

Thursday, 20 May 2021

1

2 (10.00 am)

3

(Delay in proceedings)

4

(10.09 am)

5

LADY SMITH: Good morning and welcome to the last day of

6

evidence in this section of our boarding schools case

7

study. We have a witness ready, I understand. Is that

8

right, Mr Brown?

9

MR BROWN: My Lady, the first witness is Simon Pengelley.

10

LADY SMITH: Thank you. (Pause).

11

Good morning. Could we begin by you raising your

12

right hand and repeating the oath after me.

13

MR SIMON PENGELLEY (affirmed)

14

LADY SMITH: Please do sit down and make yourself

15

comfortable.

16

Just while we are collecting the copy of your

17

statement so that you can use it if you need to, I have

18

what I hope is an easy question for you: how would you

19

like me to address you? Mr Pengelley, Simon, something

20

else?

21

A. Simon is fine, thank you very much.

22

LADY SMITH: Thank you very much.

23

You will see you now have a hard copy of your

24

statement in front of you. You will also see it coming

25

up on the screen, both the screen in front of you and

1 the one behind you actually.

2 A. I don't have eyes in the back of my head but as a
3 teacher I would have found that useful.

4 LADY SMITH: I'm sure you would. You don't need to check
5 that one. I have no other questions for you at the
6 moment. All I would say is please let me know if you
7 have any queries, I do want you to be as comfortable as
8 you can while giving evidence.

9 If you don't have any other questions of me, I will
10 pass you over to Mr Brown.

11 Mr Brown.

12 Questions from MR BROWN

13 MR BROWN: Thank you, my Lady.

14 Simon, good morning. As you have just had pointed
15 out to you and delivered to you, you have your statement
16 in front of you in the red folder, and it is in front of
17 you and behind you.

18 If we can go to the back of the statement,
19 paragraph 53, you will see that last paragraph reads:

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

24 Obviously you read that, because you read the
25 statement when you signed it, and you signed it to

1 confirm you were happy with that, is that fair?

2 A. That is fair, yes.

3 Q. You then signed it on 3 December last year?

4 A. Absolutely. There is a proviso, of course, that it is
5 based on memory, and memory is, as we know, fallible.

6 Q. Absolutely.

7 LADY SMITH: Can I at the outset, Simon, assure you I do
8 realise we were asking you about events that took place,
9 whilst at least this century, it was still quite a long
10 time ago. As we all get older, even last week can feel
11 like a long time ago sometimes. So don't worry about
12 that. It is better, if you don't remember, that you
13 just tell me. Thank you.

14 Mr Brown.

15 MR BROWN: Thank you, my Lady.

16 At the beginning of the statement we obviously read
17 your background, and it is fair to say that your entire
18 career was spent teaching, starting as a history
19 teacher?

20 A. Actually not my entire career. I did have a brief foray
21 into accountancy but it got the better of me, and
22 I didn't particularly enjoy it, and ...

23 Q. Was it too exciting?

24 A. It was, yes, too exciting.

25 Q. Thank you. But you then -- was that before your history

1 degree?

2 A. No, that is between history and the Institute of
3 Education.

4 Q. So having started presumably with history, you then
5 returned to history and taught history, and then
6 obviously progressed into school management?

7 A. That is right.

8 Q. I think, having spoken with you this morning, your
9 experience of the boarding sector pre-dates that. And
10 I appreciate obviously we are now talking about
11 relatively far back but I am sure you remember the
12 generality.

13 A. Yes.

14 Q. You are a product of the boarding system?

15 A. I am.

16 Q. Both in terms of prep then also senior school?

17 A. That is right.

18 Q. Just again to run through your professional career. You
19 were a teacher at Abingdon, Strathallan, Rossal School
20 in Lancashire, and then obviously principal of
21 Morrison's between 2004 and 2015. Would I be right in
22 saying that all those schools are boarding with some
23 day, or day with some boarding?

24 A. That is correct, yes. Yes.

25 Q. The balance might shift depending on the school?

1 A. The balance shifts considerably, yes.

2 Q. And particularly at Morrison's, as we will come to, the
3 balance was very much more, by the time you took over in
4 2004, day pupils?

5 A. Yes.

6 Q. And we will discuss the way boarding stopped during your
7 tenure.

8 In terms of your career as a history teacher though,
9 before you got into management, did you have experience
10 of being a housemaster, or were you simply a teacher, if
11 you see the distinction?

12 A. Yes, absolutely. It's clearly an important distinction.
13 I was never a housemaster. I was a house tutor
14 when I was at Strathallan. I can't remember exactly,
15 there were maybe half a dozen boarding houses there and
16 I was a tutor in one of them.

17 Q. Again, we would understand a housemaster is obviously
18 a head of a house?

19 A. Exactly.

20 Q. A house tutor, depending presumably on the size of the
21 school, the size of the boarding houses, might or might
22 not exist? You might simply have a housemaster for
23 a small house?

24 A. If you had a small house, albeit it would be hard,
25 I think, because you would have no time off. If you

1 didn't have at least one tutor then you were going to be
2 on duty every night of the week, and that would be
3 severe.

4 Q. You would have to have some cover --

5 A. Yes, you would.

6 Q. -- one way or the other, whether formally with a tutor
7 such as yourself or --

8 A. Some other arrangement, yes.

9 Q. -- coming in.

10 When you were a tutor at Strathallan, did you live
11 in?

12 A. No, I lived in my own house.

13 Q. So you weren't attached to the boarding house?

14 A. No.

15 Q. Would we understand you would come in for the relevant
16 periods?

17 A. Yes, I would be there -- the tutor's job principally was
18 to be there in the evening to ensure good order amongst
19 the boys, because if you weren't there it might not go
20 quite according to plan. So, yes, you were there to
21 ensure good order and to check they were working, make
22 sure they went to bed, those sort of things.

23 Q. Do I take it from that that, if you leave boys in
24 control of themselves, that may not turn out well?

25 A. You should never leave boys in control of themselves.

1 Q. Is that something you learned from your own experience
2 as a boarder?

3 A. Yes, in all probability. Yes, actually.

4 Q. Can we go back to your own experience --

5 A. Of course.

6 Q. -- in prep school. Let's start with the question
7 between prep and senior school. Was one more difficult
8 than the other in terms of pupil behaviour, for example,
9 or pupil control?

10 A. I don't think so, but that is probably down to the
11 nature of the schools. The boarding prep school
12 I attended was -- I think now they don't exist, but it
13 was a proprietor school, so the head actually owned the
14 school, it was his business. He was a very decent,
15 humane character and that influenced the entire school.
16 So I never at that school, boarding prep school,
17 experienced unpleasant behaviour from other boys.

18 When I went on to my senior school, the same
19 applied. The house I was in -- I mentioned this to you
20 earlier -- changed housemasters when I was there and the
21 man who came in was a very humane, really lovely person.
22 The housemaster is absolutely crucial to the
23 relationships within the house and the feeling, the
24 tenor of the house, and because he was that kind of
25 a person it was a very pleasant place to be.

1 I didn't experience much difference between my prep
2 school, the boarding prep school. The day prep school
3 was a different question.

4 Q. I see. Our focus, as you understand, is --

5 A. Yes. Ironically the day prep school is the one where
6 I experienced unpleasant behaviour from both boys and
7 from staff.

8 Q. All right. From what you are saying, the character
9 of -- in the case of the boarding prep school -- the
10 owner/proprietor headteacher, presumably --

11 A. In all one.

12 Q. All in one?

13 A. Yes.

14 Q. A small school?

15 A. Probably 60.

16 Q. So his character would influence the ethos and feel of
17 the school?

18 A. Absolutely it did, yes.

19 Q. It would impact on staff also?

20 A. Yes.

21 Q. In terms of expectation of what would happen?

22 A. Yes.

23 Q. You then go to senior school and you talk about the
24 transition in personality of your housemaster?

25 A. Uh-huh.

1 Q. Context-wise, how big a house?

2 A. There were 100 boys in the house.

3 Q. And in terms of dorms, numbers in a dorm?

4 A. I think when I went in, I was one of 13 in a dorm, with
5 a senior boy as well, so 14 in total. And there were
6 some smaller, but they were all quite large.

7 Q. Again it's a long time ago, I recognise, relatively, but
8 do you remember when you started at the senior school,
9 there was a senior boy in the dorm. Were you mentored
10 at all by another pupil?

11 A. No.

12 Q. Were you given any information about what was expected
13 in terms of discipline, rules? Was there a handbook,
14 for example?

15 A. No.

16 Q. No.

17 A. Not in 1968, no.

18 Q. That wasn't the way it worked?

19 A. No.

20 Q. You simply picked things up?

21 A. You were expected to pick things up. And after about
22 two weeks, maybe longer than that actually, you were
23 then given a test by the senior boys on whether you had
24 learned the particular school lingo, the characteristics
25 of the school, the geography of it, whether you had

1 learned the school songs, one in Latin and one in
2 English, and it was important you passed that test.

3 Q. Was that done in a friendly fashion?

4 A. Yes, it was. It was, yes.

5 Q. You talked obviously about the second housemaster as
6 being a particularly humane man. Does that imply there
7 was anything lacking with his predecessor?

8 A. No, I wouldn't say so. Again, he was a decent man, but
9 it was quite -- well, no, I can't say it was quite clear
10 at the time. In retrospect I realised he was looking to
11 become the head, so his gaze was beyond the school
12 horizon, let's put it that way. He was also getting
13 married so he had other things on his mind.

14 Q. But the second housemaster, the one who you speak most
15 warmly of --

16 A. Yes.

17 Q. -- did he impact how you both experienced the remainder
18 of your senior school but also how you then approached
19 teaching?

20 A. Oh, unquestionably, yes, unquestionably. Because the
21 regime he introduced, he made it abundantly clear from
22 the outset that there was to be no -- senior boys were
23 not in any way to foist themselves -- I told you earlier
24 he abolished fagging immediately on arrival in the
25 house, and he made it quite clear that everybody was to

1 respect everybody else and treat them fairly. That was
2 the way he behaved all the time. And that had
3 a profound impact on me, yes.

4 Q. Presumably it dominoes down through the house?

5 A. Absolutely it does, yes.

6 Q. How much support did he have in terms of hierarchy?

7 A. Remarkably little, really. He had a live-in house tutor
8 who was a thoroughly pleasant man. And then he had --
9 I think there were two other tutors who came in one
10 night a week, so between them they covered the seven
11 nights. So in effect there were four men, but the
12 housemaster was there the majority of the time.

13 Q. You said when he came in fagging was stopped?

14 A. Uh-huh.

15 Q. Was that well received by the boys?

16 A. No, it wasn't. It wasn't well received because they had
17 been through the system and they wanted their moment in
18 court.

19 Q. They had had the bad side being fags, so they wanted
20 someone to carry their bags?

21 A. Exactly, yes.

22 Q. But did the change take effect or were there --

23 A. No, it took effect. He ensured that it took effect.

24 Q. What about being able to speak to people, thinking back
25 to that time. If you had had an issue, could you have

1 spoken to a teacher? Do you think you would have felt
2 confident enough to do so?

3 A. It's an interesting question. I would certainly have
4 felt confident enough to talk to him and did talk to
5 him, and the other -- the live-in house tutor as well.
6 But, you know, teenage boys have lots of thing they need
7 to talk about and either of those men you could talk to.
8 Outside of those two, probably not.

9 Q. We have heard evidence of an omertà, a code of silence
10 in some boarding school houses. Do you recognise that
11 from your experience as a boarder?

12 A. No, I don't at all.

13 Q. Was it something you were aware of in other houses,
14 for example?

15 A. You heard rumours about other houses but they were
16 rumours, nothing to substantiate them.

17 Q. Again, you went to quite a large boarding school?

18 A. Yes.

19 Q. Number of houses?

20 A. I think eight. Yes.

21 Q. But was there a perception that you were --

22 A. In one of the good houses.

23 Q. -- in one of the good houses?

24 A. In one of the good houses.

25 Q. Equally were there houses that, within the rumour mill,

1 were known to be not so good?

2 A. Where the regime was more strict or whatever, yes, yes.

3 Q. So much really turned on the character and outlook of
4 the individual housemaster?

5 A. Oh, hugely. He or she in a coeducational school is of
6 crucial importance. They set the tone.

7 Q. Again thinking of your senior boarding school, with that
8 description of: housemaster sets the tone, you can have
9 good or potentially bad houses, do you remember what
10 sort of oversight there was from the school management
11 of the individual houses?

12 A. I have absolutely no idea.

13 Q. Did the bad houses get better or did they just carry on
14 being bad because there was no intervention?

15 A. Remember, this is bad by rumour, or they were seen as
16 more strict. The character of a house changed when the
17 housemaster changed. But whether there was any
18 oversight, I can't believe there wasn't but there may
19 not have been, bearing in mind my experience later where
20 there was a lot of oversight. But you sort of felt that
21 housemasters were a bit of a king within their own
22 dominion.

23 Q. It was their fiefdom.

24 A. Very much so, yes.

25 Q. Moving on then to your teaching career, which, as we

1 have agreed, was a mix of day and boarding schools, but
2 all had a boarding element?

3 A. Yes.

4 Q. I am interested: did you see the same thing repeat, in
5 the schools you were in, that you were conscious of good
6 houses and bad houses, running with the character and
7 outlook of individual housemasters?

8 A. I would like to say it is a bit more nuanced than just
9 good and bad.

10 Q. I am using that deliberately for extreme --

11 A. Yes, there are clearly differences between houses and
12 the way they are run, based on the character of the
13 person in charge.

14 Q. And as a teacher within the school you would know that
15 as well perhaps you did --

16 A. Yes.

17 Q. -- as a pupil in your previous school?

18 A. Yes.

19 Q. Schools are, to use your words, little kingdoms. They
20 are a small state?

21 A. The house is, yes, and the school is.

22 Q. And school is?

23 A. Yes.

24 Q. Knowledge within the small state that is a boarding
25 school was presumably pretty good in the sense you have

1 a proper sense of --

2 A. As a teacher you would have to have your head firmly in
3 the sand not to be aware of the different personalities
4 as houseparents, or other teachers for that matter.

5 Q. And presumably the state of these individual fiefdoms,
6 in terms of whether one was more harsh discipline-wise,
7 one was a better outlook, seemed a happier place?

8 A. Yes.

9 Q. These are all things that would be known within the
10 school?

11 A. Yes, absolutely.

12 Q. I suppose the next question is: as a teacher, and before
13 you get to management, were you aware of your managers
14 responding to that? Was there oversight, in other
15 words, when you were simply a teacher or tutor?

16 A. Yes, there was.

17 Q. Was there intervention as necessary?

18 A. By the school management?

19 Q. Yes.

20 A. So far as I know, yes.

21 Q. Was this something that you as a teacher or a house
22 tutor were encouraged to comment on? To report?

23 A. No, not as -- as a classroom teacher you tend to be
24 pretty firmly focused on what is going on in your class
25 and any other areas that you might be involved in. As

1 a teacher in a boarding school you generally are
2 involved in other things, coaching sport or whatever,
3 but you wouldn't necessarily be aware of managerial
4 oversight. But I was at Abingdon because I was a tutor
5 as well, and I could see houseparents getting involved
6 in the welfare of my tutees, some of whom would have
7 been in a boarding house.

8 The same would apply at Strathallan. Because I was
9 a tutor, I could see that the house that I worked in,
10 the housemaster was very much involved in the welfare.
11 And there were regular houseparents' meetings where all
12 kind of things would be discussed to do with the welfare
13 of the pupils.

14 Q. Was that just really down to the individual houses or
15 was that because of the expectation of management?

16 A. Because of the expectation of management.

17 Q. Is that level of expectation, and perhaps intervention
18 as necessary, something that developed over time as you
19 were a teacher? In other words, when you started was
20 that sort of intervention and oversight less common?

21 A. With the benefit of looking back over a number of years,
22 I would say it is something that unquestionably grew
23 over time.

24 Q. We have heard that in the Scottish context, I think,
25 speaking very broadly, from the mid-1990s the state in

1 terms of inspection but also outlook began to think
2 beyond, say, inspection of education but into welfare
3 and pastoral as well. Does that accord with your
4 experience having worked through that?

5 A. Yes, I would say so.

6 Q. As deputy head in Lancashire, were you more involved or
7 did you ever have to be involved in intervention in
8 a particular house because there were issues?

9 A. I don't remember having to be involved in a particular
10 house. We had -- again, we had regular houseparents'
11 meetings which I attended, along with the head. But,
12 no.

13 Q. In terms of these regular meetings, what does regular
14 mean?

15 A. Houseparents, once a week.

16 Q. Then if we could come on to Morrison's.

17 A. Yes.

18 Q. You moved there in 2004, progression to head. Was
19 Morrison's different in terms of the outlook of the
20 school as compared with the previous schools you had
21 either worked in or been to as a child? The reason
22 I say that is yesterday we heard the statement of one of
23 your predecessors, Gareth Edwards, who described
24 Morrison's in this way:

25 "Morrison's was not a fully-fledged boarding school

1 in the public school mould. Therefore the competitor
2 schools, such as Glenalmond and Strathallan, always had
3 an advantage in the breadth and depth of provision that
4 could be offered as the majority of the school
5 population was resident throughout the week and the
6 weekend."

7 A. Gareth put it very well. I think I would say that
8 Morrison's reminded me of Abingdon in that it was
9 basically a day school with boarders. That had not
10 always been the case, of course. Back in the more
11 distant past there had been a very large number of
12 boarders at Morrison's. And I presume, though I can't
13 be certain, that when the balance was more even it would
14 have had more of a boarding school ethos, I presume.
15 I don't know for sure, of course. But by the time
16 I arrived it was culturally a day school with boarders.

17 Q. When you arrived at Morrison's, obviously we can read
18 your statement and the process you went through, and
19 I am grateful for that, did you get a sense of what
20 Morrison's had been like when it had been more of
21 a boarding school? Were you given a sense of that by
22 those you began to work with, and whether or not there
23 had been issues in the past?

24 A. I wasn't given a sense of what the school was like when
25 there were more boarders there, other than told there

1 was a time when there were a lot more boarders. So, no.

2 And with regard to issues in the past, the only time
3 I came across it, actually, was at a former pupils'
4 gathering in Glasgow, it would have been quite early on
5 in my time there, and I was having a conversation with
6 a former pupil and he had clearly not had a happy time
7 at school. You just -- he didn't tell me about any
8 particular incident, but you become aware that someone
9 is unhappy with their experience just through their
10 demeanour. So at that juncture I realised not everybody
11 had had a happy time.

12 Q. Can you remember what era he was talking about?

13 A. Gosh, he might have been in his late 30s, so let's have
14 a stab at this and say it was 2008, so at least 20 years
15 prior to my arrival, maybe more.

16 Q. So the 1990s?

17 A. Yes.

18 Q. At some degree.

19 When you took over the school obviously -- sorry, we
20 have been asking about the past. Obviously when you
21 take over a school there will be certain things in the
22 past, for example, inspection reports, that you will be
23 interested to see, whether there were issues, how they
24 have been responded to, but also comparatively, I would
25 imagine, how your new school compares with your last and

1 what may or may not be lacking, or what is done better
2 than you have experienced in the past.

3 That is a very sweeping question, but do you
4 remember what the feeling was when you took over at
5 Morrison's? What your feeling about Morrison's was?

6 A. Yes, it seemed to me to be fundamentally a happy school.

7 I do know that there had been a bullying incident or
8 incidents, maybe two or three years prior to my arrival,
9 that I was led to believe had not been well handled, and
10 which I think -- and here I am putting two and two
11 together, because nobody stated this definitively to me,
12 but which led to the departure of my immediate
13 predecessor, or it was part of the reason for the
14 departure of my immediate predecessor.

15 Q. Was that within the boarding context or --

16 A. I don't know, I don't know. I think probably not, but
17 I'm not sure.

18 Q. I think the point, perhaps the interesting point, is you
19 weren't told?

20 A. No.

21 Q. Did that trouble you?

22 A. Nobody wanted to come out with it. I did probe a bit,
23 and always I was fended off. Did it trouble me? Not
24 hugely.

25 Q. Why not, out of interest?

1 A. Because I felt I would be able to bring a new broom.

2 Q. Okay. Is that how you saw yourself?

3 A. Yes.

4 Q. The reason I ask is at paragraph 20 of your statement,
5 which is page 5, you say:

6 "I stated my expectations of how the staff and
7 children should behave towards one another at the start
8 of every year and reinforced that regularly at assembly;
9 respect, toleration, kindness, courtesy et cetera.

10 I would say that these values became embedded.

11 I wouldn't say that the school had any absence of values
12 when I arrived, it was more a case of me wanting to
13 ensure that all members of the school community
14 understood the values that I held dear and which I felt
15 would lead to a settled and contented school. Fagging
16 did not exist, to my knowledge."

17 A number of things from that. The outlook you are
18 describing that you desired at Morrison's, is that
19 reflecting back to the housemaster we talked about? Is
20 it the same ethos you had learned at --

21 A. I am a great believer that modelling is really, really
22 important, and the behaviour that you as the leader
23 model matters hugely, and we have admitted that in our
24 discussion with relation to housemasters, that the
25 housemaster is a crucial figure. Well, the head is also

1 a crucial figure and he has to model the kind of
2 behaviours that he wants the staff and the pupils to
3 aspire to.

4 As I said there, I wouldn't say those things were
5 lacking, it is just that those things are really
6 important to me, and therefore I needed to state them
7 and state them regularly.

8 Q. It emphasises the need for good leadership?

9 A. Yes, leadership is absolutely crucial.

10 Q. Is that something you think can be trained?

11 A. A wise old bird once said to me: you can give people
12 qualifications but you can't change their personality.

13 Q. Does that perhaps emphasise the need for proper
14 oversight; people have the right bits of paper but they
15 may not be very good?

16 A. Governance is also critical. Good governance is also
17 critical.

18 Q. We will come back to governance, if we may.

19 Again thinking back to when you arrived at
20 Morrison's, were there things you felt you had to
21 positively change? I am not trying to be critical of
22 Morrison's, I am just trying to understand.

23 A. I am just trying to remember. No, I wouldn't say so.
24 Like all schools, things needed tweaking, and the school
25 had gone through an unsettled period. The head had

1 in effect been dismissed. There had then been
2 an interregnum and my, at the time, depute had stood in,
3 and then I had arrived. That is very unsettling for
4 a school, very unsettling for the parents, for the
5 children, for the wider community, the wider school
6 community.

7 So the school needed settling rather than changing,
8 because fundamentally I felt that it was a good school.

9 Q. One of the things we see, and this is paragraph 17 on
10 page 4 of your statement, is that you introduced staff
11 appraisal.

12 A. Yes.

13 Q. That was something that wasn't there?

14 A. It wasn't there -- they had clearly tried various types
15 of appraisal before, but it wasn't a settled system that
16 happened consistently over time. So, yes, that is
17 something I introduced.

18 Q. Again, is that an example of the oversight, going back
19 to your wise bird? You can see whether people are
20 actually succeeding in what they are doing?

21 A. Appraisal is important for a number of reasons. Yes,
22 you want to see that people are doing a good job, but
23 you also want to develop them in their roles. So for
24 that you need appraisal, or professional development,
25 whatever you want to call it, is essential --

1 Q. To understand whether people can do the job and, if
2 there are issues, to help progress --

3 A. To help them progress.

4 Q. So it's not a negative thing, it's --

5 A. I don't see it as a negative thing at all. When you are
6 on the receiving end of an appraisal it can, I think,
7 feel that way a little bit, depending on how it was
8 handled.

9 LADY SMITH: Isn't it a good occasion for a professional
10 development review?

11 A. Absolutely. I think I have just said that the two go
12 hand in hand. You are appraising, but at the same time
13 you are looking to develop the person. So if you find
14 an area where they need some additional training then
15 this is an opportunity to give it, and you are not going
16 to find it probably if you don't do an appraisal.

17 LADY SMITH: It may not be additional training, it may be
18 enabling somebody to keep progressing, keep learning and
19 developing through their own professional career.

20 A. Yes.

21 MR BROWN: One other aspect I am interested in is
22 record-keeping. I appreciate that I think in your time,
23 or immediately prior to it, issues of data protection
24 would have come in --

25 A. They did.

1 Q. There was no doubt anxiety about what you can keep and
2 how much you should keep?

3 A. There was a lot of anxiety about it actually, yes.

4 Q. Did that lead to in fact the destruction of many records
5 because it was felt that they couldn't be kept?

6 A. I suspect, possibly yes. Well, I say "I suspect"; yes,
7 unquestionably we got rid of a lot of stuff because we
8 thought we couldn't keep it.

9 Q. Did you do that with any degree of regret?

10 A. I think I said in my statement I can only recollect one
11 occasion when we actually looked through the records for
12 something. As a historian you always regret getting rid
13 of records, you think almost anything could be of value
14 in the future, but records take up a lot of space and we
15 were short of space, and also were under the impression
16 that we had materials on file that we shouldn't have had
17 that had been maintained.

18 Q. One of the potential issues that may be identified is
19 that when the Inquiry came into being, I think at that
20 point schools thought we had better not destroy records,
21 we'll keep them, lest at least there is some evidence of
22 abuse historically. With hindsight, was that a factor
23 that was missed when you were following data protection
24 guidelines --

25 A. Of course we didn't know this --

1 Q. No, absolutely --

2 A. If we had known this Inquiry was going to come into
3 being then probably we would have left the records as
4 they were.

5 Q. But that wasn't something that really entered people's
6 heads?

7 A. No, no.

8 Q. The focus was on data protection and compliance?

9 A. Very much so, yes.

10 Q. More broadly, did you think record-keeping at Morrison's
11 when you arrived was satisfactory or was it less than
12 you had experienced?

13 A. No, I thought it was -- I thought their record-keeping
14 was pretty good, actually. I have referred in my
15 statement on a number of occasions to the weekly
16 reports, which I found incredibly useful, and they were
17 all -- once I had read them, they were all kept and I
18 presume they are still there.

19 Q. And just since this is a public inquiry, to expand, the
20 weekly reports would be coming in from ...?

21 A. Each head of year. So there are six heads of year, one
22 for each year in the senior school, and each head of
23 year had a team of tutors or teachers, usually three,
24 and so anything that was considered to be of any
25 significance would be reported by the form teacher to

1 the head of year, and the head of year would of course
2 be picking up things him or herself, and they would be
3 incorporated into the weekly report and then collated.
4 Then that weekly report came to myself and the child
5 protection officer.

6 Q. Would that include reports from the boarding houses?

7 A. Yes, it would, but it would be things that the form
8 teacher had picked up or the head of year had picked up.
9 It wasn't -- there wasn't a weekly report from the head
10 of the house.

11 Q. So to learn something from the house, it would have to
12 come from the house through the head of year?

13 A. Yes.

14 Q. And then be incorporated --

15 A. Unless they came to see me directly.

16 Q. Yes. Just to be clear, was this about education or was
17 it about anything?

18 A. Anything that was -- any complaint, and complaints can
19 be anything from "Why is my daughter not in the lead
20 role in the school musical?" to, you know, "Mr So and So
21 isn't doing a very good job in the classroom", or, you
22 know, "We don't like the food in the dining hall".
23 Anything like that would be put into the weekly report.

24 Q. What about "We are noticing child A isn't eating"?

25 A. Yes, very much so. Absolutely.

1 Q. If we can focus now on the houses.

2 A. Yes.

3 Q. If we can start, just for information's sake, with
4 a document which will appear on the screen,
5 SGV-000007089. This is an inspection report from 1999.

6 A. Right.

7 Q. This is part of the development, as we would understand,
8 of inspection, looking at residential pupils, rather
9 than simply the educational provision of a school.

10 Presumably when you arrived in 2004 this is the sort
11 of document you would want to see to be able to,
12 presumably in your own mind, see when the school was
13 last inspected and what lessons there were to be learned
14 from that report and what actions had been taken?

15 A. I don't remember this particular report, but, yes.

16 Q. A matter of historical interest, because what we are
17 going to talk about is the decline of boarding over your
18 tenure until it stopped. This is 1999, and we see on
19 the second paragraph in that there are two boarding
20 houses, Academy House for boys and Dalmhor for girls.
21 At the time of the inspection, there were 58 residential
22 pupils, 23 of whom were girls. The optimum roll for
23 residential pupils had been set at 90, and at that
24 point, obviously, it is two-thirds occupied, if you
25 like?

1 A. Yes.

2 Q. If we go over to the other side, paragraph 2, "How
3 effective is pupil care?":

4 "Views ... In responding to the pupil questionnaire
5 and interviews, most pupils felt that they were safe and
6 well cared for. They had enough space and time for
7 supervised study and their parents could contact house
8 staff easily. Most pupils had reservations about the
9 quality and choice of food ..."

10 So that's what you were saying was the sort of thing
11 people might complain about.

12 A. To be honest, I found that in every school I have worked
13 in.

14 LADY SMITH: I was going to ask you, have you ever
15 encountered a school where the pupils (overspeaking) --

16 A. Currently I'm a governor of Loretto and by and large it
17 gets a pretty good write-up for food there. But the
18 schools I have worked in, food has always been a source
19 of complaint. Institutional food can be quite difficult
20 to produce, really good quality food that appeals to the
21 entire school population, so you are going to get some
22 complaints.

23 LADY SMITH: It's probably an unattainable objective.

24 A. Almost certainly.

25 MR BROWN: It's like the weather, it's something to talk

1 about.

2 A. Indeed yes.

3 Q. Penultimate paragraph:

4 "The majority of pupils felt they would like to have
5 more opportunities to contribute to the running of their
6 houses."

7 Is that something in your experience that has been
8 a constant refrain?

9 A. No, I wouldn't say so.

10 Q. Then:

11 "Most girls felt their house was a good place to
12 live. Almost all girls but just over half the boys
13 thought their house friendly and would recommend it to
14 anyone. Most girls and almost half the boys felt that
15 the house staff knew them really well."

16 So we see a distinction between the girls and boys
17 where the girls were broadly satisfied but half the
18 boys, roughly, there was an undercurrent of
19 dissatisfaction.

20 As between girls and boys, does that distinction
21 reflect your experience, that girls' houses were
22 probably more straightforward, easier, or is that wrong?

23 A. I don't think I would -- I don't think I would arrive at
24 that conclusion as a generality myself.

25 Q. No. Thank you.

1 Then:

2 "A significant number of boarders, particularly
3 boys, expressed concern about the security of their
4 belongings."

5 Again --

6 A. That seems to suggest there is a lack of ... yes,
7 something is missing there, certainly.

8 Q. If you had arrived immediately after this, would alarm
9 bells have been ringing?

10 A. Yes, they would. I would have wanted to know why the
11 boys -- there was a greater degree of dissatisfaction
12 amongst them.

13 Q. I think to be fair, on page 5 of the report, under the
14 heading, paragraph 3, "How well is pupil care managed?",
15 we can see:

16 "Staff management and leadership. In the three
17 years since his appointment the rector has provided very
18 effective leadership. He had taken an active personal
19 interest in arrangements for the care and welfare of
20 residential pupils and had made a very positive impact
21 on the quality of provision."

22 That obviously suggests that there was oversight.
23 Can you conceive of a situation where really there was
24 no oversight of a house, or would that be alien to
25 your ...

1 A. In any school?

2 Q. In any school, yes.

3 A. Not in any school I have worked in, but it could happen
4 of course.

5 Q. That would be something, presumably, that would worry
6 you?

7 A. Oh absolutely. Yes.

8 Q. Yes.

9 A. It is absolutely vital there is oversight.

10 Q. I think just to put a conclusion, because you understand
11 in these reports, they end with a variety of forms, but
12 what they are essentially doing is saying: this is good,
13 here are the areas you need to work on. Is that
14 a summary of them?

15 A. Yes.

16 Q. Regardless of language. So here we have on page 6,
17 "Main points for action" under heading 5:

18 "Schools should act on the following recommendations
19 which relate to the provisions of care and welfare of
20 residential pupils: pupils should be provided with
21 better opportunities for personal and social development
22 through being given a wider range of responsibilities,
23 the school should continue to improve the links between
24 the house and school staff, in particular school
25 guidance staff should build on a good start which has

1 been made in taking more direct interest in the welfare
2 and progress of their boarding pupils. The school
3 should ensure a full implementation of policies outlined
4 in the new handbook for boarding staff, including the
5 well-documented complaints procedure, and house staff
6 should be provided with a structured programme of staff
7 development linked to self-evaluation and including
8 consideration of child protection procedures."

9 When you took over five years later was there
10 a handbook?

11 A. Was there a handbook?

12 Q. Yes.

13 A. As far as I can remember, yes.

14 Q. But it seems to be something that was anticipated in
15 1999?

16 A. Yes.

17 Q. Again, just as a comparative exercise, would a handbook
18 for boarders be the norm in the schools you had
19 previously worked in?

20 A. I don't remember seeing one at Strathallan nor at
21 Abingdon. There, as I say, I was a constant teacher and
22 I wouldn't necessarily have seen one, but I don't
23 remember seeing one at Strathallan.

24 Q. Is it fair to say in your time at Morrison's a handbook
25 would always be in existence?

1 A. There were a number of handbooks in existence, yes.

2 Q. Living documents which no doubt develop as time
3 passes --

4 A. Absolutely.

5 Q. -- and new things come in?

6 A. One of the banes of the handbook is they are always
7 going out of date. So when we moved to an online system
8 through the parental portal, that was much easier to
9 update. Having said that, sometimes updating was
10 delayed because of events.

11 Q. What do you mean by "events"?

12 A. The busyness of a school life, people doing their
13 regular day-to-day job.

14 Q. You have to prioritise?

15 A. Yes, you do. But it made it easier, unquestionably,
16 because you haven't got to re-issue the whole -- either
17 a whole new handbook or lots of pages that get lost in
18 the bottom of school bags.

19 Q. Okay. It would appear from the documents that the
20 Inquiry has that your first experience of inspection
21 would be in 2005.

22 A. If that is what you are telling me, that is the case,
23 yes.

24 Q. If we can look, please, at SGV-000007687, which is
25 Morrison's Academy, 22 March 2005. That relates to

1 an inspection. As we see if we go to page 3,

2 "Background":

3 "An inspection of Morrison's Academy took place
4 in November 2004 as part of a pilot programme of
5 integrated inspections of residential schools by HM
6 Inspectorate of Education and the Care Commission."

7 So this is another development, I think. At a
8 practical level there is now the involvement of the Care
9 Commission, which was new. Do you remember that?

10 A. Well, I've got nothing in Scotland previously to compare
11 it with, so --

12 Q. You had been at Strathallan, so presumably ...

13 A. I don't remember an inspection at Strathallan.

14 Q. That is perhaps the point; it wasn't as common then.

15 A. No.

16 LADY SMITH: So this would have been in your first term --

17 A. This is my first term, yes.

18 LADY SMITH: In a couple of months the inspector is knocking
19 at the door --

20 A. That's right. This is reminding me of that, to be
21 honest, because I couldn't remember when it was. Okay,
22 two months in.

23 MR BROWN: I think by this stage we see, last paragraph on
24 the screen, by this stage there are 47 boarders, 29 boys
25 and 18 girls. 34 boarders came from overseas.

1 Again, was that the norm in your time of boarding at
2 Morrison's, that the bulk or certainly a large
3 proportion would come probably from the Far East?

4 A. That is right, it was the norm, but at this stage I have
5 only been there a couple of months. But I knew that
6 a previous rector had really gone out of his way to
7 market the school, the boarding aspect of the school, in
8 the Far East, and had been out there on many occasions
9 pursuing that market. So in a sense it is not
10 surprising, albeit it had tailed off, because I don't
11 think there was much by way of marketing after he left
12 in the Far East. I think there was one -- I think my
13 predecessor had one trip out to the Far East to market
14 the school, and that is not enough. You have to go
15 every year, and probably more than once a year.

16 Q. When you were employed in 2004, did you understand that
17 boarding was at risk?

18 A. No. I realised it very quickly.

19 Q. Right. So it wasn't at that stage a decision that had
20 been taken, that boarding --

21 A. No. Not at all, no.

22 Q. When was that decision taken, do you remember?

23 A. I can't remember exactly which year it was that boarding
24 went. I think I read somewhere it was 2007/8.

25 Q. Yes.

1 A. It shows you how shocking my memory is. So we would
2 have taken the decision at a governors' meeting, it must
3 have been 18 months before that. Bear in mind it takes
4 time to wind it down, you have to find schools for all
5 the children who are currently still in the school.

6 Q. Again we may see that in another document I will show
7 you.

8 If we carry on with this document, if we go down to
9 paragraph 2, "Key Strengths", it reads well, one would
10 have thought:

11 "... positive climate ... welcoming environment
12 where pupils feel well cared for and secure ...
13 commitment and team work of staff and very good
14 communications between residential and school staff,
15 relationships between staff and pupils, pupils'
16 behaviour and courtesy and their very good support to
17 one another ... effective input from teachers for
18 English as an additional language ... the quality of
19 support for personal and social development and from the
20 school nurse."

21 Without smiling too much, do you think some of that
22 reflects change that you introduced --

23 A. I'm not going to claim credit for any of that, because
24 I have only been there two months, and it would be
25 unreasonable I think. Obviously I like to see pupils'

1 behaviour and courtesy are good, because those matter to
2 me, but I'm not going to pretend that is me.

3 Q. In that case, I will just observe that the last
4 paragraph of the page concludes with the words:

5 "The majority of boarders were not satisfied with
6 meals."

7 So nothing changes in some respects?

8 A. Interestingly, I did take up a policy when I arrived of
9 going and having a meal with the boarders once a week,
10 just to see how good or bad the school food was. Even
11 on one occasion I took a parent into the dining hall
12 because -- a day parent, because their child had
13 complained, and I said "Come and have lunch with me and
14 we will see what it's like", and that went quite well.

15 Q. I was going to ask you, we will come to it now, about
16 how much involvement you had with boarding houses.
17 I say that -- if I can just preface that question with
18 this observation: we have the impression from the
19 evidence we have heard about Morrison's that the two,
20 school and boarding house, might be seen as somewhat
21 distinct entities. Some of the people who have been
22 talking about potential abuse have talked about the
23 school in positive terms but the boarding house in bad
24 terms, as being something quite distinct.

25 Was that a feeling that you had when you got to the

1 school, that the two were somehow discrete entities?

2 A. I think it is something that can happen in boarding
3 schools if there isn't adequate oversight. You used the
4 word fiefdom, I'm talking about a kingdom, but they're
5 not dissimilar. They can become a personal fiefdom.
6 And therefore I could quite see why it would arise that
7 the ethos of the school and the ethos of the boarding
8 house could become rather separate. Certainly that is
9 not something that I wanted to happen.

10 Q. What was your impression at Morrison's?

11 A. When I arrived? Well, the impression I got, as I said
12 earlier, was of a day school with boarders, and to my
13 mind the boarders weren't as integrated as I would have
14 liked. They didn't seem to me to get as good a deal as
15 the day pupils. The majority of the staff saw
16 themselves as staff in a day school, rather than staff
17 in a boarding school, and there is a difference. Not
18 many staff would wish to get involved in boarders'
19 activities at the weekends, for example, and that is
20 really important. Boarders have to have provision at
21 the weekends, beyond just sport which happened on
22 a Saturday morning. But the mentality, the culture, was
23 as a day school with boarders.

24 Q. Was that something that you were concerned to change?

25 A. Absolutely I was concerned to change it, but of course

1 in a sense, once we took the decision to dispense with
2 boarding, then the chemistry changes all together.

3 Q. Absolutely.

4 A. But prior to that, yes, absolutely. My recollection is
5 that when I was recruiting staff early on, I was looking
6 for people who would fit into the boarding side of the
7 school.

8 Q. Right. I think if we go to paragraph 4, which is on
9 page 4, the climate seems to be described very
10 positively:

11 "The ethos in the boarding houses was very good.
12 Pupils were very well behaved, courteous and friendly.
13 Relationships between residential staff and pupils were
14 positive. Pupils appreciated the family-like
15 atmosphere."

16 Again, it has been suggested that really, going back
17 to the fact this is a day school with rooms, as it were,
18 the expectation was that the boarding houses would be
19 akin to a family home?

20 A. Uh-huh.

21 Q. Is that right?

22 A. Yes. Yes, I tended to refer to housemasters and
23 mistresses as houseparents rather than housemasters and
24 mistresses.

25 Q. Then I think if we go to page 5 and paragraph 5, "How

1 well are pupils supported?" If we go down, we see in
2 the first paragraph:

3 "Boarders felt safe and well-supported in the
4 school. However, not all house staff were seen by
5 pupils as approachable and responsive to their needs.
6 Some pupils preferred to ask fellow pupils for support
7 and advice."

8 Again, that presumably would be something that would
9 make you think?

10 A. Oh absolutely, yes.

11 Q. I think running down, though:

12 "Appropriate arrangements ..."

13 We see at the bottom, which will come into full
14 view:

15 "... were in place for child protection and to
16 prevent bullying. Teaching and non-teaching staff were
17 familiar with the child protection policy and how to
18 implement these procedures. Childline posters were
19 publicly displayed."

20 And there was an appropriate method of recording
21 accidents or incidents, including incidents of bullying.

22 "Further training in child protection, supporting
23 pupils who feel vulnerable, should be provided for all
24 house staff and prefects."

25 Again presumably that is something you would think:

1 I have to do something about that?

2 A. Yes, child protection has to be really very regular
3 ongoing training.

4 Q. Was that something you thought was in need of work when
5 you started?

6 A. Once I read this report I -- yes. Yes. I didn't
7 particularly feel it in the two months, as far as I can
8 recollect, prior to this, but that is the kind of thing
9 I would have followed up on.

10 Q. Yes. Then finally on that page, the last two lines:

11 "Recently updated house handbooks for boarders were
12 very attractive and provided clear, consistent guidance
13 of a boarding house's provision and rules. There were
14 well-understood arrangements for pupils to make
15 suggestions or raise concerns. Support for new boarders
16 was good."

17 Then:

18 "Pupils from overseas were well-supported overall.
19 The school made arrangements for some new pupils to
20 attend courses in English as an additional language
21 prior to starting the school. However, those whose
22 parents lived abroad and did not speak English had
23 little external means of supporting or making
24 representations on their behalf. Senior management were
25 continuing to explore ways of overcoming such barriers."

1 Do you remember that being a particular issue
2 because of ...

3 A. Because of the overseas --

4 Q. Yes.

5 A. I can't say I do. But the people who taught English as
6 a second language were well placed to listen to any
7 concerns that any pupils might have, in addition to the
8 housemaster and housemistress. But, no, I don't
9 remember it being of particular concern.

10 Q. We have heard evidence that in Morrison's because
11 overseas pupils were obviously very far in some cases
12 from their parents, that reliance would be placed on
13 local guardians.

14 A. That is -- yes, that is my recollection of it, yes.

15 Q. Was the provision of those local guardians, what,
16 ad hoc? You would advertise locally?

17 A. I have no memory of how they were -- how they came to be
18 acquired by the school.

19 Q. Do you remember, was there oversight about their
20 appointment? If you don't ...

21 A. I don't, I'm afraid.

22 Q. I think for completeness then, paragraph 6, which is on
23 page 7, and again this is the concluding section:

24 "The rector who had been in post for just three
25 months provided good leadership. He had showed

1 commitment to the continuous improvement of the school
2 and was respected by pupils, parents and staff. He took
3 an active personal interest in all aspects of boarding
4 life."

5 Is that something you thought you were doing
6 differently from your predecessor?

7 A. Probably my immediate predecessor, who was the deputy
8 rector, who was not, I would say, a boarding type, yes.
9 But I couldn't speak for earlier rectors. That was
10 just -- that was the natural way for me to approach it.

11 Q. That is because of your experience and background?

12 A. Yes.

13 Q. Okay. I think in the penultimate paragraph we see,
14 three lines from the bottom:

15 "The Head of boarding had recently introduced job
16 descriptions, a formal induction procedure and planned
17 training for boarding staff. However, residential staff
18 had not yet had their work reviewed under the school's
19 scheme for staff review and development."

20 It would appear there were areas that required
21 looking at, is that fair?

22 A. Yes. Yes, certainly, yes.

23 Q. And then:

24 "Senior staff monitored the work of residential
25 staff through informal visits and formal discussion.

1 Two governors also visited the houses each term to
2 listen to the views of pupils and staff. The
3 chairperson of the board of governors offered useful
4 support for the discussion of issues related to the care
5 and welfare of pupils."

6 That leads us into the issue of governance.
7 Obviously you have been at a number of schools, and you
8 are now a governor yourself.

9 Thinking back to 2004, what was your impression of
10 the level of governance at Morrison's?

11 A. I was impressed with it.

12 Q. Why?

13 A. The reason why I was impressed was I had some experience
14 of governors' meetings at my previous school and I was
15 not impressed.

16 Q. Why not?

17 A. There was one board meeting a term, I think, of the full
18 board. I don't remember there being any subcommittees.
19 There were people on the board who had been there since
20 the old king died. If they received any training or
21 not, who knows? I was seriously unimpressed with the
22 governors at that school.

23 When I came to Morrison's, okay, the bar was pretty
24 low, but now I am able, with a bit of perspective, to
25 see that actually the governance at Morrison's was

1 I thought really very good. There was lots of scrutiny
2 by different subcommittees of what was going on within
3 the school. I don't know how long that had been
4 in place but it was there when I arrived.

5 Q. I think in terms of -- we would understand from
6 an earlier hearing, where the background of Morrison's
7 was discussed I think more broadly, that in terms of
8 governance, a child protection and welfare governor is
9 something that has only been in place for the last
10 couple of years?

11 A. Yes.

12 Q. But so far as your experience of Morrison's, was child
13 welfare -- child protection and welfare understood by
14 the governors?

15 A. I would say so, yes. I would report in my report to the
16 governors -- for board meetings I would report on any
17 issues that I thought needed to be brought to their
18 attention, including pastoral and welfare issues, but
19 there wasn't -- as far as I recollect, there wasn't
20 a pastoral and welfare committee at that time. Lots of
21 other committees but not that one. And no doubt the way
22 these incremental changes come in, that would have
23 happened, I am sure, if I had stayed at the school.

24 Q. Okay. You were there for I think 11 years?

25 A. 11 years, yes.

1 Q. But it still wasn't in place when you --

2 A. No, it wasn't.

3 Q. I'm not criticising, it's just that --

4 A. No, it --

5 Q. -- in the schools are constantly changing?

6 A. All the time you are adapting as you get guidance from
7 whether it's SCIS or the Scottish Government or whoever.

8 Q. What about governor training, was that in place?

9 A. There was governor induction. I don't remember governor
10 training at that stage -- at any point.

11 Q. We would understand, touching on governance, that having
12 retired from Morrison's, you fairly quickly became
13 a governor at one of the other schools we are looking
14 at, Loretto?

15 A. Yes.

16 Q. And you are still a governor there?

17 A. I am still a governor, yes.

18 Q. In terms of governance solely, when you started as
19 a governor in Loretto, was there induction?

20 A. There was induction, and I have received various
21 elements of training, child protection being a fairly
22 regular one.

23 Q. What was the difference, and I appreciate you are on
24 different sides of the fence --

25 A. Yes, sure.

1 Q. -- but as compared between Morrison's as you left in
2 2015 and the state of governance then, and starting as
3 a governor at Loretto, did you notice any clear water
4 between the two?

5 A. They looked broadly similar.

6 Q. All right.

7 LADY SMITH: When did you start as a governor at Loretto?

8 A. 2015.

9 MR BROWN: So it's a straight --

10 A. It is.

11 Q. -- effectively?

12 A. Yes.

13 Q. From being a governor, has that focus on child
14 protection, safeguarding and welfare grown in the last
15 five/six years?

16 A. Yes.

17 Q. From your perspective at Loretto, when did that really
18 take off?

19 A. It was already there, I just think it has become more
20 ingrained. But yes, definitely it was already there.
21 They already had -- as far as I recollect, they already
22 had a pastoral committee on the governing body, I wasn't
23 part of it but it existed.

24 Q. So that was something Loretto had --

25 A. Yes --

1 Q. -- Morrison's didn't?

2 A. Yes. But broadly speaking it looked -- the governance
3 structure looked similar.

4 Q. But I think, from what we have heard of what you said,
5 the schools would be very different in outlook.

6 Obviously you had left a day school?

7 A. Yes.

8 Q. But even so, when it had been a boarding school under
9 your control, it was not really comparing like-with-like
10 at all?

11 A. No, no, they were very different characters.

12 Q. One principally is still perhaps more a traditional
13 boarding school with day pupils?

14 A. Yes.

15 Q. Whereas Morrison's was the other way round?

16 A. Exactly. And the balance was very much towards the day
17 at Morrison's, even when I arrived.

18 Q. Yes. I think, going back to the reports which we have,
19 we can see that -- if we look at document CIS-000000253,
20 which is a Care Commission report from November 2006, so
21 obviously two years on from the one we last looked at.

22 If we look at page 3, by that stage there were 15

23 boarders, although there was still provision for

24 an optimum of 68 -- or the optimum had reduced to 25

25 from 68 in 2005. So there was a recognition by that

1 stage that boarding numbers were plummeting?

2 A. That is right. The way I would put it is that when
3 I arrived, most of the boarders, to my recollection,
4 were at the top end, so from S3 and above, probably
5 mainly in S5 and 6. And the pipeline, if I can put it
6 that way, well there was no pipeline of new people
7 coming in.

8 I went on a recruitment trip to the Far East and it
9 became apparent to me when I did that that whatever
10 network had existed, network of agents, the sorts of
11 people who assist you in recruiting, no longer existed,
12 so it would have required very considerable effort in
13 terms of resources and time to rebuild that.

14 Q. Yes.

15 A. We're now getting into the discussion of why we ended
16 boarding. But there was no pipeline. We had
17 competitors in Perthshire who had invested very heavily
18 in their boarding accommodation, it was completely
19 entirely rebuilt when I was at Strathallan, and no such
20 resources had been spent at Morrison's. So the business
21 case was really pretty clear.

22 Q. I think we see by this stage Academy House, which had
23 been a boys' house, has closed. And Dalmhor, which
24 carries on to the end --

25 A. To the bitter end.

1 Q. -- to the bitter end, is now mixed, which causes its own
2 problems?

3 A. It does.

4 Q. As we see on page 5:

5 "While the male head of boarding was accessible at
6 all times because he lived there, the housemistress
7 lived in the cottage at the rear and her telephone
8 didn't work, so that was one of the things that was
9 urgent as a practical consideration."

10 Then I think we see another document, which is
11 CIS-000000254 from June 2007, by that stage the roll for
12 boarders was 15 still, but in fact only eight remained
13 as the senior pupils had left the school. So that
14 perhaps bears out what you're saying. And at that stage
15 the decision -- the die is cast that boarding is going
16 to stop?

17 A. Yes. The decision would have been taken before this.

18 Q. From your perspective as the rector, presumably life
19 became simpler?

20 A. Unquestionably, yes, it becomes simpler because you
21 haven't got the young people, the children, there 24/7.
22 They go home, so you are not responsible for them
23 overnight and at weekends. So, yes, it is a simpler
24 type of school to run.

25 Q. One of the things that has changed no doubt in your

1 career is the impact of IT and social media on pupils?

2 A. Uh-huh.

3 Q. We have heard evidence of a boy who was at Morrison's
4 and then went to an Edinburgh day school and said the
5 difference was the bullying stopped at 5 o'clock.

6 Would you agree that with the advent of social
7 media, and access to computers and phones and so forth,
8 bullying actually can now be 24 hours a day?

9 A. Sadly, yes. You and I, I suspect, don't have our phones
10 glued to our hands. We don't feel bereft if we turn
11 them off. Maybe I am putting -- I shouldn't be saying
12 this about you, but we were not born in a generation
13 where technology was readily available. We have had to
14 get used to it. But young people nowadays, they have
15 their phones with them at all times, and they expect to
16 have them on at all times, and they really do feel cut
17 off and isolated if they don't. But the downside of it
18 is that if someone wishes to harass somebody else, then
19 they can do so all the time.

20 Q. Was that something that you were aware of developing as
21 a problem?

22 A. It was something that -- yes, of course, it was
23 discussed at various conferences and meetings that heads
24 had: what do we do about this problem?

25 Q. In that sense, closing boarding at Morrison's made life

1 easier. But did life then, as a consequence of
2 technology, become harder in other respects?

3 A. Technology has some great upsides as well. But if young
4 people are of a mind to ... I use the word "harass",
5 "bully", whatever you want to use, then the technology
6 gives them the means to do so, and there is no respite
7 from it if they decide to use it.

8 So the importance is embedding in the culture of
9 a school those things that I have talked about.
10 I wouldn't say it is more important but it is every bit
11 as important. It is terribly important that children
12 take on the understanding that they need to respect one
13 another, to treat each other well and kindly and with
14 tolerance and those sorts of things.

15 Q. When you were head, how confident were you that if abuse
16 had been ongoing you would have been aware of it?

17 A. I would like to think that I would have been. I can be
18 fairly confident about that but I'm not certain.

19 Q. You talked about, when you had started, meeting a pupil
20 at a reunion. That is part and parcel presumably of
21 being a head, a rector?

22 A. Of course.

23 Q. It's part of the PR side of the school?

24 A. It is, but you -- I regard the school as a living
25 community of current pupils, former pupils, parents,

1 staff, governors, that is the wider community, and you
2 communicate with all of them.

3 Q. Did you ever have, in the remainder of your time as
4 rector at Morrison's, contact with former pupils who,
5 like the one at the very early stage, talked about life
6 being not so good?

7 A. You have -- when you meet former pupils they tell you
8 all kinds of stories, but I honestly can't recollect
9 anyone ever coming out with anything that gave me cause
10 for concern.

11 Q. I think there is a suggestion that you may have been
12 approached following some revelation online in a pupil
13 website, not school run, that there was an allegation of
14 abuse, and I think you offered to -- this is from
15 information from the school, that you offered to meet
16 but the pupil didn't take you up on that. Does that
17 ring bells? I think this may have been in 2015, from
18 what we would understand. But you don't remember it?

19 A. To be honest, I don't remember it.

20 Q. Okay.

21 Obviously the last question, other than confirming
22 the truth as you remember it and your willingness to
23 publish, the last section of your statement was helping
24 the Inquiry, given your experience of decades of
25 education in all forms.

1 A. Yes.

2 Q. You say:

3 "The best way of protecting children ..."

4 This is paragraph 48, page 11.

5 "... in a residential situation is to employ
6 well-trained, well-qualified, experienced and mature
7 adults who have a strong moral compass and work within
8 an environment which puts the care and welfare of
9 children at its core, with appropriate and clearly
10 understood procedures in place for when and if there are
11 causes for concern. However, procedure of itself does
12 not protect children. Good people do."

13 You then go on to talk about peripatetic teachers
14 not, in your experience, presenting an increased level
15 of risk because they worked visibly within a busy
16 department. Thinking of music teachers, does that mean
17 they were in rooms you could look into?

18 A. Yes, I have to say that was a change we introduced
19 when I was there. We didn't do it immediately. But all
20 the music practice rooms, which are the rooms where you
21 only get one-to-one teaching, we inserted glass in the
22 doors. Obviously you can't have someone supervising
23 every music lesson that is going on, but by having glass
24 in the doors, anyone passing can see what is going on.

25 LADY SMITH: And the music teacher knows that.

1 A. And the music teacher knows that.

2 LADY SMITH: That was a change some years ago that was
3 effected particularly by the specialist music schools,
4 I think, and the Conservatoire in Scotland as well,
5 because these were places where typically children were
6 spending a lot of time on a one-to-one basis behind
7 closed doors.

8 A. Yes.

9 MR BROWN: Presumably that would also apply in a boarding
10 house with a tutor if there were particular one-to-one
11 scenarios?

12 A. The advice I would always give is that -- no, there
13 weren't glass doors, but I would always say "Keep the
14 door open". And I would apply that rule to myself as
15 well. If I am having a one-to-one conversation with
16 a pupil then "Keep the door open" to my secretary so she
17 can hear what is going on.

18 Q. Those quite understandable comments aside, is there
19 anything else that you would wish to share with the
20 Inquiry?

21 A. That may be of help?

22 Q. Yes.

23 A. I don't think so, no, because for me it's the people
24 that really count, and employing the right kind of
25 people and training them and ensuring they do a really

1 good job and have the welfare of children at heart.
2 That is the most important thing. And keeping
3 up-to-date with whatever guidance is coming your way.
4 Yes.

5 Q. I think we have your comments in the statement about
6 employment and the various steps you would want to take.
7 But thereafter, once someone is employed, remembering
8 the necessity of good people, is that the oversight, the
9 appraisals and the building you are talking about?

10 A. Yes.

11 Q. What you can't do, and I think you said this on a number
12 of occasions, is just let people run their own fiefdoms?

13 A. You certainly cannot do that, no. That is a very
14 dangerous road to go down.

15 Q. There has to be a window people can look through?

16 A. There has to be, whether it's the head or a houseparent
17 or whatever, absolutely.

18 The one thing I would say, and I don't know what
19 happens currently with the training of teachers, but
20 certainly my experiences when I was trained, admittedly
21 now some time ago, was that there was no special
22 emphasis on child protection, child welfare. We were
23 trained as teachers. And if I were designing
24 a postgraduate course in education myself I would have
25 child welfare at the centre of it, not as an add-on but

1 as central to it.

2 MR BROWN: Simon, thank you very much indeed.

3 LADY SMITH: Are there any outstanding applications for
4 questions of Simon? (Pause).

5 Simon, that does complete our questions for you.
6 Thank you so much for engaging with us in the way you
7 have done, both taking us back to your own time as
8 a boarder, which was enormously helpful, and then
9 through your own professional career, including
10 Morrison's. It has been a wonderful survey for me to
11 listen to and will really help further my work here, so
12 I am very grateful to you and I am now able to let you
13 go.

14 A. Thank you.

15 (The witness withdrew)

16 LADY SMITH: Perfect timing, Mr Brown.

17 MR BROWN: Thank you. All that remains is to hear from the
18 current rector.

19 LADY SMITH: Of course. We will take the break now, and
20 that will also enable us to do the necessary cleaning
21 in between witnesses, and we will resume as soon as both
22 the break and the cleaning are done. Thank you.

23 (11.30 am)

24 (A short break)

25 (11.55 am)

1 LADY SMITH: Mr Brown.

2 MR BROWN: My Lady, the last witness is Gareth Warren who is
3 the current rector.

4 LADY SMITH: Thank you. (Pause).

5 Good morning. Could we begin by you taking the
6 oath, please.

7 MR GARETH WARREN (sworn)

8 LADY SMITH: Gareth -- I hope it is all right if I call you
9 Gareth? If you would like to sit down and make yourself
10 comfortable. Your red file has your statement in it --
11 well, not your statement, any documents I think in it.

12 Mr Brown, what have we put in the red file for the
13 witness at this stage? Is it a statement or Section 21
14 documents?

15 MR BROWN: I think that is the previous witness's.

16 LADY SMITH: I was going to say, I wondered why there was
17 a red file there. Could we remove that, thank you.

18 Gareth, unless you have any questions for me at this
19 stage I am going to hand over to Mr Brown and he will
20 take it from there. Is that all right?

21 A. That's fine.

22 LADY SMITH: Thank you.

23 Mr Brown.

24 Questions from MR BROWN

25 MR BROWN: My Lady, thank you.

1 Gareth, hello again.

2 A. Good morning.

3 Q. Obviously you are here, having sat through, along with
4 the chair of the board of governors of Morrison's, all
5 the Morrison's evidence, is that correct?

6 A. That is correct.

7 Q. You have listened in person to it all, as has your
8 chair. We will come back to that.

9 A couple of discrete issues just to get out the way.
10 You produced, or the school produced through its
11 solicitors, a raft of material for the assistance of the
12 Inquiry, for which thanks. These are a number of
13 guidance documents, reading short: an employee handbook,
14 child protection guidelines from November 2018,
15 complaints, confidentiality statement for pupils,
16 pastoral care. These are all guidance that the school
17 provides?

18 A. That is correct, yes.

19 Q. One observation is that most seem to be dated 2017 or
20 principally 2018, although we will also now have
21 an employee handbook which is revised August 2020. How
22 much are these documents living in the sense, if we are
23 dealing with 2018, and that is now two and a half years
24 old, are there addenda, or is there anticipation these
25 will be revised?

1 A. Yes, I think as Simon touched upon, these documents are
2 continually revised, and certainly when any new
3 legislation comes out or any guidance, we would look at
4 our policies, and then either make adjustments, because
5 they are digital records so we can make that adjustment.
6 And then I think probably around that time, 2017/2018,
7 we did a full scale review of all our policies, so I
8 imagine that is when a cyclical review would take place,
9 but, yes, they are living documents.

10 Q. One of the documents, if I could focus on it, is
11 Morrison's MOR-000000094. Hopefully that will appear on
12 the screen. This is a one-page document, or a two-page
13 document, rather, which is obviously very current.
14 I don't think it has a date on it, but we see in the
15 introduction:

16 "From 2021 to 2022, Morrison's Academy will have
17 a director of digital strategy. Digital safeguarding
18 will become a central part of this role. An e-safety
19 review has been carried out and identified significant
20 areas of good practice but also areas for improvement.
21 As part of the Wellbeing Group, a sub-group will be
22 formed called Digital Wellbeing and Protecting Children
23 Online, which will create an action plan for supporting
24 pupils moving forward with a view to gaining
25 accreditation for a 360-degree SAFE."

1 Which is a self-evaluation digital resource.

2 "Sector wide, the e-learning community are
3 discussing how we advance digital safeguarding and SCIS
4 are running a three-day course on this section."

5 We ended Simon Pengelley's evidence talking about
6 the impact of social media and the potential for abuse
7 any time, day or night, from pupils, by pupils. This is
8 obviously something that has been in place -- or there
9 is a potential risk of abuse for -- it has been in place
10 for some time. But this is an indication that I think
11 sector-wide, not just Morrison's, there are ongoing
12 discussions, is that correct?

13 A. Yes, very much so. I think probably the most pressing
14 aspect of the wellbeing and welfare for children at the
15 moment is their occupation with their phones and digital
16 media. We recognise the challenges that pupils face but
17 also schools face in trying to manage and educate as
18 best we can.

19 Q. I suppose this is day, boarding, across the entire
20 educational range?

21 A. Yes. As Simon alluded to, children are pretty much
22 attached to their phones, so it is very -- regardless of
23 the school, it is the same issues.

24 Q. On a practical level, since you are the current head of
25 Morrison's, are pupils allowed their phones during the

1 day in school?

2 A. Yes. We debated this at length certainly a few years
3 back, where we decided what would be the best course of
4 action, because some schools just simply ban phones from
5 being used in school. We went down the route of
6 education, because we saw a value in having a digital
7 tool to hand during lessons for learning. Then with the
8 social side of that, whether at break time or lunchtime,
9 we figured that this isn't something that is going to go
10 away, people will have phones for the rest of their
11 lives, and it is more important we go down the route of
12 education, an appropriate use, appropriate in respect of
13 the apps they use and behaviours online, rather than
14 staying "Stop it, don't use anything", and then pushing
15 it, as you say, into the homes and after school.

16 Q. I think we heard in phase 1 from one the other schools, I
17 think QVS, who had provision for iPads, laptops for each
18 pupil, which presumably could be managed in terms of
19 what they could and couldn't access. Is that another
20 way of addressing the issue within school as best you
21 can?

22 A. Yes. I mean with technology there are always
23 workarounds, the use of the VPN is something which --
24 every child would know how to create one and bypass
25 networks et cetera. So again it was about education,

1 rather than trying to put obstacles in the way, which
2 ultimately children would find ways round.

3 Q. But it is something that is in mind and -- I think
4 John Edward is here from SCIS -- that SCIS are again
5 leading on?

6 A. Very much so, yes. Pamela Boal, who is to be digital
7 director, has signed up for that particular course. So
8 she may be aware of what was coming down to the tracks
9 in terms of the offering from SCIS.

10 Q. Thank you. Another discrete issue was in evidence from
11 one of the applicants during the week. There was
12 reference to allegations being made against the school
13 on an online website, and the suggestion might have been
14 taken that the modern day school had blocked the
15 allegation in terms of response. What is the correct
16 position?

17 A. Yes, so it was a posting by a former pupil, before my
18 arrival at the school, on a social media platform. This
19 posting was within a group which wasn't run by the
20 school, it was a separate grouping by the former pupil
21 club, so it was -- the school had no authority or any
22 kind of act to try and block any further information,
23 and we were informed by the former pupil club that this
24 post had been made. The person that made that post was
25 then approached as to see whether he wanted to share any

1 further thoughts and move it forward from there.

2 Q. I think I asked Simon Pengelley did he remember
3 something, and he didn't. I think, to be fair, I was
4 making reference to a document we had already looked at,
5 which is the Morrison's part D at page 47. He
6 approached the pupil but the pupil didn't want to
7 engage?

8 A. Correct.

9 Q. He didn't remember that but it was him?

10 A. Yes.

11 Q. Not you. Okay. I think there was a blocking by the
12 pupils' website because of concerns about potential
13 defamation and legal consequences, but the point is that
14 has nothing to do with Morrison's, the school?

15 A. That is correct. They all have their own set of rules
16 about what is an appropriate post to make, and if
17 something transgresses those rules you will have
18 gatekeepers that will then stop further posts. But it
19 had nothing to do with the school.

20 Q. Thank you.

21 Obviously since we last spoke, you have been
22 listening to the evidence of the applicants. And when
23 we spoke in the phase 1 session I think you
24 acknowledged, very fairly, that one of the difficulties
25 you had in the absence of records was really any detail

1 of what was alleged from your side. That was reflected
2 I think in the original part D response that the school
3 put in, which was very short in detail. It touched on
4 the matter we have just mentioned, Simon Pengelley
5 trying to engage unsuccessfully with a former pupil who
6 had suggested something. He has obviously talked about
7 meeting someone at the beginning of his career as rector
8 but in the most general terms.

9 I think at the time we spoke there was an addendum
10 to the part D response, because there had been another
11 approach to you about abuse in the past, and that was
12 from one of the applicants who is not on our list,
13 Iain Leighton, and spoke obviously about his engagement
14 with you and your encouragement to engage with the
15 Inquiry. All of that made sense to you?

16 A. Very much so.

17 Q. I think when we spoke last, the full detail of his
18 statement was not known to the Inquiry, so that is
19 material you have heard for the first time since we last
20 spoke?

21 A. Yes. And I would say that when I first met
22 Iain Leighton he touched upon a couple of these areas,
23 and this goes back to my first arriving at the school,
24 it must be 2016, I think it was, 2015/2016, and he
25 alluded to writing a book, so I was in an early draft,

1 should I say, of that quite a few years ago.

2 So there was, yes, an indication that things did
3 happen, and what he wrote was -- yes, I understand to
4 have happened.

5 Q. You acknowledged on the last occasion we spoke that
6 obviously your knowledge of matters had been expanded by
7 material provided by the Inquiry, in other words, the
8 statements. Having heard the applicants in some cases
9 be read in, but in others expanding upon their written
10 statements, would you acknowledge that it would appear
11 that perhaps for a number of decades, perhaps four,
12 1950s to 1990s, there were real issues with a number of
13 the boarding houses at Morrison's?

14 A. Yes, I would agree.

15 Q. There seems to be a clear distinction between the
16 school, albeit there were episodes of individual teacher
17 violence, and the boarding houses where, to use the word
18 Simon accepted this morning, "fiefdoms", there seemed to
19 be fiefdoms in operation with really no oversight at
20 all?

21 A. Yes. And I think, listening to the applicants and their
22 evidence, that became very apparent, that there was
23 almost a -- yes, a very distinct difference in
24 experiences from what they had as a boarder, and then
25 that transitioned to the day school, and they had their

1 education, and they seemed to respect and value that
2 education. But then to go back -- the strategies they
3 used to delay often the need to go back to the boarding
4 house became very apparent in their evidence.

5 Q. What have you reflected on, having heard the evidence?

6 A. I think, first and foremost, there is a real recognition
7 of the courage that it has taken for the applicants to
8 come forward and to give their evidence. It is very
9 clear that the emerging theme that came through is the
10 culture at certain boarding schools was one of
11 a delegation of duty to instill discipline and order in
12 boarding houses and to use whatever means was deemed
13 allowable by that particular housemaster.

14 I think there was certainly an abdication of duties
15 in terms of the wellbeing and welfare of children by
16 that housemaster in doing -- in delegating, shall I say,
17 that discipline and approach, and therefore that
18 manifested itself very much in terms of physical abuse.
19 And underlying that physical abuse was obviously,
20 therefore, the emotional abuse of having that constant
21 fear about what might happen next. So that was the
22 really strong message that came across.

23 Q. Okay.

24 It's interesting, perhaps, that particular houses
25 seem to be mentioned again and again. One in

1 particular, which is Dalmhor. Dalmhor, as we heard this
2 morning, remained until the end the boarding house for
3 Morrison's. Was there any -- looking back, and perhaps
4 bearing in mind what you have heard, is there any
5 institutional knowledge that would have suggested that
6 that was missed, in terms that Dalmhor was a particular
7 problem, albeit 50, 40, 30 years ago?

8 A. I think when listening to the evidence there would be
9 certainly a reputation, and I think Simon Pengelley
10 alluded to that. I think you would have to stick your
11 head in the sand not to be aware of particular issues
12 perhaps at certain boarding schools. But also with the
13 evidence of Iain Leighton, for example, that that
14 culture or reputation would change, and it would change
15 very much based upon the housemaster present.

16 So I would understand that there would be
17 a fluctuation perhaps with issues in boarding houses at
18 certain times in certain decades, and again it came
19 really down to the issue of that houseparenting.

20 Q. But also perhaps a lack of leadership in terms of
21 overall oversight from rector and perhaps governors?

22 A. Yes. I think -- when we talk about systemic failure,
23 I think first and foremost any particular -- any child,
24 single child that gets abused, there is systemic failure
25 without a single question of doubt. Why that occurred

1 I think would be in part due to the design of the system
2 being important, so, for example, a lack of oversight.
3 It is very clear there weren't any policies in place for
4 quality assurance for a pupil voice to be heard. So
5 that is part of it.

6 The second part of that systemic failure would be
7 about the lack of consistency, the application of, say,
8 rules and regulations. So those two contributing parts
9 would be, in my view, certainly a key essence.

10 Q. We obviously touched on this, because in the part B
11 response, which we looked at in the first phase, there
12 was an acknowledgement of abuse and then, as I said, the
13 question about acknowledgement of systemic failures.
14 Obviously you have read the transcript. It may be that
15 you didn't get your message across as clearly as you
16 would have liked, which is my fault. But what you said
17 was I think:

18 "... it is my summation of all these different bits
19 of information to say the failings would have been
20 really down to a lack of implementation of rules fairly
21 and equally across the boarding houses and that quality
22 assurance process."

23 I said:

24 "Rather than systemic failings?"

25 And you said:

1 "Correct."

2 From what you have just said, you would appear to
3 accept that there were systemic failures possibly at two
4 levels?

5 A. Yes.

6 Q. One that systems, if they were in place, weren't
7 followed, but secondly, there may have been no systems
8 at all?

9 A. Yes, I recognise I didn't articulate myself particularly
10 well there. I just want to retract that part of the
11 statement. Because it is very clear from what we have
12 heard and all the evidence that, as I said before, if
13 one child is abused, there is systemic failure. That
14 has clearly happened, I acknowledge that.

15 And on reflection, thinking through the evidence,
16 but also the comments I made, it's this recognition that
17 there is a failure in the design of that system to
18 protect children and also the application of it. Yes.

19 Q. Because from what we heard, and again going back to
20 Simon Pengelley's observations that within the little
21 world of the boarding school, really most things are
22 known perhaps not as matters of fact, but they are
23 understood. It can't have gone unnoticed that some
24 houses were better than others and one perhaps was
25 particularly bad. That seems to be recognised, that

1 Dalmhor was known to be bad, and yet nothing was done.

2 A. I would agree, yes.

3 Q. Thank you.

4 You are obviously moving on to a new school, going
5 to Heriot's, a day school, as you have experience of now
6 at Morrison's. What do you expect to find, going to
7 a new school, in terms of safeguarding and child
8 protection?

9 A. I expect the same high standards that we have at
10 Morrison's Academy now. I think just throughout
11 education, whether it be in the state or independent
12 sector, safeguarding of children is at the heart of
13 every school. And however that is presented in terms of
14 policies and practice, there will always be some
15 variations to meet the context children have their
16 education in. But without question, that lies at the
17 core of a good school. You want happy children to
18 really flourish in all areas.

19 Q. Do you agree with Simon's observation of this morning
20 that really, in terms of teacher training, child
21 protection should be at the core, not a bolt-on?

22 A. Yes. I am trying to think back to my teacher training,
23 and I certainly remember it being a prominent part all
24 through my career. There has always been a significant
25 emphasis on child protection and child welfare. And as

1 you saw the first document presented, it is now
2 extending very much out in the digital world and the
3 challenges we face in trying to educate and protect
4 children when we don't actually have physical contact or
5 presence with the children.

6 So for me it has been a consistent and -- I couldn't
7 comment exactly on how it happens now, but I would be
8 surprised if it wasn't a central theme, a central thread
9 through teacher training.

10 Q. Returning to your new school. If you go into Heriot's
11 and they say "We don't have problems", what will you
12 say?

13 A. I wouldn't believe them. I think every school has
14 challenges, put it that way, on a regular basis.

15 Q. As a shorter version of that, and this seems to be
16 a theme from a number of witnesses: you can't assume
17 anything?

18 A. Totally, absolutely. The world for children is
19 constantly evolving, as it is for ourselves, and you
20 cannot presume that you have safeguarding measures in
21 place which are fine and work. There constantly has to
22 be an understanding of what a child's life encompasses,
23 encounters these days. I always talk about walking in
24 the shoes of the child, think through what they are
25 experiencing. With my own children you get areas of

1 understanding, but there is a world which they know of
2 which I do not.

3 Q. When you take a post, do you have an order of priority
4 of what you want to see?

5 A. I suppose that has already begun, in terms of handovers
6 and questions with senior leadership teams. You are
7 discussing constantly the issues surrounding child
8 welfare, child wellbeing, what is coming to the fore.
9 So, yes, it lies at the core of every school.

10 Q. I was just wondering where the priorities -- what the
11 order of priority is?

12 A. It always starts with welfare.

13 Q. As opposed to, say, numbers or profitability?

14 A. Yes. Those are contributory parts to it, but if you
15 don't get the welfare right and you don't get the
16 experience right, then the outcomes are that numbers and
17 profitability will be affected. It has to be that
18 experience of the school, the core of the school, which
19 is the starting point.

20 Q. Is there anything else you would like to add?

21 A. I think just really to reiterate the point I made about
22 recognising the courage of the applicants to come
23 forward, whether it be in written form or in person. We
24 as a school acknowledge the abuse they suffered and
25 again want to reiterate a genuine, wholehearted apology

1 for their suffering and our failings as a school.

2 MR BROWN: Thank you, my Lady.

3 LADY SMITH: Thank you. Are there any outstanding
4 applications for questions of Gareth? (Pause).

5 Gareth, you will be pleased to hear that completes
6 the questions we have for you. I am really grateful to
7 you for coming back today, having now listened to the
8 evidence of the applicants who came forward. I do note
9 what you have said twice about recognising the courage
10 of those who did and the school seeking to apologise to
11 them for what happened, and I have noted your acceptance
12 of the position from about the 1950s to the 1990s and
13 that it became clear through the evidence that there
14 were systemic failings, not just one-off failings. It
15 is really helpful to me. Thank you very much for that.
16 I am now able to let you go.

17 A. Thank you.

18 (The witness withdrew)

19 LADY SMITH: Mr Brown.

20 MR BROWN: My Lady, that concludes the evidence of this
21 first block of phase 2. Closing submissions as regards
22 Loretto and Morrison's will take place a week today.
23 They will, of course, in a sense be in part slightly
24 premature because we haven't heard the totality of the
25 evidence in relation to boarding schools, but I think it

1 is felt apt whilst the memory of the applicant evidence
2 is fresh to allow parties to comment upon it. But
3 perhaps at the end of all the schools phase there will
4 be further submissions, as people wish, not perhaps
5 about some of the more general trends that we have heard
6 about across the board. But, until next Thursday, we
7 are concluded.

8 LADY SMITH: Thank you very much indeed. I will rise now
9 and see those of you who wish to hear the closing
10 submissions next Thursday starting at 10 o'clock.
11 Thank you.

12 (12.22 pm)

13 (The Inquiry adjourned until 10.00 am on Thursday,
14 27 May 2021)

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MR SIMON PENGELLEY (affirmed)1

 Questions from MR BROWN2

MR GARETH WARREN (sworn)59

 Questions from MR BROWN59

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