

Scottish Child Abuse Inquiry

Witness Statement of

Norman Walker DRUMMOND

1. My name is Norman Walker Drummond. My date of birth is [REDACTED] 1952. My contact details are known to the Inquiry.

Background

2. I served as an Army Chaplain from 1978 to 1982. I was then Chaplain at Fettes College from 1982 to 1984. I was employed as Headmaster at Loretto School from 1984 to 1995. I have an MA in Law from the University of Cambridge (1973) and a Bachelor of Divinity from New College, Edinburgh (1976). On completion of my Law Degree and whilst beginning to train as a Solicitor, I realised/felt called to work in Education or as a Minister of the Church of Scotland.
3. Several years of youth work and sports coaching were augmented by working with and alongside the gangs of Easterhouse in Glasgow and then similarly in West Pilton in Edinburgh. As Chaplain to Depot PARA (Parachute Regiment) I worked closely with Junior PARAs and Recruits running a regular Youth Club as well as a large Sunday School with related activities in St Andrews Garrison Church, Aldershot where ultimately I was Minister in Charge.
4. The Kirk of The Black Watch was at the heart of the Regiment where, from a large Congregation, Sunday School flourished and there were two very successful and busy Youth Clubs. My responsibilities as Chaplain were to get alongside the members of the Battalion as well as sharing the multiple pastoral duties of caring for those serving and their families and for local schools and organisations, at home in Catterick and overseas in Werl, West Germany including unaccompanied overseas tours to Belize and Canada.

5. My teaching responsibilities within the Army were to work closely with the Education Officer (Royal Army Education Corps) in many of their lessons and activities as well as teaching regular 'Padre's Hours' with the respective Companies and Platoons of Depot The Parachute Regiment and of The Black Watch.
6. Chaplaincy at Fettes College continued this formal teaching role and was enhanced by coaching the 1st XV Rugby and a Junior Cricket XI. Keeping closely in touch with the Housemasters on pastoral matters, being alert to the care in and of the community from grounds and kitchen staff, pupils and parents and fellow members of staff and their families gave me a whole school role and understanding.
7. Responsibilities also extended with the School Community in building local relations through a significant Community Service programme involving pupils and members of staff – all of which was time consuming, enjoyable and generally very well received.
8. I also took a particular interest in the Fettes/Loretto Youth Club, working with the young people of Muirhouse, Drylaw and Pilton and organised the 60th Anniversary of the Fet/Lor Club in 1984.

Employment at Loretto School

9. I was Headmaster at Loretto School from September 1984 until March 1995. The Loretto Board of Governors conducted the process of recruitment through national and educational press advertisements, all of which 'welcomed applications from other backgrounds outwith education'. A series of interviews followed, culminating in a final interview with the selection panel at the School. I was required to provide the names and addresses of three referees, two of which were from my previous employment/line managers. I was encouraged to apply by members of the Fettes Community who were conversant with Loretto at various levels and inter-school activities, there being a close Fettes/Loretto relationship between the schools over the years. It was only upon the suggestion of the outgoing Headmaster of Loretto to put my name forward that I ultimately made an application.

10. A Chaplain in the Military has a very close relationship with the Commanding Officer, as does the Head of a School with his or her own Chaplain. In that capacity I was fortunate enough to observe the leadership styles and decision-making of several different gifted Commanding Officers and Headmasters, from all of whom I learned a great deal.
11. There were no prerequisites for General Teaching Council for Scotland (GTSC) Registration at that time nor was a probationary period set. My line manager, Robert Gordon, was the Chair of Loretto Governors to whose Board and Committees I reported on a termly basis. The Chairman came to Loretto on a set day each week when we met either side of our having lunch with the whole school and academic staff in the Dining Hall.
12. I also met on a regular basis with the Vice Chair of Governors, Graeme Simmers, as well as with the Governor who chaired the Board Meetings of Loretto Junior School, Iain Pattison, and on occasion when matters arose with the Governor responsible for staff matters, Alan Johnston. My performance was regularly monitored and fed back to me, at first on a termly basis for the first year and then annually by the Chair after his consultation with the Vice Chair, the Junior School Governor, the Staff Governor and with the Bursar, Robert Lyon, who had been in post for some years before my appointment. The Chair also consulted, individually and collectively, on occasions with the Board of Governors - several of whom had sons and daughters attending the school.
13. My induction took place from April to July 1984, in two-hour weekly meetings with the Chair at his Edinburgh office. In addition, my predecessor Headmaster made himself available to me for very useful in-depth matters regarding Loretto procedures and practice. His wife, who knew the school well, also kindly made herself available for similar briefings in relation to her roles and responsibilities as Headmaster's wife. The role of the Head's wife in those days was to support the Head at all school events, to host lunch and supper gatherings for pupils, staff, parents, Governors, former pupils, visiting speakers or lecturers, members of the local Musselburgh and East Lothian Community.

14. The Head's wife also kept in touch with the Housemasters/Housemistresses and their families and was part of a pastoral emphasis of knowing and helping out in the case of illness, injury or distress at whatever level in the school community. She also had a close and regular relationship with the School Matron/Sanatorium Sister who in turn liaised with the House Matrons who were responsible in House for their pupils.
15. My predecessor's wife (as outgoing Headmaster's wife) very kindly offered to meet with my wife at the school, which was very helpful. She also made clear that she was at the end of a telephone if my wife in due course needed insight or advice in her early days as Headmaster's wife.
16. I attended the HMC (Headmasters and Headmistresses Conference) informative and helpful in-depth New Heads Induction Course at St Edward's College, Oxford conducted by an impressive selection of HMC Heads and educational professionals. This induction course was closely followed by regular termly HMC Scotland meetings, from which I learned a great deal not least from being amongst fellow professionals. By the time of the regular termly HMC Scotland meetings I was in post and alongside some time served and distinguished Heads to whom I listened a lot and learned a great deal.
17. There was also a UK wide Annual HMC Conference which was always well attended and from which I learned much in terms of best quality and practice.

Policy

18. The Headmaster, as with matters academic and pastoral, had overall responsibility for policy. Loretto at that time operated with five Boarding Houses, each with their own Housemaster/Housemistress, resident House Tutor and Tutorial Team. The Housemaster/Housemistress and House Tutor were the first point of contact in the residential care and charge of the pupils.

19. I relied very much on the Housemasters/Housemistress for the day to day running and residential responsibilities within the Boarding Houses, weekly Housemasters'/Housemistress meetings each Monday evening provided a reporting forum and invaluable discussion of current issues. It was also an opportunity to discuss and make decisions about particular matters/issues. The House Staff made best possible use of the HMC courses which were available at that time. Housemasters/Housemistress would have daily catch ups with their resident House Tutors and regularly with the non-resident Tutorial Team - each House had a number of Tutors with special responsibility for the pastoral well-being and academic welfare of the ten to fifteen pupils with whom they met on a regular basis.
20. The discipline and punishment of pupils within Houses was initially the responsibility of the Housemaster/Housemistress; the emphasis was very much on the overall pastoral care and well-being of each individual child - at that time (over thirty years ago) formal policies and procedures in relation to child protection and complaints had not been considered in the manner in which they will now be in place.

Strategic Planning

21. Strategic Planning was regularly set by the Board of Governors in consultation with the Headmaster and the Bursar, both of whom were in attendance at Board Meetings. Whilst the ethos and culture of the School was often referred to and felt to be among the primary all-round educational purposes of the School, I do not remember abuse per se being a particular subject.
22. The safety and protection of each pupil in the School's charge and care was implicit in discussion and the Board of Governors, particularly those with special responsibilities as Chair, Vice Chair, Chair of the Junior School Committee and Staff Governor were always alert to the atmosphere amongst pupils and staff, through their visits to spending time with and listening to pupils and staff. The ambition was that the School should be and be seen as a family with all constituent parts, pupils, staff, Governors, former pupils and the wider Musselburgh community being happy and proud to belong.

Other Staff

23. The School Bursar was largely responsible for the management of all staff in terms of contractual arrangements, pay and conditions and what would now be termed as Human Resources matters.
24. The Bursar and I met on a weekly basis with catch up conversations in between, he was a very useful and helpful guide and influence to me, not least in my early days as Headmaster and I came to rely very much on his judgement.
25. In terms of the Academic Staff, for whom I had overall responsibility, those who reported directly to me were the Deputy Head, Director of Studies, the Housemasters/Housemistress and the School Chaplain.
26. The Director of Studies, Clifford Sparks, was responsible for all Heads of Subject Departments, with whom he would be in almost daily contact during term time. In addition there were scheduled calendar meetings of the Heads of Departments, led by the Director of Studies and chaired by me as Headmaster, to go over the regular Subject Orders, to discuss any pupils or subjects of concern, not least if there were any particular worries about a pupil's health, family or background circumstances which may have been impacting on his/her welfare and all-round well-being and academic performance and contribution to school life.
27. The Housemasters/Housemistress' meeting was held on a regular weekly basis and was chaired by the Headmaster and attended by the Deputy Head, who took the Minutes, and by all the Housemasters/Housemistress, who in that capacity were representing their Resident House Tutors and their visiting Tutors.
28. The Housemasters/Housemistress' meetings were often lengthy and comprised in depth discussions of planning and co-ordination of school timings and future events, for the sharing of good news and practice and for the opportunity in a confidential setting to raise current or potential future concerns.

29. The Housemasters/Housemistress through their devoted round the clock work and supervision of the pupils in their charge and care went a very long way to reaffirming the ethos and culture of the School that each member of the community, as one predecessor Head succinctly put it, should be *'brave, true, responsible and kind.'*

Recruitment of Staff

30. I was involved in the recruitment of members of the academic staff. On occasions I was invited to give the Bursar a view on his recruitment and selection of key posts such as Clerk of Works, School Matron, School Catering Manager and Head of the Ground Staff. The recruitment practice which I followed was that which I inherited from my predecessor and which had been followed for several years.
31. As far as the academic staff were concerned, adverts would be placed in the national newspapers and in the appropriate educational press such as the far-reaching Times Educational Supplement.
32. Three references would be sought in written application for the advertised post, at least one of which was from the immediate/current employer. There would normally be two rounds of interviews, the first a long leet with numbers depending on the strength of applications and the second with a short leet - all interviews were held at the School, thus giving the candidates the opportunity to walk the ground, to get a feel of the School, to meet pupils and staff, to see and be seen, and to be interviewed by a selection of members of staff who would then report their views to the Headmaster.
33. References were expected to cover the following: ability, performance, reputation within the classroom subject teaching environment, extra-curricular activities and contributions to the School, an emphasis on the all-round care for the welfare and development of pupils in their charge and care, relationships with colleagues, parents and general school staff, character and leadership.

34. When the short leet had been interviewed at school, an order of selection would be agreed and verbal references taken up by telephone call before final selection and appointment.

Training of Staff

35. Staff training and development in the 1980s/1990s was not as common as it has since become. Across the teaching profession at that time there was a certain wariness at the thought of personal development and training. Subject related courses were readily available and Heads of Department were encouraged by me to, and did, make full use of these whether here in Scotland or across the UK - in some areas we were ahead of the field in this, such as in PSHE (Personal, Social and Health Education) and much depended on the initiative of the Head of Department.
36. We were, through the commitment and diligence of the Director of Studies and the Head of PSHE, ahead of the field in Staff Training and therefore awareness of and commitment to PSHE. Their tenacity in bringing their fellow professionals up to date was commendable and I highly valued them and their efforts.
37. Very few schools if any at that time had contemplated Staff Training 'Away Days' or 'overnights' and whilst it was with some, particularly the older longer serving members of staff, a struggle to enable them to see the benefit of such, we did persist.
38. Heads of Departments were encouraged to attend external courses in their subjects or in pastoral matters and so to bring learning and up to date insights to their regular meetings with members of their respective Departments.
39. I had planned to run an away weekend for Members of Staff and their families, arrangements for which were in place and which was ultimately cancelled on account of how it might be perceived externally – had we achieved this it would have been radical and well 'ahead of the field' in those days.

40. It was after that disappointment that my focus turned to the 1-day Values based leadership development sessions with Michael Fordham, the then Director of the University of Bradford School of Management – and these were not only welcomed but also considered beneficial and worthy of repetition.
41. I think it is fair to say that we began a journey of training and of personal and professional development at that time, as did other educational establishments, despite there being, at the outset, both scepticism and reluctance.

Supervision/staff appraisal/staff evaluations

42. Similarly the mention and gradual implementation of Staff Appraisal was initially met with a mixture of emotions, from scepticism and reluctance amongst time-served members of staff to enthusiasm amongst the younger members of staff. Staff Appraisals were by no means commonplace in the late 1980s and early 1990s, nor indeed in the workplace at large!
43. As the movement through HMC UK (Headmasters' and Headmistresses' Conference) and within HMC Scotland began to gather pace, the Deputy Head and in particular the Director of Studies and I met regularly to discuss how Staff Appraisal might best be implemented within the School.
44. Our first attempt at a Staff Appraisal Scheme was too ambitious and detailed and involved too many meetings. Ultimately, it was agreed that as Headmaster I would have less formal appraisal conversations on an annual basis with senior members of staff, Deputy Head, Director of Studies, Chaplain, Housemasters/Housemistress and similarly with Heads of Department with particular reference to academic performance and results.
45. From all this, a growing culture of Appraisal/Staff Development/Performance Review was pleasing to witness, not least in relation to Housemasters/Housemistress with their House Staff, both resident and non-resident, and the Director of Studies with

Heads of Academic Departments and Heads of Academic Departments with members of their Departments.

Living Arrangements

46. I lived in the Headmaster's House, which was a separate wing of Pinkie House - one of the five Boarding Houses on the school campus. Housemasters/Housemistress and spouses lived in separate apartments/houses which were within their respective Boarding Houses.

Culture within Loretto

47. Prior to my selection and appointment I read a great deal about Loretto and its history, within which I was particularly taken with the aims of one of my predecessors that "*a Loretto pupil should be brave, true, responsible and kind.*"
48. Although room and dining arrangements were intended to mix the year groups, there was a certain implicit hierarchy which I was keen to address and diminish.
49. Over the years we worked hard with the staff and pupil body to a better understanding that to be responsible did not necessarily mean telling others what to do but rather enabling others through your example to assume responsibility for themselves and for those around them. As far as I was aware, fagging did not exist at the school.
50. Kindness, compassion and good manners as ways of treating others as you would wish to be treated yourself became regular themes of daily Headmaster's Doubles (Assemblies) with the whole School, as in Houses with the House Staff. It seemed that over the years Loretto did become a more responsible and kind community and this was well recognised in the HMIE Inspection Report of 1993:

51. *"A major strength of the school was the commitment of the staff, who all contributed to ensuring that pupils experienced a high level of individual care. The staff who ran the boarding houses provided effective, dedicated supervision and guidance for pupils in their care."*
52. *"The leadership and pastoral skills of the headmaster were a fundamental strength of the school. An able team of house staff chaired by the headmaster managed the pastoral and personal business of the school very effectively."* (The Scottish Office Education Department, Loretto School, Musselburgh - A report by HM Inspectors of Schools 27 April 1993, page 6).

Discipline and Punishment

53. The daily routine and order of each day were set and monitored by the Deputy Head and the Housemasters/Housemistress. Any breaches of discipline would be dealt with by a firm talking to, extra work or detention or loss of privileges and, if necessary, by being sent to the Headmaster.
54. School Rules and House Rules were applied with the breaches of discipline being dealt with as above. In more serious cases, suspension from school for a period of time would be the next step with expulsion as a last resort.
55. Staff and pupils were well aware of the School and House Rules, which were published at the start of every term, included in the school diary and disseminated to every pupil and member of staff. When occasions merited, these were reiterated by Housemasters/Housemistress in House Doubles and by the Headmaster in whole School Double - this would have in the more serious of breaches been agreed at a Housemasters/Housemistress' meeting with a plan that House Doubles would either lead into the Headmaster's Double the following morning, or for the Headmaster's morning Double to be further complemented by similar messages in the evening in House Doubles.

56. Pupil records were kept in individual files both at House and School level. In the more serious disciplinary matters, both Housemasters/Housemistress and the Headmaster would have been in early touch and consultation with the pupil's parents.
57. Senior Pupils/Prefects were encouraged to take responsibility for the routine of the school, such as gathering for school events, conduct of the Dining Hall, alertness to poor behaviour - whether it be in the treatment of school property or in the care and consideration of other pupils, this aspect of leadership of being of service to others, and not a matter of privilege, was a major focus during my time as Headmaster.
58. The school tradition dating back to Dr Hely Hutchison Almond, Head of Loretto in the late 19th century was for the Head to speak to the entire school gathered in the School Dining Room each day, bar Sundays, in mid-morning break – School Double. It was on and from those occasions, which were mirrored in House Doubles each evening, that phrases such as – *'to lead is to serve'*; *'good manners is the best way to treat others as you would like to be treated yourself'*; *'think back to how you would have felt at that age and stage, what would you wish had been different'* and *'if you really want to lead, you have to care about the other person'* were regularly repeated by me and by the House Staff and we trust made a difference to school life and atmosphere.
59. In this regard as Headmaster I had regular catch up meetings with the Head of School and Heads of Houses as senior members and appointees within the school pupil community. In these gatherings, the Head of School and Heads of Houses would often be asked how they were doing and would report back on anything of concern - were there any issues in and around the school which needed to be aired and discussed, was there anything in personal matters and in school responsibilities which they wished to raise with me.
60. Full Prefects' meetings would be held either to highlight a concern or to discuss progress at key stages of each term. My wife and I also instituted a Prefects' Teambuilding Weekend on the Isle of Skye prior to the beginning of each academic year.

61. Implicit within the philosophy of a Loretto pupil's educational experience would be the opportunity to take responsibility and to experience leadership in a gradual way from an early age, whether it be in House responsibilities, in Captaincy of School Teams, in leading and organising School Clubs/Societies, within the School Orchestra, the Combined Cadet Force or the School Pipes & Drums and in other areas of school life.
62. These interesting and often compelling aspects of a whole school life gave ample opportunity for members of staff to see and witness the all-round development of a young person in their charge and care - as indeed to offer praise and encouragement when appropriate, as well as direction and firm instruction when required.

Day to Day running of the School

63. As Headmaster I had overall responsibility for the good conduct, atmosphere and sense of well-being of the School - in essence this comprised regular reporting to the Board of Governors and those Governors with particular responsibilities as designated by the Chair, with the Bursar and Deputy Head remaining alert to the needs and outlooks of the staff, both individually and collectively; keeping in touch with the parents and families of the school who invested so much in us; and above all taking a keen interest in the all-round education, within and without the classroom, of each and every pupil.
64. On my first full day as Headmaster, having heard and investigated reports of verbal and racial abuse by a senior pupil to a more junior pupil on his arrival for the new term the previous day, I immediately expelled the senior pupil concerned and asked his parents to come and collect him. It would be most unfair and not ethical to repeat the name of the pupil who has gone on to lead a happy and successful life and with whom and whose family there have been no hard feelings since.
65. The pupil concerned and his Father had been to see me at my request some days before the new term. At that meeting I indicated to the pupil and his Father that his disciplinary record on file would, if repeated in any way, leave me no alternative other

than to ask him to leave the school. I did not have cause thereafter to expel a pupil for similar behaviour.

Thus the tone of my own approach to bullying and abuse was set.

66. From then on with the commendable alertness of Housemasters/Housemistress and staff and by pupils, there was an atmosphere of vigilance in this regard.

Concerns about the School

67. I can think of only one such instance, in the final few days of the summer term 1991, allegations of abuse in a particular room in a Boarding House were raised. In late June of that year a member of staff, David Stock, on the basis of essays on bullying set by him and written in his class, brought concerns to the Deputy Head. Concerns were of bullying in a room/dormitory in Pinkie House by a senior boy [REDACTED]

Reporting of complaints/concerns

68. The initial reporting of complaints would be to the pupil's Housemaster/Housemistress. This might have arisen through concerns being expressed directly by a pupil to their Housemaster/Housemistress or to a senior pupil, Head of Room, Prefect, Head of House, or to the Resident House Tutor or to the pupil's individual personal Tutor.
69. Complaints were received in relation to various matters in school life from the academic to the pastoral. If so merited and of significance, these matters would have been recorded in a pupil's personal file/record in the Boarding House and if appropriate in the School Office by the Headmaster's Secretary.

Trusted adult/confidante

70. In addition to the hitherto triangle of support from Housemaster/Housemistress, House Tutor and personal Tutor, the School Chaplain was always readily available, with confidentiality if requested being respected. House Matrons and Housemasters/Housemistress' spouses were also regularly available presences - much respected and highly valued by pupils and House staff alike, and on a peer to peer level Heads of Houses and School Prefects.
71. Housemasters/Housemistress, House Tutor and personal Tutors, House Matrons and School Chaplains were employees of the School. Spouses of Housemasters/Housemistress were much respected and highly valued within the family atmosphere of a Boarding House – in those days in the close proximity of a Boarding House the spouse of a Housemaster/Housemistress became well known to pupils in a similar manner to the wife of the Head.
72. The ethos of the School was of a caring community within which all those responsible for other people's children really did care.
73. All of the above worked hard in their own ways and responsibilities to ensure that the School and its members, whether pupils or staff, were not only 'brave, true and responsible' but also 'kind'.
74. There was a growing perception and practice of real individual care in the school community, as confirmed in the HMIE Inspection Report of 1993. I was keen that children could raise concerns and I also encouraged everyone in authority at whatever level, whether members of staff or pupil, to believe in the all-round care and kindness to each and every member of the school community.
75. Staff and pupils could not have been unaware of that as the mention of each person having a part to play in the school community, if not family, was regularly championed by me in School Doubles, Staff Meetings, Housemasters/Housemistress and Heads

of Departments meetings and in regular communication to Parents and Governors, as well as in the Headmaster's Annual Address to Parents at the school and thence published and sent out thereafter.

Abuse

76. There was no set definition of 'abuse' at that time, rather an implicit understanding and recognition of what was neither right nor acceptable. 'Bullying' would have been the word in more common parlance. Bullying, whether verbal or physical, would have constituted 'abuse' - anything or anyone who put unwelcome pressure or influence on or mistreatment of another.
77. This definition would have been within the School Rules and well recognised by both pupils and staff. Anti-bullying during our time was implicit in the way that the leadership of the school sought to live and behave and conduct itself in an exemplary manner. It was also paramount in all that we sought to achieve with and for and on behalf of *"other people's children for whom we were doubly responsible"*.

Child Protection Arrangements

78. Child Protection arrangements were in their infancy at that time and safeguarding as an expression and practice was not then in use. Similarly with guidance and instruction where we relied on staff to report matters of concern, in the all-round health, welfare and well-being of pupils in their charge and care.
79. Trusted discretion was given to members of staff whose duty and responsibility if concerned was to report any matters direct to the pupil's Housemaster/Housemistress. There were, at that time, no statutory arrangements in relation to Child Protection and Safeguarding.

External monitoring

80. An HMIE Full School Inspection took place in 1993. This was the first of a then new HMIE series of 'whole School' Inspections which took place over seven weeks at the school - three weeks on Learning and Teaching; two weeks on Pastoral and Leadership matters and two weeks on School Management.
81. The Inspectorial Team, on occasions seventeen in number under the leadership of a senior HMIE Inspector, were given 'carte blanche' to go wherever they wished across the school community and they were encouraged to speak with pupils, individually and in groups or classroom settings, which they did.
82. The Inspectors took full advantage of the accepted freedom to roam and at my encouragement they spent time visiting all the Boarding Houses, where they met all the Housemasters/Housemistress and staff and were present during the evening Prep work and room routine.
83. The Inspectors spoke to me at length. The Senior Inspector and I met daily and I think it is fair to say that this 'first' type of full Inspection was for them as exhilarating as it was exhausting, given the round the clock pace of boarding school life. The Inspectorial Team were regularly in school from 7.30am breakfast until 10pm 'lights out' in boarding houses.
84. They provided a very favourable full report which was well received by parents and pupils, staff and Governors which was also and pleasingly recognised in the local and national educational press at the time.

Record Keeping

85. Record Keeping at that time would not be in the same volume or detail as nowadays. The Headmaster's Office kept files of all matters such as pupil records, as did the respective Housemasters/Housemistress. There was no separate file for abuse, ill-

treatment or inappropriate conduct at that time. I relied heavily on the highly-regarded Headmaster's Secretary and her meticulous interpretation of what was then seen as 'best practice'.

86. I was following in the footsteps of some very experienced and highly regarded predecessor Heads and saw no reason to depart from the record keeping which had served them well.
87. My immediate predecessor, and his wife with my wife, did give considerable time to briefing us as to their concerns of the moment, pupils and families about whom they were worried, members of staff whose conduct and performance were neither up to standard nor in the best academic interests of the school. These were few in number and with support from the Director of Studies in tandem with the Head of Department, these Members of Staff began to progress better in the classroom and their pupils to prosper.
88. This was very helpful at the outset and I also took time before my first term began to read staff and pupil files - it was through this that I was able to identify which staff or pupils might have been on their last warning. The aforementioned pupil (see para 64 & 65) was the only pupil on a last warning. There was one Member of Staff, who having allowed a pupil to drive a School minibus on a return trip from the Theatre and had been cautioned by my predecessor.
89. As previously mentioned, the only final pupil warning which I inherited concerned bullying.

Investigations into abuse - personal involvement

90. In late June 1991, in the final few days of the summer term, the Deputy Head and the Chaplain asked to see me to report that Mr David Stock, Teacher of English, had asked one of his classes to write essays on bullying. David Stock had been appointed by my predecessor who, on handover to me, described David Stock as *"my most difficult*

member of staff by far" with a "practice of soliciting views, amongst the pupils, against the school".

91. A few days before the start of my first term in office, the autumn term 1984, the Bursar informed me that David Stock was suffering from a 'nervous breakdown', as then described - a replacement Teacher of English had hurriedly to be found and it was some months before David Stock indicated to the Bursar that he was fit to return to work.
92. With regards to the essay writing on 'bullying', one of the pupils produced an account of improper conduct by a senior pupil as [REDACTED] to younger pupils in a room in Pinkie House. I did not enquire into the specifics of the allegations, realising that this would have to be considered by the Housemaster in the first instance.
93. In consultation with the Housemaster, Duncan Wylie, who had interviewed the pupil concerned, I undertook to interview the pupil. At interview it was clear to me that the pupil was adamant that he did not want the matter to go any further. When pressed he stressed that these were 'beginning of term antics'.
94. Whilst extremely disappointed, I felt a responsibility to protect the pupil and to respect his wishes. I then spoke to the Head of School, [REDACTED] to seek his views whilst, if memory serves me correctly, the Housemaster spoke to the alleged perpetrator - who, as a member of the Upper Sixth Form, was due to leave the school in a couple of days' time. As there were only unsubstantiated allegations against the other pupil it seems neither necessary nor appropriate to offer their name.
95. I then convened a meeting with the Deputy Head, the Chaplain and the Housemaster to report back that the pupil concerned did not want the matter to go any further.
96. This incident took place at the end of the summer term of 1991, when the Head of School with whom I discussed this matter was in the final week of his last term at School and he left in June 1991. The Housemaster concerned, Duncan Wylie, who was the architect and lead of the school's PSHE (Personal, Social and Health

Education) programme, and I took note for the new term that we as a school had to be highly alert to what might be termed 'initiation ceremonies'.

97. On a personal level, I was distressed to think that such beginning of term antics/initiation ceremonies might be going on when so many of us had and continued to devote such time and energy against such possible behaviours.
98. The end of the school year is/was always a particularly busy time so it was not until the end of term, some two or three days after interviewing the pupil concerned, that I was able to report the matter to the Chair of Governors.
99. The Chair listened to my account of how these concerning matters had arisen, he heard my disappointment that beginning of term antics/initiation ceremonies had taken place. He respected my decision that if the pupil concerned had been in any way coerced into his writing and that if he on questioning did not want to take the matter further, then my responsibility to the pupil was to protect him from any further unwelcome attention in this matter.
100. When I reported the end of term incident to the Chair of Governors, Robert Gordon, he involved Alan Johnston as Staff Governor. Alan Johnston had for some years been the Governor with special responsibility for the staff, to whom they could go in matters of complaint, for redress against a decision, or in tandem with the Bursar in matters of salaries and conditions.
101. I reported to Alan Johnston that which I had reported to the Chair. It was a factual account although I could tell that he and David Stock were not strangers to each other. Alan Johnston seemed particularly disturbed at the manner in which David Stock had instigated the writings from pupils - it was considered to be an inappropriate use of class time by a Member of Staff who may have used undue influence - and that David Stock had not informed me in the first place. He also indicated that he had been asked by the Chair to deal with the situation.

102. The summer holidays intervened and as far as I remember I was informed by the Bursar in late August that David Stock had resigned from school and would not return - this both the Bursar and I pre-supposed to be on the grounds of mental illness.
103. I thought that David Stock had resigned during the summer holidays on the grounds of ill-health but I notice that Alan Johnston's letter to him is dated 19 November 1991.
104. If David Stock was asked to leave, it would have been by Alan Johnston on behalf of the Board of Governors. I was not aware of this. David Stock was reluctant to engage with me which I presupposed was, as reported to me, on the grounds of ill health.

In a difficult situation like this, the Chair and the Staff Governor would inevitably have become involved.

105. The unsigned one-page undertaking by David Stock to Loretto School would have been compiled by Alan Johnston as Staff Governor. (Document WIT.003.001.0735/WIT.003.001.0767 sent to me as part of the Section 21 Notice of the Inquiries Act 2005). I had not previously seen either of the referenced documents.
106. I would have been happy for David Stock to return to teach English, his extracurricular commitments were minimal, although his mental health and wellbeing were a source of concern in discussions with the Bursar, the Deputy Head, the Director of Studies and myself. We were concerned about his ill health and anxiety and, if he was deemed medically unfit to return to teach or had decided not to return for personal reasons, it seemed inevitable that he would depart.
107. I kept in touch with the Bursar and with the Director of Studies who reported back any developments including David Stock's reluctance to return to teach.

Reports of abuse and civil claims

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

Police Investigations/criminal proceedings/convicted abusers

109. I was unaware of any police investigations into alleged abuse at the school, nor I am I aware of any convicted abusers.

Specific allegations of abuse

CRX [REDACTED]

110. CRX [REDACTED] was SNR [REDACTED] from 1984 to 1986. Loretto Junior School was seen as an independent Prep School with its own Chair and Committee of Governors, upon which the Headmaster and the Bursar of Loretto Senior School also sat.
111. He was an experienced school master and a very talented and well-known [REDACTED] who was notably supported in his Loretto Junior School responsibilities by his admirable and highly regarded wife [REDACTED].

CRW [REDACTED]

112. CRW [REDACTED] was SNR [REDACTED] and Housemaster of Loretto Junior School from 1984 to 1991. He was well-known on the Prep School circuit, somewhat eccentric and seen as running a tight ship in Newfield House as Housemaster.
113. I saw both CRX [REDACTED] and CRW [REDACTED] regularly when visiting the Junior School for lunch but the relationship was one of respect at a distance from the Senior School. I only saw them in public settings such as the Junior School Dining Hall, school matches on occasions, school Chapel Services or when my wife and I were invited to the Junior School Plays or Concerts.
114. Both were considered to be rather old fashioned school masters, perhaps of a different era. They had a firm, no nonsense approach to discipline.

115. They were very friendly and keen to be seen to do a good job, to recruit well and to send well-rounded individuals and contributors to the Senior School. Both were seen to be 'characters' in their own way.

There were reports of unusual punishments issued by CRX [REDACTED] which emanated on the grapevine and which began to cause concern. I remember hearing on one occasion that he had, as a punishment, told a pupil to eat leaves. I had no reports of CRW [REDACTED] and his discipline which at the time others would have considered 'firm but fair'. This being 36 years ago, I cannot remember in detail but I do recall the Bursar and I sharing thoughts that CRX [REDACTED] appeared unduly stressed.

Reports of issues in the Nippers in the mid-1980s

116. The process of reporting would be to the Headmaster of the Nippers (Junior School) which saw itself, and was seen by parents, as a stand-alone Prep School.
117. As Headmaster of the Senior School I had an umbrella role as Headmaster of Loretto with overall responsibility to the Board of Governors.
118. There were concerns about CRX [REDACTED] and what might be termed as erratic behaviour, moody, anxious, not in good form. If memory serves me correctly, the Bursar also had regular weekly lunches with CRX [REDACTED] in the Junior School Dining Hall followed by coffee with CRX [REDACTED] and [REDACTED] in [REDACTED] (the residence of the SNR [REDACTED]). The main concern was of emotional and erratic behaviour - 'was SNR [REDACTED] of the Junior School unwell?'
119. As time went by I became increasingly concerned for CRX [REDACTED]'s health and well-being and for the pupils and staff in the Junior School. Reports, largely unspecific but similarly concerned, were also coming in from the Bursar, the Deputy Head and the Director of Studies from their visits to the Junior School.

120. I raised the matter with the Governor Chair of the Junior School Committee and with the Chair of Governors. It was not long thereafter that, as a full Board of Governors appointee, CRX was interviewed by the Chair of the Governors and by the Chair of the Junior School Committee.
121. Following that meeting, it was decided that CRX should retire on health grounds. The Governors and CRX came to an amicable agreement upon departure within which it was presumed that CRX and his wife were, given the circumstances of his ill health, willing parties.
122. After a period of recovery, CRX did not return to the teaching profession. As mentioned, he was a brilliant and gifted CRX, highly regarded in the CRX world which interests would have early sustained him following his departure. Upon the recovery of his health, he later decided to offer himself as a CRX of the Church of Scotland towards which he studied at the University of Edinburgh.

Reports of bullying in the late 1980s/early 1990s

123. As hitherto described pupils were encouraged to report bullying or inappropriate behaviour between pupils, such reports could be made to House or School Prefects, to their personal Tutor, Resident House Tutor or Housemaster/Housemistress. The School Chaplain was also readily available.
124. Staff reporting of bullying or serious concern of such would normally be made in the first instance to the Housemaster/Housemistress, who would then investigate the matter and discuss further proceedings with the Headmaster.
125. My own role was to be there for the pupil or the pupils concerned, for the reporting member of staff and for the Housemaster/Housemistress who was either informing me of his/her action taken or bringing the matter to me for discussion and decision.

126. There appeared to have been a hierarchical culture amongst the boy pupils which had been diluted by the advent of Sixth Form girl pupils in 1979, five years before.
127. I began to realise that the culture of those boys coming from the Junior School was harsher than that of those joining the Senior School from other schools. I could not be sure of the extent and source of bullying but I did feel with the support of a very good staff team in the Upper School we were making progress in addressing that rather harsher culture as and when it arose.
128. Unkindness between pupils would be dealt with by the Housemasters/Housemistress who were always on alert for such. If unkindness or lack of proper care and attention to another person could be described as bullying then it was the responsibility of the senior pupil in charge or member of staff to care for that pupil and to report the matter to the pupil's Housemaster /Housemistress.
129. If matters could not be resolved and the perpetrator neither named nor shamed or if such bullying persisted, then the perpetrator (if having been warned by the Housemaster/Housemistress as to the total unacceptability of such behaviour, and if such persisted) would be sent to me by the Housemaster/Housemistress.
130. On such occasions, and on recall they were few in number, I would endeavour to establish any underlying reasons behind such unkind, bullying behaviour, to make clear the unacceptable nature of such conduct, to indicate that the pupil's parents would need to be informed - all of which might lead to a suspension from school for a period of time, or in the most irrevocable of situations expulsion.

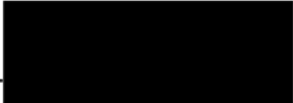
Helping the Inquiry

131. With the benefit of hindsight and reflecting on the processes and policies (or lack of) 30 years ago, it is difficult to describe the quantum leap in awareness and surveillance in terms of safeguarding and child protection.

132. There is a greater openness to discussion of such matters and willingness to rigorously embrace defined step by step policy and practice and this is well recognised by pupils and staff and parents and governors alike.
133. Such openness can only help to promote and permeate greater alertness to unwelcome inappropriate behaviour at an early stage and not only encourage the reporting of such as being the right and only thing to do but also ensure that the atmosphere of the school is safe and secure, as well as benevolent and kind.

Other information

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

Signed..........

Dated.....22 December 2020.....