Leadership Course between 2006-2009. Between 2009-2016 SCIS Employment Law Courses at Brodie's Solicitors in Edinburgh and Glasgow. In 2009 SCIS Relationship Management. In 2012 Equalities Act again at Brodie's Solicitors in Glasgow. That same year I also attended at the Children's Mental Health Conference at the University of Glasgow and had meetings with the Heads of Boarding. Other training that year was Facing up to the Facebook

Phenomenon – Employers Guide to Managing Risks, once more at Brodie’s Solicitors in Glasgow. In 2013 I attended an Ambassadors Course in CEOP (Child Exploitation and Online Protection). In 2014 I attended a conference run by the Boarding Schools Association for Head Teachers.

## **Policy**

14. I was able to develop many initiatives at Loretto in my role. Auditing Loretto’s systems within Pastoral Care and Child Protection was something I was passionate about. Full Boarding House Reviews took place for each house every two years from 2007.
15. I reviewed cleaning staff, Matrons/Housekeepers, Tutors, Assistant House Mistresses and/or Masters, Housemistresses and/or Masters while conducting boarding house reviews. I completed staff appraisals for the nursing staff. I reviewed each House every two years in my time as Assistant Head (Pastoral), Director of Compliance, Inspections and Child Protection.
16. I cannot remember the exact amount of staff I reviewed as each House had different numbers. From my memory I did not use questionnaires for pupils. The Care Inspectors used questionnaires. These reviews should all be archived at Loretto. The boarders were all asked the same question, regarding their experience in houses. I kept notes and those should be on file. I spent time in houses speaking to boarders.
17. I interviewed every member of staff in the boarding houses, including the support staff and spent time in the houses talking to boarders about their experiences. The review was similar to a Care Inspection. Each interview was recorded and there were outcomes for each house. Formal paperwork was completed by every participant. I felt it was important for houses to be transparent to all stakeholders and the pupil voice was the most important part of the process. Open discussions took place with all House Staff and the system allowed frank exchanges to take place. Targets for each house were given. I started these reviews early into my time as Assistant Head.
18. Child Protection documentation was fully in place when I was a Housemistress and as a manager I updated these policies regularly and in accordance with good practice.

19. The policies were referred to at staff meetings and any probationer staff attended SCIS courses to ensure they were cognizant of current practice. I liaised regularly with outside agencies as I was very aware that in the past boarding schools had been isolated from the maintained sector.
20. I had the same lead Care Inspector, Shelagh MacDougall, from 2007-2015 and the progress made by the pastoral team is documented in these reports. It is crucial to audit any system in place and the team I worked with reflected on their practice and embraced new ideas brought to the table. I also developed the Tutorial system throughout the school, so there was more accountability – logging meetings and communicating with parents was part of the system.
21. I trained teaching and support staff in Child Protection annually. Dr Sue Hamilton and Anne Darling were employed by the school to deliver courses every two – three years from memory. New staff were trained by me.
22. There were clear procedures for complaints and allegations against staff, discipline and punishment policies as well as whistle blowing. As the culture within Scottish Education changed with the Children's Act it prompted many more teachers to embrace the fact that welfare and children's interests had to be the priority. Children who are safe and happy are more likely to perform well academically and reach their potential.
23. At Loretto all these systems became more embedded as time went on and staff understood the need for more formal systems. At each House Staff meeting there was a Keep in View agenda item where children of concern were discussed. This item was always first on the agenda as children are the most important people in the school. Full staff meetings also highlighted children of concern and actions that everyone needed to adhere to.
24. All children can go through difficult times and any changes to their normal behaviour was looked out for. Some children came to the school with CAMHS support in place and young people like this were closely monitored. Parents told me about their

concerns they had about their children and the pupils themselves would self-refer to me or another member of staff on occasions. 'The Wellbeing Wheel' and the GIRFEC documentation was used by staff to identify children of concern. The Child Protection Policy before GIRFEC gave good guidance regarding signs of abuse.

### **Strategic planning**

25. I had involvement in Strategic Planning. There were many discussions on how robust our Child Protection policies were and how they could be improved. A culture of continuous improvement was in place within the SMT and House Staff bodies.
26. The School Improvement Plan was a part of my remit and included Pastoral Care and Child Protection. The Quality and Professional Engagement Document (QUIPE) was owned by all staff. They had input into its contents and every year it was updated to reflect strengths and weaknesses in all areas of school life. Education Scotland inspected the school while I was Acting Head and were impressed by our School Improvement Plan.

### **Other staff**

27. All the Housemistresses and Masters reported to me directly while I was Assistant Head as did the Medical Staff and School Counsellor. As Acting Head the SMT also reported directly to me. While carrying out the role as Acting Head I remained doing the Pastoral work. I met regularly with my direct reports on an individual basis and as a group. I also conducted appraisals,

### **Recruitment of staff**

28. I was involved in the recruitment of staff. I also wrote the Safer Recruitment Policy. This policy gave clear instructions about interviewing, safety checks and references to being in place before anyone became involved with the school. Not only were references asked for but we also covered Child Protection and Conduct. Any references submitted were spoken to on occasions.

29. From memory I wrote the Safer Recruitment Policy in 2010. I had been training in compliance matters and felt we needed a robust document. This was my initiative. I felt that more consistency was required in our recruitment of staff and everyone should follow the same rules. At that time the Care Inspectorate were looking at recruitment policies and I wanted to ensure we were 'Best Practice' and compliant with their expectations. I cannot remember if staff leaving the school were included.

### **Training of staff**

30. I trained new staff and also staff who required updating on Child Protection. As a line manager I saw my job as facilitating the professional growth of the staff I was responsible for. Supporting them to develop their talents and confidence was very important to me. I had an open door policy as a Senior Leader and coached staff who were struggling with aspects of their work, whenever the need arose. Appraisals were completed for all staff and targets given.

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

31. I was involved in the supervision and completing appraisals for the staff. I conducted the appraisals in all my roles. Staff completed detailed forms outlining their work. Lengthy discussions also took place about all aspects of a teachers remit. Targets were set and all appraisals I completed were recorded and should exist on staff files. In the appraisals process there was collaboration with Heads of Departments and House Staff.

### **Living arrangements**

32. As a Housemistress I lived in a house attached to the boarding house, along with my family. There was a corridor leading from my office into the boarding house. In my Senior Leader positions I lived fifteen minutes from the school in my own home.
33. There was a matron and Assistant Housemaster/mistress who lived in the boarding house. Each House had a similar staffing but some would have more staff due to numbers and ages of the pupils.

34. Tutors could visit their tutees in the boarding house if this suited both parties and some staff did a boarding duty each week.

#### **Culture within Loretto School**

35. The culture within the school was in the main positive and transparent. The Headmaster from [REDACTED] Michael Mavor, was paternalistic and cared about the pupils and staff. The SNR [REDACTED] from [REDACTED] QSF [REDACTED] was more economically minded and less hands on with pupils and staff.
36. As far as I am aware "Fagging" did not happen within the school

#### **Discipline and punishment**

37. Children were disciplined and given punishments by teaching staff. There was a positive Behaviour Policy within the school.
38. There was a Staff handbook in place and covered all aspects of positive behaviour/discipline. Punishments were recorded and there was a tariff for various misdemeanours.
39. Senior pupils did not have the authority to give sanctions to pupils. In boarding houses, House Staff supervised senior pupils who were involved in Prep Duty.

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

40. As Assistant Head in 2006 I was responsible for Day Pupils but day to day running was the remit of the Vicegerent/Deputy Head. There is no difference between Assistant Head and Deputy Head. QSF [REDACTED] SNR [REDACTED] changed my role from Assistant Head to Director of Compliance, Inspections and Child Protection and in later years to Assistant Vicegerent. I think he thought Assistant Head was an old fashioned title and he was keen to restructure the management team on his arrival.



41. I had an open door policy in my pastoral remit and pupils throughout the school day would come and see me if they felt the need to talk things over. Teachers were good at picking up issues in the classrooms, between lessons and in the dining room. Support staff were also key in terms of passing on concerns.
42. Loretto is a small school and I would hope that most issues were picked up quickly but I am aware that there will always be something that is missed. I did receive good feedback from parents about the schools ability to deal with ill-treatment or serious abuse. In the positions I held I was never complacent about the potential for abuse in any school setting.
43. I have been in the profession for thirty five years and during that time I have investigated allegations of serious child abuse. Predators are becoming more manipulative and clever.
44. In my experience predators can come across as perfectly normal individuals. Child Protection and Welfare of young people is rightly at the forefront of society's mind and these individuals need to be more clever in their endeavours to groom children. The Internet has given a breeding ground to adults who want to harm children. Throughout my Child Exploitation and Online Protection course I learned a great deal about these predators and just how devious these individuals can be. The Jimmy Saville/Rolf Harris cases are examples of individuals at the heart of society but who have used their positions to gain access to young people.
45. Peer on peer abuse is something that can be very difficult to come to light quickly. In my time at Loretto there were staff who were approachable, caring and skilled at dealing with pastoral difficulties.

#### **Concerns about the school**

46. In my time I was not aware of any of these general concerns, only specific individual cases that I investigated. There had been Non Recent Abuse claims in the media.

47. The Heads of the Senior School, the Junior School and the Governing Board would deal with any media interest.
48. If there were reports in the media about the school the Headmaster or Director of Communications would make a statement on behalf of the school.

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

49. There was a complaints and reporting process in place. The processes were updated with the innovation of GIRFEC. The Wellbeing Wheel and SHANARRI documentation was embedded within the school culture. Prior to this there were forms that could be completed. Pupils would speak directly to staff they trusted, about their issue and this would be recorded and passed onto the appropriate person. That person could be one of the House Staff or to me as the senior leader responsible for Pastoral Care and Child Protection. Sometimes pupils would come to me directly to speak to me about concerns. The process was used frequently.
50. Complaints were recorded and a Governor would check the complaints log.

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

51. During my time at Loretto, there was a School Counsellor. I would also refer pupils to CAMHS (Child and Adult Mental Health Services) where this was needed. Self-referrals to the School Counsellor were an important part of the pupils desire for confidentiality.
52. We had four different School Counsellors during my time at the school. Each had a different style but were all pupil centred. It became apparent to me that the school needed a Counsellor to be in the school more frequently, so over the years the hours were increased.
53. I thought that good quality counselling within schools was essential. I wanted all children who asked for support, to be given it. A safe place to talk about any concerns they had was the driving force to increase the hours. In a boarding school where young

people are away from family members for periods of time is important to provide more than one avenue of support.

54. I know that many pupils found the counselling service very helpful. It was a space where they could talk freely. Where there were Child Protection Issues these were highlighted to me. The School Counsellor had an obligation to report Child Abuse Concerns.

### **Abuse**

55. A definition of abuse was given in the schools' Child Protection Policy document.
56. In my entire time at the school the categories of abuse were clearly documented within this policy document. Any behaviours from anyone in the Loretto Community that impeded a child's development, emotionally and physically would be investigated according to the National Guidance in these matters. The Scottish Council for Independent Schools safeguarding document is based on national policies in this area and these policies were the basis of how the school handled any abuse allegations.
57. The definition was in the Child Protection Policy and all the staff were regularly trained in Child Protection. The policy was also communicated to parents and Governors. It was regulated by the Care Inspectorate, who checked that the staff were being regularly updated on any changes. The pupils also had access to the policy. House Staff, at the beginning of each academic year, were tasked to discuss the contents with the pupils.
58. There was a Child Protection Policy in place when I arrived at the school in 2001. It was updated regularly in line with National Guidance and SCIS Guidance. I updated the policy myself on several occasions from 2007 onwards.

### **Child protection arrangements**

59. Staff were trained in Child Protection by Dr Sue Hamilton and Anne Darling every two to three years and I trained staff every year from 2007 who were new at the school.

The Child Protection Coordinator prior to retirement, trained staff regularly. I updated staff on any new initiatives and developments in Child Protection and Pastoral Care in Staff meetings.

60. My expectations of Housemasters and mistresses was that they undertook Level 3 training. For me it as important for the staff in pastoral roles to be trained. Throughout my career I fought hard to ensure that staff were accountable and qualified for the roles they held, looking after children. Policies pertaining to Child Protection were discussed at Staff Meetings.
61. Included in the training programme for staff, were various scenarios of abuse. Discussions took place about what level these situations merited and also how to deal with the cases. Scenarios were available when external providers trained staff and I also had scenarios I used when training staff.
62. Staff were under no illusion that any indication or disclosure of abuse should be passed on to the Assistant Head/Child Protection Coordinator. This was made clear in all in Staff Meetings and especially in Housemaster/mistress meetings.
63. Staff had clear guidance within the Child Protection Policy of the schools expectations in terms of their behaviour. The school provided clear information on sources of support for pupils. As well as including school-based contacts, these included :-
  1. The contact number of Childline – 0800 1111
  2. The name of the Child Protection Coordinator and number
  3. Where they can seek help for cyber bullying or any concerns regarding digital safety
  4. The contact number of the Care Inspectorate
  5. A copy of the schools Complaints Procedure and Confidentiality Policy
64. The school developed House Handbooks for each boarding House and these were updated annually.
65. Pupils were encouraged to have sustained contact with their families.

66. Sleeping areas, toilets and showers ensured that the pupils had dignity, personal space and privacy. Throughout my tenure there were significant improvements to the boarding houses.
67. Staff supervision ratios were increased in boarding houses from 2007-2015. For younger pupils this ratio was higher. Staff were on duty in the dining-hall at mealtimes and in particular outside the dining-hall. House "Doubles" (meetings) took place twice a day. Tutors spoke individually with pupils every week. Tutorial groups met each day.
68. There were robust procedures in place to check the pupils whereabouts at all times. Signing in and out books existed in the boarding house and registration took place throughout the school day. Parental letters had to be received detailing any overnight leave. Risk assessments were completed on every occasion a group or whole house went out into the wider world. Activities and sports within the school were inclusive and those with a strong group ethos, such as cadet forces, pipe bands and sports teams, did not make pupils feel excluded and did not involve inappropriate initiation.
69. The school had excellent relationships with the Police, Health and Social Work agencies.
70. Within Loretto there was a "Restraint" Policy (Holding Safely) based on National guidelines.
71. It is impossible to lay down rigid rules about what is and what is not permissible in terms of comforting a bereaved child for example. Awareness through in-service training allowed staff to explore acceptable limits through discussion of case scenarios. The SCIS guidelines state that "Common Sense" is a good guide, but it must be informed common sense. There was constant dialogue on this issue with House Staff.
72. Opportunities for abuse exist in all schools, especially boarding schools, and in one-to-one situations, e.g., tutorials, music lessons, one-to-one tuition, guidance interviews, sick rooms. The simplest advice given would be to try, so far as possible,

to avoid being alone with a child or young person. However, for some staff this is unrealistic as the context of their job is teaching in one-to-one situations, e.g., Music Instructors.

73. This may also 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, advice was given that if possible, staff should be within with earshot or vision of others. This advice was discussed at in-service training with staff. The Loretto Child Protection Policy and SCIS Policy were reference points.
74. Any excursions outwith the school were vigorously risk assessed.
75. It was re-iterated at staff in-service training that salacious or demeaning remarks should never be made to or in the presence of children and young people. Words are powerful and this was something I repeatedly said at meetings
76. Clear advice was given to staff about being alone with a pupil.
77. There was a clear process in place for any member of staff to report concerns about individuals.
78. There was a policy to deal with photography. Parents were fully on board with this. Consent from parents was sought for any photographs or sport/drama filming. There was also a mobile phone Policy and an IT Policy.
79. The policies and procedures in place did protect young people from abuse. Sadly, as a professional working in Child Welfare all my career, I am only too well aware that individual cases can be missed. The rigorous monitoring of pupils by experienced, trained and caring staff made the chances of any pupil slipping through the net less likely than in the days prior to The Children's Act. There was an openness within the school and a willingness to discuss pupils. The interests of the pupil came first.

80. When pupils came to disclose something to me they were believed. I tried to model this behaviour in all my interactions with staff, parents, governors and other agencies.
81. Staff were encouraged to reflect upon their practice and House Staff had regular sessions of Reflective Practice with the School Counsellor. I had weekly sessions with the School Counsellor to reflect on my own work with pupils.

### **External monitoring**

82. I was aware of the Care Inspectors and Education Scotland inspecting the school. One of my roles was to prepare the school for those inspections.
83. During any of the inspections the pupils were spoken to in groups and could also speak individually to inspectors if they wished. When the pupils were being spoken to the staff were not present. I had lengthy discussions with the Inspectors who came to the school, especially The Care Inspectorate staff. I looked for and received detailed feedback at each inspection.

### **Record-keeping**

84. Record keeping was in place in 2001. I was impressed by the detail of records when I took over the boarding house. Any case of bullying or inappropriate behaviour was recorded. Chronologies existed and could be traced back to check if there were patterns.
85. Child Protection Concerns were recorded and as time went on those records became more formal and in line with new National Guidelines. Recording was detailed in the schools Child Protection Policy. The Child Protection Coordinator kept all files pertaining to allegations of abuse, ill treatment, inappropriate conduct, made on behalf of a child or by a child. I passed all those files either hard copy or on my school computer to the Assistant Head Pastoral Care and Child Protection Coordinator when I left the school in May 2015.

86. There was good record keeping in place when I arrived at the school and for that period in time I felt Loretto was ahead of other schools in terms of how it recorded concerns about children.

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

87. In my various roles within the school I was involved in investigating allegations of child abuse.
1. [REDACTED] (Pupils) – I am unsure the exact dates, possibly 2010. This was an allegation of rape. The case was reported to the Procurator Fiscal. I had reported the case to the police and was involved at all stages. My notes and chronology will be at the school.
  2. [REDACTED] – I am unsure of the date. This boy was a French pupil who made a disclosure of abuse. This case was investigated by the police and social work. I was fully involved throughout the case and my notes are at the school. I cannot remember the name of the boy who allegedly abused [REDACTED].
  3. [REDACTED] – I am not sure of the exact dates but there was considerable concern about this young man for several years. The main issue was one of parental neglect and [REDACTED] mental health. Social Work and Health authorities were fully involved. I had to restrain this pupil as he was in possession of a knife in a classroom and he had erratic, self-harming behaviours. This case ran over several years and there should be a large file at the school.
  4. [REDACTED] – possibly 2008 but again I am not sure of the exact date. This was an allegation of rape and both pupils at the time were thirteen. The Police and Social Work were fully involved. I was involved throughout and spent a great deal of time supporting both families.
  5. [REDACTED] – I am unsure of the exact date. This was a pupil who displayed chaotic behaviours and from memory ran away from home. Her father was a lawyer. The family were hostile to any investigations happening, but Social



Work were fully involved, due to the concerns I had. I cannot remember all the details of the case.

88. There will be more files at Loretto that detail pupils who I dealt with, who were self-harming or had severe eating disorders. The Child and Adolescent Mental Health Service was used frequently in these cases. The pupils names I recall are [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

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

89. I was not involved in the handling of any reports to or civil claims made against the school by former pupils concerning historical abuse.

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

90. I am not aware of police initiated investigations into alleged abuse at the school.

#### **Convicted abusers**

91. I am not aware of any person who worked at the school who was convicted of the abuse of a child or children at the school

#### **Specific alleged abusers**

[REDACTED] BND

92. I am aware of [REDACTED] BND as a member of staff at Loretto School. I think he was employed at the school possibly around 2003 until 2015. He would have been in his early to late thirties and was employed as [REDACTED] when I was the Boarding House Tutor. During the dates I mentioned [REDACTED] BND had a break from the school and worked as the [REDACTED]. After that break he came back to the school.

93. BND [REDACTED] was gregarious and energetic when he arrived at the school. When I knew him he worked hard in his role as [REDACTED]. I knew him in his role as Tutor to some of the girls in my house. I did interact with him about his tutees. I did see him with the children and I thought he had an easy, conversational style with the pupils. He did have strong opinions on certain subjects and as a [REDACTED] he was [REDACTED] in style. To my knowledge the pupils appeared to like him.

94. I did not see him discipline or abuse, nor hear of him having abused any of the children. In the school year 2006/2007 I recall interviewing girls about an allegation concerning BND [REDACTED] use of inappropriate language. From memory he had talked about women in an inappropriate way. One of the women he had mentioned was the wife of a Governor. I do not recall in detail the interviews but all of my notes were kept in the Child Protection files. My understanding is that a Disciplinary Hearing was held and a Final Written Warning was given. In the years that followed I am aware he reflected on what had happened and the seriousness of the incident. As far as I am aware there were no further allegations made.

QRO [REDACTED]

95. I am aware of QRO [REDACTED] as a member of staff at Loretto School. He was a member of staff many years before I arrived. He would have been in his early thirties and was employed as [REDACTED] and [REDACTED] Teacher. In a [REDACTED] context he was [REDACTED]

96. Mr QRO [REDACTED] was an excellent teacher. I knew him to be a popular teacher and he inspired his pupils in the classroom. He cared about the pupils academic and pastoral progress. There was a gentleness about him and he was considered in his responses to pupils when they displayed challenging or rude behaviours in the classroom. I found him to be non-judgemental.

97. I knew Mr QRO [REDACTED] well and I did see him interacting with young people. When I saw him with pupils he was approachable and set high standards of behaviour within the classroom. I occasionally in his classroom witnessed his classroom management and teaching style.

98. With regard to discipline I did see Mr QRO negotiate with pupils on occasion. He was never aggressive or confrontational but tried reasoned argument to move a situation forward. He was child centred in his approach.

99. I did not see Mr QRO abuse any children. I was aware of issues at in 2014 as I had been a part of the disciplinary investigation. Mr QRO was drunk and had been inappropriate on the dance floor and on the bus going home. There was a disciplinary hearing and my understanding is that he received a final written warning. after I left the school about Mr QRO and one of the female pupils. My knowledge only comes from the and I have no factual knowledge of the allegations as I left Loretto in May 2015.

CRL

100. I do recall CRL as a member of staff at Loretto. I am unsure of the start date but he was in post as I was coming out of the boarding house in 2005 until May 2015. I think he was possibly in his late thirties or early forties.

101. Mr CRL was a teacher. I had very little to do with Mr CRL as he was line-managed by the Director of . I am aware he was and I found he was enthusiastic and worked hard with pupils on their . Some of the pupils thought he was a wonderful teacher. I only knew him when dealing with issues that were reported to me by pupils regarding his use of inappropriate language and behaviour. I also met with him when he made an allegation of bullying against the Director of . On that occasion his wife/partner accompanied him as he was worried about his English skills.

102. I did not see him discipline any of the children and neither did I see him abusing any of them. I am aware of their being an allegation of abuse. I recall one of my girls in the boarding house wanting a change of teacher because she felt Mr CRL invaded her personal space. The Director of also spoke to me about Mr CRL behaviour. I interviewed Mr CRL and warned him that there had been

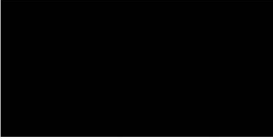
a complaint. He said he was passionate about his teaching and as a [REDACTED] there were different cultural norms. He was trying to adjust to British ways. He was aware that his use of the English language was not good. The Director of [REDACTED] was tasked with monitoring the situation.

### **Helping the Inquiry**

103. Children must be the first priority in any school no matter what the staff member's position within the school. Head Teachers, in my opinion, should be in the classrooms, boarding houses and attending activities sport fixtures, so that they are seen walking the walk with the children in their care.
104. In boarding schools children arrive from all over the world and from places where child protection hardly exists. Understanding the cultures children come from and engaging with their parents, is vital from the outset. I have never been intimidated by wealthy, powerful parents as I found in my career that the same issues occur in families no matter what their social and economic standing is.
105. Working in a Child Protection environment is a lonely, stressful business at times. Protecting children is paramount and the decisions that you sometimes need to make can cause considerable conflict with parents, their friends, relatives and staff who thought there should be other outcomes. Usually those who wanted to make comment on decisions did not have all the facts and indeed should not have been a party to confidential information. Due to the confidentiality around this type of work, you are unable to justify to the outside world the decision making processes that were taken in order to protect young people. I found my own 'Reflective Practice' sessions with a qualified counsellor very beneficial.
106. Abuse occurs in all walks of life and teachers need to have the confidence to know that the school leaders will act on any information that comes to them. Being transparent with pupils, staff and parents about Child Protection and what that actually means is vital. Supporting staff through those traumatic cases is something that

schools do need to address more fully. Avoiding staff “burn out” and ensuring that both pupils and staff’s mental health is addressed is so important.

107. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed..........

14 October 2020

Dated.....