

APPENDIX

Part A – Background1. Characteristics1.1 History of the Organisation and Establishment

Past

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

Fettes College was established in 1870, as a result of the philanthropy of the then late Sir William Fettes, twice Lord Provost of Edinburgh and Master of the Merchant Company, who died in 1836 and, by his will, left the residue of his Estate as an endowment for the maintenance and education of young people.

- 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?

Fettes College was, as a result of a decision by Sir William's Trustees, a boarding school for boys from its inception, following the model of other boarding schools in Scotland and in England.

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

See 1.1 ii

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

Fettes College was set up as a boarding school on what we understand to have been the existing boarding school models. The first Headmaster was recruited from Rugby School, a well-established boarding school.

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

Fettes College has since it opened, been run as a single entity, including latterly its own Preparatory School, formerly the Junior School.

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

See 1.1 i

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

N/A

- viii. If the organisation itself is no longer involved in the provision of residential care for children in Scotland, when and why did it cease to be so involved?

N/A. The principal function of the school remains that of a boarding school.

- ix. If the organisation was founded as a religious order by members of a particular faith or church, what was the precise relationship between the order and the religious hierarchy within that faith or church?

N/A

- x. Within the faith or church to which the religious order belonged, what degree of autonomy was enjoyed by the order in relation to the provision of residential care for children in Scotland?

N/A

- xi. In the case of establishments that were run by members of a religious order, what degree of autonomy within the order itself was enjoyed by such members?

N/A

Present

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

No

- xiii. If so, please give details.

N/A

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?

At the outset, initially by the Foundation formed from the residue of the late Sir William Fettes' estate, later by fees supplemented by various

endowments and donations by philanthropists and, more recently, income from commercial activities and fundraising.

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

Yes

- iii. If not, why not?

N/A

- iv. What state support did it receive?

None – other than, while the scheme was in operation, participation in the Government's Assisted Places Scheme and indirectly through the benefits of being an organisation having charitable status.

Present

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

In the main out of fee income, supplemented by bursaries from Endowment Funds as well as donations by Fettes Enterprises Limited and other subsidiary companies set up for the administration of commercial activities.

- vi. What state support does it receive?

None, other than indirectly through the benefits of being an organisation having charitable status.

1.3 Legal Status

(a) Organisation

Past

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

The school was originally part of the endowment of the late Sir William Fettes until, in 1886, "The Governors of the Fettes Trust" was established as a body corporate in terms of Scheme 109 of the Commissioners under the Educational Endowments (Scotland) Act 1882 (b) approved by Her late Majesty Queen Victoria in Council on 3rd April 1886.

For the purposes of this document the organisation and establishment are, in our view, synonymous and may be referred to herein as 'the School' or 'Fettes College'.

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

The Scheme of 1886 has been modified and extended by a series of amendments and re-enactments in 1939, 1965, 1982, 1985 and 1989. The school is now administered by the Governing Body under the terms of The Fettes College Scheme 2008, as amended.

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

None.

- 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 Scheme of 1886 as amended or re-enacted (see 1.3 (a) ii) and registration with appropriate regulatory bodies including the Scottish Education Department, latterly Education Scotland, and The Care Inspectorate. Fettes was first registered, under prevailing legislation, as an Independent School in 1957.

- 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.

Yes – compliance with all relevant legislation including the Education (Scotland) Acts and succeeding legislation.

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

Yes

Present

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

No

- viii. If so, please give details.

N/A

- ix. If the organisation is a Scottish local authority, please provide details of the predecessor authorities for the local authority area for which the authority is now responsible, and the time periods during which these

authorities were the responsible authority for the area, or any part thereof.

N/A

(b) Establishment

Past

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

No; See 1.3 (a) i and ii

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

See 1.3 (a) i and ii

- 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?

See 1.3 (a) iv

- iv. Did that legal basis require the establishment, or its management, to meet, or fulfil, any legal and/or regulatory requirements in respect of children in its care? If so, please give details.

Yes; See 1.3 (a) iv

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

Yes; see 1.3 (a) vi

Present

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

No

- vii. If so, please give details.

N/A

1.4 Legal Responsibility

(a) Organisation

Past

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

Yes

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

The school is "in loco parentis" of the children during term time and thus has the same legal responsibility as parents. The school, as far as we are aware, has always adhered to regulatory responsibilities placed upon it by statutory bodies.

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

No. The School and its staff have overall legal responsibility for the children in their care during term time, including when the children are off campus on organised school activities.

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

See 1.4 (a) iii

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

N/A

Present

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

No

- vii. If so, please give details.

N/A

(b) Establishment

Past

- i. Did the establishment, or those in charge of the establishment, have any separate legal responsibility (separate from the organisation) for children in its care?

No

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

N/A

Present

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

No

- iv. If so, please give details.

N/A

1.5 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 Fettes Scheme states "The Governors shall continue to maintain and develop Fettes College as a School for both boarding and day pupils"

The original Fettes Scheme, extant in 1930, quoted a desire that "The Governors shall continue to maintain and develop Fettes College as a school for both boarding and day pupils." Specifically it referred to a broad education, which all should enjoy subject to such education being considered by the Headmaster on a case by case basis to allow for more emphasis on "those branches for which they show a special capacity or which may be most suitable to their destination in life."

More recently, the aims have been summarised thus:

Fettes College aims to nurture the individual while fostering a happy well-ordered and caring community with strong family values at its core.

To this end, we will do our utmost to ensure our students:

- Receive the highest possible quality of education within a boarding environment.
- Feel valued, have a sense of personal worth, are thoughtful and considerate of the needs of others, possessing a willingness to take on responsibility.

- Develop their self-confidence, integrity, emotional resilience, loyalty, good manners and humour, leadership skills and team-work.
- Value a sense of community and service, and develop a clear sense of right and wrong, equipping them for life beyond Fettes.
- Are provided with equal opportunities regardless of gender, ethnic origin, sexual orientation or religion.
- Are encouraged to stretch and challenge themselves in everything they undertake.

ii. If the establishment was run by a Catholic religious order, what vows were taken by members of the order and at which point in their training?

N/A

iii. What did the organisation see as the establishment's function, ethos and/or mission in terms of the service that the establishment provided to children accommodated there?

See 1.5 (a) i

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

Yes; as time has gone on, to reflect social change, there has been a greater focus on pastoral care.

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

See 1.5 (a) iv

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?

N/A

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.

N/A

(b) Establishment

Past

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

Full boarding care was provided for children during term time. This includes accommodation, all meals and recreational and extra-curricular facilities.

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

Until 1972, when girls were admitted into 6th Form as day girls for the first time, Fettes College had been an all-boys School. It became fully co-educational in 1983.

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

The school was established as a school for boys only, which, we understand, was common practice at the time.

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

All relevant Child Protection measures were taken.

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

The establishment provided full boarding education and a typical daily routine was the following:

Breakfast
Chapel
Lessons
Break
Lessons
Lunch
Games
Activities
Supper
Prep
Bed

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

Many and various, including lessons, games and a full range of extra-curricular activities.

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

Many and various, including trips both nationally and internationally of an educational, sporting and cultural nature.

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

Yes, on a voluntary basis including gardening services and woodland management.

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

N/A

Present

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

No

- xi. If so, please give details.

N/A

1.6 Numbers

(a) Organisation

Past

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

The school was established in 1870 with 56 children and the number has steadily increased over time to 2014 level of 760.

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

There have been fluctuations in pupil numbers during the school's existence, e.g. war time decrease in child numbers with a corresponding post war rise. Gradual increase from then on with more significant increases following the introduction of girls in 1972 and the move to full co-education in 1983. In 1999 the age range of the school was increased with the admission of children from age 7 and this resulted in a material increase in child numbers.

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

See 1.6 (a) i and 1.6 (a) ii

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

None

- v. In general terms, was the main service provided by the organisation the provision of residential care for children in establishments, or was it the provision of foster care?

Residential /Boarding Education.

Present

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

No

Present

- vii. If so, please give details.

N/A

(b) Establishment

Past

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

See 1.6 (a) i - iii

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

See 1.6 (a) i – iii

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

See 1.6 (a) i – iii

- iv. What accommodation was provided for the children?

Accommodation was in boarding houses with an average number of 60 children per House. Each House provided facilities for study, sleep and recreation.

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

This has changed through time. Historically boys slept in dormitories which might have accommodated 20 boys. The norm in the more recent past is for children to sleep in rooms with a maximum of 6, this number reduces as the child progresses through the school. Older children share rooms of 2 or more commonly live in single accommodation.

Present

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

No

- vii. If so, please give details.

N/A

1.7 Children's Background/Experience

Past

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

Children admitted to Fettes College have traditionally come from a wide variety of backgrounds and, indeed, nationalities. They had shared experiences while at the school.

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

As indicated above the organisation and establishment are synonymous.

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

As indicated above the organisation and establishment are synonymous.

- iv. Who placed children with the organisation?

Parents.

- v. From 15 April 1971 (the date on which the Children's Hearing system was introduced), did the organisation/establishment receive children mainly from the Children's Hearing system?

No

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

Parents applied for places for their children who were accepted following a successful formal admission process.

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

As indicated above, Fettes College was a boys' school until girls were admitted in 1972. The school became fully co-educational in 1983.

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

Siblings followed normal admission procedures but there were discounts in fees for second and subsequent siblings attending the school at the same time.

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

5 years (or up to 11 for a child entering Fettes College Preparatory School).

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

No

- xi. If so, in what circumstances?

N/A

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

N/A – only one establishment.

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

Siblings were free to contact each other and were normally accommodated in the same boarding house unless parents and children requested otherwise.

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

Children were able to contact their parents or wider family by telephone or letter. As technology has developed the ease of communication has also increased; parents have always been able to visit the school. In addition there have been increasing numbers of exeats and half-term breaks in addition to normal school holidays.

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

Parents were provided with regular reports on the progress of their children. Housemasters and Housemistresses were available for consultation as required.

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

Any relevant or important information about parents was always discussed with the children.

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

Christmas, New Year and Easter generally took place in school holidays. There was an annual Carol Service and a Christmas Dinner attended by all children. Increasingly over time, birthdays have been celebrated in Houses with current practice being a cake and a year group party.

- 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 were generally accommodated in their boarding houses until they completed their education in the normal course of events. Children did on occasion leave earlier but only after full discussion and the

agreement of their parents or guardians unless for serious disciplinary reasons, when the Headmaster had the power to exclude children.

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

At the end of each term they were collected by their parents or guardians, but where that was impossible, arrangements for their collection were made following discussion between the school and their parents.

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

At the end of the final term the school provided references and other support for children as they transitioned to further education or the world of work.

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

The future of children was widely discussed with them and their parents. They were encouraged to take academic subjects which were appropriate for their chosen careers. The school had a sophisticated Careers Service, from which children were able to obtain advice and information on careers. The school took an active part in finding places for children at universities and further education establishments. The school is always interested to hear about the progress and achievements of former pupils.

- xxii. Was such information retained and updated?

Yes in so far as was possible. Information about some former pupils is more complete than others.

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

There is an active Old Fettesian Association whose purpose is to facilitate contact between former pupils and between former pupils and the school.

Present

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

No

xxv. If so, please give details.

N/A

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?

The number of staff has changed over the years commensurate with the increase and decrease in pupil numbers.

The core responsibility for residential care services rested with Housemaster/Housemistresses, House Matrons and Tutors.

For the year ended 31 August 2014 the total number of College staff was 271 of which 115 were teaching staff.

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

See 1.8 (a) i

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

Teaching staff would all have had University degrees. Over time qualifications have extended to include those required by regulatory bodies e.g. SSSC qualification for Matrons; Nursing qualifications for Medical Centre staff; and GTCS registration for teaching staff. Qualifications have been required in line with prevailing legislation.

Some members of staff, before being employed by the School, had experience of working in a boarding school.

- 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?

N/A

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

N/A

Present

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

No

- vii. If so, please give details.

N/A

(b) Establishment

Past

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

Please refer to 1.8 (a) i for staff involved in residential care. In addition, the School employed support staff in other capacities, all of whom had responsibility for the welfare of children (e.g. a fully staffed Medical Centre and full-time Chaplain). The number has varied over time.

For the year ended 31 August 2014 the total number of College staff was 271 of which 115 were teaching staff.

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

All of them.

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

All teaching staff and House Matrons had responsibility for residential care of the children. The number of teaching staff has changed over time commensurate with the increase in child numbers.

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

See 1.8 (a) iii

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

This will have varied over time and the average is considered to be 1:10 and in recent years reduced to 1:7.

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

This has varied over time; historically the majority were male due to the all boy nature of the school. Matrons have traditionally been female. In recent years the gender balance of the teaching staff has significantly altered to one of parity.

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

The traditional model was that male teaching staff looked after the boys' Houses and latterly female teaching staff looked after the girls' Houses.

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.

N/A

2. Organisational Structure and Oversight

2.1 Governance

Past

- i. What were the governance arrangements within the organisation?

The School was governed by a Board of Governors acting under and in terms of the various schemes set out in 1.3 (a) i.

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

A combination of co-option and election by various prominent external professional and civic bodies.

- 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?

No formal qualifications or training were required but an interest in the welfare of children was expected and an adherence to prevailing child welfare policies. Furthermore, the manner of Governor selection ensured a balanced Board with a wealth of experience and expertise in a range of disciplines and professions.

- 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 Governors were charged to exercise general supervision and control over the school. This included policy, setting budgets and fees and generally taking an overview of the activities of the school. Day to day management of the school was delegated to the Headmaster (who presided over the Senior Leadership Team and who was responsible for the appointment of academic staff) and the Bursar (who managed the school's finances, and who was responsible for all matters relating to the management and smooth running of the school and the employment of non-teaching staff). The Headmaster and the Bursar were accountable to the Governing Board.

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

Since 1968 all meetings of the Governors have been held at the School having previously been held in the office of the Clerk to The Governors. The Board now meets four times a year and the Executive Committee ten times annually. The Governors have, since the 1960's, delegated their functions to a series of committees and have for some time been encouraged to visit the school. Recent practice has been for a majority of Governors, in addition, to oversee a number of academic departments, the boarding houses and other areas of school life, requiring them to make further visits to the school during the academic year.

- vii. What was the purpose of such visits?

For the fulfilment of their responsibilities as Governors, to encourage direct contact between Governors, staff and pupils and to keep Governors up-to-date with the activities of the school.

- viii. How frequently did these happen?

See 2.1 vi

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

Yes

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

Not necessarily e.g. for boarding house visits Governors tend to be accompanied by a senior pupil.

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

Yes

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

Governors' observations stimulated discussions with the Board as a whole and Headmaster that will have led to changes in policy over time.

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.

In 2016 Governors with responsibility for Safeguarding were appointed. They meet regularly with the pastoral teams and report to the Board.

2.2 Culture

Past

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

See 1.5 (a) i

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

Yes

- iii. How can that be demonstrated?

The success and growth of the school allied to the children, when they reached the end of their school careers, being well-rounded individuals, confident but not arrogant, well-prepared for life beyond the school.

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

Yes

- v. If not, please provide a representative range of examples and explain, by reference to those examples, why particular establishments were not, in material ways, run in accordance with the organisation's then culture, policies and procedures and what, if anything, was done to change that state of affairs?

N/A

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

The culture of the boarding environment evolved through time; triggers included the abolition of corporal punishment as a standard form of discipline, abolition of fagging and the introduction of co-education.

- 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?

Yes; for example, a change of Headmaster would have led to some changes in culture.

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

We have not identified any specific cases that have resulted in a change of culture; but see 2.2 ix.

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

In 1984 the seventh Headmaster abolished corporal punishment as a standard form of discipline because he considered it inappropriate and susceptible to abuse; other traditional aspects of school culture, including personal fagging, were abolished for the same reasons.

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

Yes. The culture of the boarding environment evolved through time. External triggers included the abolition of corporal punishment as a standard form of discipline.

- xi. If so, please give details.

See 2.2 ix; this change has been driven by the leadership of the school and progressive change of legislation with respect to Safeguarding.

- xii. 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?

This has not been driven by any alleged abuse but rather a desire to establish best practice in safeguarding and follow requirements of regulatory bodies.

2.3 Leadership

Past

- i. How was the establishment managed and led?

Fettes College has essentially been managed and led by the Headmaster who has been in overall charge. The Headmaster reported directly to the Governors and attended and presented reports at each meeting of the Board. Some of his responsibilities were delegated to the Deputy Head and to other senior members of staff, including Housemasters and Housemistresses and in connection with the Preparatory School to the Headmaster thereof. Management of the school's finances, buildings and estates were, since 1960, the responsibility of the Bursar.

- 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.

- Alec Ashcroft –History and Classics, Cambridge 1919-1945
- Donald Crichton-Miller – History, Cambridge 1945-1958
- Ian McIntosh – Modern Languages, Aberdeen, Modern Languages, Cambridge 1958-1971
- Anthony Chenevix-Trench - Classics, Oxford 1971-1979
- A.J. Cameron Cochrane – English, Oxford 1979-1988
- Malcolm Thyne – Natural Sciences, Cambridge 1988-1998
- Michael Spens, MA Natural Sciences, Cambridge, 1998 - 2017

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

See 2.3 i

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

See 2.1 – Governance

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

N/A

2.4 Structure

Past

- i. What was the structure of the organisation?

See 2.3 i

- ii. What was the structure of the establishment?

See 2.3 i

Present

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

No

- iv. If so, please give details.

N/A

2.5 Hierarchy and Control

Past

- i. What was the hierarchy within the organisation?

See 2.3 i

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

See 2.3 i

- iii. What were the lines of accountability?

See 2.3 i

- iv. Within the organisation, who had senior management/corporate/organisational responsibility for the managers/management teams/leadership teams who managed the establishment on a day-to-day basis?

The Headmaster.

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

See 2.3 i

- 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.

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

The Headmaster and latterly the Deputy Head (Pastoral).

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

The Headmaster in consultation with the Governors.

- 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?

All Staff.

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.

Head of Pastoral Care established in 2015. Head of Pastoral Care is responsible for pastoral care delivered by Teachers and Matrons and

reports to the Deputy Head (Pastoral). In 2016 Governors with specific responsibilities for safeguarding were appointed.

2.6 External Oversight

Past

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

Regular Inspections by HMIE/Education Scotland and more recently the Care Inspectorate and/or their statutory predecessors. Annual Returns to Registrar of Independent Schools, Care Inspectorate and OSCR.

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

Care Inspectorate, HMIE/Education Scotland and/or their statutory predecessors.

- iii. How often did this occur?

We have been inspected periodically by those charged with inspecting schools by either the UK or Scottish Government. Initially inspections focused solely on the academic side of the school but went on to include pastoral aspects of boarding with specific Care and Welfare Inspections. With the introduction of the Care Inspectorate, the residential care was inspected twice a year until the Inspectorate moved to an unannounced inspection every three years. The Lead Inspector from Education Scotland visits the school annually.

- iv. What did these visits involve in practice?

Inspectors initially visited to evaluate academic teaching but recent visits have included questionnaires to children, staff and parents, extensive interviews with children and staff as well as observation of the school in action, including boarding houses.

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

None.

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

None.

- 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?

N/A

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

N/A

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.

Visits by the HMIE/Education Scotland Lead Inspector now take place annually.

Part B – Current Statement

3. Retrospective Acknowledgement/Admission

3.1 Acknowledgement of Abuse

- i. Does the organisation/establishment accept that between 1930 and 17 December 2014 some children cared for at the establishment were abused?

Yes. We have established that incidents of abuse and alleged abuse occurred.

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

From the evidence we have reviewed, abuse and alleged abuse has occurred on a number of occasions.

Anecdotal information would suggest that other instances of abuse, not documented, have taken place. Incidents of peer to peer bullying have been identified.

However, it would be inappropriate to attempt to assess the impact/scale of this abuse on individuals concerned.

iii. What is the basis of that assessment?

This is based on a review of pupil and staff files going back to 1968, review of minutes of Governors' meetings going back to 1930 and interviews with former members of staff.

3.2 Acknowledgement of Systemic Failures

i. Does the organisation/establishment accept that its systems failed to protect children cared for at the establishment between 1930 and 17 December 2014 from abuse?

There were systems in place that were not followed on occasion that led to a failure to protect those children involved.

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

We do not believe that these instances arise from systemic failure but rather the failure of certain individuals to follow procedures that were in place.

With regard to peer to peer bullying evidence suggests that pupils were disciplined appropriately.

iii. What is the basis of that assessment?

From an examination of files, it is apparent that on occasion individuals in a position of authority have not followed the procedures that were in place and that peer to peer bullying took place.

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

Failure of an individual's judgement.

3.3 Acknowledgement of Failures/Deficiencies in Response

i. Does the organisation/establishment accept that there were failures and/or deficiencies in its response to abuse, and allegations of abuse, of children cared for at the establishment between 1930 and 17 December 2014?

Having examined the evidence detailed above we have identified two occasions in which the school's response was deficient. In all other cases, that we are aware of, where abuse was alleged the school's response followed the procedures in place at the relevant time.

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

See 3.3 i

- iii. What is the basis of that assessment?

This is based on a review of pupil files going back to 1968, review of minutes of Governors' meetings going back to 1930 and interviews with former members of staff.

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

These were failures of judgement on the part of the Headmaster and, in so far as matters were brought to their attention, of the Governors regarding the need to take prompt action to remove the alleged abuser from the School.

3.4 Changes

- i. To what extent has the organisation/establishment implemented changes to its policies/procedures and practices as a result of its acknowledgment in relation to 3.1 – 3.3 above?

The Governors are more aware of their responsibilities in respect of care of pupils making it unlikely that the Headmaster will operate independently without consulting with the Governors and Chairman. The lines of reporting between the Headmaster and the Chairman have been clearly defined. The clear roles and collegiate partnership of the Senior Leadership Team and the emphasis on pastoral care are a priority.